

Report of On-Site Evaluation
ACEJMC
Undergraduate program
2013– 2014

Name of Institution: University of New Mexico
Name and Title of Chief Executive Officer: Robert G. Frank
Name of Unit: Department of Communication & Journalism
Name and Title of Administrator: Karen Foss, professor and chair

Date of 2013 - 2014 Accrediting Visit: Nov. 10-13, 2013

If the unit is currently accredited, please provide the following information:
Date of the previous accrediting visit: Jan. 27-30, 2008

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2013 - 2014 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Jerry Ceppos, Dean

Organization/School: Manship School of Mass Communication, Louisiana State University

Signature _____

Team Members

Name and Title: Tien-Tsung Lee, Associate Professor

Organization/School: William Allen White School of Journalism, University of Kansas

Signature _____

Name and Title: Anne Hoag, Associate Professor

Organization/School: College of Communications, Pennsylvania State University

Signature _____

Name and Title: Andy Alexander, Scripps Howard Visiting Professional

Organization/School: Ohio University

Signature _____

PART I: General information

Name of Institution: University of New Mexico

Name of Unit: Department of Communication & Journalism

Year of Visit: 2013-2014

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

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

2. Indicate the institution's type of control; check more than one if necessary.

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

The University of New Mexico was created by an act of the Territorial Legislature in 1889, 23 years before New Mexico became a state. Opened as a summer normal school on June 15, 1892, it began full-term instruction on September 21 of the same year. The university awarded its first baccalaureate degree more than 75 years ago. The New Mexico Higher Education Department approves the offering of any degree at the University of New Mexico.

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

- Yes
- No

If yes, give the date of the last accrediting visit: 2007

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1955

6. Attach a copy of the unit's mission statement. Give date of adoption and/or last revision:

Last revised/adopted in September 2013

Multimedia Journalism Concentration Mission Statement

The undergraduate Multimedia Journalism Concentration in the Department of Communication & Journalism recognizes the importance of accurate, ethical and independent journalistic efforts to a free society. Toward these ends, the concentration provides instruction for creating factual and editorial media that address the informational needs of diverse and engaged citizen audiences. Students should become competent users and producers of media. These concentrations prepare students for careers in areas such as print journalism, broadcast journalism, Web and multimedia. The department is dedicated to conducting training, research and service that promotes the role of journalism as a valuable resource to citizens interested in creating a better world.

Strategic Communication Mission Statement

The undergraduate Strategic Communication Concentration in the Department of Communication & Journalism provides students with the knowledge and skills to produce and critically examine mediated messages, to strengthen understanding of the relationship between media and society, and to be aware of the issues and challenges related to media and strategic communication historically and in international and intercultural contexts. This concentration prepares students for careers in their respective industries such as advertising agencies, public relations firms, academic and research institutions and business organizations performing advertising and public relations functions. The department is dedicated to conducting training, research and service that promotes the role of the media and strategic communication as a valuable resource to organizations and citizens interested in creating a better world.

7. What are the type and length of terms?

Semesters of 16 weeks, fall and spring

Quarters of weeks

Summer sessions of 4 and 8 weeks

Intersessions of 1 – 2 weeks

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

Four-year program leading to Bachelor's degree

Graduate work leading to Master's degree

Graduate work leading to PhD degree

9. Give the number of credit hours required by the university for graduation. Specify semester hour or quarter-hour credit. 128 semester hours (semester)

10. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit. 6 credit hours (semester)

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Multimedia Journalism	Judith McIntosh White
Strategic Communication	Judith McIntosh White

12. Number of full-time students enrolled in the institution: 25,000

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

<u>Name of Sequence or Specialty</u>	<u>Undergraduate Majors</u>
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Journalism & Mass Communication majors by sequence:

Multimedia Journalism	157
Strategic Communication	171
Digital Field MMJ	3
No declared concentration	37

Journalism majors by sequence:

Print Journalism	3
Broadcast	5

Mass Communication majors by sequence:

Advertising	9
Public Relations	2

Total	387
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14. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.

NUMBER	COURSE NAME	SECTION	SP 2013	FALL 2013
171	Introduction to Media Writing	2	19	18
		3	19	20
		5	19	18
		6	0	19
		7	19	20
		8	17	0
269	Multimedia & Visual Communication	1	20	17
		2	20	20
		3	21	18
		4	0	18
278	Writing & Editing for MMJ	1	21	18
		2	0	14
279	Web Design	1	20	20
		2	0	20
360	Broadcast News I	1	20	0
		2	0	0
		3	0	19
361	Photojournalism	0	0	19
372	Copy Editing	0	0	0
373	Magazine Writing	1	50	0
374	Design & Visual Presentation I	1	18	0
		2	0	20
375	Intermediate Reporting	1	19	21
387	Introduction to Strategic Comm	1	30	0
		2	18	0
		3	18	0
		4	0	18
388	Strategic Planning & Positioning	1	34	33
389	Creative Concepts	1	20	20
		2	16	20
460	Broadcast News II	1	0	0
464	Multimedia Visual Production	0	0	0
474	Design & Visual Presentation II	0	0	0
475	Advanced Multimedia Journalism	1	8	19
488	Strategic Communication Campaigns	1	0	32

		2	40	0
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15. Total expenditures planned by the unit for the 2013 – 2014 academic year: \$2,507,785
(figure for the entire C&J Department)

Percentage increase or decrease in three years: 13% increase

Amount expected to be spent this year on full-time faculty salaries: \$646,368.64

