

**Report of On-Site Evaluation
ACEJMC
Undergraduate program
2016- 2017**

Name of Institution: Colorado State University

Name and Title of Chief Executive Officer: Anthony Frank

Name of Unit: Department of Journalism and Media Communication

Name and Title of Administrator: Greg Luft, Chair

Date of 2016 - 2017 Accrediting Visit: Nov. 13-16, 2016

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

Date of the previous accrediting visit: 2011

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation


Recommendation by 2016 - 2017 Visiting Team: Reacccreditation

Prepared and submitted by:

Team Chair

Name and Title: Jennifer Sizemore

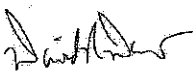
Organization/School: Communications consultant

Signature  _____

Team Members

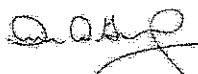
Name and Title: Dave Davies, Director, School of Mass Communication and Journalism

Organization/School: University of Southern Mississippi

Signature  _____

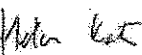
Name and Title: Don Grady, Associate Dean, School of Communications

Organization/School: Elon University

Signature  _____

Name and Title: Helen Katz, Senior Vice President, Director of Research

Organization/School: Publicis Media

Signature  _____

PART I: General information

Name of Institution: Colorado State University

Name of Unit: Department of Journalism and Media Communication

Year of Visit: Fall 2016

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

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

If the unit seeking accreditation is located outside the United 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 in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

Colorado State University enjoys its 146th birthday in 2016. The school was founded in 1870, eight years after President Abraham Lincoln signed the Morrill act. This act rewarded states and territories with grants of federal land to establish "land-grant" colleges.

Land-grant schools were to focus on serving their residents. Territorial Governor Edward McCook signed legislation on February 11, 1870, to establish Colorado's land-grant campus in Fort Collins. The Territorial Council and the House of Representatives of the Territory of Colorado thus created the Agricultural College of Colorado as a land-grant school. When the territory became a state in 1876, the college was placed under the State Board of Agriculture. The college went through several name changes before it became Colorado State University in 1957. Colorado State University earned recognition by the North Central Association of Colleges and Schools as a mature university in 1974.

The chancellor of the Colorado State University System administers the university. He also oversees Colorado State University-Pueblo (formerly the University of Southern Colorado).

The following paragraphs provide a brief overview of the system, missions, and campuses.

THE COLORADO STATE UNIVERSITY SYSTEM

The Board of Governors of the Colorado State University System oversees CSU-Fort Collins and CSU-Pueblo, in addition to an online university, CSU Global Campus. Administrative offices are located in Denver. This website provides comprehensive information about the system: <http://csusystem.edu/about>.

The three CSU campuses have distinct roles and missions. The campuses serve the state, region, country, and world. Highly skilled graduates number more than 7,000 per year, and more than 200,000 alumni live in Colorado, the nation, and world. The system has a total operating budget of \$1.06 billion, with annual research expenditures totaling more than \$300 million.

Campuses include:

Colorado State University in Fort Collins, a doctoral-granting research university, which was founded in 1870 as the state's land-grant institution. CSU has four unique statewide service entities (Colorado State Forest Service, CSU Extension, Agricultural Experimental Center, and the Colorado Water Institute), and a student body of 32,230+.

Colorado State University-Pueblo serves as a designated Hispanic Serving Institution (HSI), and is Colorado's fastest growing university with a student body of 5,000+.

CSU-Global Campus is an online university serving nontraditional students. CSU Global has an active population of 15,000 students.

CSU Extension has offices in 60 of 64 Colorado counties delivering community-oriented, research-based information, educational, and 4-H programs. CSU is home to several top centers and programs, including the top-ranked veterinary medicine program in the nation.

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

Yes: 1972, 1980, 1987, 1993, 1999, 2005, and 2011

If yes, give the date of the last accrediting visit: October 2010

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1972

6. Attach a copy of the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

Mission Statement: Journalism and Media Communication (This version adopted April 2016).

The Department of Journalism and Media Communication focuses on journalistic and other uses and effects of communication media. The department engages in:

- Undergraduate teaching, to examine with students the knowledge, skills, and values necessary for traditional and innovative approaches to professional journalistic and related communication responsibilities.

- Graduate teaching, to explore with advanced students communication concepts, theories, research methods, and sophisticated applications in academic and advanced professional work environments.
- Scholarship and creative activity, to help understand the nature, processes, technologies, effects, and problems of communication, modern media, and journalism/communication education.
- Interdisciplinary teaching, research, and outreach, especially as related to science, technical, health, and environmental communication.
- Service to the university, professional media, and academic organizations, including outreach to the public and media/communication constituencies.

7. What are the type and length of terms?

Fall and spring semesters: 16 weeks

Summer sessions: 4, 8, & 12 weeks

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

Four-year program leading to bachelor's degree in Journalism and Media Communication

Graduate work leading to master's degree (M.S.) in Public Communication and Technology

Graduate work leading to Ph.D. degree in Public Communication and Technology

**9. List the specific undergraduate and professional master's degrees being reviewed by ACEJMC.
*Indicate online degrees.**

Four-year program leading to bachelor's degree in Journalism and Media Communication

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

120 (avg. 15 per semester)

Credits hours required for a professional master's degree:

N/A

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

Up to four (4) semester credits

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

The department eliminated formal concentrations in 2011, transitioning to a converged curriculum.

13. Number of full-time students enrolled in the institution: 32,230

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

Department enrollment: 425.

No formal concentrations or sequences.

No formal pre-major. Students are listed as “Undeclared Seeking Journalism” until they meet requirements for the major. The number fluctuates considerably, but there are typically 100-200 students working toward declaring JMC at any given time.

15. Number of graduate students enrolled onsite: 45 Online: N/A

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

Spring 2016 JOURNALISM AND MEDIA COMMUNICATION SKILLS COURSES				
<u>Subject</u>	<u>Course</u>	<u>Section</u>	<u>Title</u>	<u>Enrollment</u>
JTC	210	1	Newswriting	17
JTC	210	2	Newswriting	15
JTC	210	3	Newswriting	17
JTC	210	4	Newswriting	17
JTC	210	5	Newswriting	20
JTC	210	6	Newswriting	17
JTC	210	7	Newswriting	15
JTC	211	1	Computer-Mediated Visual Communication	20
JTC	211	2	Computer-Mediated Visual Communication	20
JTC	211	3	Computer-Mediated Visual Communication	20
JTC	211	4	Computer-Mediated Visual Communication	20
JTC	280A1	1	Quantitative Analysis in Journalism and Media	18
JTC	280A1	2	Quantitative Analysis in Journalism and Media	11
JTC	310	1	Copy Editing	15
JTC	320A	1	Reporting: General News	12
JTC	320B	1	Reporting: Sports	18
JTC	326	1	Online Writing and Journalism	18
JTC	326	2	Online Writing and Journalism	18
JTC	326	3	Online Writing and Journalism	17
JTC	326	4	Online Writing and Journalism	18
JTC	335	2	Digital Photography	19
JTC	340	1	Digital Video Editing	20
JTC	340	2	Digital Video Editing	19

JTC	341	1	TV News Writing, Reporting and Producing	17
JTC	341	2	TV News Writing, Reporting and Producing	17
JTC	345	1	Electronic Field Production	20
JTC	351	1	Publicity and Media Relations	16
JTC	351	2	Publicity and Media Relations	17
JTC	353	1	Communications Campaigns	14
JTC	361	1	Writing for Specialized Magazines	18
JTC	371	1	Publications Design and Production	18
JTC	372	1	Web Design and Management	18
JTC	372	2	Web Design and Management	17
JTC	373	1	Digital Promotion Management	24
JTC	374	1	Social Media Management	20
JTC	386	1	Communication Practicum	1
JTC	417	1	Information Graphics	20
JTC	418	1	Journalism, Peace, and War	17
JTC	419	1	Food and Natural Resources Communication	17
JTC	421	1	Media, Business, and Economics	11
JTC	430	1	Advanced Digital Documentary Photography	10
JTC	433	1	Advanced Video Editing	12
JTC	440	1	Advanced Electronic Media Production	11
JTC	450	1	Public Relations Cases	18
JTC	460	1	Senior Capstone	20
JTC	460	2	Senior Capstone	20
JTC	460	3	Senior Capstone	20
JTC	460	4	Senior Capstone	19
JTC	460	5	Senior Capstone	18
JTC	460	6	Senior Capstone	20
JTC	465	1	Specialized and Technical Editing	6
JTC	490	1	Workshop in Studio Production	13
JTC	490	2	Workshop in University Relations	8
JTC	490	3	Workshop in Media and Global Cultural Identity	13
JTC	490	5	Workshop - Data Journalism	5
JTC	490	7	Workshop in KCSU Radio Operations	11
JTC	490	8	Workshop in Web Programming/Media Producers	17
JTC	490	9	Workshop in Entrepreneurial Journalism	16
Summer 2016 JOURNALISM & MEDIA COMMUNICATION SKILLS COURSES				
<u>Subject</u>	<u>Course</u>	<u>Section</u>	<u>Title</u>	<u>Enrollment</u>
JTC	372	1	Web Design and Management	5
Fall '16 JOURNALISM & MEDIA COMMUNICATION SKILLS COURSES				
<u>Subject</u>	<u>Course</u>	<u>Section</u>	<u>Title</u>	<u>Enrollment</u>
JTC	210	1	Newswriting	18

