

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

Name of Institution: University of Iowa

Name and Title of Chief Executive Officer: Bruce Harreld, President

Name of Unit: School of Journalism and Mass Communication

Name and Title of Administrator: David Ryfe

Date of 2016 - 2017 Accrediting Visit: October 16-19, 2016

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

Date of the previous accrediting visit: October 10-13, 2010

Recommendation of the previous site visit team: Provisional Re-accreditation

Previous decision of the Accrediting Council: Provisional Re-accreditation

Recommendation by 2016 - 2017 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Kristin Gilger, Associate Dean

Organization/School: Arizona State University

Signature

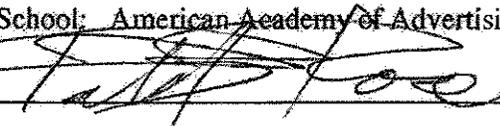


Team Members

Name and Title: Patricia B. Rose, Executive Director

Organization/School: American Academy of Advertising

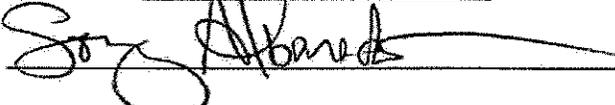
Signature



Name and Title: Sonny Albarado, Projects Editor

Organization/School: Arkansas Democrat-Gazette

Signature



Name and Title: Brad Rawlins, Special Assistant to the Provost

Organization/School: Arkansas State University

Signature



PART I: General Information

Name of Institution: The University of Iowa

Name of Unit: School of Journalism and Mass Communication

Year of Visit: 2016

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

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

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

- Private
- Public
- Other (specify)

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

The University of Iowa is a state institution. It was established originally by the 1847 state constitution. It is governed by the State Board of Regents, whose powers are defined by the Code of Iowa Law, Chapter 262: Board of Regents.

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: 2010

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

1948

6. Attach a copy of the unit's mission statement. Statement should give date of adoption and/or last revision.

[adopted 11/2014] In today's accelerated media environment, the faculty of the School of Journalism and Mass Communication believes that the best journalism and media education is deeply rooted in the liberal arts. Such an education teaches students to think critically and holistically. Our program emphasizes issues of institutional power and professional responsibility. The craft of writing is paramount in our endeavors. We stress that training in the latest technology is important, but reflection on the uses of that technology is just as vital. We teach students to be engaged citizens and nimble, ethical professionals. We prepare our students to flourish in global communities.

It is on this foundation that our program is based. We educate our students to be mediators of public life through the information they share and the stories they craft, work that is as accurate as it is truthful.

We demonstrate these commitments in the classes we teach and the research and creative activities we pursue.

7. What are the type and length of terms?

Semesters of 16 weeks

Summer sessions of 4, 6, 8 & 12 weeks

Intersessions of 3 weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

B.A., Journalism and Mass Communication

B.S., Journalism and Mass Communication

10. Credit hours required by the university for an undergraduate degree:

(Specify semester-hour or quarter-hour credit.)

120 semester hours

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

1-3 semester hours.

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

The School has no specific sequences or specialty offerings. The administrative staff of the school consists of:

David Ryfe, Director

David Dowling, Associate Director for Undergraduate Studies

Dan Berkowitz, Associate Director for Graduate Studies

Frank Durham, Associate Director for Master's Program in Strategic Communication

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

24,476 Undergraduate Students

8,858 Graduate Students

33,334 Total Students

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

668

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and 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.)