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

Glenda Balas, PhD, Professor (left university in 2013)
 Joshua Bentley, PhD, Assistant Professor
 Marco Briziarelli, PhD, Assistant Professor
 Karolyn Cannata-Winge, MA, Lecturer (left university in 2012)
 Jaelyn DeMaría, PhD, Postdoctoral Fellow
 Miguel Gandert, MA, Professor (joint appointment with UNM IFDM program)
 Dirk C. Gibson, PhD, Associate Professor
 Dennis Herrick, MA, Lecturer (left university in 2012)
 Lillian J. Kelly, MA, Lecturer
 Ilia Rodríguez, PhD, Associate Professor
 Richard Schaefer, PhD, Associate Professor
 David Weiss, PhD, Assistant Professor
 Olaf Werder, Ph.D, Associate Professor (left university in 2011)
 Judith McIntosh White, PhD, Associate Professor
 Todd Winge, MA, Lecturer (left university in 2013)

17. List names of part-time/adjunct faculty teaching at least one course in fall 2013. Also list names of part-time faculty teaching spring 2013. (If your school has its accreditation visit in spring 2014, please provide the updated list of faculty at time of visit.)

Spring 2013:

Kate Nash
 Cunningham
 Dohnia Dorman
 Carolyn Flynn
 Adán Garcia
 Benson Hendrix
 Melissa N. Juarez
 Melanie Majors

Fall 2013:

Jennifer Bartlit
 Elaine Baumgartel
 Robin Camardo
 Matthew Carter
 Katherine Cunningham (Kate Nash)
 Gwyneth Doland

Dohnia Dorman
 Adán Garcia
 Benson Hendrix
 Eliot Knight
 Melanie Majors
 Mike Marcotte
 Jakob Schiller
 Toby Smith

18. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

<u>Year</u>	80 or More Semester Hours Outside the Major			65 or More Semester Hours in Liberal Arts/Sciences	
	<u>Total Graduates</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
2012-2013					
Academic Year	<u>99</u>	<u>96</u>	<u>97%</u>	<u>99</u>	<u>100%</u>
2011-2012					
Academic Year	<u>94</u>	<u>94</u>	<u>100%</u>	<u>94</u>	<u>100%</u>

19. Schools on the quarter system: NA

For each of the last two academic years, please give the number and percentage of graduates who earned 116 or more quarter hours outside the major and 94 or more quarter hours in liberal arts and sciences.

<u>Year</u>	116 or More Quarter Hours Outside the Major			94 or More Quarter Hours in Liberal Arts/Sciences	
	<u>Total Graduates</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
2012-2013					
Academic Year	_____	_____	_____	_____	_____
2011-2012					
Academic Year	_____	_____	_____	_____	_____

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The university established the Department of Journalism in 1947 as a semi-autonomous part of the Department of English. Journalism achieved department status in 1949. The Department of Speech also left the Department of English in 1949, later becoming the Department of Communication. As journalism enrollments were declining and communication enrollments were booming, the two departments merged in 1992 as part of the College of Arts & Sciences, the largest of UNM's 11 colleges and schools. The department operates as one unit with a single budget and unified policies and procedures. Since the merger, the number of journalism and mass-communication majors has surpassed the number of communications majors. The most significant recent developments on the journalism side have been the consolidation of print and broadcasting into the new multimedia-journalism concentration in 2010 and the consolidation of public relations and advertising into the new concentration in strategic communication in 2011. Beginning in 2010, a concentration in digital field media was added with the help of the Interdisciplinary Film and Digital Media Program, currently directed by a journalism faculty member, Distinguished Professor Miguel Gandert, and housed in the College of Fine Arts.

The department and the journalism program have mission statements. The self-study summarizes them: "The focus of Journalism was, and is today, centered on a combination of liberal arts and professional skills preparation."

The unit has specific mission statements for journalism and mass communication and maintains a long-range strategy statement (dated 2006 but clearly updated).

The department believes it has been treated fairly despite difficult financial times. Notably, an external-review group appointed by the president this year suggested three new non-tenure-track professors of practice, to build tighter relationships with local and student media. That title had not previously existed in the department and largely not at the university. The first of the professorships is being added in January 2014; the other two are expected in coming years.

The JMC portion of the combined budget was \$696,781 in 2010-11, \$762,052 in 2011-12 and \$785,216 in 2012-13.

Five of the 11 full-time journalism faculty members were hired in the last two years, after three years when retirements, attrition and budget constraints held back the number of faculty. "Between 2009 and 2011, when the department lost nine faculty members and experienced a severe budget crisis, the department was able to weather the crisis by advocating in the college and creatively using financial incentives for online course development to secure its own funding," the self-study reports. In the last two years, the college approved three hires (excluding the new professors of practice).

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

The unit's Policies and Procedures Manual codifies faculty governance.

(c)The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

The chair is new but served in the same role many years ago. She is very familiar with the operation of the university. Likewise, the associate dean of the College of Arts & Sciences (the dean was traveling) seemed familiar with most aspects of the department and praised it. The chair says that she agreed to take the position for two years, which may raise questions about long-term leadership. The team heard little faculty criticism of departmental leadership.

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

The department follows written UNM guidelines for choosing a chair. Voting members of the faculty take an advisory vote for the dean, who appoints the chair, usually for four years.

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

The university and the department provide formal and informal means for complaints to be heard.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

The unit recently lowered requirements from 80 to 72. However, in each of the two past academic years, better than 95 percent of students met the 80 credit rule with 65 or more of credits in the liberal arts and sciences. In the 2012-2013 academic year 97% of students completed 80 or more credits outside the major; 100% in the previous year. In 2012-2013 and 2011-2012, 100 percent of graduates completed 65 or more credits in the liberal arts and sciences.

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

The department offers two bachelor's degrees: (1) Communication and (2) Journalism & Mass Communication. Only the latter seeks ACEJMC accreditation and further, only two of the three concentrations comprise the accrediting unit, Multimedia Journalism (MJ) and Strategic Communication (SC) (The third is Digital Field Multimedia.). For each, 36 credits are required with a common core of 15 credits, 12 credits in one of the two concentrations and nine elective credits as approved by the student's adviser.