JTC	210	2	Newswriting	18
JTC	210	3	Newswriting	15
JTC	210	4	Newswriting	17
JTC	210	5	Newswriting	18
JTC	210	6	Newswriting	18
JTC	211	1	Computer-Mediated Visual Communication	20
JTC	211	2	Computer-Mediated Visual Communication	20
JTC	211	3	Computer-Mediated Visual Communication	20
JTC	211	4	Computer-Mediated Visual Communication	15
JTC	280A1	1	Quantitative Analysis in Journalism and Media	17
JTC	280A1	2	Quantitative Analysis in Journalism and Media	17
JTC	310	1	Copy Editing	16
JTC	320A	1	Reporting: General News	10
JTC	320B	1	Reporting: Sports	17
JTC	320C	1	Reporting: Business	6
JTC	326	1	Online Writing and Journalism	18
JTC	326	2	Online Writing and Journalism	18
JTC	326	3	Online Writing and Journalism	18
JTC	326	4	Online Writing and Journalism	9
JTC	328	1	Feature Writing	17
JTC	335	1	Digital Photography	18
JTC	335	2	Digital Photography	18
JTC	340	1	Digital Video Editing	20
JTC	340	2	Digital Video Editing	20
JTC	341	1	TV News Writing, Reporting and Producing	18
JTC	345	1	Electronic Field Production	19
JTC	345	2	Electronic Field Production	5
JTC	350	1	Public Relations	50
JTC	351	1	Publicity and Media Relations	18
JTC	351	2	Publicity and Media Relations	12
JTC	353	1	Communications Campaigns	17
JTC	356	1	Advertising Creativity and Copywriting	17
JTC	358	1	Advertising Media Buying and Selling	15
JTC	361	1	Writing for Specialized Magazines	13
JTC	361	2	Writing for Specialized Magazines	18
JTC	365	1	Trends in Digital Communication	18
JTC	371	1	Publications Design and Production	18
JTC	372	1	Web Design and Management	18
JTC	372	2	Web Design and Management	18
JTC	372	3	Web Design and Management	18
JTC	373	1	Digital Promotion Management	20

JTC	417	1	Information Graphics	20
JTC	460	1	Senior Capstone	19
JTC	460	2	Senior Capstone	20
JTC	461	1	Writing About Science, Health, and Environment	18
JTC	487	1	Internship	8
JTC	490	1	Workshop in TV Studio Production	5
JTC	490	2	Workshop in University Public Relations	7
JTC	490	4	Workshop - Crafting Journalism into Fiction	8
JTC	490	5	Workshop - Entrepreneurial Journalism	16
JTC	490	7	Workshop - Radio Operations	7
JTC	490	8	Workshop - Strategic Multicultural Communication	7
JTC	544	1	Corporate and Institutional Media Production	11
Spring 2016 JOURNALISM & MEDIA COMMUNICATION SKILLS COURSES ONLINE				
SPRING				<i>Enrollment</i>
JTC	326	1	Online Writing and Journalism	7
JTC	340	1	Digital Video Editing	10
Summer 2016 JOURNALISM AND MEDIA COMMUNICATION SKILLS COURSES ONLINE				
<i>Subject</i>	<i>Course</i>	<i>Section</i>	<i>Title</i>	<i>Enrollment</i>
JTC	210	401	Newswriting	16
JTC	211	401	Computer-Mediated Visual Communication	18
JTC	326	401	Online Writing and Journalism	15
JTC	340	401	Digital Video Editing	15
JTC	350	401	Public Relations	16
JTC	361	401	Writing for Specialized Magazines	7
JTC	372	401	Web Design and Management	19
JTC	372	402	Web Design and Management	6

17. Total expenditures from all sources planned by the unit for the 2016 – 2017 academic year:

\$2.93 million

Percentage increase or decrease in three years:

Increase 1.35%

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

\$1,445,281

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

Katie Abrams	Assistant Professor
Ashley Anderson	Assistant Professor
Darrell Blair	Instructor
Daniela Castillo	Instructor
Joe Champ	Associate Professor
Cindy Christen	Associate Professor
Kirk Hallahan	Professor

Jangyul Kim	Associate Professor (on leave)
Kris Kodrich	Associate Professor
Marilee Long	Professor
Roger Lipker	Instructor with Senior Teaching Appointment
Greg Luft	Professor and Chair
Rosa Martey	Associate Professor
Patrick Plaisance	Professor
Pete Seel	Professor
Kim Spencer	Instructor with Senior Teaching Appointment
Jamie Switzer	Associate Professor
Craig Trumbo	Professor
Steve Weiss	Instructor/Senior Teaching Appointment and Special Projects
David Wolfgang	Assistant Professor

19. List names of part-time/adjunct faculty teaching at least one course in fall 2016. Also list names of part-time faculty teaching spring 2016.

Donnyale Ambrosine	Instructor, Fall/Spring 2016
Patti Burke-Lund	Online Instructor, Fall/Spring 2016
Mario Caballero	Instructor, Spring 2016
Chryss Cada	Instructor, Fall/Spring 2016
Susan Clotfelter	Lecturer/Ph.D. GTA, Fall/Spring 2016
Marilyn Colter	Instructor, Fall/Spring 2016
Clarissa Crozier	Instructor, Fall 2016
David Freed	Instructor, Fall 2016
Jill Goodwin	Lecturer/M.S. GTA, Fall 2016
Jennifer (Jamie) Folsom	Instructor, Fall/Spring 2016
Michael Humphrey	Instructor, Fall/Spring 2016
Heidi Huntington	Lecturer/Ph.D. GTA, Spring 2016
Jim Landers	Online Instructor, Spring/Fall 2016
Zach McFarlane	Online Instructor, Spring/Fall 2016
Tammy Matthews	Lecturer/M.S. GTA, Spring 2016
Tom Milligan	Instructor, Fall/Spring 2016
Ben O'Connor	Instructor, Fall/Spring 2016
Sarah Pooler	Instructor, Fall/Spring 2016
Jaye Powers	Online Instructor, Fall/Spring 2016
Rob Reuteman	Instructor, Fall/Spring 2016
Jim Rodenbush	Instructor, Fall/Spring 2016
Jason Russell	Instructor, Fall/Spring 2016
Neelam Sharma	Instructor, Fall/Spring 2016
Larry Steward	Instructor, Fall/Spring 2016
Danielle Stomberg	Lecturer/Ph.D. GTA, Fall/Spring 2016
Linnea Sudduth	Online Instructor, Fall/Spring 2016
Leah Stone	Lecturer/Ph.D. GTA, Fall 2016
Deric Swanson	Instructor, Spring 2016
Elissa Tivona	Instructor, Fall/Spring 2016
Stephanie Train	Lecturer/Ph.D. GTA, Fall/Spring 2016
Brian Trout	Instructor, Fall/Spring 2016
Rhema Zlaten	Lecturer/Ph.D. GTA, Spring 2016

20. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

72 or more semester hours outside of journalism and mass communications			
Year	Total Graduates	Number	Percent
2015-2016 academic year	160	160	100
2014-2015 academic year	115	115	100

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The first journalism classes at CSU were offered by the English Department in 1958, identified as “technical journalism.” A degree in that concentration was attainable beginning in 1961. Technical Journalism became a department in 1968, with concentrations in news-editorial and technical writing; broadcast news/documentary film was added in 1971, and PR in 1975.

The department’s name changed to Journalism and Technical Communication in 1999, at which point it became part of the Information Science and Technology Center, and by 2006, concentrations offered were News-Editorial Journalism; TV News and Video Communication; Specialized and Technical Communication; Computer-mediated Communication; and Public Relations. Then in 2011, the curriculum was converged and concentrations were eliminated. As the media landscape became multimedia and every media platform and skill became necessary for everything from journalism to marketing, the department decided that separate tracks artificially divided the competencies, and the converged curriculum was conceived.

Change follows change (and curriculum changes are easier than department name changes), and after extensive research, assessment and input, the department changed its name and the title of its degree from Journalism and Technical Communication to Journalism and Media Communication. The aim was to brand the department with a name that was encompassing of the changing landscape and inclusive of the integrated current and future state of communications. It is one of 13 departments in the College of Liberal Arts. Despite higher admissions standards in place since 2000, enrollment has been on the rise since the rebranding. Growth is key to mission, evolution and to ongoing growth, which correlates to eligibility for increased university funding. Growth also demands infrastructure, which will be referenced later in this report.

The department has a master’s and Ph.D. program as well; these are not under review for accreditation. The priority focus for the department remains professional training for undergraduates in a liberal arts context. Programs and activities continue to expand in course offerings, on-campus and professional partnerships, and new academic minors.

The department has written mission and vision statements, and updated its code extensively in 2014, and again in 2016 based on a new mission statement and updated strategic priorities.

The department reviews and updates its goals and strategies regularly, and ties them to the University Strategic Plan, and the Strategic Priorities Document. The department’s mission/vision/strategy are grounded in four core values: freedom; accuracy; responsibility; expressiveness. These values correspond broadly to the 12 learning objectives advanced by ACEJMC.

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

The department code clearly outlines policies and procedures for substantive faculty governance. All changes to the code are approved by faculty, the College of Liberal Arts, and the provost.

The faculty meets twice prior to the academic year, including a day of educational development talks and a full-day retreat. Thereafter the full faculty meets monthly. Department committees – eight official and four ad hoc – meet as necessary. The department’s Executive Committee consists of the Undergraduate Program Director, Graduate Program Director, the Tenure and Promotion Committee Chair and the Curriculum Coordinator. The Executive Committee compiles faculty evaluations of the department chair, and consults with the chair on operational procedures and controversial issues. The chair frequently consults with faculty on major decisions.

