

**Report of On-Site Evaluation**  
**ACEJMC**  
**Professional master's /Undergraduate programs**  
**2016– 2017**

Name of Institution: University of Colorado Boulder  
Name and Title of Chief Executive Officer: Philip DiStefano  
Name of Unit: Department of Journalism  
Name and Title of Administrator: Paul Voakes, Founding Chair  
Date of 2016 - 2017 Accrediting Visit: Jan. 29-Feb. 1, 2017

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

Date of the previous accrediting visit: Feb. 28-March 2, 2011 (Re-visit on Nov. 11-13, 2012)  
Recommendation of the previous site visit team: Provisional Reaccreditation  
Professional master's program: Provisional Reaccreditation  
Undergraduate program: Provisional Reaccreditation  
Previous decision of the Accrediting Council: Provisional Reaccreditation  
Professional master's program: Provisional Reaccreditation  
Undergraduate program: Provisional Reaccreditation

Undergraduate program recommendation by 2016 - 2017 Visiting Team: Reaccreditation  
Professional master's program recommendation by 2016-2017 Visiting Team: Reaccreditation

*Prepared and submitted by:*

**Team Chair**

Name and Title: Douglas Anderson, Senior Research Professor  
Organization/School: Arizona State University; Dean Emeritus, Penn State University

Signature  \_\_\_\_\_

**Team Members**

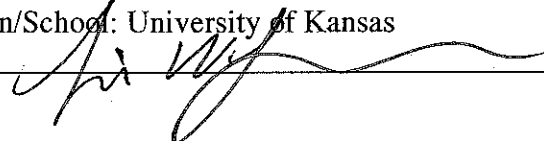
Name and Title: Vince Duffy, News Director  
Organization/School: Michigan Public Radio, Ann Arbor, Mich.

Signature  \_\_\_\_\_

Name and Title: Sonya Duhe, Director and Professor  
Organization/School: Loyola University New Orleans

Signature  \_\_\_\_\_

Name and Title: Lisa McLendon, Coordinator, Bremner Editing Center  
Organization/School: University of Kansas

Signature  \_\_\_\_\_

## PART I: General Information

**Name of Institution:** University of Colorado Boulder

**Name of Unit:** Department of Journalism

**Year of Visit:** 2017

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

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

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

- Private
- Public
- Other (specify)

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

“The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with high admission standards which offers a comprehensive array of undergraduate programs.”

Constitution of the State of Colorado, 23-20-101 (a)

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

- Yes
- No

If yes, give the date of the last accrediting visit: 2011, revisit 2012

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

News Editorial 1948 (ACEJ)  
Broadcast News 1987  
Broadcast Production and Management 1987  
Master's Professional Program 1999

**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.**

The Department of Journalism is founded on the principle that a well-informed and engaged public is essential to democracy—perhaps more so now, at a time of dizzying change, than it has ever been; and that, in the face of this change, Journalism retains a unique role in contributing to civic life and to the quality of public discourse.

We put this principle to work by helping students become constructive participants in an ever-evolving global media landscape, where distinctions between producers and consumers of content have blurred. More specifically, we prepare them, at both the undergraduate and graduate levels, for careers in Journalism and other fields of public communication. We train students to gather information from a diversity of sources, to analyze it critically, and to report what is significant, through stories and other media forms across multiple platforms. As part of this work, we encourage ethical awareness so that students will think independently, being prepared to reflect on and to help shape media practices and norms rather than take them at face value.

We believe in the integration of classroom instruction with practical experience. Many of our students work for, and manage, campus online news and entertainment sites, television programs and a radio station. They intern at broadcast stations, newspapers, magazines, websites and social media companies. Lastly, as a faculty, and with the help of colleagues elsewhere in CMCI who are working on new and innovative forms of human communication, we are committed to improving Journalism through pioneering research and creative work.  
(Adopted 2015)

**Graduate Mission:**

The master of arts program in Professional Journalism holds a commitment to the values that serve democratic culture: civic life, civility, rights and responsibilities, creativity, and a profound understanding of the world around us. Our philosophical commitment to professional innovation and reform provides the core rationale for the research and teaching mission of the MA program. Our applied scholarship offers new insights that inform how we think about civically responsible media and professional education.

To fulfill that commitment, we must give our students the intellectual tools that enable them to understand a complex world, the moral compass to help guide difficult professional and personal decisions and the professional knowledge that will allow them effectively to explicate reality for the public. While professional environments by necessity must promote some degree of

standardization in practice, Journalism graduate education provides an alternative venue for initiatives that allow young people not only to experiment with new technologies but to imagine new paradigms. We will hammer home the distinction between the *conventions* of Journalism and other media professions and the *principles* of responsible practice. To do this, we will allow ample opportunities for practical experiments as well as scholarly reflections on these and similar efforts. Our students will not simply assume that the reality of media content is desirable, or inevitable. They will possess the inspiration and insights to identify the best of current practices in the media and to challenge their professional counterparts to do better.

The underlying philosophical vision is that our graduate journalism education is reformist in nature and intent. Our reform, however, will be supportive—advocated from within rather than from some distant, superior, theoretical presumption. Our reform is motivated by a dedication to the constant improvement of media and an enlightened understanding among wider publics of the workings of media in a democracy. In this vision, we see not only our department as a leader in media education, but our graduate students as leaders in a shared quest for ever-improving professional standards that lead to greater democratic participation and an increased protection of human rights worldwide.

(Adopted 2015)

## **7. What are the type and length of terms?**

Semesters of 16 weeks

Summer sessions of 3 or 5 weeks

## **8. Check the programs offered in Journalism/mass communications:**

Bachelor's degree

Master's degree

Ph.D. degree

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

B.A.: Journalism

M.A.: Professional master's in Journalism

## **10. Credit hours required by the university for an undergraduate degree: 120 semester-hour credits**

Credits hours required for a professional master's degree:

30 semester-hour credits ("Professional Practice" track)

36 semester-hour credits ("Journalism of Expertise" track)

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

Up to 6 semester-hour 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.**

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Journalism	Paul Voakes, Chair, Dept. of Journalism

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

2015-16 Total full-time enrollment: 32,270

**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):**

Name of Sequence or Specialty	Undergraduate majors
(JMC) News-Editorial*	41
(JMC) Broadcast News*	24
(JMC) Broadcast Production/Management*	14
CMCI students majoring in Journalism (JRNL)	217
Total undergraduate	296

*\* The categories "News-Editorial," "Broadcast News," and "Broadcast Production/Management" all refer to sequences in the pre-2015, pre-CMCI curriculum. The students listed here in those categories have been grandfathered in for their pre-2015 curricular requirements, so as not to delay their progress to graduation under new CMCI requirements. The category "CMCI students majoring in Journalism" refers to those who matriculated into the new college in 2015 and 2016.*

**15. Number of graduate students enrolled onsite: 21                      online: 0**

**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.)

Course and Section Number	Course Title	# Enrolled F 2016	# Enrolled Sp 2017
JRNL 2001-001	Fundamentals of Reporting	14	20
JRNL 2001-002	Fundamentals of Reporting	12	20
JRNL 2001-003	Fundamentals of Reporting	11	20
JRNL 3102-001	Photojournalism I	18	20
JRNL 3552-001	Editing and Presentation	15	12
JRNL 3552-002	Editing and Presentation	14	
JRNL 3614-001	Principles of Audio Production	16	13
JRNL 3644-010	Principles of TV Production	16	
JRNL 3644-020	Principles of TV Production	13	15
JRNL 3674-010	TV Production 2	13	8
JRNL 3704-001	Sports Writing		20
JRNL 4002-001	Reporting 2	17	18
JRNL 4002-002	Reporting 2	15	17
JRNL 4102-001	Photojournalism II		5
JRNL 4354-001	TV Reporting	13	13
JRNL 4502/5502	Reporting 3/Newsgathering 2	12	20
JRNL 4562-001	Digital Journalism	16	
JRNL 4624-010	News Team	11	19
JRNL 4634-001	Broadcast Projects	6	6
JRNL 4674-001	TV Production 3	2	4
JRNL 4684-001	Advanced Camera and Editing	11	
JRNL 4704-001	Athletic Media Relations		11
JRNL 4714-001	Sports Broadcasting	14	
JRNL 4872/5872	Special Topics - CU News Corps	9	5
JRNL 4872-5872	Special Topics - Advanced Visual Reporting	13	
<b>MA Courses</b>			
JRNL 5001-001	Media Technology Boot Camp	18	
JRNL 5011-001	Newsgathering & Multimedia Storytelling	12	
JRNL 5521-002	Precision Journalism		15
JRNL 5651-001	Journalism Law & Ethics		11
JRNL 5812-001	Science Writing	8	
JRNL 5822-001	Reporting on the Environment		7
JRNL 5872/4872	Sp Topics: Social-Media Storytelling		19
JRNL 6871-001	Sp Topics: Documentary and Display		6