Skills Courses	Spring 2016: Jan 19, 2016 - May 6, 2016	Time/day/location	Enrolled
JMC:3400 (019:120) :0001	Specialized Reporting and Writing Subtitle: Opinion Writing	9:30A - 11:20A MW W340 AJB	18
JMC:3400 (019:120) :0002	Specialized Reporting and Writing Subtitle: Crime Reporting	1:30P - 3:20P TTh W332 AJB	10
JMC:3400 (019:120) :0003	Specialized Reporting and Writing Subtitle: Higher Education	10:30A - 12:20P TTh W340 AJB	12
JMC:3400 (019:120) :0004	Specialized Reporting and Writing Subtitle: Books and Nonfiction	3:30P - 5:20P TTh W332 AJB	14
JMC:3405 (019:121) :0001	Depth Reporting and Writing	1:30P - 3:20P TTh W340 AJB	18
JMC:3410 (019:122) :0002	Magazine Reporting and Writing	8:30A - 10:20A TTh W340 AJB	19
JMC:3410 (019:122) :0100	Magazine Reporting and Writing	11:30A - 1:20P TTh W336 AJB	19
JMC:3411 (019:123) :0001	Radio and Television Storytelling Subtitle: TV News Writing	9:30A - 11:20A TTh W332 AJB	20
JMC:3412 (019:124) :0001	Strategic Communication Writing	9:30A - 11:20A TTh W336 AJB	16
JMC:3412 (019:124) :0003	Strategic Communication Writing	1:30P - 3:20P TTh W336 AJB	20
JMC:3415 (019:128) :0001	Writing Across Cultures	9:30A - 11:20A MW W336 AJB	19
JMC:3460 (019:126) :0EXW	Arts and Culture Reporting and Writing Subtitle: Entertainment Reporting and Reviewing	1:30P - 3:20P MW WWW/Plus Meeting	20
JMC:3600 (019:130) :0001	Topics in Media Production Subtitle: Digital Storytelling	1:30P - 3:20P MW W332 AJB	14
JMC:3600 (019:130) :0002	Topics in Media Production Subtitle: Data Journalism	8:30A - 10:20A MW W236 AJB	13
JMC:3600 (019:130) :0100	Topics in Media Production Subtitle: Web Design Basics	5:30P - 7:20P MW W340 AJB	12

JMC:3603 (019:134) :0001	TV News Production	11:30A - 1:20P TTh W332 AJB	20
JMC:3610 (019:131) :0002	Graphic Design	2:30P - 4:20P MW W336 AJB	19
JMC:3610 (019:131) :0100	Graphic Design	6:30P - 10:00P T W332 AJB	15
JMC:3615 (019:135) :0001	Strategic Communication Campaigns	11:30A - 1:20P MW W336 AJB	20
JMC:3620 (019:138) :0001	Applied Digital and Social Media	5:30P - 7:20P MW W336 AJB	14
JMC:3630 (019:132) :0100	Photo Storytelling: Making Powerful Images	5:30P - 9:05P M W332 AJB	16
JMC:3633 (019:133) :0001	Philanthropy Communication Digital World	1:30P - 3:20P MW W340 AJB	18

Online Skills Course	Spring 2016: Jan 19, 2016 - May 6, 2016	Time/day/location	Enrolled
JMC:3460 (019:126) :0EXW	Arts and Culture Reporting and Writing Subtitle: Entertainment Reporting and Reviewing	1:30P - 3:20P MW WWW/Plus Meeting	20

Skills Courses	Fall 2016: August 22, 2016 - Dec 9, 2016	Time/day/location	Enrolled
JMC:3400:0002	Specialized Reporting and Writing Subtitle: Health and Fitness	1:30P – 3:20P MW W340 AJB	17
JMC:3400:0003	Specialized Reporting and Writing Subtitle: Cross-Platform Journalism	11:30A - 1:20P MW W340 AJB	20
JMC:3400:0004	Specialized Reporting and Writing Subtitle: Books: Fiction and Nonfiction	11:30A - 1:20P TTh W236 AJB	20
JMC:3405:0001	Depth Reporting and Writing	9:30A - 11:20A MW W340 AJB	16
JMC:3410:0001	Magazine Reporting and Writing Subtitle: Iowa Journalist	3:30P – 5:20P MW W332 AJB	20
JMC:3410:0002	Magazine Reporting and Writing Subtitle: The New Magazine	11:30A - 1:20P TTh W340 AJB	20
JMC:3411:0001	Radio and Television Storytelling Subtitle: TV News Writing	11:30A - 1:20P MW W332 AJB	10
JMC:3412:0001	Strategic Communication Writing	1:30P - 3:20P TTh W236 AJB	19
JMC:3412:0002	Strategic Communication Writing	1:30P - 3:20P MW W332 AJB	20
JMC:3470:0001	Narrative Journalism	3:30P - 5:20P TTh W332 AJB	8