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

The department chair, an internal candidate who has served since 2007, is uniformly praised by faculty, staff and university colleagues. Department faculty describe him as “supportive,” “amazing,” “dedicated to and successful at bringing in alumni,” and “genius at integrating non-tenure track instructors into one culture.” He is said to have an always-open door and be open to new ideas. University colleagues cited the “symbiotic” programs the chair has collaborated on, and the “attitudinally prepared (to confidently wear many hats)” students who come out of the program. The vice provost said the chair is proactive on faculty issues and at the forefront of creating a dynamic, research-intensive but inclusive program.

Leadership by all accounts is a strength of the unit. The chair reports to the dean of the College of Liberal Arts, who was away for the accrediting visit and has been at the university since just before the fall semester. The associate dean reports that the chair is “down to Earth, straightforward, funny and low key. He is my go-to guy for special assignments.” He also said the department is “steady, neither flashy and hugely public nor embattled.” He said the department’s “powerful connection to communities gives them a kind of long-term stability.”

The administrative team of the department is extremely small relative to the size of the student body and faculty, and the complexity of the programs ranging from undergraduate to Ph.D. The team has 3.5 FTEs – a program manager, an office manager, a financial officer/HR liaison, and a part-time graduate program administrator. They also have a part-time hourly employee who floats between front office duties and equipment room management. Eight work-study student employees report to the office manager and assist with front office coverage, classroom lab management, and equipment room tasks. Advising is funded at the university level with specialists assigned to each department. Faculty members serve as graduate and internship coordinators. IT support is provided by the College.

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

The process for selecting and evaluating administrators follows the procedures in the university’s Academic Faculty and Administrative Professional Manual. Department chair appointments are the responsibility of the dean of the College of Liberal Arts, who appoints a departmental committee chaired by a different CLA department chair. The committee makes advisory recommendations.

Evaluation of the chair is annual and happens during the university's merit review process. The faculty Merit Review Committee assesses teaching, research and service. The Department Executive Committee conducts an evaluation of the chair via a survey, which goes to all faculty and staff. Committee members review and summarize the results and provide the summary to the chair. That summary and the original surveys go to the dean, who writes an independent evaluation based on the review committee's assessment, the surveys and his opinions as a manager. Copies of this evaluation go to the department chair and the provost. The chair scored an "exceeds expectations" in the past five evaluations.

The chair can appoint an associate chair but has found that potential candidates who are willing, tenured, and senior enough are in a transitional phase in life or research, making it difficult to select an appropriate candidate. With the recent retirement of five very senior faculty, an associate chair candidate has not been identified among current faculty. However, a graduate program director and an undergraduate program director, as well as the graduate committee chair, help a great deal with department administrative duties.

Department appointments are mostly handled by the chair, who appoints the program directors and committee chairs. Exceptions: Tenure and Promotion Committee chair is elected by its members (all tenured faculty); Merit Evaluation Committee is elected by all voting faculty.

Faculty members are reviewed annually by the Merit Evaluation Committee on teaching, research and service. In addition, the chair conducts annual evaluation meetings with each faculty member, including part-time faculty, meaning he personally does almost 50 evaluations each year.

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

The department reports that it addresses complaints and concerns based on the type of complaint and level of concern. While this sounds like a vague policy, it appears to work. Faculty talk about how the chair is excellent at "de-escalating" situations. In fact, no grade disputes have gone beyond the department to official review since the chair took over 10 years ago. Students feel they have open access to pathways for any grievances.

The department chair has a philosophy to deal immediately with issues, and maintains an open-door policy to facilitate that. His door is literally always at least cracked open ("perhaps to his detriment," quipped a faculty member). The chair's preferred resolution style is informal, working to accommodate the needs of the person complaining, or explaining why such accommodations are not possible. The chair tends to act as a mediator and on occasion calls special meetings to resolve issues in larger groups. Examples of those "special meetings" include personnel situations that the chair asked not to be identified in this report, and "frequent" student-instructor grade disputes that so far have always been resolved without official process. If a letter of admonition is required, the chair works with the dean's office and university legal counsel.

If faculty disputes cannot be settled in the department or College, there are formal grievance procedures at the university level. This has happened once in the chair's time in office. University mediators are also available for problematic personnel situations.

But there is process if needed: If there is an unresolvable grievance between a student and faculty member that cannot be resolved between them, the chair can refer the situation to the Executive Committee for review. If there is no resolution, the student, faculty member or chair can appeal to the dean.

Grade appeals that aren't resolved within the department, and formal appeals procedures, are outlined in the university General Catalog. Faculty and students have the right to consult with University Conflict Resolution and Student Conduct Services regarding misconduct of any sort.

SUMMARY: The department is buttoned up in mission, governance and administration. It has documented mission, vision and strategies that map to learning outcomes. Process within the department is transparent and organized, handled collaboratively and competently by a well-respected department chair.

Overall evaluation (undergraduate program): COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

The department reports that 100 percent of its graduates in 2014-2015 (115) and 2015-2016 (160) earned 72 or more semester hours outside of journalism and mass communication. Advising forms completed by the department's academic adviser keep close track of this requirement, ensuring departmental compliance with this standard.

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

The Department of Journalism and Media Communication had 425 majors in 2015-2016, the self-study year. To join the department, students must have a 2.9 grade-point average and earn at least a B and a C in two introductory courses.

Effective fall 2011, just after completing the previous ACEJMC accreditation cycle, the department converged its curriculum, eliminating all majors/concentrations. The department classified courses into five categories – conceptual, writing, production, general department electives, and internship/practicum. Students follow advising check sheets to pick courses in tracks reflecting their intended career, choosing from among 12 career paths. Career tracks are Advertising and Marketing; Web Communication; Research, Data, and Public Opinion; Marketing, Products, and Promotion; Organizational Communication; Organizational and Instructional Media; Documentary, Live, or Event Television; Television News, Weather, and Sports; Newspaper, Web, or Magazine Production; Newspaper, Web or Magazine Content; Specialized Communication; and Public Relations and Strategic Communications.

Students must complete a minimum of 120 credits to graduate. At least 40 credits (21 in the JMC core, and 19 specified electives) must be completed in the major. Students must complete a second field outside the department of at least 21 credits.

The curriculum is organized as follows:

I. Required JMC Core: 21 credits

- JTC 100 Media in Society (3 credits)
- JTC 210 Newswriting (3 credits)
- JTC 211 Visual Communication (3 credits)
- JTC 326 Online Storytelling and Audience Engagement (3 credits)

- JTC 411 Media Ethics and Issues or JTC 415, Communications Law (3 credits)
- JTC Concept Course (3 credits)
- JTC 460 Senior Capstone (3 credits)

II. Focus Area: 19 required credits. Following JMC curriculum guides, students select one or more areas of interest to complete a minimum of 19 and a maximum of 27 credits as follows:

- Two courses primarily focused on writing (6 credits)
- Two courses primarily focused on production (6 credits)
- Two additional courses, which can include writing, production, internship/practicum, or electives (6 credits)
- Choice of JTC 487 Internship, JTC 386 Communication Practicum, or LB 386A-E Student Media Practicum (1 credit)
- At the student's discretion, a maximum of eight additional credits in writing, production, or electives.

Since the last accrediting cycle, the department created 25 new courses, which are a combination of conceptual courses, applied technology instruction, specialized reporting, numerical competency, digital and online communication courses, and career workshops. In addition, students and faculty alike have access to the online training website Lynda.com for technology training.

The department utilizes a detailed "Vertical Rubric" showing how the ACEJMC competencies are taught across the students' core courses and in upper-division electives. The purpose of the rubric was to improve faculty members' understanding of the competencies instilled by the core curriculum and to ensure that the learning outcomes reflected the ACEJMC competencies. Further, it delineates how the various competencies build on one another as students progress through their coursework. New instructors are provided the most recent rubric, and it is evaluated by the undergraduate committee each spring. All ACEJMC values and competencies are represented in at least one required course in the JMC undergraduate curriculum.

In addition, the department notes that ACEJMC competencies are stressed in upper-division courses. To name just a few examples:

- History of Media, Media Effects, International Media Studies, and Journalism, Peace, and War courses – among others – introduce and evaluate principles related to freedom of speech and press, freedom of expression, the media's watchdog role in society, and the benefits of sharing information in a free society.
- Courses in Media and Global Cultural Identity, International Mass Communication, and the department's involvement in study-abroad programs specifically address the role of media and individuals in a global context.
- Visual Communication, Digital Photography, Web Design and Management, Video Editing, Television Field Production and other courses offer students a detailed understanding of the fundamentals of visual and audio-based communication.
- Many courses, including Multiculturalism and the Media, Strategic Multicultural Communication, and writing and reporting courses address the importance of knowledge and context related to diversity.