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

\$1,451,041

Percentage increase or decrease in three years: Decrease of 63 percent\*

Amount expected to be spent this year on full-time faculty salaries: \$916,553

*\* Please note that three years ago the unit operated as a comprehensive JMC program, with a faculty twice its current size and all of the overhead associated with operating an autonomous college.*

**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.**

Jeffrey Browne	Instructor
Paul Daugherty	Senior Instructor
Patrick Ferrucci	Assistant Professor
Stephen Jones	Senior Instructor (and Assistant Dean, CMCI)
Hun Shik Kim	Associate Professor
Michael Kudas	Instructor
Michael McDevitt	Professor
Mei-Ling McNamara	Assistant Professor
Kathleen Ryan	Associate Professor
Elizabeth Skewes	Associate Professor
Ross Taylor	Visiting Professor of Practice
Paul Voakes	Professor and Chair
Jan Whitt	Professor (sabbatical Fall 2016)
Tom Yulsman	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. (If your school has its accreditation visit in spring 2017, please provide the updated list of faculty at time of visit.)**

**Spring 2016**

Diego Aparicio  
Mikey Goldenberg  
Adam McPherson  
Carol McKinley  
Kevin Moloney

Tom Mustin  
David Plati  
Joseph Prentice  
Robert Quan  
Michael Schanno

**Fall 2016**

Mikey Goldenberg  
Adam McPherson  
Kevin Moloney  
Gregory Moore

Joseph Prentice  
Robert Quan  
Michael Schanno

**Spring 2017**

Mikey Goldenberg  
Burt Hubbard  
Ellen Mahoney  
Adam McPherson

Kevin Moloney  
David Plati  
Joseph Prentice  
Henry Siegel

**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

<u>Year</u>	<u>Total</u> <u>Graduates</u>	<u>Number</u>	<u>Percent</u>
2015-2016 academic year	91	91	100%
2014-2015 academic year	64	64	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.*

### **OVERVIEW**

The roots run deep at the University of Colorado Boulder for the teaching of journalism. They can be traced to the Department of English, where journalism courses were first offered in 1909. In 1922, the Department of Journalism was established; in 1948, it was among the initial cohort of nationally accredited programs in the field; in 1962, it was made a stand-alone School of Journalism. Then, in 1985, it was renamed the School of Journalism and Mass Communication. Graduate degree offerings were expanded, several centers were created and a prestigious fellowship program was launched during the last four decades of the 20<sup>th</sup> century.

For some 90 years, the growth of journalism education at Colorado was evolutionary. Since 1999, it would be an understatement to say that the flow has been significantly less methodical. The School had four deans between 1999 and 2003, before the appointment of a dean who served until 2011.

Then, beginning in 2011, a ripple of occurrences ensued, including the program being given provisional ACEJMC reaccreditation, which was restored to full reaccreditation in 2013. The following two paragraphs from the self-study capsulize the situation:

“In 2011, the university ‘discontinued’ the JMC school. Campus leaders’ rationale was that CU had an opportunity to claim national leadership in media education with a creative integration of media, information, journalism, communication and related fields, in ways that utilize emerging technologies and interdisciplinary synergies. The Board of Regents approved the plan on the condition that the Boulder campus do nothing to diminish the campus’s journalism education while new options were being explored. The JMC budget remained intact, its degree programs continued uninterrupted, and its faculty size held steady. In the Spring of 2013, after a re-visit by representatives of the Accrediting Council, the JMC program was granted full reaccreditation. JMC was now a ‘program’ under . . . interim . . . directorship.

“After a three-year planning process that involved faculty, students, staff and administrators from literally every college or school on the Boulder campus, the Regents approved the creation of the College of Media, Communication and Information.”

In July 2015, the College, which the self-study noted was CU Boulder’s first new such enterprise in more than a half-century, “opened its doors” under the leadership of its newly hired founding dean. It has six departments: Journalism; Communication; Information Science; Advertising, Public Relations and Media Design (APRD); Critical Media Practices; and Media Studies. The College enrolls nearly 1,900 undergraduates and about 150 graduate students.

More context as it relates to ACEJMC: At the time of the previous review, the School of Journalism and Mass Communication, which then included journalism, APRD and media studies, enrolled 950 undergraduates and 60 graduate students. Now, only the Department of Journalism and its B.A. program, which enrolls 296 students, and its M.A. professional master’s program, which enrolls 21 students, are within the scope of this review. The self-study noted: “[J]ournalism is no longer an

independent delivery system for JMC degrees. We are now an interdependent partner within a highly collaborative, creative system for media education.”

The self-study also, in two sentences, put the time since the last ACEJMC review in perspective: “For a program that has enjoyed remarkable stability in enrollments and faculty over the past six years, the changes have been seismic. In addition to the organizational changes . . . from a self-standing school to a floating ‘program’ to a new department within a new college—the unit has undergone fundamental changes in its educational outlook.”

CU Boulder, one of only 34 public research institutions to belong to the Association of American Universities, enrolls some 32,000 students. Like its peers around the country, the percentage of its operating budget from the state has fallen dramatically in recent decades, from 25.1 percent in fiscal 1990 to 4.9 percent in fiscal 2017.

Despite the budgetary challenges, the self-study notes that the CU central administration “has devoted extraordinary ‘startup’ resources to the new College,” which made possible funding in 2015 for the Department of Journalism’s first Visiting Professor of Professional Practice, a new tenure-track position in visual journalism and authorization to conduct three searches in fiscal 2017 for new tenure-line faculty members in various fields of emerging media.

The unit’s mission statement reads in part: “The Department of Journalism is founded on the principle that a well-informed and engaged public is essential to democracy—perhaps more so now, at a time of dizzying change, than it has ever been; and that, in the face of this change, journalism retains a unique role in contributing to civic life and to the quality of public discourse.

“We put this principle to work by helping students become constructive participants in an ever-evolving global media landscape where distinctions between producers and consumers of content have blurred. More specifically, we prepare them, at both the undergraduate and graduate levels, for careers in journalism and other fields of public communication. We train students to gather information from a diversity of sources, to analyze it critically, and to report what is significant, through stories and other media forms across multiple platforms.”

Despite the “perfect-storm” challenges the program has endured in recent years, its strategic planning process and preparation for this reaccreditation review have helped it crystallize its mission and goals for the years ahead. The self-study noted: “The Journalism faculty has felt for six years that reaccreditation would be an effective way to (1) undergo an honest self-appraisal of where we’ve been and what we want to become in the new college, and (2) send a powerful signal to our constituent groups across the state and around the country that we’re not only still alive but offering an innovative and well-regarded program.”

The self-study also summarized the unit’s present status well: “Today we stand as a battle-tested Department of Journalism in the College of Media, Communication and Information. Our Journalism faculty size has actually grown to 14 (full-time), and we will be adding as many as [three] more tenure-line faculty members to our ranks in the fall of 2017. We have a revised undergraduate curriculum, a strengthened master’s curriculum and we are bringing in Ph.D. students who focus on journalism studies under an umbrella doctoral program in Media Research and Practice. Now beginning our second year as a department in the CMCI, we are continuing to strengthen our programs for students, revise our

operating policies and build a department that will serve our students, our community and our profession well now and in the future.”

By virtually all accounts, morale in the Department is very good, far removed from the description in the 2011 review, when the site team wrote that the “the situation at Colorado is one of high dysfunction and intractable disputes.” One faculty member said that morale in the Department is “180 degrees different from the time of the last visit, which is truly remarkable.” He noted a sense of excitement over curricular revisions, the impact of new hires, the energy surrounding the launch of the new College and the positive overlap of faculty members in the College’s six departments. Another faculty member spoke of the “shared vision” of the Department’s faculty. “Four years ago, I was looking for other work,” she said. “Today, I consider myself a ‘lifer.’ I hope to retire here.”

A distinguished graduate of the program, who has served on various CU advisory boards over the years, said “it’s a different ball game” from the time of the last review. He applauded the advances in the Department of Journalism and the role the newly formed College plays at the university. “We are excited about the College and what the place has become. It has more heft on campus and certainly is more visible.”

Unit performance with regard to indicators:

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

The Department’s strategic plan, adopted in August 2016, is in sync with the parameters of the College’s plan. The plan is contextual, comprehensive and forward looking. Like many strategic plans, it provides an analysis of its current environment; articulates its mission, vision and values; identifies opportunities, including synergies within the College; and notes threats, including funding challenges. The Department’s four primary “thematic commitments” (goals), complete with multiple strategies for each and carefully constructed timelines, are: (1) *Creativity and innovation*, which entails exploring new combinations of technologies to reach media audiences, especially young audiences, and sharing what it finds with the media professions; (2) *Inclusive excellence*, which involves cultivating an environment that fully integrates diversity—race, socioeconomic status, gender, sexuality, ability, age, geography and religion; (3) *Academic and professional excellence*, which means the unit values the highest levels of teaching and scholarship, especially excellence that is nontraditional; and (4) *Public service and global citizenship*, which means encouraging students to apply civic responsibility in their media work, and to use their media skills to empower audiences to engage in democratic practices.