Students can apply for admission to the journalism and mass communication major after earning at least 26 credit hours with a 2.5 or higher G.P.A. and having completed the following: the writing and speaking core, the second language core, and the mathematics core of the university. In addition, applicants must complete CJ 171 Introduction to Media Writing (part of the 15 credit J&MC core), and STAT 145 Introduction to Statistics.

The core curriculum for both concentrations consists of five courses: CJ 171 Introduction to Media Writing, CJ269 Multimedia and Visual Communication, CJ 365 History of Media, CJ 466 Media Ethics and Law, and CJ 478 Media Theory and Research.

The Multimedia concentration has 157 (40.57% out of 387) students, according to the self-study. The Strategic Communication sequence has 171 students (44.19% out of 387). In addition, three students are in Digital Field Multimedia Journalism (which does not seek accreditation), and 37 have not declared a concentration. Moreover, because Print and Broadcast merged into Multimedia Journalism in 2010 and Advertising and Public Relations merged into Strategic Communication in 2011, a few (19) students are still in the old curriculum.

Learning objectives following 11 of the Council's 12 values and competencies are woven throughout the curriculum. (The former diversity value is still assessed rather than separate values in global and domestic diversity.) The site team confirmed claims in the self-study through interviews with faculty, in the online bulletin and by reviewing syllabi. Requirements for both the Multimedia Journalism (MMJ) and Strategic Communication (SC) concentrations allow students to acquire a balance between theoretical and conceptual courses and professional skills courses, though it is common for students to complete the major with 27 of 36 credits (75%) in skills courses.

As for conceptual/theory courses, the 15-credit core includes nine credits covering media history (3 credits), ethics and law (3 credits), theory and research (3 credits). In the last two years there have been seven sections of conceptual elective courses: “Multiculturalism, Gender & Media” (2 sections), “Black Filmmakers” (1 section), “Ethics in a Digital Age,” (1 section), “Mass Communications Ethics” (1 section), “Serial Murder Communication” (2 sections). Given the light offerings in the conceptual space, most students fulfill major requirements with up to 75 percent skills course credits (nine credits conceptual, 27 credits skills).

MULTIMEDIA JOURNALISM

Multimedia Journalism students take four concentration courses: CJ 278 Writing & Editing for Multimedia Journalism, CJ 360 Broadcast News I, CJ 375 Intermediate Reporting, and CJ 475 Advanced Multimedia Journalism.

To complete the 36-credit requirement, students in Multimedia Journalism choose three electives (nine hours) from a list including: CJ279 Web Design, CJ361 Photojournalism, CJ 372 Copyediting, CJ 373 Magazine Writing, CJ 374 Design and Visual Presentation I, CJ 376 Media Management, CJ 381 Media Planning, C 460 Broadcast News II, CJ 464 Multimedia Visual Production, CJ 474 Design and Visual Presentation II, CJ 485 Public Relations Case Studies, CJ 490 Undergraduate Problems, and CJ 496 Internship in Multimedia Journalism. There are a few additional courses with a more theoretical/conceptual focus, described above.

STRATEGIC COMMUNICATION

In addition to the five core courses, Strategic Communication students take four concentration courses: CJ 387 Introduction to Strategic Communication, CJ 388 Strategic Planning and Positioning, CJ 389 Creative Concepts, and CJ 488 Strategic Communication Campaigns.

To complete the 36-credit requirement, students in this concentration take three courses (nine hours) from a list of electives that includes: CJ279 Web Design, CJ361 Photojournalism, CJ 372 Copyediting, CJ 373 Magazine Writing, CJ 374 Design and Visual Presentation I, CJ 376 Media Management, CJ 381 Media Planning, CJ 460 Broadcast News II, CJ 464 Multimedia Visual Production, CJ 474 Design and Visual Presentation II, CJ 485 Public Relations Case Studies, CJ 490 Undergraduate Problems, and CJ 495 Internship in Strategic Communication. There are a few additional courses with a more theoretical/conceptual focus, described above.

- (b) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)**

We found the overall rigor and currency of coursework responsive to professional and industry expectations. The major was significantly revised two and three years ago in response to faculty input, assessment outcomes, advisory board advice, and the abilities of the department. The quality of instruction is good. The full-time and part-time faculty are well qualified, dedicated and are accessible to students. Classroom visits, reviews of syllabi, student evaluations and interviews with students and alumni indicate that the overall quality of instruction is good.

The program's full- and part-time faculty members handle the undergraduate teaching responsibilities in the Journalism & Mass Communication program of the department; some faculty from the communications side also teach in JMC with communication-side faculty also serving in the two roles of internship coordinator and assessment director.

Achievement in teaching is recognized and valued. The unit's full-time faculty have received a number of teaching awards within the unit and a few have been recognized at the university level.

As described in Standard 4, "Full-time and Part-time Faculty" of this site team report, the unit relied heavily for a few years on part-time faculty in excess of accreditation limits due to extra-ordinary circumstances. According to the unit's self-study, the department will reduce the number of adjuncts and concentrate on increasing full-time faculty, including three "Professors of Practice." The dean of the college has indicated in writing his commitment to fill these three positions; one has been hired and will start full-time in January, 2014.

MULTIMEDIA JOURNALISM

Students and faculty agree that coursework, assignments and facilities/equipment enable students to acquire modern multimedia journalism skills. Students praised their professors and part-time instructors for their ample industry experience, caring qualities and accessibility. Industry professionals and alums with whom we met mentioned that the revised curriculum has led to students better prepared for their current and future hiring needs vis a vis broader multimedia skill sets, but there were some complaints that students do not arrive at their internships prepared with adequate specialized skills (e.g., in broadcast television, interviewing).