Many of the faculty have received teaching awards, including those offered regionally and nationally, and students in group meetings report being satisfied with the level of interaction with their teachers, their depth of knowledge, and their contacts within media industries. However, some students reported dissatisfaction with the capstone course, which they cited as overly broad. Some students expressed a desire for specialized capstone courses, breaking down sections according to various career directions, to alleviate this concern.

c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

Faculty members and department leadership report that the primary reason for the 2011 curriculum revision was the need to respond to convergence across media platforms and the necessity for students to be trained in multiple skillsets in order to find jobs after graduation. The curriculum revision created a sizeable core (outlined above) that gives all students a strong grounding in multimedia and digital skills, including courses in Visual Communication (JTC 211) and in Online Storytelling and Audience Engagement (JTC 326). In addition, the department added multiple upper-level skills classes that offer students the opportunity to further enhance digital skills. Students take classes from the list below appropriate to their track:

- Mobile Media Technology & Communication
- Digital Photography
- Digital Video Editing
- Advanced Broadcast News Production
- Electronic Field Production
- Audio Production and Editing
- Communication Campaigns
- Advertising Buying and Selling
- Web Programming for Media Producers
- Publications Design and Production
- Web Design and Management
- Digital Promotion Management
- Social Media Management
- Global Communications Technologies
- Information Graphics
- Advanced Digital Documentary Photography
- Advanced Video Editing
- Documentary Video Production
- Advanced Electronic Media Production
- Public Relations Cases
- Convergence and Hypermedia
- Transmedia Storytelling
- Corporate Multimedia Production
- Live Television Practicum

Students report that they have convenient access to the equipment they need to fine-tune their technology skills. They say faculty and staff are helpful with equipment and that they have all they need in order to learn.

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

The department's enrollment report shows that in all classes, the department adheres to the required ACEJMC ratios for skills and laboratory sections. While some sections do indeed reach the limit of 20, none exceed it. Students applauded small class sizes for their level of interactivity.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

The unit employs an internship coordinator who helps place students in internships and other work opportunities. The coordinator, Kimberly Spencer, a former journalist and also a full-time senior teaching appointment instructor, oversees the department's online internship bulletin board and meets with prospective interns to explain expectations and with current interns to review their progress. Students work for both local and regional media outlets. The department's requirement that all students take either an internship or practicum for credit ensures that all students get the professional experience that further prepares them for jobs upon graduation. The department reports that it always has more internship opportunities than candidates.

A particularly strong source of internships and practicum credits are housed in units closely allied with the department. The Rocky Mountain Student Media Corporation hires more than 300 students a year in the student radio station (KCSU), campus television station (CTV, cablecast on Channel 11 in Fort Collins), *College Avenue* magazine, and the student newspaper, the *Rocky Mountain Collegian*. Many but not all of these students are Journalism and Media Communication students, and many receive academic credit through the department. While the Media Corporation is a freestanding nonprofit organization that does not fall directly under the department's control, its managers enjoy a close working relationship with the department.

In addition, students have the opportunity to work at an advertising, public relations, and marketing agency, CoLab, which bills itself as the "Lory Student Center Marketing Shop." CoLab is a part of the Student Center, not the department, but it offers students internships and paid positions in design, marketing, advertising, project management, and PR work. The agency's manager, who also teaches part-time in the department, reports that the students' experience in the agency often leads them to land high-paying jobs upon graduation.

A longtime administrator of the Colorado Press Association reported that CSU interns and graduates have long had a reputation among news outlets as being well prepared. He said that many news editors regard CSU graduates as being the best prepared of any journalism and mass communication graduates in the state.

SUMMARY: The Colorado State University JMC faculty has responded to the ever-changing media landscape by adopting a converged curriculum that gives all its majors a strong grounding in basic skills and a broad knowledge of media concepts and theory. Upper-division electives prepare students to enter

the job market in one or perhaps two of 12 career tracks in journalism and media communication. Students report they enjoy the flexibility the new curriculum offers, and they say they're very pleased with the strong and caring faculty as well as ample opportunities to hone their skills in student media and in off-campus internships.

Overall evaluation: COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The unit does have a written diversity plan that includes its goals for curriculum, faculty and students, as well as how to assess whether or not it is meeting those goals. The plan is also included in the department's strategic priorities, and aligns with the university's aim for "Inclusive Excellence." The standing Diversity Committee works to promote diversity in multiple ways. It meets two or three times a semester (with emails each week in between meetings) and is working on a resource library for instructors and graduate assistants (see below). The written plan does define diversity and identify which groups are covered.

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

The curriculum of the department makes a concerted effort to include perspectives and issues related to diversity. This is achieved across courses, not just those that have a specific diversity focus. Foundational classes such as JTC 100 (Media in Society) and JTC 210 (Newsriting) both incorporate content relevant to diversity issues, while the senior capstone class (JTC 460) attempts to address diversity through networking panels and portfolio reviewers. In addition, the department has added three classes since the last accreditation cycle that have a specific focus on diversity perspectives, including JTC 490 (Multicultural Strategic Communication), JTC 418 (Journalism, Peace and War), and JTC 305 (Media and Global Cultural Identity). Students noted that the subject of multiculturalism is covered in some of their classes, and that there is healthy discussion on topics such as sensitivity to diverse audiences in reporting and news gathering.

In addition, students have opportunities to be exposed to international perspectives both in and out of the classroom. There are three classes that have an overseas component/focus (JTC 454, JTC 413 and JTC 482). Students are also encouraged to travel abroad through broader CSU initiatives, and some faculty are actively involved in teaching these classes. Other faculty conduct research with an international focus that they can then bring into the classroom to broaden student perspectives.

The chair of the Diversity Committee developed a workbook called *Multiculturalism Matters: Perspectives and Guides about Diversity for Media Makers*. This was done with the help of a team of students and significant financial support from the department, and is an impressive guidebook (professionally produced) intended for both faculty and student use. The guide is already well known to and applauded by various diversity-related units and members of the administration across campus.

A Facebook page devoted to issues related to diversity was created in 2011, and appears to post relevant articles or event information regularly.

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

This is an area that continues to be challenging for the department, in that the current full-time and part-time faculty appear to under-represent non-white populations. This was raised as an issue in the prior accreditation report (2010), and while there does not at first appear to have been much improvement in the numbers, efforts to increase numbers have been consistent. For the three searches between 2013 and 2016, 53 of the 120 applicants were female, with four considered and four hired. Forty of the 120 applications were from minority candidates, with four considered and one hired. One international candidate was among the four women hired. As a side note, a 2012 search failed after a minority candidate did not accept an offer. Among adjunct faculty, the story is slightly better, with full-time appointments of two minority women, three part-time hires of minority women, and two part-time international faculty members out of the total three-year pool of 112.

Currently, among the 16 full-time faculty, nine are either women or minorities. Among part-time faculty, six in 10 fall into either group. Breaking this down further, the number of full-time female faculty is now at nine, which is the same number as in the last accreditation report. But the number of full-time minority faculty remains low, at two, one of whom is international. The department lost its only African-American full-time faculty member in July 2016, and immediately launched a replacement search. The department also lost a full-time adjunct Hispanic faculty member in 2015. The story is similar among part-time faculty, where there is one African-American, one American Indian, one Hispanic, and two international members (out of 33 total).

Unlike the last accreditation visit, students do not appear to feel this is a problem. They are aware of the lack of diversity in the faculty, but do not find it a hindrance to their learning. There is one African-American female professional running CoLab, the Student Center marketing group, which is made up of both professional and student employees. She is a part-time faculty member for the department. Students acknowledge that the Fort Collins area is not very diverse, so they are not too surprised at seeing that reflected in the department faculty. However, students said they believe it does not impede their learning about diversity and multicultural issues.

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

The department has made strides in recruiting a more diverse student body since the last accreditation visit, growing its diverse student population from 1 in 6 (17 percent) of the total (2009-10) to nearly 1 in 4 (23 percent, 2015-16). The Communications Institute appears to be a successful recruiting tool for this, bringing students from high-minority areas to the college for four days in the summer. Similarly, the CSMA's High School Journalism Day each October appears to be another valuable way to recruit a more diverse student body. About one-third (35.8 percent) of applications to the JMC program in 2016 were from diverse students.

Indeed, the unit's student population is more diverse than the university as a whole for African-Americans, American Indians, Hispanics, and Native Hawaiians. The only exception is with Asian students. The unit continues to be under-representative of all minority groups compared to the population of the State of Colorado.

Nonetheless, the unit's diversity plan includes a goal of increasing efforts at both recruitment and retention of minority students. Their statistics show that freshmen retention of minority students is slightly higher for JMC (86.4 percent) than CLA (84.9 percent), and these students are as or more successful in graduating as their peer students. Minority students in JMC have a six-year graduation rate of 78.6 percent, compared to 73.6 percent among non-minority students.

e) The unit has a climate that is 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.

Faculty appear to be happy and working in a collegial, collaborative environment. The mentoring program for new faculty is appreciated and effective. The chair is considered to have an "open door" policy, and he is also willing to help solve any problems faculty have. There was no mention by faculty or students of any issues in this area.

SUMMARY: The department has worked hard to improve in all of its diversity efforts, including curriculum, student body, and faculty. They have made significant progress since the last accreditation in two of the three key areas, and continue to push hard on the third. For coursework and curriculum, the *Multicultural* guide is an impressive piece of work undertaken by students and faculty and in use by both. For student recruitment and retention, the department is now seeing significantly higher diversity applications than before, and has a higher minority population than the university overall. Performance by these students is also at or close to the average for the department. For faculty recruitment and retention, there has been improvement in the number of women, but less so in the hiring/retention of full-time diverse candidates. This should continue to be an area of strong and persistent focus for the department.