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

Faculty members are involved in governance. Indeed, they have been intensively—and extensively—involved in formulating educational policies and procedures during the start-up phases for the Department and College. The shared governance also has included student involvement. During its first year, the Department’s faculty met 14 times (yes, 14; that is not a typographical error) as a whole. The planning and involvement by multiple committees has functioned as if on steroids. The Department has three standing committees: faculty merit review; undergraduate program; and graduate program. The program committees regularly consider such issues as academic standards, curriculum reform, assessment procedures, course additions and diversity programs. Ad hoc committees are appointed as

needed. It is apparent also that the compact full-time Journalism faculty plays much bigger than its size in College and university-level service that impacts institutional governance.

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

The Department's chief administrator is the chair, who reports to the dean of the College. The unit's founding chair, he is in his third year at the helm. In a nutshell, in accordance with Regent policy, he is responsible for "providing leadership toward the achievement of the highest possible level of excellence in the teaching, research and service activities of the department." The self-study provides extensive details of the day-to-day responsibilities of the chair and notes also that, "in the larger framework of the College, the chair, as a faculty member, has a special responsibility in representing the department in areas of formulation of educational policy and academic ethics." The chair's direct reports include the associate chair, undergraduate programs, and the associate chair, graduate programs.

The chair is viewed positively by the faculty and his administrative superiors. He was praised for his loyalty, resiliency and upbeat approach during the challenging transition years after the last review. "He could have walked away and been bitter," one administrator said. "But that is not the kind of person he is. He has created a culture (in the Department) that has led to its many successes." The chair is regarded as a good scholar, a conscientious leader, a detail-oriented administrator and one who is "always working for the good of the unit." The administrative team, which includes the associate chairs for undergraduate and graduate programs, is well thought of and respected.

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

Bylaws call for the election of the Department chair in the spring preceding the outgoing chair's final year of service. The current chair, as noted earlier, is the founding chair of the Department. His successor, who was elected unanimously by a vote of the faculty in March 2016, is well prepared for the leadership role she will assume. University policy requires that all chairs undergo, as the self-study notes, an "extensive performance evaluation"—which involves input from faculty, staff and students—at least once every four years.

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

Procedures for the timely resolution of complaints and concerns are clearly outlined.

**SUMMARY:** Shared governance is apparent—within the letter and spirit of carefully designed policies. During the recent period of uncertainty, intense planning and structural change, faculty members in the Department have shown notable resiliency and, most important, an unwavering dedication to moving forward in positive fashion while providing an uninterrupted and consistently strong educational experience for its students. Morale in the department is good, in stark contrast to the time of the last review. The chair and his administrative team are respected for the leadership role they have played.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master's program / Unit performance with regard to indicators:**

**f) The unit has a separate written mission statement and a written strategic or long-range plan that provides vision and direction for the professional master's program. It identifies needs and resources for its mission and goals.**

The Department offers an M.A. in Journalism with two tracks – the **Professional Practice** and **Area of Expertise**. Both tracks are within the scope of this review.

As noted in the overview, the master's mission “holds a commitment to the values that serve democratic culture: civic life, civility, rights and responsibilities, creativity, and a profound understanding of the world around us.”

According to the 2016-2020 strategic plan, the Department's commitment is to professional innovation and reform as the core for the research and teaching mission of the M.A. program. The Department is committed to giving its students the intellectual tools that enable them to understand a complex world, the moral compass to help guide difficult professional and personal decisions and the professional knowledge that will allow them effectively to explicate reality for the public.

The Professional Practice option requires 30 credits. The Area of Expertise option is 36 credits-12 of which come from a department outside Journalism. All M.A. students are required to take Journalism Law and Ethics in addition to two capstone experiences.

**g) The unit has designated administrative oversight of the professional master's program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional master's program.**

An associate chair for graduate studies is the director of the professional master's program and supervises graduate studies, administers admissions, recruits students and oversees the curriculum. He is also responsible for developing the graduate curriculum, serving on the College's graduate curriculum committee and working with the associate dean for graduate studies and research. He also considers petitions and appeals from graduate students. All full-time Journalism faculty members serve on the graduate faculty and are approved to oversee theses or professional projects.

The graduate program committee is responsible for assisting the associate chair for graduate studies in the oversight of the graduate program. Its function is to help develop, implement and evaluate the overall graduate program and make recommendations to the faculty.

**SUMMARY:** The Department shares a mission for both undergraduate and graduate education to become “the premier college of communication, information and media in the U.S. and beyond, an inclusive community of scholars and artists, globally recognized for creative, innovative and interdisciplinary collaborations, public scholarship and academic programs.” The Department outlines its vision and values for graduate education.

**Overall evaluation (professional master's 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 requires 36 hours for a major, which leaves 12 more credits available before students reach 48 hours. The Department also requires an 18-hour secondary area of study (minor), which can be within the College as long as it is Communication or Information Science. The university requires 51 separate hours of core/general education across 10 categories, most of which are taken in the College of Arts and Sciences. The 48/72 balance is built into the degree audit, so students are aware of coursework requirements every step before graduation.

Students seeking double degrees – more than 25 percent of the Department's students – take a minimum of 150 hours as per university requirements.

**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 requires 12 courses for the undergraduate Journalism major: five set courses (two theoretical, Principles of Journalism and Media Law & Ethics, and three skills, Fundamentals of Reporting, an internship and a capstone course), one choice of advanced reporting (skills), a choice of two other conceptual journalism courses (theoretical) and four open electives.

Students taking the courses for a journalism major should emerge with an understanding of all 12 ACEJMC core values and competencies. Syllabi are clear about course objectives and content. Introductory classes lay the foundation for deeper understanding and application in upper-level classes. Students begin with a broad overview (Principles of Journalism), learn more specific skills such as reporting, writing and video production, then gain depth and breadth in upper-level classes. They learn some concepts, such as law and ethics, in a stand-alone class, then apply these concepts in skills courses.

The Department is conscious of the need to ensure consistency across multiple sections of the same class and makes efforts to do so. Upperclass students report that this was not always the case, but current-year syllabi reflect strong consistency among sections.

**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.**

Journalism students are expected to develop multimedia skills along with basic written communication skills and the other core values and competencies. Students say faculty members are knowledgeable about the profession and competent in the skills they teach students.

Some students, faculty and internship employers report that writing skills are sometimes not as emphasized as they ought to be. One faculty member remarked that “too much time is spent with the toys,” though the amount and quality of equipment was much appreciated. However, students largely said they felt prepared for internships, and internship employers agreed that is generally the case. “The kids I get are super-excited to learn,” one internship employer said. “They understand that you’re not done after the first draft, they listen to feedback, they’re excited to advance their writing.”

Faculty members are encouraged to attend teaching workshops, and many have received teaching awards. Several have participated in campus wide teaching and mentoring initiatives as well as other national teaching projects.

**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.)**

Enrollment in skills and laboratory courses for Fall 2016 and Spring 2017 was 20 or fewer for all sections.

**e) The unit advocates and encourages opportunities for internships and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours). Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit’s faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.**

Internships are required as part of the Journalism major, and are also encouraged by faculty and advisers. The College has a full-time internship/career coordinator who maintains a robust social media presence as well as a webpage and a physical bulletin board to promote internship openings and enable other communication with students. Students report a high level of satisfaction with the internship opportunities and their ability to find out about them.

Students who take an internship for credit apply directly to professional outlets, which evaluate applications and select interns. Employers must submit two reports on the intern’s performance, one halfway through the internship and one at the end. Students also have a faculty adviser, who assigns them an assignment or assignments to complete as part of the internship grade (students receive a letter grade for internships for credit).

Students find internships at various community television stations, news publications, lifestyle publications and sports publications in the greater Denver area. As interns, students perform tasks including writing briefs, news articles and features for print and web, research, video production, writing articles from audio and video, and photography. “They do real work,” said one employer, and that was echoed by others. Several employers report hiring students after internships and appreciating the “pipeline.” Employers report general satisfaction overall with the skill level of interns as well as with their overall attitude and work ethic.

In addition to internships, journalism students have the opportunity to participate in student media: The CU Independent, an online news publication; CU Science Update, a TV program on science news and education at the university; CU Sports Mag, a weekly TV program on Buffalo sports that airs on Boulder cable and is picked up by Fox College Sports; and Radio 1190, which has news, talk and music programming.

**SUMMARY:** The curriculum balances the skills and concepts necessary for today’s multimedia journalists and reflects the ACEJMC core values and competencies. Small classes help students develop skills, and opportunities in student media and internships help them broaden and deepen their skills. Faculty members are committed to excellence in teaching.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master’s program / Unit performance with regard to indicators:**

**f) At least half of the required credit hours are in either professional skills or courses that integrate theory and skills appropriate to professional communication careers. The M.A. in Journalism integrates both skills and theory courses.**

In the M.A. program, students can choose between two tracks: the Professional Practice and the Area of Expertise. Of the six required courses in both options, five are skills and one is conceptual.