JMC:3600:0002	Topics in Media Production Subtitle: Strategic Communication for Public Debate	1:30P – 3:20P TTh W340 AJB	10
JMC:3600:0003	Topics in Media Production Subtitle: Digital Storytelling	1:30P - 3:20P MW W236 AJB	10
JMC:3603:0001	TV News Production	9:30A - 11:20A MW W332 AJB	10
JMC:3605:0001	Editing the News	4:30P - 6:20P TTh W340 AJB	15
JMC:3610:0002	Graphic Design	1:30P - 3:20P TTh W332 AJB	20
JMC:3620:0001	Applied Digital and Social Media	3:30P - 5:20P TTh W332 AJB	20
JMC:3630:0001	Photo Storytelling: Making Powerful Image	5:30P - 9:00P M W332 AJB	19

16. Total expenditures planned by the unit for the 2016 – 2017 academic year:

Percentage increase or decrease in three years: 2% decrease

Amount expected to be spent this year on full-time faculty salaries: \$1,882,681

17. 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.



Dan Berkowitz –
Professor



Venise Berry –
Associate Professor



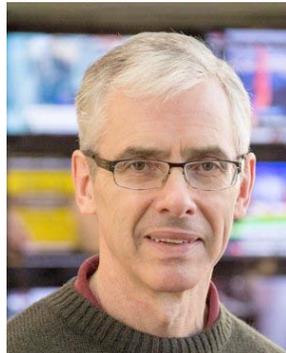
Steve Bloom –
Professor



Kajsa Dalrymple –
Assistant Professor



David Dowling –
Associate Professor



Frank Durham –
Associate Professor



Meenakshi Gigi
Durham – Professor



Brian Ekdale –
Assistant Professor



Ann Haugland –
Senior Lecturer



Kylah Hedding –
Assistant Professor



Daniel Lathrop –
Assistant Professor



Donald McLeese –
Associate Professor
(fall 2016 sabbatical)



Charles Munro –
Lecturer



Tom Oates –
Assistant Professor



Kevin Ripka -
Assistant Professor



David Ryfe –
Professor & Director



Sujatha Sosale –
Associate Professor



Heather Spangler –
Lecturer



Melissa Tully -
Assistant Professor



Jennifer Vick –
Lecturer



Travis Vogan -
Assistant Professor



Rachel Young -
Assistant Professor



Lillian Martell –
Visiting Asst. Professor

18. 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 SEMESTER ADJUNCT INSTRUCTORS

Linda Wastyn	Tricia Brown
Angela Looney	Gregory Johnson
Modei Akyea	Tracy Hufford
Maxwell Freund	John Kenyon
Kirk Murray	

FALL 2016 SEMESTER ADJUNCT INSTRUCTORS

Diana Russo
 Tracy Hufford
 Jill Fishbaugh
 Angela Looney
 Emily McMahon

19. 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.

Year	Total Graduates	Number	Percent
2015-2016 academic year		<u>152</u>	<u>100%</u>
2014-2015 academic year		<u>171</u>	<u>100%</u>

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.

Background:

The School of Journalism and Mass Communication is part of the University of Iowa, established in 1847 as Iowa's first public institution of higher education. UI is one of three Regents universities in the state and is a Carnegie-designated "very high research intensive" university. Enrollment in fall 2015 was reported at 32,150, of which 23,357 were undergraduates. Slightly more than half of the students are from Iowa.

Journalism classes were first offered at UI in 1924. A formal department was created in 1924, followed by the School of Journalism and Mass Communication in 1980. Over the years, the School has developed a reputation for the teaching of writing. In fact, among journalism schools, the School often likes to distinguish itself as the "writing school."

The School is part of the College of Liberal Arts and Sciences, which enrolls more than half of UI's student body, making it by far the largest of the university's 11 colleges. CLAS contains 44 departments and divisions and 67 undergraduate majors.

The School, which has been accredited by ACEJMC since 1948, offers two degrees – a B.A. and a B.S. in Journalism and Mass Communication. The difference between the two lies in the student's choice of a second area of study. Students must take between 34 and 40 semester hours of journalism and mass communication courses and 24 hours in a second concentration area. The School has no specific specializations or tracts. It is seeking re-accreditation for the undergraduate program only.

The number of reported majors was 668 in fall 2016 compared to 671 majors and pre-majors in fall 2010. (The School no longer has pre-majors; since 2014, students have been able to declare the major at the time of admission to the university.)