Overall evaluation: COMPLIANCE

Faculty Population, Academic Year 2015-2016 Full-time faculty

Group	Women	% of total faculty	Men	% of total faculty
Black/African-American	1	4.3		
White	7	30.4	11	52.3
American Indian/Alaskan Native				
Asian				
Hispanic/Latino (any race)	1	4.3	1.	4.3
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)	1	4.3	1	4.3

Faculty Population, Academic Year 2015-2016 Full-time faculty

Group	Women	% of total faculty	Men	% of total faculty
Black/African-American	1	3.24		
White	13	41.9	12	38.7
American Indian/Alaskan Native	1	3.2		
Asian				
Hispanic/Latino (any race)	1	3.2		
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)	1	3.2	1	3.2

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

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

Unit performance with regard to indicators:

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

There are clearly written documents used in evaluating all staff, which happens on an annual basis. The process for full-time faculty starts with the completion of an annual activities report, which is then submitted, along with examples of that year's work and a current resume, to the Merit Evaluation Committee. That group is made up of three professors, selected annually by their peers, and includes one at each level (assistant, associate, full). For special faculty, there is also a form that each person completes annually, but the process of evaluation is undergoing review. It had been in the hands of the chair, alone, but an ad hoc committee is currently assessing a more comprehensive process. The chair meets with all faculty members in an annual performance review every March. Faculty ratings are used for both salary considerations and promotion and tenure applications.

In terms of promotion, there is a clearly laid out process in place for assistant professors seeking tenure and advancement to associate, and associates applying for full professor rank.

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

The full-time faculty are the primary leaders in research and service. For teaching, the proportion of core/required classes that they teach is slightly above half (55 percent). As defined by the department, this does include the five non-tenure-track full-time instructors.

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

The faculty has a good balance in its overall make-up, with a healthy mix of research-focused and professional people. Notably, all of the full-time tenure-track faculty have had some level of professional experience, and are actively engaged in scholarly research, while the full-time instructors and part-time faculty have strong professional backgrounds. Tenure-track faculty select a faculty mentor in the department when they arrive on campus who provides support and assistance as needed. In the words of one assistant professor, this was "very helpful, especially in my first year here." In addition, another senior faculty person helped explain the process to prepare for the merit review in that first year. In terms of development and training, several faculty mentioned being encouraged and supported in their desire to gain additional training or development. These are funded through the department's own revenue generation, as well as an endowment. One instructor, who provides much of the technical support to her colleagues, noted that she was able to get additional software training, as requested. Faculty are involved with various professional organizations, such as PRSSA, AEJMC, SPJ, and BEA. There are frequent guest lecturers in the classroom, both alumni and other, to help keep students and faculty up to date and current with changes in the industries students hope to enter upon graduation.

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

There are various forms of evaluation undertaken regularly. These include the annual performance reviews of all faculty. In addition, there are informal but regular evaluations of courses. For example, one faculty member who teaches JTC 460, the capstone class, said that at the end of the course, after receiving student feedback, the faculty discuss ways to improve the class going forward. The associate dean of the College of Liberal Arts noted that courses in the department are “constantly being examined and expanded,” and that they have also “embraced the online world.” Indeed, the department is moving toward offering its entire major online. Student evaluations are collected in two ways. First, as a university requirement, all students complete course evaluations at the end of every semester. The department works with The Institute for Learning and Teaching to evaluate responses for JMC compared to the College of Liberal Arts and to CSU overall. Second, all seniors take a 25-item survey in the required capstone class at the end of their time in the program, which gives the department broader, more holistic feedback on the curriculum.

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

The faculty in the JMC department has respect for, and is well respected by, many other parts of the university campus. The department is seen as collegial, involved on campus, and collaborative with other units (particularly Health Communications and Agricultural Communications). Faculty say they enjoy the opportunities to teach and/or conduct research across departments or colleges. Many across campus cite the high level of respect they have for the department. Examples here include the Honors program, where JMC faculty are always willing to teach seminars and oversee student theses. The International Studies program noted how JMC faculty lead student groups across the globe, and have initiated student exchange programs to bring overseas students to CSU. Within the College of Liberal Arts, many of the faculty appreciate efforts by the student-led *RamProductions* to provide help with video productions in the college. CSU Online regularly hires JTC interns, and finds them to be “attitudinally prepared to be engaged to wear every hat.” Agricultural Sciences lauds the department for its collaborative approach, whereby it is creating “ag pathways for students,” which has meant that the university has been able to create opportunities for students without needing to build a standalone major.

SUMMARY: The department has clearly laid-out policies and procedures for both annual evaluations and promotion and tenure. The majority of class sections are taught by full-time faculty. There is a good balance between researchers/academicians and professionals, with strong encouragement for all to continue enhancing their skills and to build/maintain relationships that help keep them current with the field. The department strives to evaluate and reassess its curriculum on an ongoing basis, through faculty discussion as well as analysis of student input. Last but not least, there is very strong respect for the department across the CSU campus, both in terms of its educational quality as well as collaborative spirit and activities.

Overall evaluation: COMPLIANCE

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

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

Unit performance with regard to indicators:

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

The Department of Journalism and Media Communication requires tenure-track faculty to teach four courses a year, providing ample time for research and creative activity.

As the chart at the end of this standard will attest, the CSU faculty is extremely productive. In addition to producing scholarly works, the faculty has been unusually productive in terms of grants. In the self-study period, 10 faculty members received 35 major extramural awards and grants (managed through the Office of Sponsored Programs) totaling \$3.7 million. Adding in awards for support of instruction and for fellowships, the total awards for 2011 through 2016 was \$4.1 million. In addition, the faculty received 16 directly funded awards from campus and other external sources totaling \$213,000.

In partnership with the College of Liberal Arts, the department awarded \$85,948 in professional development grants for faculty travel to conferences and for research presentations. Faculty members reported that they felt that they enjoyed ample research support. In fact, according to the department, virtually all faculty members who presented one of 127 conference papers during 2010-2015 received travel funding from the college or department, unless their participation was funded as part of a grant.

Support for sabbaticals was generous; every faculty request for sabbatical leave during the self-study period was granted. In all, nine faculty were awarded sabbaticals, including the department chair.

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

Department guidelines are refreshingly specific. Its tenure/promotion document specifies that tenure-track assistant professors seeking promotion to associate professor should publish five to six refereed research articles in high-quality journals (or a book plus two articles). Candidates for promotion to full professor must publish an additional five to six refereed research articles (or a book plus two articles). The department's guidelines regarding quality of work reflect the guidelines set out in the tenure/promotion guidelines of the College of Liberal Arts.

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

The department's tenure/promotion document counts both scholarly research and creative projects for promotion and tenure and for annual merit determinations. The document lists a wide range of activities that could count toward both, but it further specifies that expectations can vary by individual faculty member. According to the document, "It is the individual faculty member's responsibility to prepare and present a package of materials showing a pattern of research and creative/professional activity."

The summary of faculty members' research projects reveals a wide range of projects reflecting multiple approaches to scholarship, with a laudable number of endeavors reflecting collaborative interdisciplinary research. Cross-disciplinary work includes projects with the USDA, Health and Human Services, NSF, the U.S. Geological Survey, and others.

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

The CSU Journalism and Media Communication faculty are prolific researchers. During the self-study period, the JMC faculty produced 277 major scholarly works, including two academic books, two textbooks, 91 journal articles, 127 conference papers, four special reports, 25 encyclopedia entries, and five non-refereed articles in professional communication periodicals. In addition to this output, the faculty has also produced book reviews, non-juried creative video productions, and other freelance journalistic articles on topics unrelated to communication. The department's Ph.D. students have delivered 72 conference presentations.

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

In interviews, faculty members were unanimous in stating that the department enjoyed a collegial atmosphere in which they enjoyed support for their research and other endeavors. Students expressed an appreciation of this open atmosphere as well.

SUMMARY: CSU faculty members report that they enjoy a supportive environment for their research and creative work, and this is reflected in the amount of research they produce. The quantity of their research is substantial, particularly given the faculty's relatively small size.

Overall evaluation: COMPLIANCE

Table 5.1 Scholarship, Research, Creative and Professional Activities, AY2011-AY2016

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals
		Full Professors 6	Associate Professors 6	Assistant Professors 4	Other Faculty 1	
A. Awards and Honors						
Awards and Honors	18	7	7	3	-	18
B. Grants						
Grants Received Extramural	35	6	25	3	1	1
Grants Received Intramural/Other	16	11	2	3	-	16
Total Grants	49					
C. Publications and Presentations (published in 2010-2015)						
Scholarly Books, Sole- or Co-authored	2	1	1	-	-	2
Textbooks, Sole- or Co-authored	2	2	-	-	-	2
Book Chapters	21	14	4	3	-	21
Monographs and Reports	4	2	2	-	-	4
Articles in Refereed Journals	91	33	33	26	1	93
Refereed Conference Papers and Invited Academic Papers	127	50	51	28	4	133
Encyclopedia Entries	25	25	-	-	-	-
Articles in Non-refereed Communications Publications	5	4	1	-	-	5
Juried Creative Works	-	-	-	-	2	2
Total Publications	277					

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

The unit's advising function is a relatively new program and seems to still be getting its sea legs. It is mostly administered by a university-wide program of "Academic Success Coordinators" who are individually assigned to departments. The faculty and chair say this system has freed up faculty to focus on career development and day-to-day academic advising rather than on credit and graduation requirements. However, students say that they find it difficult to get the attention, and the attention to detail, they specifically need to be successful in the department.

Every student admitted to the major is assigned to a single Academic Success Coordinator (one coordinator for the entire department), who provides materials and information to plan his or her course of study. Each student gets a "check sheet" that serves as a planning tool for students and advisers, and lists university and department requirements. During at least once-a-semester advising sessions that can be in-person or via email, the ASC helps students develop and document a four-year plan for graduation, utilizing university curriculum maps and department requirements. Students cannot register without receiving a code from the ASC. The plan is adjusted every semester. Students also get a two-page advising supplement with courses suggested for specific careers. The single ASC is described as helpful and responsive but some incoming students say it is "kind of a struggle" all the way to "kind of a nightmare," to make needed appointments and get correct information. They acknowledge most of the time they do manage to ultimately get what they need, find opportunities, etc.: "It's really up to us get opportunities. If you want more, it's there – you just have to get involved." Students seem unaware that the department program manager is always available as a backup to the ASC's availability and expertise.

