

Report of ACEJMC Evaluation

Undergraduate program 2023-2024

Name of Institution: Shippensburg University

Name and Title of Chief Executive Officer: Charles E. Patterson

Name of Department: Communication, Journalism and Media Department

Name and Title of Administrator: Carrie Sipes

Date of 2023-2024 Accrediting Visit: October 22-25, 2023

Date of the previous accrediting visit: February 19-22, 2017

Recommendation of the previous site visit team: Reaccreditation

Previous Decision of the Accrediting Council: Reaccreditation

Recommendation by 2023-2024 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Brad Rawlins, Interim Dean of the College of Liberal Arts & Communication
Organization/School: Arkansas State University

Signature  _____

Team Members

Name and Title: Dan Shelley, President & CEO
Organization/School: Radio-Television Digital News Association

Signature  _____

Name and Title: Matthew J. Haught, Assistant Chair and Professor
Organization/School: University of Memphis

Signature  _____

Name and Title: Katherine Foss, Director and Professor
Organization/School: Middle Tennessee State University

Signature  _____

PART I: General Information

Name of Institution: Shippensburg University

Name of Department: Department of Communication, Journalism and Media

Year of Visit: 2023

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

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- Western Association of Schools and Colleges

If the Department seeking accreditation is located outside the Departmented States, provide the name(s) of the appropriate recognition or accreditation entities:

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. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

Shippensburg University is a member of the Pennsylvania State System of Higher Education. Act 188 of 1982, as amended, is the enabling legislation for our system.

[Act 188 Summary of Governance Roles](#)

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

- Yes
- No

If yes, give the date of the last full accrediting visit.

Feb. 19-22, 2017

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

2011

6. Insert here the Department's mission statement. Statement should give date of adoption and/or last revision.

To develop adaptable communication professionals through scholarship and experiential learning to contribute to the public good in a diverse world.

Revised July 2023

7. What are the type and length of terms?

Number of weeks in a semester: 16

Number of weeks in a quarter:

Number of weeks in summer sessions: 5

Number of weeks in intersessions: 5

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

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Communication, Journalism and Media, B.S.*

Broadcast Media Production Concentration

Journalism Concentration

Public Relations Concentration

Visual Media Concentration

Communication/Journalism, B.A. **

Electronic Media emphasis

Print and Online Media emphasis

Public Relations emphasis

*Effective Fall 2021

**2017-Spring 2021

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

120 semester-hour credits

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

Students can earn up to six semester-hour credits for internship experience.

12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge. Add lines as needed.

Name of Sequence or Specialty
 Broadcast Media Production
 Journalism
 Public Relations
 Visual Media

Person in Charge
 Prof. James Lohrey
 Dr. Michael Drager
 Dr. Carrie Sipes
 Dr. Michael Drager

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

4,466

14. Number of undergraduate majors in the accredited Department, by sequence. (If the Department has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.

CJM Student Enrollment

Programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Electronic Media	108	113	110	101	83	84	85	-	-
Print & Online Media	58	48	41	39	36	30	31	-	-
Public Relations	113	115	116	102	88	77	67	64	42
Broadcast Media Production	-	-	-	-	-	-	-	69	56
Journalism	-	-	-	-	-	-	-	24	30
Visual Media	-	-	-	-	-	-	-	9	19
Total (Distinct)	279	281	267	241	206	191	183	166	147

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2024 visits. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaign courses are exempt from the 20-1 ratio.)

Spring 2023

Total:

112-01 Media Writing	20
112-02 Media Writing	20
251-01 Media Studio Production	13
252-01 Digital Media Tools	20
293-01 News Editing & Design	09
351-01 Media Field Production	14
360-01 Basic Digital Photography	20
375-01 Advanced News Reporting	11
381-01 Promotional Publication & Design	12
405-01 Brand Journalism	08
432-01 PR Campaigns & Research	12
470-01 Advanced Digital Photography	07

Fall 2023

Total:

112-01 Media Writing	19
224-01 Media Scriptwriting	08

241-01 Public Relations Writing	10
284-01 Basic Media Production	11
284-02 Basic Media Production	18
285-01 Basic News Reporting	12
342-01 Public Relations Writing II	09
360-01 Basic Digital Photography	20
362-01 Photojournalism	07
381-01 Promotional Publication & Design	18
424-01 Producing & Performance	20
478-01 Digital Journalism	09

16. Total expenditures planned by the accredited Department for the 2023–2024 academic year:

Department operating budget: \$14,632

Student media organizations: \$43,200

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

Permanent faculty base salary (fall/spring only): \$511,304.92

Temporary faculty (fall only, spring TBD): \$26,174.28

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

Dr. Ted Carlin	Retired August 2023
Dr. Dhiman Chattopadhyay	Associate Professor
Dr. Michael Drager	Associate Professor
Dr. Kyle Heim	Associate Professor
James Lohrey	Assistant Professor
Dr. Carrie Sipes	Associate Professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2023. Also list names of part-time faculty teaching spring 2023. (If your school has its accreditation visit in spring 2024, also provide the spring 2024 adjunct list in the updated information.)

Ms. Stephanie Witmer	Regular Part-time Faculty
Dr. Melanie Gardner	¼ Adjunct Faculty (COM 224 Media Scriptwriting Instructor)
Mr. Eric Heisler	¼ Adjunct Faculty (SUTV adviser)
Ms. Kristin Kellum	¼ Adjunct Faculty (COM 294 Social Media Strategies Instructor)
Mr. David Oliver	¼ Adjunct Faculty (COM 252 Digital Tools Instructor)

19. For each of the last two academic years, please give the total number of graduates from the Department.

2022-23 academic year: 39

2021-22 academic year: 46

PART II — Standard 1: Mission, Governance and Administration

The Communication, Journalism and Media Department is one of 20 departments in the College of Arts and Sciences at Shippensburg University. Founded in 1871 as a teacher's college, the university evolved into a comprehensive university serving the Cumberland Valley region in south-central Pennsylvania. The university is part of the 14-campus Pennsylvania State System of Higher Education (PASSHE), which has a specific mission to provide quality education for a reasonable cost to Pennsylvania's citizens. Nearly 90 percent of the students at Shippensburg University come from Pennsylvania.

The Department confers a Bachelor of Science degree in Communication, Journalism and Media and a master's degree in Strategic Communication, which is not under review for accreditation. Students must choose a professional concentration in Broadcast Media Production, Journalism, Public Relations or Visual Media. The Department changed its name since the last accreditation to reflect the changes to the curriculum in 2021.

Student enrollments continue to decline at the university and in the Department, creating concern and budgetary constraints. The program currently has about 150 majors, compared to the reported 281 for the 2017 site visit. The state provides about 33% of the funding for PASSHE, so the majority of the funding comes from tuition, which has been frozen for the last five years. The number of faculty in the Department has gone from seven full-time to five full-time faculty since the last visit.

The university has also experienced a series of leadership changes. The current president has been in the role for about a year, there is an interim provost and there have been four deans of the College of Arts and Sciences since the last site visit. There appears to be more stability for the Department, as the chairperson is in her fifth year.

Faculty and staff are unionized and have collective bargaining agreements that protect many of their rights and processes on the campus.

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

The Department has a mission statement published on its website:

- To develop adaptable communication professionals through scholarship and experiential learning to contribute to the public good in a diverse world.

The Department reports that its strategic plan is aligned with the university's academic master plan, strategic plan and the College of Arts and Sciences goals. The Department has adopted the university's strategic goals as part of its plan. These goals are:

- Attract and retain a diverse array of students, faculty and staff to a dynamic, purpose-driven learning community committed to supporting individual and collective success and regional stewardship.
- Align resources across the campus to ensure access, accountability and sustainability while supporting the university's values and priorities.
- Cultivate student, faculty and staff engagement in dynamic educational experiences.
- Foster belonging and collaboration across university constituencies (faculty, staff, students,

alumni and foundation leaders) to elevate Shippensburg University's reputation and capacity to contribute.