In both tracks, students are required to take a core of six courses: Newsgathering and Multimedia Storytelling; Media Technology Boot Camp; Precision Journalism; Journalism Law & Ethics; and two of the three capstone courses: News Media Internship, Professional Project or CU News Corps. The Area of Expertise option requires an additional six elective courses: two in journalism and four in the student’s chosen area of expertise, which can be taken inside or outside the CMCI.

**g) Instruction and curricular requirements for professional master’s students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.**

The professional M.A. program and the undergraduate program share common goals and values, including a focus on multimedia training.

M.A. students are expected to acquire a deeper understanding of professional practices, industry structures, law, policy and regulation—as well as more advanced abilities and skill sets in areas such as writing, research, reporting, producing and editing. All but one of the M.A. required courses are limited to graduate students. Media Technology Boot Camp, Newsgathering and Multimedia Storytelling, and



Precision Journalism are restricted to graduate students. While some M.A. students do take “cross-listed” courses with undergraduates, graduate students are required to do course work beyond that required of undergraduates.

M.A. students may also qualify for advanced certificates.

The Professional Practice option in the M.A. program is designed to be completed in two semesters plus a summer. The Area of Expertise option is designed to be completed in four semesters.

**SUMMARY:** Nearly all of the courses in the M.A. program integrate skills and theory. The M.A. and the undergraduate programs share common goals and values, including an emphasis on a multimedia experience that includes video, print and online storytelling. At least 80 percent of the M.A. required courses are skills courses.

**Overall evaluation (professional master's program): 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 Department revised its diversity plan in 2016 and it focuses on four goals: Creating and maintaining an inclusive environment, raising awareness of diversity issues within the curriculum and extracurricular experiences, recruitment and retention of more diverse undergraduate and graduate students, and increasing the diversity of full-time faculty, staff and adjunct faculty. The diversity plan outlines specific strategies for accomplishing these goals and also names responsible parties and denotes timelines.

The Department has developed nine assessment strategies to monitor progress toward its strategic goals:

- Assess students' knowledge of diversity-related issues in the annual assessment process;
- Work to ensure that every faculty member search reaches out specifically to underrepresented communities, making every reasonable effort to include a diverse pool of semi-finalists and finalists for each position;
- Continue efforts with the Pathways to Excellence in Media and Communication summer bridge program, and track the academic progress of all those students who participated;
- Ensure that the CMCI-MEMO, the College's student organization dedicated to diversity and inclusivity, has the guidance and support it needs to remain active every semester;
- Increase the diversity of adjunct faculty;
- Continue to ensure that campus-wide high school diversity outreach programs, such as Upward Bound and CU Pre-Collegiate, have a Journalism presence;
- Increase the diversity of guest speakers who visit classes;
- Increase the diversity for the Hearst Professional-in-Residence series;
- Set goals and language in all Journalism syllabi that encourage diversity-related subject matter in assignments and other coursework.

The plan identifies diversity as race and ethnicity; socioeconomic class; gender; sexual orientation; intellectual, ideological and political perspectives; age; religion; and veteran status.

The College has a full-time diversity coordinator that is universally admired among the students who spoke with the site-visit team. This individual assists the Department in aggressively seeking qualified candidates from diverse backgrounds, discussing preferred language in Departmental publications, and working closely with minority students from the application to the College through their graduation.

**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 self-study says considerations of diversity must be part of every course. An examination of the syllabi indicates a majority of courses identify diversity issues specifically as part of the instruction. The curriculum plan for the Department also includes the creation of a new elective course on Journalism and Diversity, but that course has not been offered yet.

Many courses are explicit in their inclusion of diversity-related topics and assignments, including Media Law & Ethics; Sports, Media and Society; and Reporting on the Environment. All Journalism students are also required to take six credit hours from a Diversity and Global Cultures menu that includes courses such as Gender, Race Class & Sexuality in Popular Culture; Asian Media and Culture; and Gender in Communication.

**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.**

The current full-time faculty in Journalism is 14 percent diverse. The most recent hire was an Asian-American woman from a finalist pool of three minority female candidates. Faculty diversity has taken on a new urgency in the Department after several minority faculty members from the previous School of Journalism and Mass Communication were appointed to different departments in the new College of Media, Communication and Information.

The Department is hiring three additional faculty members to start in fall 2017. At the time of the site team visit the Department was in negotiations with a minority woman for one of those positions. For every search the Department places ads in the publications of all the minority journalism associations, Women in Higher Education, the AEJMC Diversity Database and many others.

Women and minority members of the faculty hold leadership positions in the Department. A female associate professor was voted associate chair by the Journalism faculty in Spring 2016, and she will assume the chair's position in August 2017. Another female associate professor has been granted tenure, and has taken a leading role in designing the curriculum and its capstone course. An Asian male associate professor recently became director of the CMCI's undergraduate certificate program in International Media.

Because of the shrinking number of needed adjunct positions, the Department has not actively recruited adjuncts in recent years. During the study period the adjunct faculty was 65 percent male, 35 percent female and 14 percent diverse. The most recent semesters have seen the percentage of male adjuncts grow through attrition.

The Department also takes advantage of its Hearst Professional in Residence program each semester. All participants during the study period were from diverse backgrounds, and numerous guest speakers with diverse backgrounds have spoken at lectures and in classrooms.

**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 percentage of Journalism students from underrepresented populations approximates the percentages for the Colorado population and for the CU Boulder enrollment as a whole. The unit enrollment is about 78 percent white, and Hispanic, Asian-American and Native American students all are slightly below but close to state population numbers. But the university and the Department have African American enrollments significantly below statewide population numbers. The Department's African American enrollment percentage is roughly equivalent to the university's.

The Department puts laudable efforts into recruiting and retaining minority students. It works closely with campus admissions, the diversity-focused "CU Sampler" events, highly diverse Denver high schools, first-generation programs, junior college transfers and various summer programs, which include the outstanding Pathways to Excellence in Media & Communication program.

The Pathways to Excellence program is a summer bridge program that provides academic preparation to incoming first-generation and under-represented students, who participate in nine high-energy days of classes, projects and visits to professional media sites. Students hone their writing, math, critical thinking and study skills, and workshops in media and communication culminate in their own multimedia projects.

In April 2016, Pathways to Excellence was awarded the CU President's Diversity Award Commendation for Contributions to Diversity and Inclusion.

Pathways students who finish the summer workshop receive scholarships from the campus CU-LEAD (Leadership, Excellence, Achievement and Diversity) Alliance, which are renewable if the students maintain a 2.75 grade point average.

The program also involves consistent and ongoing follow-up with its students throughout their college years. These students become involved in a community of first-year friends and student mentors. As a result of this ongoing contact with the Department and ongoing participation as a community, there are several means of measuring success:

- The *four-year graduation rate* for students who have participated is 81 percent, which compares favorably with the Boulder campus's *six-year graduation rate* of 70 percent.
- Average cumulative grade-point average of the students who have participated is 3.25.

Undergraduate journalism students are eligible to participate in the CMCI Diverse Scholars community, one of 14 learning communities that make up the campus-wide CU LEAD Alliance. Participation scholarships are awarded through the Office of Diversity, Equity and Community Engagement (ODECE) in coordination with the CMCI Diversity Coordinator. Students selected for the award receive \$1,500 a year, which is renewable up to four years upon adequate academic progress and fulfillment of specific participation requirements.

The diversity coordinator meets with the Diverse Scholars as a group at least twice each semester, and he organizes community-building events for the scholars.

The site-team was extremely impressed with the work done by the diversity coordinator for the College, and how this staff member is received by the students and faculty members.

**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.**

Students and faculty members alike said the atmosphere in the Department is welcoming, inclusive and accepting. Many students credited the diversity coordinator for helping to create and maintain this positive atmosphere.

Faculty members receive training at orientation and again every five years on upholding the University's policies concerning harassment, discrimination and disability accommodation. In addition to the University policies, the Department on its own extends these efforts by assigning mentors to new faculty members and adjuncts, and supplementing the University training to cover gray areas.

**SUMMARY:** The Department's percentages of under-represented faculty members fell after JMC was reorganized within the CMCI and Journalism became its own Department. Since then the Department has hired a woman from an under-represented group and at the time of the site visit is in final negotiations with another. Special attention in the future should also be paid to hiring female adjunct professors when possible.

The Department's efforts toward recruiting, welcoming and retaining first-generation and under-represented students are outstanding, and retention and graduation rates for these students match those of other students in the Department, which are better than the overall university numbers. The site team gives a great deal of credit to the College's diversity coordinator for these efforts.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master's program / Unit performance with regard to indicators:**

**SUMMARY:** Of the 62 master's students who enrolled in the Department during the 2011-16 academic years, 16.1 percent were from diverse backgrounds. During that same period, 48 were women and 14 were men. In fall 2016, 87.5 percent identified as white, 4.2 percent as American Indian/Alaskan, 4.2 percent as Asian and 4.2 percent identified as Hispanic/Latino.