STRATEGIC COMMUNICATION

Students in the strategic communication concentration are enthusiastic and very satisfied with the quality of instruction. They find they have ample opportunity to develop advertising and public relations knowledge and skills. They feel an integrated advertising/PR curriculum will benefit them. A few commented on the value of learning technical skills and desired coursework focusing on this while others felt current offerings along with access to Lynda.com training is more than adequate. Faculty are generally unified in their view that merging the two traditions has strengthened the major.

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

The self-study notes 45 course sections of skills courses offered in spring, 2013 and fall, 2013. Of these, the majority, 36 (80 percent), met the enrollment limit of 20. In nine sections, the self-study notes over-enrollment, often by significant numbers. Two sections of Strategic Planning & Positioning enrolled 34 and 33 students each. A magazine writing course enrolled 50. An introduction to strategic communication section had 30. Two strategic communications campaign sections enrolled 40 and 32 each.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. (If the unit has more than one sequence, address the opportunities by sequence.)

Students report they are encouraged by faculty and advisement to capitalize on internship opportunities. Though not required, we found that nearly all students with whom we met had or would soon undertake an internship. Internship support and supervision is solid: A communications-side faculty member serves as liaison and supervisor. Students indicated that they received regular notice of internship opportunities from the department Facebook page, e-mails from faculty and the full-time adviser and through other channels. We found that faculty, the full-time adviser, many advisory board members and alumni work to assure students know of opportunities, are prepared for their internships, grow from meaningful media work experiences and are supervised and assessed.

MULTIMEDIA JOURNALISM

Multimedia Journalism students we met with appreciate internship experiences and know they are vital to career success. A few students mentioned that their internships reinforced knowledge, skills and values they learn in their courses – including ethics, and diversity.

STRATEGIC COMMUNICATION

Students in the strategic communication concentration were enthusiastic and vocal about their internship experiences. This group also mentioned their internships and coursework reinforce one another. They feel well prepared to make positive contributions at their internship organizations.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

(a)The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

The department has adhered to the diversity plan codified in 2007 and established departmental policies to create an inclusive and supportive environment.

The department's 59 percent student-diversity rate mirrors the university's ethnic-minority enrollment. (New Mexico counts 64 percent of its residents as being from ethnic minorities.) The department's six-year graduation rate for all students and for minorities is 70 percent, far higher than the university rate.

(b)The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Every syllabus includes references to the department's diversity goals, implying that every course touches on the subject. One specific course—Multiculturalism, Gender and Media—deals with the subject. Despite that, as often happens in student meetings, we received mixed signals about whether the subject is dealt with across the curriculum. Our best guess is that it depends on the instructor. (Incidentally, those meetings were made up of an incredibly diverse group of students.)

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

In the past two years, two out of four hires in journalism and strategic communication were a white woman and a Latina. In all, for the 2013-14 year, the full-time faculty in journalism and strategic communication consists of 11 people: four are women and three are Hispanic.

Among adjuncts in journalism, strategic communication and communication courses of relevance to journalism and strategic communication, there are 34 instructors: 41 percent were white women, 14 percent were Hispanic and African-American women, 11 percent were Hispanic males and one was an international scholar. Among 21 teaching assistants, 38 percent were white women, 29 percent were Hispanic women, 4 percent were African-American women, 14 percent were international women and 14 percent were international men.

Among staff, the last three out of four positions were offered to and accepted by two minority women (Latina and African-American) and a minority man (Latino). In a professional staff of four serving the entire department, three are women and three are ethnic minorities.

(d)The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

Hispanic and African-American students have a higher representation in the department (49 percent and 4 percent, respectively) than in the university, or among high-school graduates, or in the state's population. The representation of Asian-American students is 1.2 percent compared with a state population of 1.6 percent.

However, the department notes "an enduring challenge for the department and the university" is to increase enrollment of Native American students. Three percent of the department's students are Native American; 10 percent of the state population is. Two faculty members mentioned the possibility of penetrating this group with greater outreach and with online learning.

(e)The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

We saw and heard no complaints.

We should emphasize that we observed success in diversity in almost every way: The students we interviewed were wildly diverse; the faculty was diverse; the conversations around the table for the faculty breakfast ranged from discussions of Native American languages to border issues; the colorful art in the building is as diverse as New Mexico is; even the Advisory Board and other professionals brought in to talk to us were diverse.

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

The department's "Policies and Procedures Manual" lays out the process for selecting and evaluating all full-time and part-time faculty and instructional staff. The manual clearly defines criteria and procedures for areas such as tenure, promotion, calculating merit, service and scholarship. These criteria are consistent with the University of New Mexico's Faculty Handbook (<http://handbook.unm.edu/>)

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

For the 2012-13 academic year, the department had nine full-time faculty (two full professors, three associate professors, two assistant professors, one lecturer II, and one post-doctoral fellow). For the 2013-14 academic year, the number of full-time faculty had been increased to 11. These included one professor (an administrator with no teaching load), four associate professors (one, with administrative duties, serving as associate chair), three assistant professors, one lecturer, one post-doctoral teaching fellow and a visiting assistant professor. Of the 11 full-time faculty, five were hired in the past two years. This reflects significant faculty upheaval in recent years; between 2009 and 2011, the department lost nine faculty members through retirements and/or departures. This occurred during a period of university-wide budgetary constraints.

Data in the department's self-study indicate difficulty maintaining a ratio in which full-time faculty teach the majority of courses. Indeed, the large number of classes taught by part-time instructors was noted by numerous students (mostly multimedia journalism majors) who met with the accreditation team. For the previous three years, departmental data show that the percentage of classes taught by part-time faculty and graduate students has been significantly higher than the percentage of classes taught by full-time faculty. However, the trend over the past two years has been toward full-time faculty teaching a higher percentage of classes. The department's self-study states that it is hoped that the number of classes taught by full-time faculty "will greatly increase" with the projected addition of three professors of practice in the coming years.