The application of these goals follows the directives of the university's annual Program Planning and Budget Guidelines (PP&B). Each year, the Department chairperson coordinates the preparation of the PP&B plans for the next two years, updates the plan and reports progress toward measurable goals and objectives. For example, measurable objectives reported in the latest assessment of the PP&B include:

- Maintain alignment with ACEJMC accreditation standards.
- Adjust curriculum to address learning outcomes, industry changes and assessment data.
- Increase Department retention and graduation rates.
- Support student professional development through attending national/regional conferences, professional awards ceremonies, internships and Communication/Journalism Day activities.

In the report, specific strategies for meeting the objective are reported. Budget allocations are aligned with the strategic plans, objectives and strategies.

While resources for all units on campus are limited and competitive, there is a greater chance of getting internal grants and funding for initiatives tied to the strategic plan.

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

The chair is in her fifth year and second term. Chairs are selected for three-year terms and can be reappointed. She is well-suited for the administrative position and has the full confidence of her faculty and her dean. She is an advocate for her program, faculty and students but also seen as a "team player" with others on campus. Leaders across the campus praised her for her collaboration, engagement in multiple campus initiatives and her hard work. Several students remarked that she is the reason they are at the university. She is considered one of the best chairs in the college and across the university. One fellow administrator referred to her as her "hero." Under her leadership, the Department is considered one of the most innovative, forward thinking and visible units on campus. She leads by example in diversity initiatives and student engagement. The curriculum was revised under her leadership, but it was a collaborative effort. One faculty member said that the Department solutions are "we" not "me."

(c) The Department annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

The updated profile is currently available on the ACEJMC database.

(d) The Department gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

The Department has a link on its landing page that connects to a detailed reporting of enrollments, persistence rates, graduation rates and employment information. The page provides clean and readable data graphics and charts.

On indicators (e), (f) and (g) the site team should make sure the Department operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

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

The faculty at the university are governed by a collective bargaining agreement (CBA) that preserves the rights of faculty to govern areas related to curriculum and co-curricular activities. The faculty union, APSCUF, holds monthly meetings with administration to discuss any issues or concerns. The Department's bylaws outline the duties of the faculty and Department chair. It has six standing committees that cover curriculum, assessment, tenure, technology and equipment, graduate studies and professional affairs. Each committee is outlined in the bylaws and demonstrates significant faculty contributions to the operation of the Department.

Faculty collaborate in Department meetings, which take place once a month, and in standing committees. All faculty are involved in curriculum matters and everyone but the chair serves on the Departmental Professional Affairs committee that provides annual review for tenure-track faculty and reviews tenured faculty every five years.

Faculty members are actively involved in university governance as well, serving on a number of critical university-level committees such as General Education Council, University Curriculum Committee, Graduate Council, and APSCUF Representative Council. Two faculty are on the union executive committee.

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

The chair is selected in accordance with the process outlined in the CBA, in which the university president or a designee and a faculty committee agree on acceptable individuals and the faculty members vote by secret ballot. According to the CBA, terms are for three years and the chair cannot serve for more than two consecutive terms. However, in practice, chairs can be appointed for more terms by faculty vote and union approval.

The members of the Department may request that a chair be removed by a majority vote that is in writing and signed by the regular full-time faculty.

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

Faculty complaints and concerns are typically handed informally through the Department chairperson, but grievance procedures are outlined in the CBA for issues that cannot be resolved at the Department or dean level. Given the elected nature of the chair position, attention is given to faculty concerns. The head of the Department's personnel committee serves as the faculty spokesperson and communicates with the chair about any concerns or issues.

The staff are also represented by a union (AFSCME) and have published grievance procedures should their concerns or issues not be resolved at the Department or college level.

Students learn about their grievance procedure in student orientation and the student handbook. Student concerns should first be brought to the instructor and then to an academic advisor and then the chair. If not resolved at these levels, the student may appeal to the dean's office. Student conduct issues are handled by student affairs.

All faculty, students and staff have direct access to the university's Office of Equity, Inclusion and Compliance for any issues or incidents related to Title IX.

SUMMARY:

A hard-working, respected chair leads a collaborative department that is unified in its mission to help students become professional communicators. The faculty and student accomplishments increase the visibility of the program across the campus and it is recognized as one of the university's signature programs.

Overall evaluation compliance/non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

Discussions of indicators b, c and f should describe and evaluate individual academic sequences in the Department.

(a) Students in the Department complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the Department that contribute to a liberal arts and social sciences perspective for graduates from the Department.

The university requires 120 hours for graduation. The Department requires 48 hours in the major, plus 6 hours for the major's general education courses. Shippensburg University requires students to complete 45 credits of general education requirements across five general education program goals:

- Foundations (15 credits) – first-year seminar, writing, oral communication, history and quantitative reasoning
- Interconnections (9 credits) – diversity, global perspectives, foreign languages
- Citizenship and Responsibility (6 credits) – citizenship, ethical reasoning, critical reasoning
- Natural World and Technology (9 credits) – natural world sciences, computer and software technology
- Creativity and Expression (6 credits) – literature, the arts, creative work

They must also take 3 to 13 credits listed above for math and global language requirements.

The Department has two general education courses that all majors must take: COM 111: Media Literacy and COM 245: Diversity & the Media (6 credits). All majors also must pass a Cognate course in mathematics — either MAT 117: Applied Statistics (3 or 4 credits) or MAT 217: Statistics I (4 credits).

(b) The Department provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student values and competencies listed by the Council.

The Department built the program around ACEJMC's professional values and competencies, maintaining a balance between theoretical and conceptual courses. All communication, journalism and media majors complete the two general education courses and the following courses:

Core Courses for All Students in Program (15 credits)

- 1) COM 112: Media Writing
- 2) COM 284: Basic Media Production
- 3) COM 294: Social Media Strategy
- 4) COM 345: Media Law
- 5) COM 445: Media Ethics & Professionalism

These courses represent a balance between theoretical and conceptual courses and skills courses. COM 111: Media Literacy, COM 245: Diversity & the Media, COM 345: Media Law and COM 445: Media Ethics & Professionalism are conceptual/theoretical courses. COM 112: Media Writing, COM 284: Basic Media Production and COM 294: Social Media Strategy offer professional skills.

In addition, all majors complete four courses in their area of professional concentration and choose seven elective courses within the Department. The required and elective courses in each concentration reflect a balance between theoretical and conceptual courses and skills. These concentrations are not siloed. Students take courses across the concentrations according to their interests and class scheduling.

Broadcast Media Production

Broadcast Media Production students take four required courses: COM 224, Media Scriptwriting; COM 251, Media Studio Production; COM 351, Media Field Production; COM 424, Media Producing & Performance; and COM 478, Digital Journalism. Students in the concentration feel they are well-prepared to go into professional life and are, in fact, excited and enthusiastic about the coursework and hands-on training afforded to them through the curriculum and the hands-on training through student media they have received by being enrolled in the Department.

Journalism

Journalism students take four required courses: COM 285, Basic News Reporting; COM 293, News Editing & Design; COM 375, Advanced News Reporting; and COM 478, Digital Journalism. Students said they were drawn to the major because of a desire to write and from a good experience in one of the general education courses taught in CJM. Students work for the campus newspaper, radio station or television station as part of their experience, as some courses, notably COM 285, require the submission of work to student media outlets. Students said the co-curricular requirements in student media were useful and not burdensome, even for students who had changed into the major in their second or third years. Feedback from alumni who employ Shippensburg journalism students as interns said it best: “I hire them because I know they can write.” Multimedia skills are also well covered, with students learning digital tools alongside traditional reporting skills.