Of the 14 full-time faculty, four were women and 10 men. Of those, two were Asian. Of the 15 adjunct faculty, one is Asian and one is Hispanic/Latino. Fourteen percent of the full-time faculty are from diverse backgrounds. Furthermore, the Department operates an endowed Hearst Professional in Residence program, and the majority of those are persons of color. In addition, a former Denver Post editor-in-chief, who is an African-American, is a visiting professor of practice this academic year.

The Department's Diversity Plan was developed to ensure an inclusive climate free from discrimination, and curricular efforts to enhance awareness and discussion of perspectives inclusive of gender, race, ethnicity and sexual orientation. There are strategies to recruit and retain diverse graduate students and increase diversity among full-time and part-time faculty.

Much of the graduate student professional work has a diversity theme.

**Overall evaluation (professional master's program): COMPLIANCE**

**Academic year: 2016-2017 Full-time faculty**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	--	--	--	--
American Indian/Alaskan native	--	--	--	--
Asian	1	7%	1	7%
Native Hawaiian/other Pacific Islander	--	--	--	--
Other race	--	--	--	--
Two or more races	--	--	--	--
Hispanic/Latino (any race)	--	--	--	--
White	3	21%	9	64%
International faculty (any race)	--	--	--	--

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

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

Unit performance with regard to indicators:

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

The Department follows university procedures with respect to hiring full-time, tenure-track faculty members. These policies govern the process by which a search is approved, job descriptions and postings, search committee schedules and final offers to candidates. The hiring of full-time instructors follows a similar set of guidelines but in a shorter time frame.

Adjunct instructors are hired on a semester-to-semester basis; the College's associate dean and the Department chair are responsible for hiring adjuncts to fill open course slots.

Guidelines for tenure and promotion follow the university's policies and expectations. Each faculty member files an annual report of his or her professional activity (known as FRPA), in which a wide range of activities are coded and recorded. These reports are then evaluated by a committee. Faculty members receive a copy of their evaluation, which is also used as part of determining salary increases.

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

The Department has 14 full-time and eight part-time/adjunct faculty members. Full-time faculty members teach about 70 percent of undergraduate courses. Tenured and tenure-track faculty members are generally expected to spend 40 percent of their time on teaching, 40 percent on research and 20 percent on service, though there is some flexibility on this depending on circumstances.

**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.**

Faculty members show a balance of professional and academic experience; several continue to produce journalism while in their faculty roles. Most of the full-time faculty members have Ph.D.s. Adjuncts and visiting professors reflect a range of professional skills; many are working journalists.

Faculty members are active in both professional journalism and academic organizations (in particular, AEJMC).

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

Adjuncts may be observed in the classroom and offered feedback, and every faculty member up for promotion and/or tenure has a classroom evaluation that follows a university-standard procedure. Teaching activities are evaluated as part of each faculty member's FRPA report.

Each course is evaluated by students through a Faculty Course Questionnaire (FCQ). These reports are required and instructors can choose whether their students do them online or on paper. Faculty members receive all information (data plus comments); data only are available publicly through the university's website.

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

Alumni, administration and other departments reported positive perceptions of both the Department and the quality of the students. Several faculty members work with and teach in other departments and serve on committees outside the Department.

**SUMMARY:** The Department has a strong full-time faculty supplemented by part-time faculty, with a large percentage of courses taught by full-time faculty. Faculty members have a balance of professional experience and academic credentials, plus a positive reputation among university colleagues, alumni and area professionals. Faculty evaluation procedures and criteria are clear and systematic.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master's program / Unit performance with regard to indicators:**

**f) Faculty members teaching in the professional master's program meet the criteria for graduate instruction at that university.**

Master's students are taught by members of the graduate faculty. Of the 14, nine have Ph.D.s, four have M.A. degrees and one has a B.A. with equivalent professional experience.

**g) Graduate faculty teach the majority of professional master's courses.**

According to the self-study, more than two-thirds of the master's courses are taught by graduate faculty members. To qualify for membership on the graduate faculty, one must be a full-time faculty member at CU Boulder and hold the rank of instructor, assistant professor, associate professor or professor, or have a research professor title. Regular members of the graduate faculty hold a doctoral degree or a terminal degree appropriate to the discipline, or have demonstrated other attainments that qualify them for regular membership. To be on the graduate faculty, faculty members must show evidence of continued scholarship or creative work and continued teaching competence.

**SUMMARY:** Master's students receive quality instruction from a qualified graduate faculty.

**Overall evaluation (professional master's program): 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 clearly requires, supports and rewards faculty research, creative activity and/or professional activity. In its scholarship and creative work mission, the Department states: “As a faculty, and with the help of colleagues elsewhere in our College who are working on new and innovative forms of human communication, we are committed to improving journalism through pioneering research and creative work.”**

Each faculty member is assigned work distribution percentages that include research or creative work as part of his or her ongoing duties as a full-time faculty member. These, of course, can vary for those with significant administrative or service obligations. Generally, each faculty member is evaluated based on 40 percent research/creative work, 40 percent teaching and 20 percent service.

The Department’s policy is to enforce the research/creative work assignment by evaluating each faculty member’s annual output to help inform the individual’s merit salary increase. In the case of “serial non-performance,” the Department will create a remedial plan for the faculty member.

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

During the transitional restructuring period, the Department has abided by the Policies, Rules and Procedures document of the former School of Journalism and Mass Communication. However, in November 2016, the Department approved the CMCI Policies and Procedures regarding reappointment, tenure and promotion of tenure-rank faculty members, which conform to the policies of the University of Colorado Boulder Office of Faculty Affairs and the University of Colorado Board of Regents.

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

As written in the CMCI Personnel Policies and Procedures document, the College encompasses a “diverse ecosystem of disciplines” with faculty members carrying out a broad range of research and creative work. Therefore, the CMCI policies do not present highly specific expectations. And while units may develop individual criteria, the Department adheres to the CMCI overarching principles.

As outlined in the document, to achieve excellence, faculty are expected to show research/creative activity at the national and international level. The responsibility of each faculty member to teach is equally important and normally is informed by their scholarly and/or creative activities at both the undergraduate and graduate levels. Faculty members also serve their unit, the College, the campus and the larger communities of the University of Colorado and professional fields in which their work circulates.

While research/creative activity, teaching and service are evaluated separately, faculty members are evaluated on the totality of their work.

Under Regent Law, reappointment review, also known as a comprehensive review, which typically takes place at the end of the third year, determines whether the candidate is successfully proceeding toward achievement of tenure and promotion. After reappointment, a tenure-track faculty member undergoes a mandatory tenure and promotion review, typically in the seventh year.

For promotion to full professor, the Regents require an overall record of excellence in scholarly/creative work, teaching and service.

**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.**

In the past six years, Department faculty members have presented, published, have in press, or have had accepted 11 scholarly books; 83 articles in refereed journals; 10 refereed conference papers; 130 invited academic papers; 29 articles in non-refereed publications; and 25 book reviews. They also have compiled 6 juried creative works, 103 non-juried creative works and 3 encyclopedia entries. In addition, they have earned five internal grants and 20 external grants.

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

Yes, as evidenced by publications, presentations and creative works.

**SUMMARY:** Overall, the research census of the Department clearly illustrates an active, engaged, productive and curious faculty—one that is successful in disseminating results for both creative and scholarly outlets.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Overall evaluation (professional master's program): COMPLIANCE**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals					Totals (18)
		Full Professors (5)	Associate Professors (4)	Assistant Professors (3)	Other Faculty* (6)		
Awards and Honors	13	9	3	0	1	13	
Grants Received Internal	5	3	2	0	0	5	
Grants Received External	20	12	7	0	1	20	
Scholarly Books, Sole- or Co-authored*	11	5	5	1	0	11	
Textbooks, Sole- or Co-authored	0	0	0	0	0	0	
Books Edited	1	0	1	0	0	1	
Book Chapters	1	1	0	0	0	1	
Monographs	0	0	0	0	0	0	
Articles in Refereed Journals	83	36	15	32	0	83	
Refereed Conference Papers	10	0	3	7	0	0	
Invited Academic Papers	130	54	45	31	0	130	
Encyclopedia Entries	3	1	2	0	0	3	
Book Reviews	25	21	3	0	1	25	
Articles in Non-refereed Publications	29	8	20	1	0	29	
Juried Creative Works	6	1	5	0	0	6	
Non-juried Creative Works		28***	14	1	60	103	
Other (specified)							

\* Includes published, in-press and accepted works as of summer of 2016.

\*\*Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Most faculty in non-tenure categories have no expectation of significant scholarship, research or creative work.

\*\*\*This total does not reflect the full scope of work of one professor. In addition to writing feature and other articles for major magazines, he also produces a critically well-received blog for a major science magazine. He has published nearly 600 individual stories there during the period of this self-study, almost all of them involving journalistic reporting and some comprising full-blown feature articles of up to 4,000 words.