A two-day Preview Orientation program kicks things off for new freshmen, who select majors and courses in this required session prior to the academic year. Academic support staff from the college, including the Academic Success Coordinator, meet with incoming students to make these decisions.

Once students arrive on campus, they attend a one-and-a-half day welcome event that includes a one-hour meeting for JMC-declared majors with all department faculty and students learn about curriculum requirements, extracurricular activities, and engage in Q&A.

Students with a possible interest in journalism but without a declared JMC major are advised through the university's Center for Advising and Student Achievement where they are advised of prerequisites and grade requirements. Some students report that they wish they could meet with the department adviser instead, before declaring their major. These students also have access to the JMC key adviser (the program manager in JMC) for questions about the major; the JMC Academic Success Coordinator also maintains walk-in hours that these students may utilize.

Beginning with their second semester on campus, students are notified about upcoming course registrations by the Registrar's Office; students complete a preliminary procedure and are assigned a date and time to register on RAMweb. At the same time, the ASC emails JMC students to sign up for an advising appointment or email consultation on their semester plan.

In addition, all juniors and seniors are now assigned to a faculty mentor with whom they are encouraged to meet, in addition to the ASC. This program launched only a couple of years ago. Administration is enthusiastic about it. Students say they have mostly not taken advantage of it, and that it would have been more welcome earlier in their time in the major. This is the plan for what is a phase-in of the program. It started with a "speed dating" program that exposed students to faculty who could discuss career options, as a supplement to the College-level ASC work. The mentor program has evolved and as of this year will include sophomore majors as well. Additional checks are provided through degree audits, tracking graduation requirements, and graduation contracts that are sent to the department for verification and student commitments.

b) Faculty are available and accessible to students.

Faculty members participate in welcoming activities and special events, and in addition must post and conduct regular office hours, with appointments as necessary. Though many faculty have open-door policies, most are easily reachable on email. While research-heavy faculty may be in the office only two days a week, reportedly half of the faculty is in the department and available essentially "all the time." Students said things like, "If I send an email I get a reply within 12 hours, which is nice." And, "You can meet with the professor after class and even during – it feels very collaborative." Ultimately, "The teachers are pretty much there."

The faculty mentorship program mentioned above has each faculty member mentoring 13 to 15 students as of fall semester 2016. The relationship is intended to be long-lasting and result in ongoing career advice, recommendations and other guidance.

Honors students are advised by the ASC, and faculty members review theses.

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

Ongoing communications that support students in an advising/informative capacity include data reporting and analysis, online course management and program course information. This information is used to apprise students about curriculum, and that communication is supplemented with class announcements, posters, fliers and digital monitor announcements, email and social media. Students access the information via RAMWeb, which is an extension of the university system's admissions, registration and curriculum software (there is also a mobile app). The department website, journalism.colostate.edu, contains basic information.

It is impossible to miss the department reaching out to students – even beyond the extensive email, website and social media interaction. Bulletin boards in the department space are ubiquitous and up to date, and students love that there is a board listing alumni in the industry, with their contact information.

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

There are a wide variety of opportunities for students to gain knowledge, professional experience and be exposed to different ideas and career paths.

The Rocky Mountain Student Media Corporation is an independent corporation housed in the university student center but inextricably connected with JMC. The university subsidizes space and infrastructure, but RMSMC raises the rest of its budget. Any student at CSU is eligible, and about 50 percent of JMC students participate with Student Media, many in multiple capacities over their college years. Volunteer and paid opportunities for students include *The Rocky Mountain Collegian* newspaper and website, *College Avenue* magazine, KCSU-FM 90.5 radio, Collegian Television (cablecast in Fort Collins via Comcast Channel 11), and Student Video Productions (SVP). Though many of the RMSMC's advisers are JMC faculty and instructors, the department does not oversee or facilitate the publications. Department and RMSMC leaders say that if students want to be involved, there will always be a place for them.

Faculty, students, RMSMC staff and alumni describe the relationship between the department and Student Media as a long-standing, mutually beneficial one. JMC students, alumni and the department chair serve on the RMSMC board of directors. The department and Student Media professional staff conduct workshops, manage the for-credit practicum program and work together on special productions. RMSMC also works with university External Relations to produce a recurring faculty/staff newsletter – writing, taking pictures, designing and selling advertising – providing more practical opportunities for JMC students.

Students are extremely fond of the time they spend in Student Media, giving that experience credit for “where I learned what I really need to know,” and for providing an in-house, yet real-world experience.

For students interested in marketing, there is a unique program housed in the CSU Student Center. While it is also independent from JMC, it is an outlet for department students seeking extracurricular experience just steps away from the JMC building. Called CoLab, it is a marketing agency populated by about 20 professional staff and students who together market about 200 campaigns/events per month. The agency clients come from companies outside the university who interact with the Student Center (Coca-Cola, Under Armour, Aveda Salons, etc.), as well as internal departments and events that need PR or branding assistance. The administrator of the program, who also teaches a class in JMC, reports that 100 percent of her JMC staffers are employed six months after graduation. The energy in the office is that of a real, open-concept agency, buzzing with social media, design, web development and project management.

The department officially sponsors two student clubs, providing some in-kind support: Public Relations Student Society of America, with about 40 members; Society of Professional Journalists, with 15 members and about 50 students participating in various club activities. Their upcoming activities are prominently displayed on bulletin boards in Clark Hall.

Other extracurricular activities include a biennial CSU Media Festival, ongoing presentations by noted journalists and professional communicators, an international film festival done in collaboration with the rest of the College, and more.

Internships, also addressed in the Curriculum section, are part of the required coursework. Students must take at least one credit and max out at four credits for internships (anything additional are extraneous credits not counted toward the major). The faculty internship coordinator maintains a list of available internships on the website, though none are solicited: “There are more requests than we can ever fill.” The coordinator manages the evaluations by the employer and monitors the required assignments, but the employer’s assessment largely determines the intern’s grade.

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

The university Office of Admission compiles application and admissions data and reports annually on July 1. The department reviews the data but has no control over admissions decisions made by established guidelines. Of the past six years, fall 2016 had the largest applicant pool and number of admissions. The percentage of admissions is consistent with historic patterns. Retention/graduation rates are higher than the university, across segments.

Enrollments in majors are calculated and reported by the Office of Institutional Research, Planning and Effectiveness, based on data from the registrar.

Here are highlights:

Six-year graduation rates for JMC majors versus other students who entered CSU as freshmen or transfer students in Fall 2010 and earned their degrees by Fall 2016:

Graduated: 73.1% of new freshmen who enrolled as JMC majors

Graduated: 75% of transfer students who enrolled in JMC at CSU

Graduated: 90.6% of CSU students who enrolled undeclared or switched to JMC from another major

Graduated: 67.1% for all CSU students in all majors

SUMMARY: JMC students are well-served by multitudes of high-quality on-campus extracurricular activities, with open access to faculty and good department communication. The advising function is evolving and while it is viewed as a success by administration, it is viewed as at best mediocre by some students.

Overall evaluation: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The unit's budget, which is provided through the College of Liberal Arts, has shown modest increases during the accreditation cycle. Over the past three years, the unit's total base budget has increased 22 percent from \$1.83 million in 2013-14 to \$2.23 million in 2015-16. While the total for administrative and teaching salaries showed the largest increases (25.4 percent), supplies and tech support remained constant. Continuing faculty salary increases are "pre-set" by the university and based on annual evaluation rankings.

The unit employs more than 80 faculty, staff, and graduate research and teaching assistants. Due to the recession prior to the last accreditation review, faculty received no increases for several years. However, salaries have increased an average of 2 percent per year over the past five years. The institution has also provided base pay increases for part-time and full-time instructors, which enable the unit to support course enrollments.

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

The unit reports that overall funding is "strong and resources are excellent." The college funding model, which provides the opportunity for special funding requests, has resulted in an increase in the number of course sections and a "dramatic expansion" of new courses. The unit cites seven sources of additional funding: online course offerings, summer course income, one-time funding (surplus) requests, annual technology funding requests, course fees, public access channel funding and donated funds. Course fees help support access to multimedia production equipment throughout the curriculum. Additional discretionary funds that are derived from university advanced writing courses and online and summer courses support graduate teaching positions, new initiatives and unexpected expenses. In the past three years, the unit has used additional funds to remodel a darkroom into a new computer lab (hardware and software); provide space for a television interview room and storage; and upgrade production equipment and the television studio to high definition. The unit receives annual support from its public access channel agreement to maintain and upgrade the studio. Over the past five years, external awards and grants have provided substantial support of faculty research projects, and College of Liberal Arts development program grants have funded travel for conference presentations.

Consistent with student enrollment in the program, the unit's budget appears to be comparable with other units in the College of Liberal Arts. Due to its success with online courses, the unit competes favorably with the other 12 departments within the college for additional funding to support program initiatives.

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

The discretionary funds described above are also used to support the unit's strategic priorities, which include teaching and research, faculty travel to attend conferences, and professional development and training. More specifically, these funds have been used to purchase statistical software, a secondary computer or tablet for faculty, publications (such as posters, brochures and magazines), and additional staff support.