Public Relations

The Public Relations concentration is composed of four courses: COM 201, Principles of Public Relations; COM 241, Public Relations Writing I; COM 342, Public Relations Writing II; and COM 432, Public Relations Research & Campaigns. The courses in the concentration are a blend of theory, principles and practical skills. In addition to these courses, students gain the knowledge and skill sets for professional practice in PR through the Social Media Strategy, Media Writing and Media Production courses in the core. The PR students also reported taking multiple electives in the other concentration areas to further develop their writing, digital media and broadcast media production skills. Interviews and reported surveys with current students, alumni and internship providers indicate that the students are proficient in the professional values and competencies of ACEJMC.

Visual Media

Visual Media is the newest concentration. Students take four courses that represent a balance of theoretical/conceptual and skills courses. In COM 260: Visual Literacy, students learn visual communication theories and concepts, along with their applications. COM 360: Basic Digital Photography and COM 362: Photojournalism or COM 476: Magazine Media & Design conveys introductory skills. COM 470: Advanced Digital Photography or COM 481: Interactive Media Design provide upper-level skills and concepts to majors. Students reported that their classes offer skilled instruction, particularly for photography classes, and encourage them to think critically. Some students expressed concern that they had not been able to take Photojournalism. Others told the site team that

they felt the program had not offered enough graphic and/or web design classes.

The core and concentration-specific courses convey the professional values and competencies, with the numerical/statistics competency identified in the outside the Department course, MAT 117A/B: Applied Statistics.

Elective course options – In addition to concentration requirements, all CJM students must select and pass seven elective courses, at least three of which must be at the 300 or 400 level, to complete the major. Elective courses may be chosen from the 12 professional concentration courses above that are not included in the student’s selected concentration and/or the courses and internships listed below.

COM 252: Digital Media Tools
COM 290: Advertising Copywriting
COM 305: Sports Journalism
COM 335: Media Advertising & Sales
COM 381: Promotional Media Design
COM 395: Internship I
COM 396: Internship II
COM 401: Film in the Contemporary World
COM 405: Brand Journalism
COM 410: Women & the Media
COM 425: Feature Writing
COM 460: Case Studies in Public Relations
COM 465: Documentary Storytelling
COM 482: Web Content Management
COM 483: Issues in Media Management
COM 484: Media Programming
COM 490, COM 491 and COM 492 Selected Topics

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

Nearly all of the instruction is on-site. Despite ongoing staffing issues due to a hiring freeze at the university level, the Department has taken several measures to improve and update its curriculum. The unit changed its name, added the Visual Media concentration and updated the core, including a social media course. Individual concentrations were also revised and updated. Students are now required to take courses in media literacy, diversity, social media and skills courses. Additionally, students are required to complete three years of concentration-specific engagement activities that include participating in student media meetings, creating videos and other content for student media outlets and completing online training.

The curriculum encourages students to try out the various media experiences by requiring first-year students to attend meetings for all of the organizations. The second-year student media requirements include creating writing and video projects to be submitted to the television station, radio station and student newspaper. Students reported to the site team mixed perceptions of the student media level requirements. Some students were unclear about the expectations and had difficulty with the online shells. Broadcast Media, Journalism, and Public Relations students reported that the requirements made sense for their majors. Some Visual Media students reported that the student media level requirements did not fit their interest or major — specifically, that the assignments were too focused on the student

newspaper. Students stated that they receive no academic credit for completing the level requirements.

Many of the majors take courses across the concentrations and participate in multiple student media organizations. The curriculum requires hands-on experience for students. Broadcasting students produce video packages and stream live for the student television station. Journalism students write stories for the independent student newspaper as part of course requirements (the newspaper can deny publication, as part of its editorial independence); many also participate in the television and radio student media outlets. Public Relations students create campaigns for real-world clients. Visual Media students assist with the creation of a photo catalog for the university's fashion archives. Students perceive their curriculum as up-to-date, including in expectations of digital and technological media competencies, and feel prepared to enter their chosen professions.

(d) The Department demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

The unit emphasizes the importance of connecting to the professions and funds one professional membership per faculty member. The Department has funded memberships for the Public Relations Society of America (PRSA), the Broadcast Education Association (BEA) and AEJMC. Faculty are also members of the Pennsylvania Public Relations Society, the American Society of Journalists and Authors, the Society of Professional Journalists and the Association of Health Care Journalists. Faculty attend conferences and workshops. Funding for conferences largely comes from outside of the unit, from the university's Center for Excellence in Teaching & Learning. The dean provides supplemental funding for conference travel as needed. Three faculty advise student media organizations. The Department regularly invites professionals to speak on campus and uses its alumni Advisory Board to guide its curricular decisions.

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

The ratio for all skills and laboratory sections do not exceed 20-1.

(f) Departments for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Departments may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours). When students take courses for internship credit at appropriate professional organizations, the Department must show ongoing and extensive dual supervision by the Department's faculty and professionals. Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

The Department advocates and encourages opportunities for professional experiences. Students must complete three levels of student media engagement activities, which include creating video packages for the television station and articles for the independent student newspaper. Internships are not required, but faculty advisors strongly encourage internships and students regularly complete them for credit and not-for-credit. The department has an internship coordinator, who approves for-credit internship paperwork, and students select a faculty member to oversee the academic side of their internship experience. Some students have completed internships and on-campus media, including the student

media outlets and the SU marketing and communications office. Internship credits do not exceed six semester credits. The internship procedure does not vary by concentration.

SUMMARY:

The Department has a required core that conveys writing, social media, and video skills, balanced with the conceptual classes in law, ethics, literacy and diversity. Students are heavily engaged in the student-run and student-led media organizations. Coursework requires students to contribute to and engage with student media. Hands-on learning is integral to the curriculum, as students are required to go beyond the classroom to produce meaningful work, which then culminates in senior portfolios. Feedback from students indicates that they value the courses that they are required to take and feel prepared to enter their chosen professions or to go to graduate school.

The unit has a robust curriculum that balances skills and conceptual courses. Its significant revisions updated the curriculum and prepared students with industry, writing and critical thinking skills. Students are actively engaged in the college and university with their coursework. It is noted that the numerical and statistics competency only appears in one class, outside the Department.

Students reported to the site team that they enjoy and find value in their required and elective classes. Perceptions of the student media level requirements were that they could be better communicated to the students. The faculty shortage has made it more difficult for students to take classes, especially within the Visual Media concentration. Some students reported that some of the classes overlapped in content and assignments.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

Department performance with regard to indicators:

(a) The Department has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The Department has a written assessment plan that has been implemented. The plan was created in February 2012, revised in Summer 2021 and implemented in Summer 2021.

The plan lists the 10 ACEJMC professional values and competencies as the Department's curricular goals. The plan ties each of the 10 professional values and competencies to a required course in each professional concentration. The statistical understanding competency is achieved in a required mathematics course, Applied Statistics. This crosswalk represents courses examined through direct measures in course-embedded assessments. However, a crosswalk of competencies for all core and required courses is absent in the plan, but is presented in Standard 2 of the self-study.

The plan lists three direct and three indirect measures. It offers specific information about the Department's timeline for implementation, oversight of assessment and how information obtained from assessment is used, including naming responsible parties. However, one of those responsible parties is a faculty member who has since retired from the university. An updated protocol is needed here to address the change in faculty. In the interim, one full-time and one regular part-time faculty member (who is responsible for internships) are managing assessment.

The plan does not specify how its assessment serves the institution's overall mission or its purposes for assessment, as recommended in the ACEJMC guide to assessment.

Ultimately, the plan offers significant details about the implementation, execution, evaluation and use of assessment data in curricular revisions to address contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The Department posts its assessment plan in a prominent, easy-to-find place on its website.

The assessment plan is posted on a page dedicated to accreditation issues on the CJM website. The plan posted there is slightly different from the plan included in the self-study, as the self-study plan includes the CJM mission statement in addition to the assessment plan.

(b) The Department defines the goals for learning that students must achieve, including the Professional Values and Competencies of the Council. (See Standard 2: Curriculum and Instruction.)

The assessment plan and academic curriculum define the goals for learning as the 10 professional values and competencies defined by ACEJMC. Students can achieve all 10 professional values and competencies through required courses.