The team suggests that the department pay special attention to this ratio.

(c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

The department's faculty reflects a broad range of professional and academic experience among both full-time and part-time instructors. The self-study asserts that the faculty "averages more than 30 years of professional experience in multimedia journalism and

strategic communication.” It further states: “Our faculty provide students with a strong balance of both real-world and academic experience within the classroom.” During its site visit, the accreditation team heard a number of students and industry professionals urge greater practical, hands-on instruction in the classroom. Several suggested that, when selecting the three new professors of practice, special emphasis be placed on hiring those with up-to-date skills sets and deep familiarity with the transformative trends occurring in the media industry.

During the 2012-13 academic year, the department also relied on 14 part-time faculty and three graduate assistants. The part-time faculty average nearly 21 years of professional experience. Their level of academic achievement includes one JD, five MAs, two MBAs, four BAs and two with a BS degree.

Full-time faculty maintained a sufficient balance of professional and scholarly experience. In interviews, faculty members said they are involved with the university community and the non-academic community beyond the campus. Most said they have been afforded opportunities for professional development through conferences or similar activities. The faculty gender mix is good, with four women and seven men.

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

In discussions with the accreditation team, students confirmed that the department routinely seeks their evaluation of faculty, typically through questionnaires that also afford an opportunity for comments.

The self-study states: “All full-time faculty members (tenured, tenure-track and lecturers) are reviewed annually.” Performance evaluations typically are sent to faculty members each spring. However, in the current year, the department is at least six months late in completing performance evaluations. The delay was attributed to the fact that the department’s former chair had not completed the evaluations before her departure and when the new chair took over in July.

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

Faculty members are expected to maintain robust involvement with the university, both within the department and beyond. Faculty routinely serve on campus-wide committees. Untenured faculty members are expected to provide service primarily to the department, while tenured faculty and lecturers are expected to assume leadership to the university as a whole. For tenure-track and tenured faculty in the department, 20 percent of their workload is to be devoted to service. For non-tenure-track faculty, the service expectation is 30 percent of total workload. The self-study notes that “promotion to full professor is partially contingent on this type of leadership.”

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

According to the university's Faculty Handbook and the Department's Policies & Procedures, faculty members are expected to "make a serious and sustained commitment to a planned program of research and/or creative endeavors that result in significant publication or other tangible evidence of professional progress." Each tenured or tenure-track faculty fills out an annual review "Work Productivity Form," which uses a comprehensive point system. For instance, an academic book published by a mainline publisher receives 15 points, an article in a top- or mid-level journal receives seven points, and an entry into a top-level, juried creative show/book receives five points. Research and scholarship expectations are defined and explained in the documents. Faculty members confirmed that they understand these expectations.

The department chair and associate chair indicated their support and rewards for research and creative activities, which were confirmed by the site team's interviews with tenure-track and tenured faculty. For instance, research productivity, which is part of the annual performance review, is directly tied to merit raises. In addition, each tenured, tenure-track and non-tenure-track faculty receives an annual budget of \$1,200 for research equipment and/or travel to conferences to present research. However, faculty members voiced their desire for research assistants, which are not provided currently.

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

The unit's Policies and Procedures documents specify expectations for research, creative activity and/or professional activity at each rank. Such expectations are defined with examples. For instance, an associate professor is a "recognized scholar or artist within at least one of the areas identified in the department's mission," and a professor is "a nationally and/or internationally recognized leader in research, theory-building, and/or creativity activity...."

The Department's announcements for available positions all specify expectations for research and creative/professional activities. For instance, a 2012 and a 2013 job announcement for an assistant professor opening in strategic communication states that the new hire is expected to demonstrate "strong record of research or scholarship showing potential to lead to tenure and promotion to the rank of associate professor."

Interviews with both pre-tenure and tenured faculty members indicate that they are aware of the expectations for tenure and promotion. In the past six years, two faculty members received tenure and one was promoted to full professor, indicating that the unit's expectations are in alignment with the University's expectations.

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

The university's Faculty Handbook and the department's Policies & Procedures documents specify the evaluation criteria for scholarly and creative works. For instance, in addition to scholarly research, the department's Work Productivity Form recognizes eight types of creativity activities such as "major presentation/premier screening of original creative work," "published graphic designs/book cover," and "digital collection."

(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

The faculty in this department conduct and publish research focusing on various areas of journalism and mass communication, such as public relations, visual communication, and television network news editing strategies. Research and/or creative activities are major items in the criteria for tenure and promotion. There are other incentives, including a one-course reduction for tenure-track faculty, travel funds to attend conferences, and merit raises.

According to the data reported by the department, as well as faculty vitae, in the six years prior to the site-team visit, faculty members have received 16 internal grants and 9 external grants, produced 5 scholarly books, 2 textbooks, 2 edited books, 19 book chapters, 30 refereed journal articles, 119 refereed conference papers, 32 invited academic papers, 15 encyclopedia entries, 4 book reviews, 16 articles in non-referred publications, 5 juried creative works, and 33 non-juried creative works.

These statistics indicate that this unit's faculty members communicate the results of their research and other creative or professional activities to scholars, educators and practitioners.

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

Interviews with the faculty confirm that the department provides a positive environment for research. Faculty members collaborate on research projects. According to the department's Policies & Procedures documents, a formal system requires senior faculty to mentor junior faculty on research, teaching and service. Interviews with pre-tenure faculty confirmed the existence of this formal system. In addition, a review of faculty vitae shows that this faculty has co-authored many publications and conference papers. Interviews with several faculty members confirmed that they felt comfortable to express different points of view.