Six tenure-track and two full-time instructors have retired since the last accreditation review. In addition, three tenure-track faculty left the institution to pursue other employment opportunities, and one full-time faculty member is on an unpaid leave of absence this academic year. Two tenure-track lines remain unfilled. A search is underway for only one, and the unit reports that approval for replacement of tenure-track faculty has been slow. As a result, the unit reports difficulty in meeting the advising needs of graduate students. According to one faculty member, “We need more people to round out the specialties we claim we have.” Nevertheless, as a result of past budget uncertainties within the college, the unit believes that replacement faculty have been allocated “carefully and deliberately.” Because of an increase in course sections resulting from the creation of two new academic minors, the unit has also found it necessary to increase the number of adjunct faculty to meet course demands.

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

The unit is located on the second floor of the Clark Building. The building, which is surrounded by new modern or renovated buildings in the center of campus, is outdated but functional. All full-time faculty are provided with individual offices on the periphery, while part-time faculty share offices, graduate students share desks in two cramped rooms, and classes are taught in rooms and labs on the interior of the building. Complaints about the facility focus mostly on heating and air conditioning problems in faculty offices. One student called the building, “a cinder block with weird-shaped classrooms inside.”

The unit has state-of-the-art equipment to support the needs of the curriculum. There are eight computer labs (six “full-size” and two “mini-labs”) with a total of 145 workstations (both PC and MACs), three edit suites, a television studio and control room, and equipment (an assortment of video and still cameras, tripods, microphones, etc.) for checkout. These production facilities, which are open for student use 10 hours daily and additional hours as needed, adequately meet the needs of the curriculum. Students said that the department has “quality resources,” equipment is “very accessible,” and “it is super easy to get what you need.” Additional computers are available in the library, and laptops are available for checkout. Faculty computers and software are replaced on a three-year cycle. Technical support is provided by the director and staff in the college Information Technology department.

Space for student activities (radio, television and publications), which are not part of the academic unit, is provided in the recently remodeled Lory Student Center. The unit shares television space with the Rocky Mountain Student Media Corporation, which contributes to maintaining the studio and managing the university’s cable television channel. The independent student media organization provides funding for six staff advisers for a converged news facility, which also supports independent legacy media organizations: campus newspaper, student magazine, a 5,000-watt FM radio station, and cable television operation (weekly newscasts, sportscasts, and live events).

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

Relevant library materials (books, journals and key databases) that support the teaching and scholarly needs of the unit are centrally located in the university library. Because the library operates with a “unified” budget, it does not designate funds for any specific academic unit, but does purchase materials requested by the department. Access to all major journals in journalism and mass communication are available in hardcopy or electronic form, and interlibrary loan provides materials unavailable on campus.

The unit's library committee interacts with an assigned college liaison librarian to ensure that scholarly resources are adequate. The library liaison provides research, reference support and research guides, and is available to meet in-person with students and faculty to assist with research strategies and source evaluation. Additional information resources are provided to all students and faculty through Lynda.com, an online tutorial series supported under the additional funding model. While classrooms and computer labs seem adequate, many rooms are small or oddly configured and the unit would benefit greatly from additional building space to support research and for graduate student offices. The unit is currently exploring options for additional space in new buildings currently under construction.

SUMMARY: The unit's budget has shown modest increases over the past three years. Because of additional funding from summer courses, online courses, and other sources, the unit seems to have an adequate budget to support scholarship, teaching and learning, and facility needs. The unit is housed on the second floor of an aging building in the center of campus, but space is insufficient to comfortably accommodate all faculty and graduate students. With eight computer labs, edit suites, and a television studio, the unit has state-of-the-art equipment to support the new curriculum. Library and information resources are also sufficient to support instruction and scholarship.

Overall evaluation: COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

The department has ongoing communication with, and involvement by, its alumni. They return to campus as guest speakers or special faculty, and also provide input into student portfolios. The alumni participate in the High School Journalism Day, and return to campus to meet with student clubs and organizations.

The biggest annual event where alumni actively participate is the biennial CSU Media Festival, which includes the induction of people into the department's own Hall of Fame, as well as a full-day program on campus where alumni talk about their work and what is happening in their fields. This is a well-attended event by both faculty and students.

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

There are several notable examples here. The department created, and each August hosts, Interactive Journalism Education Development Talks, which bring professionals and experts to campus to talk about the profession. In addition, an associate professor has spearheaded several noteworthy Community Forums that discuss issues of public concern related to journalism and media communications.

The faculty in the JMC department are actively involved in several efforts related to upholding high professional standards. This includes activities such as organizing professional workshops or serving in leadership positions on educational organizations.

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

The faculty are actively involved in contributing to the discipline, with the 16 full-time, tenure-track faculty having memberships, collectively, in 61 academic organizations. Most of the full-time faculty review manuscripts for one or more journals, while others serve (or have served) as external examiners for doctoral students.

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

As noted above, the department is engaged with several communities, from the College it is in, to the broader university, to the Fort Collins area. Examples include involvement in CSU's Alliance Partnership Program that targets minority high school students, where JMC hosts a Communications Institute every summer to bring those students to campus to showcase college and career possibilities

within the field of communications. In addition, together with the University's Information Science and Technology Center, JMC holds an annual day for high school students across Colorado to visit campus to explore opportunities in the high tech area. The Community Forums attract people who reside in the Fort Collins area to participate in on-campus events of public concern, whether with guest speakers or panels or workshops.

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

Students have numerous opportunities to get involved in scholastic journalism specifically, as well as student media more broadly. CSU is the host each year to the Colorado Student Media Association, which brings 1,500 high school journalism students to campus each October. The faculty are actively involved with the organization.

Many guests come to lecture in classes (on average, 75 of them each semester), while others speak to gatherings of student clubs. Professionals are intrinsically involved in critiquing student portfolios, which are a requirement before graduation.

SUMMARY: Alumni play a key role in the life of the department. They are actively involved on a regular basis with classes, portfolio reviews, and guest appearances. In addition, they have a strong presence at, and involvement in, key CSU and/or JMC annual or biennial events. Professional practices are important to faculty members, as seen in their leadership of CSU's Interactive JED Talks and Community Forums, the latter of which is an important way for the department to showcase its civic engagement. All of the full-time, tenure-track faculty are active members of academic organizations, with many serving in board positions and/or taking on journal editorial duties. Active programs reach out to the potential incoming students in the high school community.

Overall evaluation: COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

The unit has a written assessment plan and a course matrix that aligns ACEJMC values and competencies taught in the curriculum and identifies the methods of assessment. The assessment plan itself does not articulate student learning outcomes. Instead, student learning objectives are included in a Strategic Priorities (2016-21) document, which associates the 12 ACEJMC values and competencies (as a footnote) with four core values (freedom, accuracy, responsibility and expressiveness [FARE]). According to the strategic priorities, these four core values “correspond broadly to the 12 learning outcomes” of ACEJMC.

In addition, the strategic priorities include five broad objectives that correspond to university priorities: teaching and learning; research and discovery; service and engagement; resources and support; and diversity. Twenty specific departmental goals are articulated for these five objectives, accompanied by strategies that refer to ACEJMC requirements within the 20 goals. The assessment plan provides a timetable for implementation, lists key planning resources, and describes the unit’s assessment measures, as discussed below. The resulting joint assessment plan, which dovetails student learning outcomes with strategic priorities, is an attempt to conform to both ACEJMC values and competencies and institutional objectives and goals.

These broad objectives and the values articulated in the strategic priorities relate generally to ACEJMC values and competencies. The unit recognizes the need to improve assessment of numerical and statistical competency and the ability of students to critically evaluate their own work and others. Nevertheless, all 12 ACEJMC values and competencies appear to be addressed in required courses in the curriculum.

Since the last accreditation review, the unit has changed its name and put in place a new curriculum. The assessment plan was revised in 2012 to conform to the requirements of the new curriculum, which introduced 25 new courses and workshops and required “adjustments in assessment activities” that were fully implemented by 2015. The new curriculum includes changes involving numeracy and data, online storytelling, analytics, social media, and standardization of the capstone course. All students are now required to complete an internship or practicum and site supervisors evaluate student portfolios. The unit also uses student feedback in the capstone course each semester, and conducts a survey of graduates every six years.

In summary, the unit uses a number of related plans that help to inform its understanding of how well ACEJMC learning objectives are taught and assessed. However, the unit needs to synthesize and relate measurement activities directly to specific learning objectives relevant to ACEJMC and better connect actions to the outcomes suggested by measurement results. A regular written summary showing how the unit is “closing the loop” would be helpful in this regard. According to the associate provost, academic units are only required to submit a six-year departmental review (which includes a summary of assessment). The last such six-year review was conducted in 2012 and was based in part on the previous

ACEJMC self-study in 2010. As a result, there is no institutional mechanism that requires a more frequent written report of data pertaining to ACEJMC learning outcomes. According to the last six-year review, which reflects the recommendations of the last ACEJMC site-team, the unit created an Assessment/Accreditation Committee, which among other things, was charged to: “compile annual reports on progress.” Although the unit has done much to improve its assessment efforts since the last accreditation review, there is no indication that *annual reports* have been written. Nevertheless, the unit has made a good faith effort to conform to the last accreditation team recommendations.