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

The Department lists three direct and three indirect measures to assess student learning.

The three direct measure assessments are: 1. course-based assignments corresponding to the ACEJMC professional values and competencies (these assignments are evaluated internally by course instructors using standardized rubrics and externally by media professionals each summer); 2. a values and competencies-based questionnaire created by the Department for use by internship supervisors; and 3. a performance and behavior questionnaire required by the College of Arts and Sciences for use by internship supervisors.

The three indirect measures are: 1. a senior exit survey of graduating students; 2. an alumni survey; and 3. national and regional student awards.

The course-based direct measure assessments examine student learning at the course level. The plan shows a matrix linking the professional values and competencies and the four concentrations of the major, and it lists one class in each slot that is the concentration's representative course for assessing that specific professional value and competency. However, for many courses, the course is the same. For example, COM 111 Media Literacy satisfies the multicultural history/roles professional value and competency for each of the four concentrations. The statistical understanding professional value and competency is assessed through a required general education mathematics course. Five of the professional value and competencies are assessed using lower-division courses, and a sixth is assessed using lower-division courses in three of the four concentrations.

Internships are not required, but are encouraged. In 2022-2023, feedback was given for 60 student internships, which represented about 40% of the program's total enrollment.

As such, no direct measure offers programmatic assessment of all the unit's students. The senior exit survey offers an indirect measure of student learning at the program's end, however.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

Journalism and mass communication professionals are engaged in assessment through the three direct measures: Professional review of course-based assessments and two reviews of student performance tied to internships.

The Department's advisory council does significant heavy lifting in assessment through the annual review of student work. Conversations with members of the advisory council indicated the process was well-organized and that their feedback was heard. Advisory council members said they gave significant qualitative feedback to accompany their scoring of student work. "The students were a range from very good to very bad, so we are able to judge the breadth of the program," one council member said. "I feel like we are taken seriously with our suggestions about the curriculum."

The internship evaluations engage professionals, as well, in providing feedback about student work in the industry.

Additionally, professionals are involved in the assessment process through the alumni survey.

(e) The Department collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.

The self-study directly ties assessments from the previous 12 and current 10 ACEJMC professional values and competencies to curricular actions.

Annual examples of change in each academic program are listed. These changes range from adjusting the assessment assignment and adjusting assignments overall to adjusting the academic program and even the creation of a new concentration.

The most fruitful path to closing the loop appears to come from the direct assessments at the course level. Qualitative and quantitative feedback from professionals often figures into the adjustments made based on assessment. Internship evaluations provide a quality check for the program as a whole, but they are not broken down at the concentration level like the assessments for courses. Similarly, the indirect measures provide feedback on the program as a whole, rather than its individual academic and extracurricular components. The lack of a direct measure for programmatic assessment is of concern, as some critical competencies, such as writing, are only directly assessed at the 100 level.

The Department, however, has left substantial opportunities for direct, programmatic assessment on the table. It collects data through an ongoing student media participation requirement, with academic advisers evaluating student media work every semester. The requirement has deadlines and touchpoints for evaluation at the end of every school year. For example, at the second level, the student must have created content for a student media outlet or completed a digital certification. Completion of three levels of activity are required as a prerequisite to admission into the Department's capstone course, Media Ethics & Professionalism, in which students complete a portfolio of work. These level projects and portfolios are not assessed, however, but could give programmatic, concentration-focused feedback.

SUMMARY:

A robust assessment plan and comprehensive assessment protocol drive curricular actions. Three direct and three indirect measures provide rich data that is taken seriously by faculty and used for micro-level course adjustments and macro-level curriculum change, effectively closing the loop. However, no direct measure offers programmatic assessment for all students. The use of the Department's alumni advisory council puts professional alumni in the mix of evaluation and grounds the Department's curriculum in the profession. The assessment plan needs to be updated to reflect changes in the Department's faculty; a crosswalk showing how professional values and competencies are reflected across all required courses is absent in the plan, as well. Ample opportunities for programmatic assessment are missed, despite the assessable work being created by students. Still, data are collected, reviewed by professionals and used to close the loop to improve the curriculum, demonstrating that a culture of assessment exists and is taken seriously.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Department performance with regard to indicators:

(a) The Department has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the Department’s definition of diversity, identify under-represented groups and articulate key performance indicators upon which the Department intends to focus and improve.

The Department has a written diversity plan that is thorough and comprehensive. It covers “psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles.” It commits the Department to:

- support and grow a diverse student body
- support and grow an empathetic faculty
- infuse representation throughout the curriculum
- foster[s] a climate of representation and inclusiveness

Notably, the plan calls for supporting and growing an “empathetic faculty,” not necessarily a faculty that is representative of the racial and ethnic composition of its student body. Indeed, the Department has only two female faculty – one is the Department’s chair and another a regular part-time faculty member – and only one international faculty member, a South Asian (Indian). Additionally, a staff member of the university – the Director of Broadcasting and Campus Media Support, who assists the university’s independent student media outlets (newspaper, radio station, TV station) – is Black. Although the independent student media outlets are not officially a part of the Department, the current curriculum requires all students to participate. In conversations with students, the site team was told nearly universally that the Director of Broadcasting and Campus Media Support is an outstanding and influential mentor. Many of the students consider him as part of the department.

The student body within the Department is more representative, racially and ethnically, of the Department’s and university’s geographical service area than is the faculty. However, as evidenced by student interviews, interactions with representatives from other colleges on campus, and in a conversation with the dean and associate dean of the College, it is clear that faculty are doing a remarkable job of entwining DEI into everything they do.

The Department posts its diversity plan in a prominent, easy-to-find place on its website.

The diversity plan is easy to find and access on the Department’s website.

(b) The Department’s curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The Department’s curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The university, and the Department, are privileged to be located in a part of the United States where neither the governor, nor the state legislature, has imposed “culture wars” prohibitions on diversity or

other issues. Consequently, but more important as a proactive measure, the Department does an outstanding job of incorporating DEI issues into its curricula, as well as classroom and other interactions and has lofty goals for promoting an inclusive environment. Faculty go to extraordinary lengths to ensure those goals are met.

From the self-study report and verified by the site team:

Sample of courses with examples of how cultural communication proficiency is addressed.

COM 111: Media Literacy

This course addresses historic and contemporary representation issues among other media literacy concepts. It's required for all CJM majors and minors and is offered as a general education course to serve the campus community.

COM 241: PR Writing I

Students consider the needs of a diverse public in developing public relations materials through a public relations assignment. All public relations majors are required to take this course.

COM 245: Diversity & the Media

This course examines the role of mass media in constructing ideas about race, class, gender, age, disabilities, religion and ethnicity in the United States and globally. It's required for all CJM majors and is offered as a general education course to serve the campus community.

COM 260: Visual Literacy

This course considers diversity, representation and framing of visual messages and media. It is required for Visual Media majors and is an elective for all other CJM students. This course is open to non-majors, too.

COM 285: Basic News Reporting

This course is required for all Journalism students. Students learn how to report on diverse communities, the justice system, policing and the use of inclusive and appropriate language according to the Associated Press Stylebook. This course is an elective for other CJM majors.

COM 375: Advanced News Reporting

This course is required for all Journalism students. Students conduct in-depth community studies to demonstrate their understanding of that community's situation, wants, interests and needs. This course is an elective for other CJM majors.

COM 401: Film in the Contemporary World

This course is an elective for CJM majors that addresses global and national diversity issues.

COM 445: Ethics & Professionalism

This course is required for all CJM students. This course includes discussion of ethical dilemmas related to representation.

COM 484: Media Programming

This course is an elective for CJM majors. The course has a diversity-related assignment related to television programming.

COM 490: Selected Topics

This course is an elective for CJM majors. LGBTQ+ Film Images – This course has been offered online as a selected topics course and will be considered for regular inclusion as an elective in the Department in the coming year.