## 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.**

A full-time advising staff, supplemented by student peer advisers, works to communicate with students about degree requirements, internship and career opportunities, and study-abroad programs. Information is available to students through multiple channels, including in person, on the web, via email and over social media. Students have access to online degree audit plans as well, to track their progress toward their degrees. Students are encouraged to meet with an adviser in person every semester but are not required to do so until they reach 85 hours.

More than half of current journalism students were enrolled under the old JMC requirements, with the remainder under the new CMCI curriculum. The dual system of rules could easily have been chaotic but advisers appear to be handling it with aplomb, and students report that they are clear on what their requirements are and how they are progressing.

**b) Faculty are available and accessible to students.**

All faculty members are required to hold two office hours per week and note these hours on syllabi and online; many faculty members are present in their offices and in the building far more than that. Students report that faculty members are accessible, helpful and welcoming; students say they feel part of a community.

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

Advisers are in frequent communication with students about requirements, activities and career opportunities via email, social media, physical bulletin boards and personal communication. Students report feeling well informed and in particular were very positive about the career center's social media presence.

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

Students are required to take one internship but are encouraged to pursue more. Internships opportunities are promoted by the career coordinator online and through social media. Students can use the Career Buffs website to set up email alerts for new job and internship opportunities filtered by criteria they select.

Several on-campus student media outlets are also available to students: CU Independent, an online news publication; CU Science Update, a TV program on science news and education at the university; CU Sports Mag, a weekly TV program on Buffalo sports that airs on Boulder cable and is picked up by Fox College Sports; and Radio 1190, which has news, talk and music programming.

Student organizations catering to journalism students include the CMCI governing board, which is the student government for the College and some of whose members serve on the campus-wide CU student government; MEMO, the Multi-Ethnic Media Organization, which promotes diversity within the College, provides peer mentors, and helps recruit diverse high school students to the College; and a student chapter of the Society of Professional Journalists, which organizes workshops and networking events.

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

Retention and graduation rates compiled by the Department indicate that between 2006 and 2013, first-year retention rates for journalism students were generally – and sometimes significantly – greater than the university's overall. First-year retention rates were above 80 percent all years but one, and above 90 percent for four of those years. Graduation rates for journalism were significantly higher than the university's, nearly double the university's four-year graduation rates and nearly 20 percentage points higher on six-year graduation rates. This information is published on the College's website.

Data gathered by the Department from alumni surveys indicate that more than 80 percent of graduates from 2013-15 are employed full time and that more than 90 percent of those find their work fulfilling.

**SUMMARY:** Advising and student services are a strong point for the Department. Students receive communication about requirements, activities and opportunities through a variety of media and report that advisers are good and helpful. Journalism students have numerous opportunities through internships, student media and student organizations, and feel part of a community. The Department's retention and graduation rates are significantly higher than the university's as a whole.

**Overall evaluation (undergraduate program), compliance/non-compliance:**

**COMPLIANCE**

**Professional master's program / Unit performance with regard to indicators:**

**f) The unit has appropriate admissions and retention policies for the professional master's program. The retention and graduation data are published on the unit's website.**

The Department requires a baccalaureate degree, or its equivalent, from an accredited college or university, a 2.75 GPA and a GRE verbal score of at least 153 (62 percentile). International applicants must have a TOEFL score of at least 600 (IBT 100), three letters of recommendation, a 500-word statement of purpose and a resume. Students must specify whether they are applying for the Professional Practice or Area of Expertise option.

Master's students receive academic advising from the associate chair for graduate studies on the first day of graduate-student orientation in August. Master's students receive internship and career advising from the CMCI's internship/career coordinator.

Master's students are required to maintain a cumulative GPA of 3.0. If a student's GPA falls below a 3.0, he or she is placed on academic probation and has two semesters to raise it to 3.0 or above. If the

GPA is still below 3.0 after the probationary period, the student is subject to dismissal from the university.

According to the Department's website, of the master's cohort that began in August 2014, 45 percent have graduated.

**SUMMARY:** The master's program has appropriate admissions and retention policies. It also maintains data on enrollment, retention and graduation on its website.

**Overall evaluation (professional master's program): 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 model naturally changed when the old School of Journalism and Mass Communication was "discontinued" and eventually became a department in the newly formed College of Media, Communication and Information. The advertising/public relations and media studies components of the old School became departments (Advertising, Public Relations and Media Design, along with Media Studies) in the new College. As a result, the raw dollars allocated to the Department of Journalism today total less than allocated when advertising/public relations and media studies were part of the old unit. Thus, for all intents and purposes, bottom-line budget comparisons for the Journalism program are not relevant. What is relevant is whether the unit today has an adequate budget to meet the needs of its faculty and students. It does.

As noted earlier, by all measures, the university has treated the newly formed College more than fairly during its ramp-up stage. The self-study makes that clear: "Campus support for the College is strong. Whether measured in dollars-to-student ratios or raw dollar allocations, the funding for the constituent units of CMCI has increased over the last three years."

Funds are allocated to programs within the College based on enrollments and projected rates of growth. Journalism is the third largest program in CMCI—and the self-study notes that it "is supported quite fairly among College units."

For a unit with 296 students and 14 full-time faculty members, Journalism's 2015-16 budget of \$1,451,041 certainly is adequate. And, as noted earlier, additional allocations will be made to fund the three new positions awarded to the unit. Searches were launched in fall 2016. At the time of the site-team visit, two new tenure-track assistant professor hires had been cemented, with a third candidate considering an offer, each for fall semester 2017.

The infrastructure home for Journalism since the last accreditation review is not its only significant change. The budget model for the university also has been revamped. CU has implemented a differential tuition fee, charging a higher rate for certain colleges and schools to offset the costs of more specialized degrees. The College of Media, Communication and Information—in line with mass communication programs at other universities with differential tuition—receives, quite predictably, more dollars per student than Arts & Sciences, for example, but less than Engineering. Tables in the self-study also make clear that, in terms of three-year changes in budget, based on general-fund allocations for student credit hours produced, CMCI has been treated well.

But the university's budgeting changes don't end with the conversion to differential tuition fees. CU is transitioning, in part, to an "RCM" funding model, which is driven by course enrollments, number of majors and credit hours generated.

Journalism naturally will continue to rely on private fundraising initiatives. The Department notes in the self-study that it has averaged nearly \$800,000 annually in external funding over the past four years. Through the decades, Journalism has grown and cultivated a loyal alumni base. It should be able to further leverage those successes in the years ahead. The old School of Journalism and Mass Communication had the services of a part-time development director. Now, it will be able to enjoy, and profit from, the advancement support team in the College of Media, Communication and Information, which has two full-time private fundraisers, plus administrative support.

The market value of the CMCI permanent endowment is \$9.1 million, with earmarked funds for Journalism faculty members and students accounting for the vast majority. Scholarship endowments comprise \$4 million of the total fund. Journalism also has benefited enormously from annual funding for the Scripps-supported Center for Environmental Journalism (\$4.1 million since 2002), which includes the Ted Scripps Fellowships.

Journalism also has expanded its student scholarship support through the years, awarding a respectable, particularly given its enrollment, \$88,250 in 2015-16.

The unit's annual expenditures are related to its long-range strategic plan.

Bottom line: Through a combination of university allocations, yearly payouts from endowed funds and annual private fundraising, Journalism is, indeed, able to provide a strong education for its students and operating support for its faculty.

**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.**

As noted previously in this section, the Department, by all accounts, is treated more than fairly within the College and university.

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

The Department faces a facilities challenge when it comes to office space for faculty and staff members, and common areas for students. The Department shares the Armory (built in 1915) with two other academic units and much of the CMCI central staff. Because of the rapid growth of the faculties of these units, offices are being created from what were once alcoves, vestibules and social spaces. There is clearly not enough space for offices and temporary glass partitions without ceilings have been erected in common areas and stairwell landings to accommodate growth. The dean has placed a high priority on finding more space to create a "neighborhood" of existing buildings in the central campus, or the construction of a new building on underutilized campus property. Both the faculty members and the students agreed that these cramped quarters are not hurting the quality of instruction or student access to faculty members and staff in any detrimental way.

The building does provide adequate space for instruction, including three classrooms ranging from 16-39 seats, three computer labs equipped with 27-inch iMac workstations, the newsroom for the CU Independent, and a 10-station Adobe Premier video editing lab with a voice booth. A 1,000-square-foot television studio with a professional news set and equipment and adjacent control room is located in the nearby ATLAS Building and is used for student newscasts, course productions and extracurricular broadcasts. The Department also has access to the Buff Vision Television Truck that is owned by the Athletic Department.



The team noticed that for a Journalism Department, it seemed odd that there were no televisions in any common areas or even in the newsroom of the CU Independent that could be turned to a news channel in the event of major local or national breaking news.

**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 amount and quality of the video and audio equipment available to the students for projects and coursework is impressive and outstanding. The Department made major purchases of state of the art equipment within the last two years and it is available to students from a sign-out room called “the vault” in the Amory building. Students are able to reserve equipment and check it out Monday through Friday between 9 a.m. and 5 p.m. for 24 hours.