The university is a research institution that also teaches professional skills. Considering the mission of the university and department, the site-team considers the types and level of productivity of the full-time faculty appropriate.

COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

Students expressed high praise for the department's academic adviser, lauding her for providing clear guidance on institutional requirements and advice on internships and post-graduate jobs. Beyond the academic adviser, students said they typically gain career-development assistance through faculty members or through professional contacts. Information about internships, jobs and other opportunities can be found on the department's Facebook page, its website, a listserv (developed from students' university e-mail addresses), classroom announcements and bulletin boards. On occasion, special advising meetings and workshops are held.

(b) Faculty are available and accessible to students.

Students indicated that faculty members are accessible to provide advice, either through face-to-face visits or via e-mail or others channels of communication. Faculty members maintain regular office hours. According to the self-study, "Faculty members place availability to students as a primary responsibility in teaching. We attempt to provide students with an optimal opportunity for meeting outside of the classroom."

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

As noted above, the department employs a variety of channels to keep students informed. A recently redesigned department website (<http://cjdept.unm.edu/index.html>) provides students with academic forms and information on course planning, graduation and retention rates, scholarships and internships.

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

Students may choose from a variety of extra-curricular activities and opportunities to enhance their learning experience beyond the classroom. The *Daily Lobo*, the University of New Mexico's editorially independent student newspaper, has been in existence since 1895. For broadcast students, opportunities exist at KNME-TV, the PBS outlet. Similarly, students can gain hands-on experience at KUNM-FM, the campus-licensed community radio station. Although KNME and KUNM are independent of the department, they are university-affiliated and have a good working relationship with the department's faculty. The department also has plans to launch a student-run streaming radio station.

The department maintains ties to local media through an Advisery Board that meets at least twice a year. Advisery Board members, many of them alumni, report that the department's faculty members routinely consult about intern and employment opportunities. Some Advisery Board members have served as adjunct faculty or guest lecturers.

The accreditation team was heartened by the recent reactivation of the local chapter of the Society of Professional Journalists; it had gone dormant in recent years. Likewise, a student chapter of the National Press Photographers Association has recently been created. The department's student-run advertising agency, Lobo Edge, was launched in 2009-10 and is a campus chapter of the American Advertising Federation. These organizations provide important student connections to professional organizations.

(e)The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit regularly publishes this information on its website.

The department maintains data on graduation and retention. The information is available on the department's website.

Students at the University of New Mexico benefit from a "lottery scholarship," implemented by the state in the late 1990s, that pays tuition for four years to any state high-school graduate with and able to maintain a 2.5 GPA. Many of the department's undergraduate students qualify. The department states that annually it awards about 12 scholarships to more than 25 students. In 2012-13, the department said these departmental scholarship awards totaled \$12,170 (with a median individual award of \$422). However, the department was unable to provide data on the total number of annual "lottery" or other "institutional" scholarships, making it impossible to fully assess the level of student scholarship assistance to the department's undergraduates.

Similarly, the department acknowledges a shortage of reliable data on where its graduates are employed. This could be perceived as a weakness, given the importance of knowing whether a degree actually leads to employment in a chosen field. The department said it is contacting alumni to create a database that tracks the employment status of its graduates. It hopes the database will be built by August 2014.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The self-study indicates that the Department's 2012-2013 Journalism & Mass Communication budget was \$785,216, an increase of 2.95 percent from \$762,052 in 2011-2012. The increase is reflective of the general budgetary situation for the department. The majority of the budget is spent on salaries for full- and part-time faculty members, and teaching assistants, which accounts for 87.55 percent.

The department's strategic plan calls for a focus on "professional skill development for students...." The self-study states that the unit implements this goal by hiring highly qualified full-time faculty and part-time instructors, and by providing state-of-the-art equipment. The unit increased its budget for part-time instructor salaries from \$69,300 in 2011-2012 to \$114,250 in 2012-2013, which is a 39.34 percent increase. Students recognized the benefits of working professionals as instructors because such part-time faculty bring cutting-edge knowledge into the classroom. The budget for "maintenance of equipment in JMC computer labs" increased from \$6,086 to \$13,737 between those two school years, reflecting a 55.70 percent increase. Overall, the detailed annual budget of this department is related to its long-range, strategic plan.

However, it should be pointed out that the department has zero budget for purchasing new equipment in 2012-2013. The department's staff have been successfully obtaining computers and other equipment for free or at a very low cost from campus and external sources according to the self-study. However, this is an issue that needs to be addressed when the department is ready to upgrade its computers and other equipment in the near future.

(b) The resources that the institution provides are fair in relation to those provided other units.

The university's budget cuts exceeded the national average in recent years, according to a news article included in the self-study. The unit lost a number a faculty in recent years. The department's self-study indicates that "no other department within the college that had lost such large numbers of faculty enjoyed so much success at replacing them during this difficult fiscal time." It also states that "the College of Liberal Arts & Sciences made 61 hires between 2011 and 2013" and the department "received a disproportionate share (nine) of those hires, plus a postdoctoral hire who also teaches four classes annual in the JMC major." In addition, the department hired two teaching-oriented faculty in August 2013. Furthermore, the college is committed to hire three "Professors of Practice" for this department in the next few years. One will start in spring 2014.

Interviews with the chair, the associate dean of the college, and the first Professor of Practice hire, as well as reviews of faculty vita, confirmed these statements in the self-study. The resources that the department receives from the institution are at least fair in comparison with other units in the college.

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

The department is housed in a 2-floor, 31,000-square-foot building built in 1949 and renovated in 2006-2007. The cost for renovation was \$5.81 million, with an additional \$210,000 for instructional technology.