Student media

Student media are independent, but have a co-curricular element. SUTV and The Slate regularly cover events, and issues for diversity, equity, and inclusion topics. This includes interviews with people from a wide range of campus organizations including the PAGE (Pride & Gender Equity) Center and the Multi-Ethnic Student Association. Their reporting coverage and columns regularly prompt campus-wide discussions on diversity, equity and inclusion.

Additionally, the dean and associate dean of the College reported to the site team that the Department is the “best on campus” in terms of being a good university citizen, including exhibiting and showcasing diversity and inclusiveness.

(c) The Department demonstrates effective efforts to enhance all faculty members’ understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The Department also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

Faculty are required to complete online diversity training related to Title IX compliance, and during the review period also attended training related to accessibility issues. One faculty member is a certified Safe Zone trainer and is training remaining faculty members on how to provide a safe environment for LGBTQ+ students.

Because of a campus-wide hiring freeze in effect for many years, there has been little opportunity to recruit faculty at all, let alone those from historically, domestically marginalized demographics. However, on the only occasion during the review period that the Department was granted permission to fill a vacant full-time faculty line, an international professor of color (South Asian/Indian) was brought aboard. He not only exhibits a commitment to infusing DEI into his course work, but also does so in his scholarship and publications.

(d) In alignment with the institution's mission, the Department demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

The proof is in the numbers. The Department has a student population that is:

~15% Black, vs. 12% campus-wide and 12% in the university’s geographical service area (GSA)

~0.5% Indigenous, vs. 0.1% campus-wide and 0.4% in the GSA

~2% Asian, vs. 1% campus-wide and ~4% in the GSA

~6% Hispanic/Latino, vs. ~7% campus-wide and ~8% in the GSA

~2% of two or more races, vs. ~4% campus-wide and ~2% in the GSA

~2% international, vs. ~1% campus-wide (no figures available for the GSA)

This enrollment has been accomplished through strong execution of elaborate plans for recruitment and retention. Recruitment is done in association with the university’s admissions office and includes outreach to high schools and even K-12 schools, as well as open houses in the fall and spring semesters. Retention is an intricate process that engages with students from before the first day of class of their

freshman year throughout and even beyond graduation. Notably, faculty and students alike indicate one key to recruitment and retention is the fact that students may enter any track within CJM beginning in their first semester, rather than having to wait until their junior year, as is the case at some institutions the university considers competitors for new students. The Department also points to its academic advising efforts as key to successful student retention.

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

If there are any needs in this regard that the Department itself cannot provide, there is a university resource to ensure a positive climate for all students. During the site team visit, no student or faculty member indicated any incidents within the Department that would be even remotely considered harassment or any form of discrimination. One student of color reported an incident of micro-aggression in a different area of the university. The students reported that they are encouraged and feel comfortable expressing their identities and share their perspectives.

Academic year: 2022 – 2023 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	0	0	0	0
White	1	14	4	57
American Indian/Alaskan native				0
Asian				0
Hispanic/Latino (any race)				0
Native Hawaiian / Other Pacific Islander				
Two or more races				
Other race				
International (any race)			1	14

Academic year: 2022 – 2023 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American				
White	1	14		

Note: There is one faculty member of color (South Asian/Indian) in the Department and two female faculty, one full-time and the other part-time/adjunct.

SUMMARY:

Despite challenges beyond the Department's control, e.g., a longtime hiring freeze and reduced enrollment following the pandemic, the chair and every member of the faculty demonstrate an unequivocal commitment to ensuring students from underrepresented constituencies feel valued and can learn in a harassment-free environment. Prior to its visit, the site team was quite skeptical as to whether the Department – with a student body representative of the university's general service area yet a faculty with only one person of color and two women – could be found in compliance on this standard. However, on-site interviews and conversations with all constituencies revealed that the Department actually excels at providing minority and underrepresented population students with a quality, harassment-free education; and it provides all students with an enhanced view of, and appreciation for, the fact that greater diversity is desirable and even essential to a productive society. The Department celebrates diversity and multicultural perspectives. Students are encouraged to express their identities and seek out meaningful, diverse voices in class assignments and in student media.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 5: Faculty

Department performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

Full-time faculty collectively oversee their curricula, research/creative activity and service. As a Department, they plan together to update curricula, including the 2021 revisions, which added a concentration and revised the core courses. The chair works with faculty members to schedule classes and has a four-year academic map for each concentration. Because of faculty shortages, the Department is not always able to schedule the classes listed in the academic map and has done individualized instruction to cover those courses.

Faculty pursue research and creative activity according to their interests and areas of expertise, publishing books, book chapters, articles and creative projects. Each faculty member serves on Department and university committees. They advise either student media organizations or serve in other leadership roles. All faculty, including one regular part-time faculty member, advise students, sorted by concentration.

(b) The Department's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

The Department's five full-time faculty and one regular part-time faculty member are highly qualified. Four out of five hold terminal degrees and the fifth full-time faculty member is progressing toward a Ph.D. They have extensive professional experience and continue to participate in professional development. Members of this faculty have presented at workshops, served on professional boards and review panels, served as jurists and consultants and participated in exhibitions and screenings of professional work. Faculty are members of professional and scholarly associations.

(c) The Department requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

The Department requires, supports and rewards faculty research, creative activity and/or professional activity. The faculty unit is bound to the 95 terms of the APSCUF Collective Bargaining Agreement (CBA) for procedures regarding tenure and promotion. Faculty teaching expectations are outlined in CBA Article 12 B. Faculty are expected to be effective teachers as measured by student evaluations, peer evaluations, classroom observations, quality of syllabi and student advisement and timely executive of work assignments. Faculty are expected to demonstrate continuing scholarly growth and professional development through delivering papers at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; invitational lectures; participation in panels at regional and national organizations; research projects; publication records; participating in teaching-related professional development and more as outlined in the CBA and agreed on in local Meet and Discuss events. Faculty are expected to serve the university and/or community. Service can come at the department, college, university, shared governance (APSCUF), state system and community areas. The Department specifies in its bylaws that faculty members are expected to be involved in other activities; for example, departmental committees, departmental extracurricular activities, advising, teaching innovations, research & creative projects, individual study programs,

seminars, colloquia, off-campus professional development, campus-wide committees and student activities.

Expectations for tenure and promotion are not clear. The Department and College do not have separate tenure and promotion documents but defer to the university promotion and tenure document. This document outlines committee make-up, the channel of tenure decisions and the grievance procedure. It does not specify metrics or guidelines for tenure and promotion.

Per the Department bylaws, all tenured committee members serve on the tenure committee. A separate committee, the Department's Departmental Professional Affairs Committee (DPAC), oversees promotion and review, coordinating teaching observations and evaluating faculty members in teaching, research and service. It is a four-person committee. Tenure-track faculty are reviewed every year, which includes a classroom observation. Post-tenure faculty are reviewed every five years. The bylaws state "The nature of the communication, journalism and media field means that the definition of scholarship used in faculty evaluations is both necessarily and properly broadly construed. While the department respects traditional publication, creative performances, exhibitions and creation of media content designed to reach a broad audience are all valuable expressions of the development of a faculty member in this discipline. We strive to create an atmosphere where the unique gifts of each faculty member are honored and we commit ourselves to helping our faculty develop and advance as creative artists, professionals, journalists and scholars in line with our diverse talents."

Expectations for promotion from assistant to associate and from associate to full professor are not identified in the Department bylaws or university document. Faculty are not clear on the expectations needed for promotion. Faculty expressed some concerns about the lack of guidelines for promotion. It was reported to the site team that a law guiding the state system of education limits the opportunity for promotion to full professor.

(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 Department and institution.

Faculty members communicate the results of research, creative and/or professional activity through presentations, panels, published articles, chapters, books and juried works appropriate to the activity and to the mission of the Department and institution.

(e) The faculty has respect on campus for its university citizenship, the quality of education and the scholarly contributions the Department provides.