Computer labs are also well equipped with Adobe Premier Suite and other modern production software. One professor noted that the software available to students in the labs was faster than on the computer in his office, and he sometimes worked in student labs for that reason. Students have 24 hour access to the computer labs when they are not being used for classes.

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

The journalism and mass communication collection is held in the Norlin Library, which is a five-minute walk from the Armory building. There is no journalism library or reading room, but Norlin Library dedicates a librarian to serve the research and information needs of Journalism Department faculty and students. The subject librarian for journalism and communications has an office in Norlin Library. Undergraduate students that met with the site team were not aware of a specific journalism and communications section at the main library and said they do all their research online.

Access to all journalism and mass communication online content, including e-books, e-journals, databases, and streaming media is available to the students through the campus network when on campus, or through proxy server access when off campus. Students said they did not have trouble finding the research materials they need.

**SUMMARY:** The Department’s expenditures cover its annual needs. The unit has been treated more than fairly in allocations by the university and College. The unit is not awash in riches, but the combination of university and private funds enables it to provide adequate support for its students, faculty members and programs.

The facilities are crowded for faculty and staff members, but the classrooms, labs and production facilities used by students are more than adequate. Both the field reporting equipment and production software available to students are fantastic and plentiful. Access to research materials and scholarly journals is available to faculty members and students at the nearby Norlin library, but students report accessing most research materials online.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master's program / Unit performance with regard to indicators:**

**SUMMARY:** Master's students enrolled in the Department have access to both video and still cameras and audio recording equipment. Students also have access to a television studio, computer labs with up-to-date software and other equipment necessary to produce multimedia journalism.

**Overall evaluation (professional master's program): 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 consults and communicates regularly with media professionals and alumni through a Journalism Advisory Board and the CMCI Advisory Council that each meet once a semester. Individuals with strong ties to national and local professional media are recruited to these bodies. Each member of both boards is professionally involved with online, social-media, print or broadcast journalism.

Alumni are also used to help evaluate student projects created for capstone courses.

Faculty and staff members are involved with local media organizations such as Rocky Mountains ONA, the Denver Press Club, the Association for Women in Communications and the Society of Professional Journalists; they use those connections to facilitate classroom and other interactions between their students and local media professionals.

The College communicates with the public and its alumni with a high-quality website containing news and information about its departments, as well as feature articles, alumni profiles and highlights of student work. Before becoming part of the new CMCI, the Department produced a magazine called Bylines that was sent to alumni and a monthly email newsletter called Bylines Briefly. Both have been discontinued and the College is in the process of creating a college-wide alumni publication with an initial edition planned for Fall 2017.

The Department also participates in College-sponsored social gatherings for alumni in major markets where many graduates have relocated. Events during the study period took place in Southern California, New York, Chicago and Washington.

Each fall, the College hosts media-oriented homecoming programs for dozens of its area graduates.

**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.**

The Department offers a variety of learning opportunities to non-degree-seeking students. The public can take several courses at the CU Boulder Division of Continuing Education and Professional Studies. Most of these are essentially the same as classes offered to degree-seeking students, including Contemporary Mass Media, Mass Communications History, Fundamentals of Journalistic Reporting and others.

The Department also organizes and plays host to national and international conferences. In 2014 it led a two-day Symposium on Digital Media Ethics.

The Department annually coordinates the judging of the Al Nakkula Award for Police Reporting. The award is for work produced by a reporter or reporting team in print and/or online platforms in the United States. The professional staff coordinates the publicity and receipt of entries, and at least one faculty member serves as one of the judges each year.

Issues of public consequence and concern are addressed in numerous ways, including public lectures, and through news and issues covered by student media available to the public. One of the more prominent series of public lectures is the annual Ralph Crosman Memorial Lecture, which features lectures by prominent journalists and academics.

**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.**

Service to the greater academic community is demonstrated by numerous faculty members participating on editorial boards of academic journals, leadership positions in AEJMC, reviewing papers, manuscripts and proposals for academic publishers and journals, and organizing conferences. Journalism faculty members also serve as judges in regional and national competitions for professional media organizations and hold leadership roles with many media associations.

The unit contributes to the improvement of journalism by operating the Center for Environmental Journalism. This is a real strength of the Department. The goal of the center is to enrich public understanding of environmental issues by elevating the quality, range and depth of coverage by journalists. The center does this by helping seasoned and emerging journalists enhance their knowledge of the scientific, economic, political, and social aspects of these issues. The center also is a leading hub for journalistic reporting on environmental issues, and research at the intersection of media, environment and society.

The center is also the home of the Ted Scripps Fellowships in Environmental Journalism. As part of the fellowship program, five journalists spend nine months at the University of Colorado auditing classes, working on long-term, in-depth journalistic projects and reflecting on critical questions — all without the pressure of deadlines. During their stay, the fellows undertake extensive study in their areas of interest and share their experience with students and the public via classroom visits, school-sponsored public panels and other events.

**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.**

In its self-study, the Department said it regards service learning as an effective way to involve students as well as faculty members in meeting the needs of broader communities. Its principal means of service learning is through JRNL 4872/5872, CU News Corps. The idea of the course is to provide an explanatory and investigative news project, as well as daily and breaking coverage of significant news events. CU News Corps distributes student-produced news stories, multimedia work and interactive information to Colorado and national media outlets.

CU News Corps has had a substantive impact on Colorado news coverage and public policy, including contributing to a change in laws about officer-involved shootings.

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

Journalism department faculty and staff members annually travel to present programs to high school media students at the Colorado High School Media Association in Fort Collins.

In 2014, the Department entered in to a relationship with Denver West High School, whose student body is about 90 percent diverse. This includes guest-teaching twice a semester in the school's journalism classes, and playing host to an annual field trip to the Boulder campus for a tour and meetings with CMCI faculty and staff.

Every summer, the Department offers six-week journalism courses in its computer labs for Upward Bound participants in a summer residential program for nearly 100 Native American high school students from throughout the United States. It is also an active participant in "Pre-Collegiate," the campus residential programs for under-represented high school students each summer. The Department conducts a course called Fundamentals of Journalism for the approximately 15 high school students in the Pre-Collegiate program, who take a number of other courses during their six-week stay.

**SUMMARY:** The Department says it takes its professional and public service duties seriously, and the self-study and conversations with faculty members and some alumni bear this out. Many faculty members are actively producing professional content and assist student media in creating important journalism that is available to the public. Programs such as the Center for Environmental Journalism keep the Department connected to the profession and provide a valuable training experience for mid-career professionals. Faculty members are exceptionally active in professional and academic associations and work with high school journalists.

While the Department makes good use of its alumni and works to stay in contact with them, the loss of Bylines as a communication vehicle hinders their ability to promote the Department.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master's program / Unit performance with regard to indicators:**

The Department, through its Center for Environmental Journalism, offers a master's degree with an emphasis in environmental journalism and the Ted Scripps Fellowships for working journalists. Master's students also work in the CU News Corps, where students deliver news stories, multimedia work and interactive information to Colorado and national news outlets.

**SUMMARY:** The Department, through its master's program, provides service to the professions and fulfills its obligations to the community, alumni and greater public.

**Overall evaluation (professional master's program): 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. (See 2. Curriculum and Instruction.)**

The CU Journalism program has taken seriously the assessment of learning outcomes for more than a decade. Indeed, the unit began its assessment process in 2003—and has continued it ever since. Journalism revised the original plan in 2009 and again in 2015. The plan is specific—and thoughtful. It begins with the unit’s definition of assessment: “[A] system of evaluation of student learning at the course or unit level (as distinct from *grading* at the *individual* level).” It also notes the “three levels of mastery” of student learning: (1) Awareness—familiarity with specific information, including facts, concepts, theories, laws and regulations, and processes and effects; (2) Understanding—assimilation and comprehension of information, concepts, theories and ideas; and (3) Application—competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

The plan’s rationale provides context: “The course syllabus details what we *intend* to deliver to our students—a form of faculty input. With assessment, it is not enough to declare *what* it is that we deliver. Assessment also asks, ‘Are students in fact *receiving* the information, techniques and values we intend to give them?’ Assessment as a process is *internal* to the academic unit. Its foremost purposes are to provide information for the improvement of curriculum or instruction; to enhance student learning; to document what students have learned. But assessment also serves an *external* purpose. By demonstrating that it is monitoring and measuring student outcomes, a unit exhibits *public accountability*.” (italics added)

In a nutshell: Journalism is committed to showing what it wants its students to learn, how it will determine whether it is succeeding and what actions it will then take to make improvements based on the information it collects. Journalism *annually* measures the 12 ACEJMC values and competencies. Its assessment team provides the faculty with annual reports.