The building has 11 classrooms, including three computer labs. One is equipped with 21 PCs, another has 21 Macs, and the third one contains 17 Macs. The Mac desktops in the classrooms/labs have MS Office, Adobe Creative Suites 5.5, and “more specialized software for design and Ethernet Internet connections.” The PC lab has MS Office and Adobe Creative Suite 5.5, plus other instructional software and built-in video projection and audio amplification from the instructor station. Except for the three computer labs, classroom capacities range from 24-48 students. All classrooms have sufficient instructional technologies, including ceiling-mounted cameras for document reading and recording presentations, projection systems, and computer-driven presentational systems. All classrooms have traditional whiteboards, and several have electronic bulletin boards as well.

The broadcast studio includes a studio with green wall, studio set and student desks. A control room and an editing room are adjacent to the studio. The editing room contains six high-end editing computers with software for advanced multimedia students who have access to high-speed external drives throughout the semester. The focus group/editing room has two desks for computers, three cameras and flexible space to set up the room for various needs. The building has a traditional wet darkroom of 100 square feet, which is not in use. There is also a digital darkroom consisting of two computers and high-end printer.

The building accommodates up to 26 faculty members, 36 graduate teaching assistants, 22 part-time instructors and four student clubs. Faculty have their own offices of about 120 square feet with desk, filing cabinets and book shelves. Graduate teaching instructors are housed in three corporate-style cubicle offices with individual work space and filing cabinet. Part-time instructors share a flexible space office and all have their own filing cabinets and access to a desktop computer. The student clubs are located in two 120 square foot offices with flexible work space, whiteboards, computers and individual filing cabinets.

The administrative suite includes three private offices for the department adviser, the administrator, and the department chair. In addition, there are two multipurpose offices and a conference room that seats eight. The administrative quarters also include a seating area for visitors and storage space, a mailroom with two photocopiers and a file room.

The unit’s facilities appear to enable and promote effective scholarship, teaching and learning.

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

Interviews with students and faculty show that they are generally satisfied with the hardware and software provided by the unit. A few students voiced their disappointment in limited computer lab hours. However, they understand they have access to other computer labs on campus with longer hours.

Classroom size limits mean that a few introductory courses with large enrollments continue to be held elsewhere on campus. Currently broadcast instruction is provided off-campus at the well-equipped digital studios of KNME, the local PBS station. The faculty, students, and KNME staff have expressed satisfaction with the relationship, and believe the ties are strong and will last. The KNME studio supervisor stated that this relationship benefits the station because it has allowed him to select the best students to hire.

All faculty members have a laptop or desktop computer (Mac or PC) with software chosen by the faculty, and printers in their offices. Faculty computer capability is updated about every four years. Part-time instructors and graduate instructors have access to iMac computers with a networked printer.

Undergraduate and graduate students have access to four countertop public-use computers with Internet browser software but with no seating or printing access. Four of the five computers are located near the main entrance, and one is located near the academic adviser's office. Students also have access to two IT-staffed computer labs when classes are not in session from Monday to Friday. Each lab has a networked color printer that students can use for a page fee of 10 cents.

Students can check out digital cameras and other equipment for 24 hours. They stated that the check out process is easy and the quality of such equipment is satisfactory.

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

Library and information resources are sufficient to support faculty and student research and professional development.

Near the entrance to the building there is a 150 square-foot reading room, which is open at all hours (there is no door). It has eight seats. There is a newspaper / magazine rack on the wall with 10 compartments. The department receives several local and national dailies as well as weekly newspapers. The reading room also displays professional newsletters and magazines. There are two flat screen televisions in the room that are tuned to local and national news broadcasts.

Journalism and mass-communication books and periodicals are housed in the university's main (Zimmerman) library. It is a five-to-seven minute walk from the Department. Electronic databases for research articles, newspaper indexes, international journalism and legal issues are available via the Internet and accessible to students, faculty and staff 24 hours seven days a week via their personal computers or on-campus computer labs. The library provides access to 400 databases.

The keyword search of library content retrieved 30,843 books under the key words of "mass media" or "journalism" or "press" or "reporters" or "news." This number represents a minimum of the overall number of books on journalism and mass communications in the library.

Listings available online or provided in the self-study included a wide array of core indexes and abstracts, newspaper aggregators and other material, including all standard sources for journalism and mass communications.

University Libraries provides access to more than 17,000 online magazines and journals, including an ample range of journalism and mass communications journals. Titles available in print and/or online included all standard domestic sources, plus a number of international journalism/ mass communications journals, in English and several in Spanish.

According to University Libraries' statistical data, between January and December 2012, a total of 632,327 database searches of communications and mass media topics were made in the course of 239,682 sessions. A total of 5,661 hard copy books related to journalism and mass communication were checked out in the past five years.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

A 33-member Advisery Board is the primary source of organized alumni contact, though the alumni who have been identified also receive annual letters and e-mail messages. (In addition, the web page includes an alumni section.) But the unit does not effectively track many alums, a shortcoming noted by the last site team. The self-study notes that the department “does not have all of the resources needed for all the programs we would like to sustain (such as) to coordinate events to foster alumni relations and fundraising. As a result, the department has done a less than optimal job of following graduates to understand how their education relates to their career success.” It is unlikely that the university will come up with a full-time alumni coordinator for the department, so the unit may want to work on alternatives, such as asking a strategic-communication class to develop a find-our-alums program or perhaps hiring someone on a limited contractual basis.

(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.

Faculty members have judged many competitions, including those of the National Association of Hispanic Journalists, the UNM Mercer Speech Competition and photographic exhibits. Faculty members have served on the BEA Publications Board, the New Mexico Broadcasters Association executive board, committees of the Latin American and Iberian Institutes, the KUNM Advisery Board, the Southwest Hispanic Research Institute, the Minorities and Communications Division of AEJMC and many others.

(c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty’s involvement in academic associations and related activities.