The faculty has respect on campus for its university citizenship. Faculty outside the unit and administrators speak of the active engagement of the Communication, Journalism and Media Department. These faculty are heavily involved in professional development opportunities, diversity events, student outreach and other activities at the universities. Several administrators described the faculty as quick to volunteer, visible and always willing to help. They are seen engaging with students and collaborating across campus, especially in events and workshops to help students. For example, the Department faculty choose to teach the first-year seminar and participate in seminars to learn about how to help at-risk students succeed.

Although a small size, the faculty have won numerous awards for teaching, service and research. Students, faculty across campus, alumni and administrators recognize the Department faculty as outstanding teachers who go above and beyond to help their students learn through hands-on experience.

Scholarship, Research, Creative and Professional Activities	Total from Unit *	Individuals				Totals (7)
		Full Professors (1)	Associate Professors (3)	Assistant Professors (2)	Other Faculty* (1)	
Awards and Honors	7	3		4		
Grants Received Internal	15	1		14		
Grants Received External	3			3		
Scholarly Books, Sole- or Co-authored	1			1		
Textbooks, Sole- or Co-authored	1		1			
Books Edited	1			1		
Book Chapters	8		4	4		
Monographs	0					
Articles in Refereed Journals	7		3	6		
Refereed Conference Papers	25		3	22		
Invited Academic Papers	0					
Encyclopedia Entries	0					
Book Reviews	3			3		
Articles in Non-refereed Publications	0					
Juried Creative Works	1			1		
Non-juried Creative Works	0					
Other (e.g., journalistic work)	6	1		5		

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

SUMMARY:

The Department consists of five full-time faculty and one regular part-time faculty. Hiring freezes have prevented the replacement of faculty who have departed. The one regular part-time faculty serves on committees, advises students and oversees student internships. The director of broadcasting and adviser for the television station provide additional support for the students, but do not teach classes in the program. In many ways, the one part-time adjunct faculty member carries out the duties of regular full-time faculty – teaching classes, advising students, serving on committees and overseeing internships. Students, people outside of the Department and administrators offered overwhelming praise for the Communication, Journalism and Media faculty, calling them approachable, caring, compassionate and knowledgeable. The small faculty size places a burden on the faculty, as they often teach overloads, serve on numerous committees and advise dozens of students. Because the Department is short on faculty, its members have, at times, turned down approved course releases in order to teach additional classes.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 6: Student Services

Department performance with regard to indicators:

(a) The Department provides students with the support and services that promote learning and ensure timely completion of their program of study.

The Department offers a broad student media operation that is both independent and integrated with the academic programs, academic and career advising by faculty, extracurricular experiences often delivered through cross-campus and community collaborations and an experiential-learning driven curriculum that walks hand-in-hand with academic support, professional development and public service. Students leave Shippensburg with a profound depth of experiences regarding the application of media skills across disciplines and platforms.

The Department provides equipment for checkout, studio workspaces for class work and student media work, student-staffed lab hours and student-staffed tutoring. Free tutoring in a foundational media writing course is mandatory based on a screening test score, but that tutoring is provided to students at any level to improve their writing skills. Students reported tutoring is a critical help in the foundational course and worthwhile across the curriculum.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

Faculty provide all academic and professional advising for the unit. In Fall 2023, faculty advising loads range from 23-26 students. Faculty meet with students to choose classes for the upcoming term and to discuss course progress, internships, student media and job searching. Faculty also typically advise 2-3 graduate students on courses.

Advisers are generally assigned according to the professional concentration area; however, some students are assigned to an adviser outside of their concentration to achieve balance in the number of advisees. The department chair advises all minors in addition to a regular faculty advising load. Further, a part-time faculty member carries a full advising load.

To prepare advisers, the university trains advisers by the Adviser Development & Resources Team, which informs faculty about software, policy, procedure and tactics for successful advising.

The Department has hosted several “meet your adviser” receptions, which seek to introduce new students to advisers and to inform students about the advising process. Some faculty advisers also often host social events for their advisees, with pizza and cupcakes, to get their advisees together and get them excited about their academic program.

Career advice comes regularly through faculty, as well as two other employees who work with student media. Research from the graduation exit survey indicated that about 80% of students agree or strongly agree with the statement “Do you feel that being a CJM major at Ship prepared you to obtain a career-oriented job upon graduation?” In addition, a university-wide career center offers job fairs and career counseling.

(c) The Department keeps students informed about its policies, activities and requirements.

The unit uses EAB’s Student Success Collaborative Navigate (SSC Navigate) software to coordinate,

monitor and schedule advising efforts, tutoring and other student success services on campus.

The Department chair writes a weekly newsletter and sends it to students, faculty, staff and other stakeholders on campus. The newsletter offers updates about news in the Department, departmental events and calendars, reminders to students and bragging points about the Department.

(d) The Department and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

The Department and institution collaborate on a prolific student media operation. Funded and operated by the Student Government Association, the student media operation includes SUTV (Shippensburg University Television), *The Slate* (weekly print and 24/7 digital newspaper) and WSYC radio. The Director of Broadcasting and Campus Media Support engages with the operation of these three media outlets. The position is paid by the university and is a member of the University Communication and Marketing department. Two CJM faculty advise *The Slate* and WSYC. In Fall 2023, an alumnus is paid by the department to advise SUTV, in a vacancy/shuffle created by a CJM faculty retirement. A long-term solution is sought. The operations of WSYC and SUTV include live coverage of SU sporting events and other large news events, such as political rallies.

The Department also operates a Public Relations Student Society of America chapter under the guise of student media. The chapter is recognized by PRSSA with its Star Chapter status. The chapter has a hardy operation that in addition to offering traditional guest speakers, professional development and engagement with the local professional community, also functions as an agency, doing work for campus and community organizations. The chapter sent six members to the PRSSA ICON conference in October 2023 in Nashville, Tennessee, and sends a group to the conference every year. In addition, the chapter's members are also active in the Pennsylvania Public Relations Society.

Involvement in one of these four organizations is nearly mandatory for all students, with a set of co-curricular requirements that involve engagement with leadership, submission of work, attending meetings and other forms of participation. Students expressed some concern about knowing the specific requirements at the outset of the program, and some students in the Visual Media concentration were frustrated by the tangential relevance of some requirements to their academic interests. They suggested that the Department offer a broader spectrum of opportunities for this activity, and true academic credit for the experience.

The self-study indicates the Department encourages students to participate in professional organizations such as the Pennsylvania NewsMedia Association, the Society of Professional Journalists, the Broadcast Education Association, the Public Relations Society of America and the Pennsylvania Public Relations Society. However, students expressed a desire to have an on-campus student club for something in journalism, such as SPJ. Students were unaware of some of the diversity-focused journalism associations (NABJ, NAHJ, etc.). Further, students were unaware of opportunities open to them, such as the BEA Festival of Media Arts, College Television Awards, etc. Especially concerning was a lack of awareness about the Hearst Awards; conversation with the Department chair indicated a handful of submissions over the previous few years, but said more concerted effort would be made in the coming years; Hearst posters were hanging in Rowland Hall, which houses the department.

(e) The Department uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

The Department uses an exit survey to assess advising practices and monitors advising meetings via the SSC Navigate system. The unit tracks its enrollment, graduation and retention rates via the campus office for Institutional Research, and it posts that information on the unit's accreditation page. Further, the page includes information about the exit survey regarding student satisfaction with the CJM program at the university. The website does not compare the unit's data to the broader university data; however, the self-study does list this data. In all but one instance, the CJM program has outperformed the university in retention and graduation statistics.

Also noteworthy, after hitting a low in fall 2020 with the pandemic (n = 21), new cohort enrollment since has been on the rebound, returning to pre-pandemic levels in fall 2023 with an incoming cohort of 36.