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

The unit’s written assessment plan, as noted above, is thoughtfully constructed. Data constantly are gathered and analyzed. The plan employs a variety of direct and indirect measures. The three *direct* measures: capstone work assessment by media professionals; concept assessment, involving pre- and post-testing; and internship supervisors’ assessments of ACEJMC learning outcomes. The pre- and post-tests measure knowledge in competencies such as First Amendment and media law; media history and institutions; cultural literacy (U.S. and global diversity); application of ethical principles to professional practices; basic mathematics and statistical literacy; and grammar. The six *indirect* measures: student awards from national and regional competitions; alumni surveys; student course evaluations; exit interviews; employment of graduates information; and “faculty impressions,” where faculty members teaching at advanced levels “are able to share such impressions with faculty colleagues, for better or worse, at faculty meetings from time to time.” All 12 values and competencies are measured in at least one of the direct or indirect measures.

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

The unit annually collects, synthesizes, reports and applies the data and information it systematically gathers. The program clearly and conscientiously makes use of assessment results to “close the loop.” The unit noted a handful of examples, during the study period, when it used findings to make programmatic or curricular revisions: course work is now required in both media law and media ethics; medium-specific sequences have been abolished, with a required multimedia capstone course being built into the curricular core; additional courses are in the planning and implementation stages that will focus more specifically on writing skills and reporting concepts; efforts have been redoubled “to proactively bring diversity-related issues into every course” in the curriculum; and the unit has “revisited” its approaches to teaching “news judgment.”

**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 maintains consistent contact with its alumni, as evidenced by inclusion in the self-study of job information for the majority of journalism graduates of 2013. Graduates receive regular emails regarding job postings. Regular surveys focus on the career progress of graduates, but also include questions that help feed some of the indirect measures of assessment. The College’s career and internships director maintains a database of alumni and their employment. The College also has launched a new alumni magazine.

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

There is ample interaction between the unit and its professional constituents, including in the assessment process. The assessors are CU graduates and must possess at least five years’ professional experience in journalism. Assessors are supplied a rubric to judge student work.

**SUMMARY:** The unit has a written undergraduate assessment plan and involves media professionals annually in the process. Since 2003, it has taken assessment seriously. Each year, it systematically gathers information, synthesizes it, analyzes the findings and “closes the loop” by making programmatic and curricular adjustments. Its assessment plan, which most recently was revised in 2015, provides a particularly thoughtful definition of and rationale for the assessment process.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master’s program/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 the Council.**

The Department uses the 12 ACEJMC professional values and competencies, along with the additional core competency for master’s program students to contribute to knowledge appropriate to the communications profession in which they work.

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

The Department employs the same set of direct and many of the indirect measures as its undergraduate program. Direct measures for the master's program are professional and alumni critiques of master's professional projects; "concept assessments" that generally follow the form of pre- and post-instruction testing and evaluation of the students by their internship supervisors. Indirect measures are annual surveys of recent alumni and exit interviews with graduating second-year students.

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

For example, the Department, in the launch of its new master's curriculum, eliminated the print, broadcast and combination tracks and now focuses on multimedia journalism. It also created a graduate-level media law and ethics course.

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

Alumni, who are working professionals, review all master's professional projects.

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

**SUMMARY:** The Department regularly assesses student learning - and applies results to improve curriculum and instruction.

**Overall evaluation (professional master's program): COMPLIANCE**



### **PART III: Summary by site visit team of the undergraduate program**

#### **1) Summarize the strengths and weaknesses of the unit.**

The Department has several strengths:

- A balanced full-time faculty that possesses a healthy blend of academic and professional credentials.
- A record of faculty scholarship and creative activity—along with notable service efforts to the profession and discipline—that combine to confirm that the faculty plays bigger than its size on campus and nationally.
- A positive and much improved working environment for faculty and staff members, a culture significantly more collegial than at the time of the previous visit.
- A visible desire to make this nearly century old Journalism program stronger—fueled by strategic unit efforts while taking advantage of and leveraging additional resources from the newly formed College of Media, Communication and Information.
- An energetic, strong, articulate group of students who take pride in the program; the instruction they receive; and the personal attention that professors provide.
- A wide range of internship opportunities that allow students to develop a variety of skills.
- An impressive amount and quality of field recording equipment available to students.
- A model program for the recruitment, retention and graduation of first generation and under-represented students, and strong unit retention and graduation rates overall.

The Department faces some challenges:

- A need to continue to “make do” with spartan, extremely tight working quarters while the continuing quest for additional space is negotiated.
- A need to continue to work to further diversify the ranks of full-time and adjunct faculty members.
- A need to continue to take advantage of an expanded College advancement team to more aggressively and strategically pursue private funds for students and the program.
- A need to continue to evaluate the curriculum to adapt consistently to a constantly changing media landscape.

#### **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 that 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.**

**Standard 1: Mission, Governance and Administration.** The previous site team in 2011 found the program in noncompliance on Standard 1 for both the *undergraduate* and *graduate* programs. The team noted that “the situation at Colorado is one of high dysfunction and intractable disputes. . . . The School is a mass of contradictions: accomplished academics who form a bloc to prevent forward movement; a caring Dean who has failed in his aspirations; a committed Advisory Board who has turned against the School.” The revisit team in 2013 found the program in compliance. It concluded: “The rifts between media research faculty and practitioner faculty . . . have been dramatically reduced. Give the interim director his due—though some grumble things aren’t as good as perhaps they seem—and credit the faculty for setting aside some of the polarizing differences. There is a sense of optimism inside the JMC building that could not be found when the original site team visited. The problems of governance are no more.” The self-study for this 2017 review cited the “smooth and productive” transition of leadership in the newly formed CMCI and noted the “spirit of collegiality among a newly-acquainted faculty with a wide variety of academic roots.” It also noted that the Journalism faculty “quickly wrote and adopted its own bylaws and elected a leadership team, without controversy or rancor, and it also warmly embraced the prospect of being assessed for reaccreditation in 2016-17.” **Bottom line:** The culture and the atmosphere in Journalism are astoundingly healthier than six years ago.

The previous site-team also cited as *weaknesses* that too many classes were being taught by adjunct faculty members; that the cramped building required too many classes to be scattered across campus; and that the unit needed to create “stronger ties” between the undergraduate assessment plan and actual outcomes. The weaknesses have been addressed. Nearly three-fourths of the Journalism course sections are taught by full-time faculty members; the number of in-building course offerings have notably increased; and the assessment process clearly “closes the loop.”

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

The self-study was candid, contextual, exceptionally well written and tightly edited—although closer attention could have been paid to the data and calculations provided in the graphs in Standard 3. All materials were neatly packaged and organized. During the visit, staff members in the Department and the College were quick to supply additional information when requested by the site team—and always with a smile. The team also appreciated receiving the self-study well in advance of the visit.

**PART III: Summary by site visit team  
(Professional master's program)**

**1) Summarize the strengths and weaknesses of the unit.**

The Master's program has several strengths:

- Geographic location and opportunities for environmental emphasis
- The Center for Environmental Journalism
- Impressive students from diverse backgrounds academically and employment
- Internship opportunities in top-20 market
- Opportunities for publication in top-20 market

The Master's program has some challenges:

- Providing more course electives
- Providing more one-on-one advising
- Providing more opportunities for student funding
- Providing more in-person, hands-on technology training in classes

**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 that recommendation. N/A**

**6) If the unit's professional master's program was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the master's program 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.**

In 2011, the professional master's program was granted provisional reaccreditation, and after a site revisit in November 2012, the program was awarded full reaccreditation in May 2013. Originally, the program had been found out of compliance on Standard 1 (for both undergraduate and graduate programs), and on standards 3 and 9 for the graduate program. The revisit team report in 2012 found all standards to be in compliance at both the undergraduate and graduate levels, which led to full reaccreditation in May 2013.

***Standard 1: Mission, Governance and Administration (undergraduate and graduate)***

See undergraduate summary.

***Standard 3: Diversity (graduate only)***

The original site-team report expressed concerns that despite some efforts to recruit applicants from diverse backgrounds, the actual diversity among master's students was meager. More important, the team was concerned that master's course content seldom addressed diversity, and the students seemed to lack knowledge about diversity issues in journalism. The revisit team found the unit in compliance, citing increased efforts to recruit students of color, much greater engagement from students interviewed on issues of diversity and greater attention to diversity in course content across the curriculum. The revisit report said more progress was needed but that the unit now merited compliance on diversity.

The Department now has a smaller master's program that serves Journalism only, and the proportions of students of color have risen to become closer to those of the graduate student body of the campus as a whole. Furthermore, involvement by visiting professionals with diverse backgrounds has grown much stronger, and the Hearst Professional-in-Residence guests are now almost always journalists of color. The number of adjunct faculty members with diverse backgrounds and course assignments regularly address issues of diversity, especially in the CU News Corps.

***Standard 9: Assessment (graduate only)***

The original site-team report found that efforts in assessment for master's students had barely scratched the surface – a systematic program of assessment had yet to materialize. Even before the revisit, the program had adopted a comprehensive assessment plan, and in the revisit report the team noted that the faculty was already “closing the loop” in reaction to early findings from professional project assessments (by professional alumni). Since 2012, assessment of learning outcomes has become a regular annual activity, with multiple applications of findings. Each year multiple direct and indirect measures are used.

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

See summary above in undergraduate section.