Like other public institutions, UI has experienced steadily decreasing state support. Iowa state appropriations to higher education dropped 13 percent between 2009 and 2014. The state legislature additionally froze tuition at its universities from 2013-2015. A new funding model was implemented in 2014-2015 that allocated tuition dollars according to the number of student credit hours taught by each college. The change resulted in a net loss of \$1.2 million to the CLAS budget. The School did not, however, suffer dramatic cuts; its budget remained essentially flat. CLAS Associate Dean Raul Curto said his office made every effort to protect the School in part because of its strong performance and the pending accreditation review. The college cuts have meant the loss of some administrative staff support in the School and have delayed the replacement of at least one tenure-track position and put on hold a proposal to hire a full-time undergraduate academic adviser.

The School has experienced significant turnover in leadership and faculty over the review period. There have been four directors, two of them interim. Leadership has stabilized since 2014 when the current director was hired. Seven mostly senior-level tenure-track faculty have left or retired in the past six years and have been replaced by assistant professors.

In the last accrediting cycle, the School was found out of compliance on two standards: Standard 2, Curriculum and Instruction, and Standard 9, Assessment of Learning Outcomes. The undergraduate program was subsequently given provisional reaccreditation. Deficiencies cited in the 2010 site team report included the lack of a system to ensure student compliance with the then-65-hour rule and a failure to address long-standing deficiencies in the internship program. The site team report also noted that the School did not have a credible assessment plan and had not collected and analyzed information or acted upon the findings.

The graduate curriculum was cited for deficiencies that included a lack of graduate-level courses and the absence of assessment efforts and was denied re-accreditation. The Iowa Board of Regents subsequently voted to close the program in 2012.

A revisit team report two years after the provisional reaccreditation noted improvements in undergraduate Curriculum and Instruction, in particular the hiring of new faculty and a full-time internship coordinator and the development of a system of checks and balances to ensure compliance with the then-65-hour rule. The report also cited significant progress in developing an assessment plan while noting that the plan was still largely untried. The team continued to find the School out of compliance on assessment. The Accrediting Council on Education in Journalism and Mass Communication subsequently voted to reaccredit the School.

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.***

In November 2015, the faculty of the School of Journalism and Mass Communication approved a revised Mission Statement and Strategic Plan that reaffirms the School's belief that the best journalism and media education is deeply rooted in the liberal arts. The Mission Statement also underscores the School's primary commitment to the teaching of the craft of writing and preparing students to participate in a global society and to be "mediators of public life." It states that while training in the latest technology is important, reflection on the uses of that technology is just as vital.

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

The School's faculty meets monthly during the fall and spring semesters and relies on a set of standing and ad hoc committees to bring forward items for discussion and action. Standing committees include those responsible for undergraduate and graduate curricula as well as committees that consider technology and space needs of the school, recommend the disbursement of scholarships, invite lecturers and work to foster diversity. A mandatory full-day retreat is held at the beginning of each semester.

There is a strong system of faculty governance. Many, if not most, School decisions are made through the committee and faculty meeting process. In addition to curricula changes and other larger matters, the full faculty approves student scholarship recipients and reviews lists of potential adjuncts. Committees alert the Director when they have recommendations to bring to the faculty. A simple majority is required for an action to be taken.

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 Director is responsible for external outreach and assisting with fundraising. He manages the School's resources and course scheduling, administers personnel policies and works with faculty to develop School curricula. He reports directly to the dean of CLAS.

The Director enjoys the support of UI administrators. The CLAS Associate Dean said the department has stabilized and made progress under the Director's leadership. He is seen as a steady and stable leader with a strong work ethic and measured approach. While his background is strictly academic, he shows a genuine interest and understanding of the professional practice of journalism and strategic media. The Director's peers within the college commented on his cordiality and willingness to collaborate.

Faculty within the School were unanimous in their support of the Director. They said he brings focus and clarity to the School's mission, gets things done, involves them in decision-making and creates an environment in which they can thrive.

As a relatively small unit within a large college, the Director has limited access to the Dean or the Provost's Office, which can cause delays in communication. The Director participates in monthly meetings of all college leaders but does not have a standing opportunity to meet individually with college leadership.