SUMMARY:

The Department and university have a profound, deep and successful scope of student media, including a PRSSA chapter doing the work of an agency. Independent student media have deep ties to the academic programs. Faculty advise student media, and an SGA-funded staff member provides extensive support. Faculty manage the entire academic advising process and the unit uses data to drive student success efforts that outpace the broader university. Faculty are stretched thin to do the heavy lift of advising student media and student academic programs, with a part-time faculty doing a full-time advising load, and a part-time employee advising one student media outlet. As such, journalism-focused student clubs are not present, and student work is rarely submitted to the Hearst Awards.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Department performance with regard to indicators:

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

The Department has a detailed budget. The budget is primarily dictated by the university's central budget operation and depends on factors including state funding, tuition and enrollments. The Department prepares three budget requests that are considered at the college level: operating budget; consulting/food service/Department office technology; and educational equipment/services. The latter two categories are often tied to the strategic plan and the objectives and strategies tied to meeting its goals. While the budget indicates the limited resources available in supplies, services, travel and other areas, there are many other sources that are used to help the Department meet its goals, including technology fee funds, professional development funds and additional college funds to support travel. The Department takes great advantage of these additional resources.

(b) Resources provided by the institution are adequate to achieve the Department's mission and are fair in relation to those provided to other Departments.

The fiscal support from the state system and university has continued to decline over the years. The cuts appear to be applied evenly across the 20 units within the college but can have a more severe impact on programs with higher costs because of technology needs. The college makes available additional resources from its foundation account to help meet critical needs. For example, the transmitter for the radio station went down over the summer and it was replaced immediately from the college funds.

Severe budget cuts prior to the 2017 site visit lead to a hiring freeze and a subsequent shortage of faculty that was not able to meet the instructional needs of its programs. For that primary reason, this standard was found non-compliant in the 2017 site team report. The annual budget hasn't improved since then, but the decline in enrollment previously noted in this report has reduced the pressure on instructional delivery and the Department is managing it much better. However, with the abrupt retirement of a faculty member, the department is down to five full-time faculty and a regular part-time faculty (this is a designation under the CBA for a half-time position that is salaried with some benefits). Four adjunct faculty are teaching the retired faculty member's courses for fall 2023 semester. A few students raised concerns about availability of classes, because they are only offered once per year and some only once every two years. If a student misses the class because of something like study abroad, it becomes difficult to catch up on the courses. However, through a variety of efforts, including individualized teaching of some classes, we did not find any evidence that a student's graduation was delayed because of missing required courses.

Because five and a half faculty members are teaching in four professional concentrations and an online graduate program, supervising student media and advising dozens of students, the faculty are stretched thin and working long hours to help the program and students accomplish curriculum and co-curricular outcomes. While the faculty seem to be all-in on contributing what is needed, even when it is late in the evening, on weekends or taking calls at 2 a.m., this isn't a sustainable model and there is a critical need to convert the half-time position to full-time and refill the line vacated by the retired faculty.

Faculty members have been very successful finding additional funding to ensure that computer labs and

other equipment are up to date. The state system collects a Technology Fee from all students and allocates the fees to the universities for the purchase of technical equipment. The Department has successfully been awarded more than \$700,000 since the last site visit to replace computers, purchase digital cameras, HD studio cameras and camcorders, light kits, upgrades to studios and a video production van. Because grants can be renewed if it is demonstrated that they are still effectively serving students' needs, the Department has been able to keep computers, software and other equipment current.

Faculty professional development has also been supported by grants from the university's Center for Excellence in Teaching and Learning. Faculty have received the funding they need to attend conferences and engage in other professional development activities.

(c) The Department's facilities and information resources enable and promote effective scholarship, teaching and learning.

Faculty have regularly updated computers, nice office spaces and access to physical and online library resources necessary for instruction and scholarship. The library has purchased a number of databases and subscribes to journals in the media and journalism disciplines.

(d) The institution and the Department provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty.

The Department of Communication, Journalism and Media facilities are spread across three buildings. The Department is located in historic Rowland Hall which include classrooms, faculty offices, a department office, a photography studio, A/V editing labs, a podcast studio, an equipment room, and two computer labs. The Department's television studio is located on the ground floor of Grove Hall, and PRSSA, the radio station and the student newspaper are located in the Ceddia Union Building with all student media offices. These two buildings are on the other side of campus, about a 10-minute walk from Rowland Hall. Because the student media and broadcast facilities are so interwoven into the curriculum and co-curricular requirements, this distance was noted as an inconvenience by students and faculty.

The university supports a full-time professional director of broadcasting and technology support staff in the media services office. The Department has an excellent relationship with the director of broadcasting and student media, and most students consider him like a faculty member. The radio station, TV station, campus newspaper and PRSSA office are all located in a central area, allowing students to interact across platforms. Most of the students participate in more than one of the student media platforms and get a rich variety of experiences, which is a strength of the program. The equipment for these facilities is up-to-date and meets industry standards. The broadcast studio and control room, remote production van, and podcast production room were particularly impressive.

The equipment room is stocked with cameras, mics, gimbals, light kits and other technology that the students say are very accessible and available.

SUMMARY:

The Department has done a remarkable job of finding the resources needed for replacing equipment, funding professional development and graduating students on time. But this effort has been done at great cost to faculty welfare. While they have addressed critical needs in these resources, time is also a limited resource that can't be addressed without additional faculty. Faculty are teaching above capacity, often

learning new preparations for courses they haven't taught previously, advising about 25 students, giving generously of their time for student media and helping students with career opportunities. We found that certain opportunities, such as submitting for Hearst Awards and establishing an SPJ chapter, aren't being addressed because the faculty are overworked.

Overall evaluation, compliance/non-compliance:

NON-COMPLIANCE

PART II — Standard 8: Professional and Public Service

Department performance with regard to indicators:

(a) The Department consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The Department interacts frequently with alumni in a variety of settings, including, but not limited to, a formal Alumni Advisory Council, members of which meet with Department administrators in the spring and fall semesters. Council members provide critical feedback on curriculum and industry trends and serve as valuable conduits to sources of external funding. The Department's chair also engages council members with high school students who have expressed an interest in attending CJM. Regular outreach to alumni also includes social media posts; a printed magazine; frequent personal contacts from faculty members who often invite former students to be classroom speakers; annual Alumni of the Year awards; participation in an annual "Communication, Journalism and Media Day" event; and, in June 2023, the Department held a special alumni reunion, where it connected with alumni who are not necessarily financial supporters but were encouraged and eager to get involved in other ways.

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

The faculty can apply for up to \$2,000/year in travel grants from the university to attend academic and professional association conferences, symposia and other events. Additional funding is available from the dean's office for faculty to present their research at professional events. Faculty engage in an impressive number of professional practice and public service. As reported in the self-study and confirmed by the site team:

Carrie Sipes

- Head, Small Programs Interest Group, Association for Education in Journalism and Mass Communications (AEJMC), 2018-2019; vice head 2017-2018; second vice head 2016-2017
- Conference paper reviewer, AEJMC Public Relations Division, AEJMC Minorities and Communication (MAC) Division Manuscript reviewer, *Newspaper Research Journal*; *Teaching Journalism & Mass Communication* journal
- External program reviewer, Hood College 2022
- William Hornby co-sponsored speaker with the Office of Equity, Inclusion and Compliance and First Year Experience, 2023
- QM (Quality Matters) certification 2021

James Lohrey

- Vice chair, Production Aesthetics & Criticism Division, Broadcast Education Association (BEA), 2022-current
- Communications coordinator, Production Aesthetics & Criticism Division, BEA, 2020-2022
- Secretary, Two-Year/Small School Division, BEA, 2018-2019
- Chair, Gender and Sexuality Division, BEA, 2017-2018
- Vice chair, Gender and Sexuality Division, BEA, 2016-2017

- Short course, “Media Literacy is Lit!: How to Teach Media Literacy in Exciting Ways So Students Apply and Own the Lessons,” NCA (National Communication Association) Conference, New Orleans, November 2022
- Short course, “Innovation and Advocacy in Qualitative Research,” NCA Conference, New Orleans, November 2022
- Juror, Student News Competition, BEA (Broadcast Education Association), summer 2020
- Juror, Faculty/Student News Competition, BEA, summer 2019