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

The unit has a written assessment plan with multiple direct and indirect measures. The unit’s course matrix shows how the ACEJMC values and competences are infused in at least one “key” course in the curriculum, and describes how each learning outcome is assessed using direct or indirect measures. Assessment of student learning is administered at four levels: by the unit, the college, by the university (Institutional Research) or by staff in the student media organization. The plan outlines the timeline for administration of each measure. Results are scheduled to be considered in the fall of each year. Program-level assessment measures include:

Direct Measures

Portfolio Review (unit level, administered in the capstone course (by a professional), every semester);
Internship Site Supervisor Evaluations (unit level, every semester);
Student Success Data (enrollment, graduation and persistence) (institution level, ongoing);
Advisory Council Input (unit level, review of department and professional trends, annually);
Student Media Awards (student media level, regional and national awards, annually).

Indirect Measures

Senior Student Survey (unit level, open- and closed-end questions) in the capstone course, every semester);
Student Engagement Survey (university level, six key items on the National Survey of Student Engagement (NSSE) of first-year students and seniors, spring semester);
Recent Graduates Survey (college level, includes seven custom questions to measure key learning outcomes, spring semester);
Alumni Survey (unit level, year prior to accreditation self-study);
End-of-Course Survey (institution level, examines department level results in every course, course and instructor, and self-evaluation of student learning, every semester).

In addition, a course-level assessment tool, referred to as the Vertical Rubric, is used to define “core concepts that all students obtain” in the program: knowledge, technical skills, and workplace/critical skills. As stated in an appendix of the self-study, “the document represents what ALL of our undergraduate students should have coming out of our degree program rather than the diversity of knowledge and skills represented by our graduates.” The document aligns seven required courses with ACEJMC values and competencies and explains the need to develop course learning outcomes that reflect those standards. The Vertical Rubric document further elaborates on each of the three concepts by identifying where ACEJMC and other learning objectives reside within this framework. The actual rubric is a living document that is designed to be updated each year; however, at the time of the site team visit, the rubric had not been fully implemented with results that inform the ongoing improvement of courses.

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

The faculty chair of the assessment committee leads the unit's assessment efforts, works closely with the unit's chair, capstone instructors and the internship coordinator, collects and analyzes assessment data, and periodically shares highlights at faculty meetings. General findings of assessment measures are positive, and some results reflect interesting and useful information that may have only an indirect relationship with specific student learning outcomes. The unit should focus on demonstrating the connection between results of items in direct and indirect measures and clearly articulated student learning outcomes, particularly those pertinent to ACEJMC values and competencies.

Student portfolios are regularly assessed by professionals on a 10-item seven-point scale as part of the capstone course. The self-study reports that over the past six years, students scored highest on their ability to use digital production and delivery of content and lowest on aspects of storytelling. All students complete an internship for academic credit. Internships are evaluated by a work site supervisor at mid-semester and at the end of the course using a 14-item evaluation instrument designed to address learning outcomes and work habits. The unit reports that scores were generally "high across the board." A student survey is administered to seniors in tandem with the university course evaluation in the capstone course. Items on the 24-question nine-point scale survey were grouped into five categories: overall experience; learning/knowledge; career preparation; faculty and support services. Scores indicated that students were positive about their experiences in the program. Open-ended comments are transcribed and provided as part of the semester report. Other indirect measures also indicated a high level of success, engagement and satisfaction with the program. They include: (student success data [persistence and graduation rates, and selected characteristics of graduates]); NSSE data (which includes 12 unit specific questions; average unit student scores were higher than university scores overall); course evaluations (new evaluation form in summer 2016; average unit scores on six items were generally consistent with or higher than university averages); the graduate survey (administered by Institutional Research); and the alumni survey (Fall 2011-Spring 2015 graduates).

Student awards, an additional indirect measure, indicated that students achieved an impressive list of honors in local, regional and national competitions. The unit reports that students have received at least 122 honors since the last accreditation review. Notable successes include awards from the Columbia Scholastic Press Association, the SPJ Mark of Excellence Competition, Broadcast Education Association Festival of Media Arts, Hearst Foundation Journalism Awards, and the Denver Press Club.

The unit reported actions taken in response to assessment data in the executive summary in the self-study. In response to assessment results, the unit indicates that it has taken the following actions: major curriculum revision; developed 25 new courses/workshops; revised the assessment plan to meet the needs of the new curriculum (including a "course-level rubric" for core courses); a review of student portfolios and a student survey in the capstone course; established a broad range of career tracks; created new academic guides; and provided a new system for advising and mentoring. However, the unit does not show how these actions relate to the findings provided by assessment measures, or specifically how these actions relate to the results of student learning outcomes that were identified in the strategic priorities document.

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

The unit tracks and maintains contact with alumni through a variety of methods including an alumni survey every six years, involvement with student projects and evaluations (as discussed above), and recognition of outstanding alumni with Hall of Fame and Distinguished Alumni Awards. The unit relies

primarily on alumni records centralized in the university Advancement Office, which provides contact information on graduates of the program. The unit also maintains a “short” list of distinguished alumni in seven specific profession categories. Site team conversations with selected alumni during the accreditation visit confirmed the high-level of involvement noted by the unit and reinforced the positive results of other assessment measures.

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

The unit also involves alumni and professionals in its assessment of student learning. Professionals are involved in the evaluation of student portfolios, internships, service-learning projects, and in discussions with the unit’s leadership regarding the last major curriculum revision and the future directions of the program. Graduates of the program also complete an alumni survey every six years, participate in an alumni advisory council, and serve as reviewers of student work in student media. The unit reconstituted its Advisory Council in 2010, which now includes both professionals and alumni. In addition to evaluating student work, council members participate as internship providers, guest speakers, and with involvement in the Media Festival. The unit benefitted for many years from an annual review by the Colorado Press Association (CPA), which visited every college program in the state. The CPA discontinued the practice in 2016, but the Society of Professional Journalists Colorado Chapter, led by a former CPA Executive Director, formed a team to continue visits this year. The CPA’s current executive director serves as the liaison between the unit and the CPA board and membership.

SUMMARY: The unit has a written assessment plan and course matrix that aligns student learning outcomes with core courses. ACJEMC values and competencies are integrated with the four core values of the university’s strategic priorities. The assessment plan, which was revised in 2012 to reflect the new curriculum, describes multiple direct and indirect measures, provides a timetable for implementation, and lists key planning resources. Results of the last periodic assessment were positive and resulted in the following actions: a major curriculum revision; development of 25 new courses/workshops; revision of the assessment plan; procedures for review of student portfolios; student survey in the capstone course; establishment of a broad range of career tracks; creation of new academic guides; and development of a new system for advising and mentoring. However, it is not clear how these actions relate directly to the findings provided by assessment measures, or specifically how these actions relate to the results of student learning outcomes identified in the strategic priorities document. The unit maintains close contact with alumni and area professionals and uses them to contribute to its assessment efforts, such as the evaluation of portfolios. Overall, the unit needs to better synthesize and relate assessment activities directly to specific learning objectives. An annual written summary showing how the unit is “closing the loop” would be one way to achieve that.

Overall evaluation: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

- Strong leadership from a long-time department chair who is highly respected by colleagues.
- Ability to take advantage of funding sources beyond the annual college budget to support faculty and staff salaries, travel, and program initiatives.
- Advanced computer labs and media production equipment that support a new curriculum with many new courses.
- Well-established working relationship with the student media organization that reinforces and contributes positively to the missions of both the academic program and student media.
- Proactive in maintaining relationships with program alumni and area professionals to support the mission and initiatives of the program.
- A dynamic faculty that has both academic and professional experience, is accessible to and admired by students, and maintains high levels of research output as the R1 university demands.

WEAKNESSES:

- Inadequate space in an old building that does not reflect the innovative nature and success of the program.
- A need to replace faculty who have left or retired.
- A faculty that, despite many actions taken by the department, remains less diverse than the student body and the state population.
- Ambitious assessment plan with multiple related components that need to more directly reflect student learning outcomes inherent in ACEJMC values and competencies, synthesize results, close the loop, and provide a written plan for action linked directly to specific assessment results.
- An advising program that is administered at the college level, sparsely staffed, and fails to adequately capture the nuance, quality and details of being a JMC major. Re-engagement of department staff and faculty, including by the new department mentoring program, may help.

2) List the standards with which the unit is not in compliance. n/a

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

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

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

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

The deficiency noted in the previous report was the same as written by the site team six years before: Follow good processes for developing a diverse faculty and student body and show results. Both reports found the unit non-compliant for Standard 3: Diversity.

The 2016 site team found that the department has worked hard to improve in all of its diversity efforts, including curriculum, student body, and faculty. They have made significant progress since the last accreditation in two of the three key areas, and continue to push hard on the third.

For coursework and curriculum: A newly published Multicultural guide is an impressive piece of work undertaken by students and faculty and in use by both. Course syllabi list classes specifically about diversity and multiculturalism as well as those issues woven throughout virtually every course; students report that diversity is simply a part of the conversation.

For student recruitment and retention: The department is now seeing significantly higher diversity applications than before, and has a higher minority population than the university overall. Performance by these students is also at or close to the average for the department. An example of outreach is the department's participation in on-campus outreach program to underrepresented high school students.

For faculty recruitment and retention: There has been improvement in the number of women, but less so in the hiring/retention of full-time diverse candidates. There has been considerable effort, including offers that weren't accepted, and offers that were accepted but the individual left shortly after for another offer. This should continue to be an area of strong and persistent focus for the department.

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.

The self-study was impressive. It was thorough, detailed, well-written and organized, with few redundancies and beautifully clean copy. There was a bit of a disconnect on the effectiveness of the new advising program, and the numbers of full-time and part-time faculty had to be deciphered on site. Though the chair and another professor split the writing duties, it had a singular voice throughout that clearly, though optimistically, explained the department's strengths and issues.