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

The Dean of the college appoints the Director of the School following a search led by a search committee that includes faculty representation and is chaired by a School of Journalism and Mass Communication faculty member. The committee reports its conclusions to the full-time faculty, which votes and forwards its recommendation to the Dean, who makes the final choice. The term of appointment is five years.

The Dean evaluates the Director annually and at the midpoint of the first term. For the latter review, the Dean solicits input from faculty via a confidential survey.

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

Students who voice complaints typically are asked to speak initially to the faculty member. If they feel, for whatever reason, that they cannot approach the faculty member, they may speak directly to the Associate Director for Undergraduate Studies or the Director of the School. If the issue is not resolved, students may appeal directly to the Director, who will make a determination on the issue. If students still are not satisfied, they may bring their grievances to the administration of the college. Students also may go to the Office of the University Ombudsperson for assistance in resolving disputes.

According to university policy, any complaints involving sexual harassment are forwarded directly to the university's Sexual Harassment coordinator. One such complaint was forwarded from the School to the Sexual Harassment coordinator during this review period.

Faculty and staff are encouraged to bring any complaints they may have to the Director of the School. If that does not resolve the issue, faculty and staff may proceed to Office of the University Ombudsperson.

Summary

The School of Journalism and Mass Communication has faced challenges over the past six years with regard to resources, leadership and various curriculum and assessment issues identified in the 2010 review that led to provisional re-accreditation. During this review period, leadership has stabilized under a Director who appears to have the full support of faculty and administrators. The School's budget has remained essentially flat, but positions have been filled and basic needs have been met. The School resolved some of the deficiencies identified in 2010 and obtained re-accreditation in 2012. It has a clear mission and faculty are fully involved in decision-making at all levels.

Overall evaluation compliance / non-compliance: 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 2011 site team found that students had met the requirement of 80 credits outside of journalism and mass communication but that half of the students sampled had not met the then-required 65 credits in liberal arts and there was no process in place for advising students about this requirement. This lapse in advising and tracking student progress on this requirement, along with a few more issues in the curriculum standard, led to a decision of non-compliance for this standard and contributed to a recommendation for provisional reaccreditation.

The follow-up visit in 2013 found that the School had put measures in place to track both the 80 credit and the 65 credit rules. The School was found in compliance on this standard.

Since ACEJMC adjusted the requirement to 72 hours outside of journalism and mass communication and meeting the liberal arts expectations of the institution's general education requirements, the School reports that 100 percent of students graduating over the last two years have met this standard. A review of student graduation records for the last two years substantiated this claim.

The University of Iowa requires 120 credit hours for baccalaureate degrees. The degree in Journalism and Mass Communication requires 36 to 38 credits to fulfill all requirements, which still allows students to take an additional 10 credit hours in the program and meet the 72-credit rule. A review of students who graduated in spring 2016 showed that 62 percent of the students completed between 36 and 39 credits in JMC, 29 percent took 40 to 45 credits and 9 percent took more than 45 credits. However, in all cases, students have completed more than 72 hours outside of JMC courses.

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 School offers a B.A. or B.S in Journalism and Mass Communication and does not offer specific tracks, sequences or emphases. It does offer three certificates in the following areas: Event Planning; Fundraising & Philanthropy; and Media Entrepreneurism. Students may take a selection of courses that allow them to specialize in areas of journalism or strategic communication or may simply take courses across the curriculum as they see fit. In journalism, students may take additional courses in broadcasting, digital media, magazine or design. In strategic communication, the options are primarily in the areas of

public relations, event management and social media. Advertising is not offered in the School. The School has implemented several changes to its curriculum, which are effective fall 2016. Students admitted prior to 2016 have different curriculum requirements than those admitted this year.

Students and faculty overall are very supportive of the curriculum's flexible format. Some students and faculty who were interviewed stressed that it was precisely this flexible curriculum that drew them to this School. They particularly like that the curriculum doesn't have silos, and several people, including members of the School's Professional Advisory Board, expressed their belief that this provides better preparation for the current media landscape.

Students take both conceptual courses (12 credits) and skills courses (24 credits), with more emphasis on skills. Students are required to pass (C- or better) two lower-level theoretical/conceptual courses and two lower-level skills courses before they can take upper-level courses. The lower-level courses cover theory, history, culture, reporting, writing and multimedia storytelling.