Each faculty member, including non-tenure-track faculty, receives an annual travel budget. In addition, the department supports membership, either through departmental or individual dues, in the following academic organizations: AEJMC, National Communication Association, AAF, Western States Communication Association, Central States Communication Association, International Communication Association, BEA, SND, Society for Intercultural Education, Training and Research and others.

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

The department initiated the Institute for Communication, Culture & Change, a forum for issues of public concern, and offers small grants to students and faculty who are working on community issues. One faculty member is working on digitally archiving the papers of novelist Tony Hillerman, a graduate and former department chair.

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

The department provides support for scholastic journalism by collaborating with two other New Mexico universities in sponsoring an annual journalism workshop for high-school students. The New Mexico Press Association organizes the workshop, but the department hosts it, and faculty members teach workshops.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

The unit defines and thoroughly communicates learning objectives based on 11 of ACEJMC’s 12 professional values and competencies. The very minor difference rests in ACEJMC’s recent separation of the diversity value into separate domestic and international diversity values. Large, creatively designed framed posters proclaiming “11 Excellence Standards” are hung in classrooms, labs and common areas throughout the Communication & Journalism building. All course syllabi contain relevant excellence standards. In faculty interviews, it was clear that awareness of the excellence standards is high, and many faculty are deeply involved in assessment.

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

The assessment plan is clear, thorough and detailed. It describes both direct and indirect measures. There are three direct measures: capstone-course assessment notebooks, entrance/exit exams and surveys of both entering and graduating students. The two indirect measures are Advisery Board input and internship evaluations. It further describes procedures and tools. It includes copies of measurement instruments such as the entrance/exit exam, rubrics and surveys.

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

The unit produces learning outcomes assessment reports every three years. We reviewed the most recent report dated fall 2013. It is comprehensive, with systematically analyzed qualitative and quantitative data, conclusions and recommendations. Several faculty members’ names appear as authors of various sections. In faculty interviews, we heard a variety of ways individual faculty were involved in learning outcomes assessment, through compiling the plan, the report or instruments used in assessment.

The self-study included detailed lists of improvements made to curriculum and instruction as a result of assessment. Improvements in curriculum included adding new courses, increasing availability of others, updating content of still others and strengthening requirements. A host of additional improvements are documented: communication with students, both on Excellence Standards and to build community, advising improvements and stronger relations with media and alumni.

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

Numerous members of the Advisery Board are alumni, and many are involved in learning- outcomes assessment, including internship supervision and student notebook assessment. However, the unit’s efforts to maintain contact with recent graduates needs improvement. Of the 71 graduates of 2010-2011, the unit can provide current status for fewer

than half. Elsewhere in the site team report we have noted related shortcomings (see Standard 6 and 8 also).

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

The Advisery Board is comprised of 33 industry professionals, and many are directly involved in learning assessment. Some supervise and assess interns; others assess student notebooks.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

1. The combination of print and broadcast sequences into the multimedia-journalism concentration, an acknowledgement of changes in the news industries.
2. Likewise, the combination of advertising and public relations into a strategic-communications sequence, an acknowledgement of changes in those industries. (We realize that many educators and professionals are split on whether such a combination is advisable.)
3. A strong sense of place, including a diverse faculty and student body.
4. Close ties with the Interdisciplinary Film and Digital Media program, which should benefit students. This program couples nicely with the multimedia-journalism sequence.
5. A good assessment program—with lots of faculty participation—that has led to real improvements.

WEAKNESSES

1. Several very large skills classes.
2. Heavy reliance on part-time faculty and graduate students. They taught 55 percent of classes and labs in the 2013-14 year; 57 percent in the 2012-13 year; 70 percent in the 2011-12 year, and 60 percent in the 2010-11 year. (The department dealt with heavy full-time vacancies in several of those years.)
3. Insufficient tracking of alums, both for job information and for potential contributions. (The department has status information for less than half of 2011 graduates, for example.)

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

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

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

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

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

The unit was not found out of compliance on any standards in the previous visit. However, that team noted several challenges. They were:

(1) Build upon firm foundations to reach accreditation standards.

The department sharply revamped its curriculum, combining news-oriented sequences to create a multimedia sequence and combining advertising and public relations to create a strat-comm sequence.

(2) Continue to more systematically develop internship and career-placement relationships.

The department has improved the coordination of internships with an online process and the designation of a faculty member as internship coordinator. Closer collaboration with the Advisery Board also has improved internship opportunities, as has a departmental career fair.

(3) Raise the visibility of the department to expand opportunities for student internships.

Faculty members continue to collaborate with professional organizations and co-sponsor summer workshops, lectures and events.

(4) Consider additional funding to offer more courses each semester and thus facilitate dependable scheduling for students who week to graduate in a timely fashion.

Though we heard slight grumbling about evening courses (designed in part to attract part-time students who work during the day), only one student we talked with said the lack of availability of a course had delayed her graduation. In journalism and in strategic communication, the number of sections increased from 2007-08 to 2012-13.

(5) Consider the development of areas of distinction or specialization in which to establish leadership roles in the academic and professional communities.

Dr. Richard Schaefer has maintained an active research agenda about immigration and led exchange programs to Mexico and to the border. In addition, faculty members joined a network of scholars and practitioners in the Southwest to produce scholarship on border reporting and facilitate professional collaboration. Faculty and alumni have participated in the Robert Wood Johnson Foundation's Center for Health Policy, where Dr. Judith White is a senior fellow. The Interdisciplinary Film and Digital Media program, while based outside of this unit, offers exceptional opportunities to make UNM's journalism and mass-communication program unique.

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

While satisfactory, the self-study was not as easy to use as it should have been. For example, the team sometimes had difficulty distinguishing between the journalism and communication parts of the unit. In addition, curriculum requirements and current offerings were unclear.