Ted Carlin (retired August 2023 and vacant faculty line not yet replaced)

- Audiovisual system consultant, Brownsville Church of God, Fayetteville, PA (primary website and video/streaming adviser for new website and audio/video system, 2022-23)
- Executive producer, video, 2018 “Power of the Partnership” annual year-end celebration program, South Mountain Partnership conservation network, 2018–19
- Competition judge, Radio & TV News, 2018-20 Truth in Finances awards, Pennsylvania Institute of Certified Public Accountants (PICPA), 2018-20
- Text reviewer, *Media Essentials, Fourth Edition*, published in 2018, Communication Division, Bedford/St. Martin’s, New York, NY, 2017-18

Kyle Heim

- Manuscript reviewer, *Journalism & Mass Communication Quarterly*; “Mass Communication and Society,” “Journalism Studies,” “Teaching Journalism & Mass Communication”
- Conference paper reviewer, AEJMC annual conferences (Newspaper and Online News, Political Communication divisions); International Communication Association (ICA) annual conferences (Journalism Studies, Political Communication divisions)
- Panelist, “13th Annual Criminal Justice Symposium: Men, Women and the #MeToo Movement: Is It Justice?” Shippensburg University (September 26, 2019)
- Panelist, “Campaign 2018: Midterm Election Panel Discussion,” Shippensburg University (October 24, 2018)
- Guest, State of the Newspaper Industry, “Smart Talk,” WITF-FM (public radio), Harrisburg, PA (July 27, 2018)
- Short online course, “Hands-On Data Journalism: Techniques of Analysis and Visualization,” Knight Center, June 2021
- Short online course, “Social Media Marketing Certification,” HubSpot, September 2022

Dhiman Chattopadhyay

- Teaching standards chair, International Communication Division, AEJMC, 2022—current
- Representative, ICAN-6 (Identity, Culture, Agenda-driven Newscast) academic convention, India and Bangladesh; host virtual Academic Masterclass: “Publishing Academic Books: The What, How, and When,” June 20, 2023.
- Manuscripts reviewer, *Journalism & Mass Communication Quarterly*, 2023
- Reviewer, academic journals (*Journalism*, *Journalism Practice*, *Journal of Creative Communications*, *Journal of Graphic Novels and Comics*, *Asia Pacific Media Educator*, etc.), 2018-2023
- Editorial board member, *Asia Pacific Media Educator*, SAGE Publications, 2020-22
- Member, select group of industry experts and community leaders developing new strategic plan for the Cumberland Valley School District; outcome focused on communication as a key skill and diversity, equity and inclusion as a key practice, 2021-22

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

The Department regularly performs acts of community service, largely facilitated by the university's student media outlets – *The Slate* (newspaper), SUTV (television), WSYC (radio) and PRSSA. Student media are not a part of the Department, but are staffed almost exclusively by the Department's students, and advised, in part, by its faculty.

Examples of such community service include:

- “Feel Your Boobies” through the “Bras Across Campus” event, raising money for METAvivor - Metastatic Breast Cancer Research, Support and Awareness
- Raising money and collecting food and supplies for the Cumberland Valley Animal Shelter
- Hosting a professional clothing event (Guiltless Glamour - Plato's Closet style) to benefit students and the Women in Need domestic violence resource center
- Competing in the National Organ Donor Awareness Campaign
- Co-hosting Earth Day events

Community service is one factor considered when faculty seeks tenure and notably, all of the Department's faculty members are, in fact, tenured.

(d) The Department supports scholastic journalism.

The Department regularly engages with high schools in the immediate geographic location of the university, at the schools' career days and other events. Additionally, the university's chapter of PRSSA connects with local high schools to provide career information sessions. This outreach had to be paused during the pandemic but has since resumed.

SUMMARY:

The Department does a good job of engaging with and activating alumni to ensure curricula are current, and that fundraising pipelines are open. An impressive amount of professional development and community service is accomplished by the faculty given its small size and ongoing campus-wide funding constraints. Scholastic journalism support does exist, although it is not as hardy as other areas covered in this standard.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the Department.

STRENGTHS

- A strong and respected chair who is an advocate for the department and is viewed as a collaborative team player across the campus.
- A “strong and mighty program” composed of a caring, compassionate faculty.
- An updated curriculum that is heavily involved in providing students with hands-on, real-world experience and critical thinking skills that proves transformative for many students.
- Student media organizations that involve students in their first year and provide leadership opportunities and professional experiences that compel student success.
- The revised curriculum offers students flexible choices across four concentrations.
- The Department promotes an inclusive environment, welcome to students and faculty.

WEAKNESSES

- The small faculty size poses challenges to the curriculum, students and faculty. Faculty are overburdened – having to teach overloads, advise large numbers of students and serve on numerous committees – and cannot meet other co-curricular opportunities, such as professional organizations, student award competitions and research.
- The physical distance between the Department’s academic building and the buildings that house student media presents logistical challenges for students and faculty.
- The expectations for tenure and promotion are not clearly stated in Department, college or university policies. Faculty are limited in the capacity to move from associate to full professor rank due to state laws.
- Assessment has missed opportunities to use collected artifacts to assess program-level outcomes.

2) List the standards with which the Department is not in compliance.

Standard 7: Resources, Facilities and Equipment

3) In the case of a recommendation for accreditation or reaccreditation, *with standard(s) not in compliance*, list the deficiencies that need to be addressed before the next site team evaluation.

Faculty resources need to match the curriculum and co-curricular demands of the revised program.

At least 1.5 faculty lines need to be added to address needs in curriculum and reduce the overload on current faculty.

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

N/A

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

N/A

6) If the Department was previously accredited, summarize *significant* deficiencies noted in the previous report and the actions taken to correct them. If the Department was in noncompliance on

the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

In the 2017 site team report, the Department was found not in compliance on standard 7: Resources, Facilities and Equipment primarily due to a shortage of faculty. The Department was awarded another faculty line and hired a faculty member who added to its diversity. However, because of the reallocation of a full-time line to a part-time line and the retirement of another faculty member whose line remains unfilled, the Department finds itself in the same situation six years later.

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

At first blush, the self-study appeared thorough and comprehensive. However, once the site team arrived on campus, it became clear that the self-study was, in fact, incomplete and lacked information critical to a fair and complete evaluation of the Department relative to ACEJMC standards. The site team was able to discern the necessary information. However, the Department sold itself short – significantly – in its self-study, particularly with regard to Standard 2 (curriculum) and *especially* Standard 4 (diversity). That made this a textbook case for the importance of on-site evaluation of all programs under review for accreditation or re-accreditation.

**Communication, Journalism and
Media Department**
Shippensburg University
1871 Old Main Drive
Shippensburg, PA 17257-2299



ship.edu

Office: (717) 477-1521
Fax: (717) 477-4013

April 9, 2024

Dear Accrediting Council on Education in Journalism and Mass Communications:

Please accept this letter as a response to the non-compliance in standard 7. The site team found the program out of compliance regarding the number of faculty required to support the program. Since the site team visit in October, the university has supported the program through the approval of a tenure-track search, one of two approved tenure-track searches university-wide and the sole tenure-track search within the College of Arts and Sciences to date. The search will begin summer 2024.

In addition, the administration has also approved hiring a part-time faculty member to advise the campus television station, SUTV. That position is equivalent to one course per semester.

The budget realities of the Pennsylvania State System of Higher Education of which Shippensburg University is a part have led the university to freeze hiring for tenure-track searches in the 2023-2024 academic year and to have very limited tenure-track and adjunct hiring in the past several years.

According to the U.S. News and World Report, "Pennsylvania ranks 48th in higher education affordability and spends less per capita on higher education aid than any other state except New Hampshire." This resource issue is a statewide issue felt among the state-owned universities in PASSHE and the state-related universities as well.

Thank you for your time.

Sincerely,

Carrie Sipes, Ph.D.
Department Chairperson
casipes@ship.edu