The upper-division courses are a mix of skills and conceptual courses. In the pre-2016 curriculum, students took a predominance of skills courses, primarily focused on writing and storytelling, along with one additional conceptual course and a course on the First Amendment. The conceptual course electives appear to be tied to faculty research and interests and include such topics as media and health, media and terrorism, popular media culture, advocacy communication, journalism and social justice, journalism and Bob Dylan, and social media for social good.

The new curriculum adds more conceptual courses to the mix. Students are now required to take a Principles of Journalism or Principles of Strategic Communications course and an ethics course. Another addition to the 2016 requirements is a 1-credit course in grammar basics, which students also can complete by passing a grammar test. To not unduly increase the number of credits required for graduation, the School reduced the skills and workshop courses from 4 credits to 3 credits each. Now students complete 24 credits in conceptual courses and 24 credits in skills courses.

All students are required to take upper-level writing and workshop classes. The School prides itself on its emphasis on writing and offers a broad variety of topics, including reporting and writing for crime, music, legal issues, higher education, health, magazines, radio and television, strategic communications and sports. Workshop courses covers skills areas such as digital storytelling, video storytelling, TV news production, editing, graphic design, web design, data storytelling, strategic communication campaigns, digital and social media, photo storytelling and philanthropy.

Currently, the curriculum does not require a capstone experience. However, the faculty is discussing adding a capstone requirement to the curriculum in the future. In the new curriculum, the school will require at least one 4000-level writing or workshop course, which will address some students' desire to gain deeper skills in specific areas such as photography, digital media and video production.

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.

Through faculty and student interviews, reviews of syllabi and tours of labs and student media facilities, it is evident that the curriculum is current and demanding. The use of new, digital and social media is

integrated throughout the curriculum and occurs in writing and workshop classes, specifically. Students are required to learn basic multimedia storytelling skills before taking upper-level writing and workshop courses that reinforce those skills. Some students said they wished for more courses that provided deeper training in some of these skills and remarked that they rely on student media experiences to develop some of these proficiencies.

The School continues to emphasize writing skills above all others, and there was plenty of evidence that students benefited from this training. Students feel they are better prepared in this area than their peers, and faculty and administrators outside of the school noted that they often seek JMC students for certain classes where writing is required. One faculty member from health studies said she recruits journalism students to help with grant writing for her program for that reason.

While students do not formally specialize in a particular area, students interviewed said they identify certain sets of classes that provide training in specific areas such as broadcast journalism, magazine journalism, photojournalism, strategic communication, non-profit communication and event planning.

Students pursuing journalism interests take required courses in media writing and multimedia storytelling before they begin upper-level courses that specialize in particular writing styles or production skills. All journalism students learn basic database journalism, data visualization, video and audio production in addition to the standard newswriting skills. Students can reinforce these skills by working for the Daily Iowan, the award-winning student news organization that produces a daily newspaper and daily TV newscast and maintains a 24/7 news website.

Strategic communication courses emphasize public relations principles and skills with a mix of advertising and marketing. Students also may take courses in event planning and fundraising that provide a more specific outlet for their strategic communication training. The courses appear to be current with the teaching and expected use of social and digital media. One issue that is being addressed in strategic communication is the lack of pre-requisites for upper-level courses. Because of the flexibility of the curriculum, students can take workshop courses, such as Strategic Communication Campaigns (typically a capstone course in most strategic communications programs), without having had a previous course in strategic communication.

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.)

During the previous two years, the School reported that all skills classes had 20 or fewer students in each section. Computer labs, where the majority of the skills courses are taught, hold 20 students each.

e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. 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 not required but are strongly encouraged, and it is estimated that more than 80 percent of students complete either for-credit or not-for-credit internships. Many students complete more than one internship. Internships are supervised by a full-time staff member who publicizes opportunities, manages applications, registers students, evaluates their work and provides the course grade of satisfactory/unsatisfactory. Faculty are not involved in the evaluation of student performance in internships. The grade is determined by weekly assignments, a final resume, a final report and an evaluation by the internship supervisor.

During the application process, the internship coordinator evaluates the quality of the internship to determine if it meets the expectations for professional work. He also develops internship opportunities and regularly publicizes them to students. Site visits are not conducted during the internships due to a lack of resources, so weekly or bi-weekly reports are used to evaluate student experiences during the semester.

Students are evaluated by their internship supervisors using a Qualtrics survey that assesses their level of professional attitude and preparation. Overall, students are evaluated as very good (4 on a 5 scale) in most categories but are regularly rated higher in writing skills. This seems to support the writing focus of the program.

Students may earn up to 4 credits in internships, with no more than 3 credits in a single semester.

Summary

A broad and flexible curriculum provides students with strong writing skills and a basic knowledge of multimedia storytelling with digital and social media infused horizontally across the curriculum. The curriculum provides a balance between conceptual and skills courses. Faculty, particularly the newest faculty hires, are knowledgeable about current practices. Classes appear to involve students with projects, applications, current events and issues. Students are not required to take internships, but most do before they graduate.

Overall evaluation, compliance/non-compliance: 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 School has a written diversity plan that focuses on three main goals:

- The School will appoint, retain and support women and minority faculty who have outstanding academic and/or professional backgrounds.
- The School will recruit, retain and support minority undergraduate and graduate students who display qualities of academic and professional excellence.
- As part of a liberal arts education emphasizing critical, analytical and creative skills, the School will foster an environment that promotes diversity as part of the School's commitment to excellence.

Assessing progress on these goals rests primarily with the unit's Director and the School's Enrichment Committee members, who annually review university-provided data to monitor enrollments and recruitment. Data regarding the diversity of search pools and hires also are reviewed during those processes.

The committee meets regularly and has provided the faculty with several suggestions for enhancing diversity. For example, it has proposed cross-listing courses in Spanish-language journalism for Hispanic and Spanish-speaking students. Another suggestion under consideration calls for the creation of a journalism course in Mandarin, as the majority of international students are Chinese. (International students of any race account for 7.1 percent of the unit's student population; Asians make up 2 percent of the unit's student body.) While no action has been taken on these suggestions, there is evidence that the committee is actively promoting multicultural education.

The self-study reports that, under the new Director, the School has focused renewed attention on diversity. As an example, the self-study cites a new peer-to-peer program that assigns incoming international students to a domestic mentor who is a junior or senior. Anecdotally, faculty reported mixed success with this program thus far.

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.

A number of syllabi for core conceptual and skills courses include the School's stated multiculturalism learning outcome: "Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups" or some variant on that theme.

In interviews, faculty and students said that classes in general provide room to discuss a variety of diversity issues, usually in the context of readings and class assignments. A review of syllabi did not find explicit lessons pertaining to diversity in required courses except Foundations of the First Amendment, which includes discussions on the roles of the First Amendment in the protection and persecution of minority groups through American history.

Elective courses, such as Sport and Media, Specialized Reporting and Writing, Strategic Communication Writing, Arts and Culture Writing, and Media History and Culture all contain some elements of discussion of representations of race and gender or their roles. Media Ethics has a stated learning objective that students will be able to produce media that reflect the voices, experiences, needs and interests of diverse communities. The course will become a required course for the fall 2016 incoming class.

Several other elective courses contain dominant diversity and/or globalization themes:

- Social Media Today, which can be used to fulfill a general education requirement, examines racial and gender diversity in the context of digital communication.
- African-Americans and the Media, which is cross-listed with other schools, examines racialism and representations of Black people in media in historical and current contexts.
- Gender and the Media is offered once every two years and examines gender representations in the media.
- Writing Across Cultures examines cultural differences and assigns students to write stories about cultures different from their own.
- Topics in Mass Communication includes a section on Media and Terrorism and touches on a number of multi-culturalism themes.

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 2010 site team noted that the School's faculty was more diverse than its student body. That is no longer the case, and students notice the lack of diversity in their instructors.

Since 2011, the School has had nine opportunities to hire new tenure-track professors and lecturers. During that period, it hired four white women, five white men and no minorities. At the same time, it lost two minority faculty members. Thus, the School went from a total of 18 faculty members, five of whom were minorities, to 21 faculty members (plus two who are shared with other departments), only three of whom are members of minority groups. The diversity of the faculty has consequently declined from 27.7 percent minority representation to 14.3 percent.

Gender representation of the faculty is balanced. Of the 21 faculty under the hiring control of the School, nine are female. All three minority faculty are female; one is African-American and two are Asian-American.

The three members of the School's leadership are male. The new Director, a white male, was among 20 applicants, of whom eight were women and four were minorities. The search committees considered three women and no minorities for that executive position.

The lack of diversity is “a painful issue” for the faculty, according to the Director. Attracting tenure-track faculty from minority groups to the Midwest can be difficult, he said. Faculty told site team members they use their networks to try to recruit minorities for positions but have had difficulty attracting diverse pools of candidates.

The diversity of the School’s faculty lags behind both the university’s 18.7 percent and the college’s rate of 20.5 percent. The university’s president and the executive associate dean for CLAS said the School could and should do more to ensure diverse pools of candidates for faculty positions. The executive associate dean said his college has been successful in assisting other units to diversify their faculties and will work with Journalism to do the same.

The School hires up to a dozen adjunct faculty to teach classes each semester. The adjunct faculty included one minority adjunct faculty member in each year of the review period.

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 previous site team noted that the student body’s diversity didn’t match the larger university population’s demographics. In spring 2010, the School enrolled 9.4 percent students of color compared to 10.1 percent minority enrollment at the University. In the current self-study, the unit reports that it has made strides toward achieving a student body that matches the diversity of the university at large. However, student diversity in the School still is less than that of the institution.

In spring 2015, about 72 percent of the School’s student population was white, about 17 percent was made up of students of color, and about 7 percent was international. No information was available on the other 4 percent. These figures compare to university enrollment of about 64 percent white, about 15 percent students of color and about 13 percent international. No information was available for the other 7 percent.

The self-study reports that the School does not collect data specific to minority retention and graduation rates but that retention and graduation rates for all of its students are slightly higher or equal to that of the university. The most recent university numbers show a first-year retention rate for the class of 2013 of 86.5 percent, while the School had a retention rate of 88 percent. The university’s six-year graduation rate for the class of 2010 was 72 percent, the same as the School’s 2010 class.

The university does not have an office of institutional data. However, Executive Associate Dean Raul Curto said in an interview that the college has the capability of extracting data on minority retention and graduation at the request of unit leaders.

In terms of recruiting students from under-represented groups, the Director, individual faculty members and the self-report point to two programs aimed at students in high school and earlier. The School’s High School Summer Journalism program brings students from Iowa and beyond to campus for intensive five-day workshops on subjects ranging from photography and social media to yearbook and student newspaper. Participation has ranged from 80 to 120 students each summer. The program is 95 years old.

For middle-school students, the School operates a Summer Journalism Academy in Des Moines, in which students are taught basic journalism skills. In the past three years, the program has served 115 students from under-represented groups. The School is planning to create a similar program in Cedar Rapids, Iowa, with hoped-for funding from the Cedar Rapids Community Foundation.

The School actively recruits from racially diverse areas of the state and the Chicago suburbs and offers workshop scholarships to many students. The McCormick Foundation provided funds for most of the scholarships from 2010-2014. The school is seeking a replacement source for those funds.

On campus, a student chapter of the National Association of Black Journalists has become a “Unity Chapter” that serves students of color from all backgrounds. The chapter produces an extra-curricular newspaper and a public affairs program aired on the university’s cable television channel and online each semester. Students in the club also have attended regional NABJ conferences and visited black-owned media in nearby Chicago.

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.

Based on interviews with faculty and students, the School has a supportive work and learning environment.

The School takes advantage of a program offered by the university’s Chief Diversity Office called Building University of Iowa Leadership for Diversity (BUILD) that helps faculty and staff develop knowledge and skills for creating a climate supportive of inclusion. Participants earn a certificate after completing a core course and can take several elective courses. The chair of the School’s Enrichment Committee has taken the course and has recommended that the unit require it of all faculty, a recommendation that the Director has endorsed.

One faculty member, a South Asian woman, has been teaching a course for seven years as part of new faculty orientation for the College of Liberal Arts and Sciences called “Human Differences in the Classroom” that helps train new instructors how to deal with minority and diversity issues among students. The School also regularly invites and hosts guest speakers who bring diverse backgrounds and views into classes and School-sponsored events.

Students, faculty and staff all commented on the positive culture of the School that is respectful of diversity and cultural differences. Several students commented on vigorous discussions that have occurred in their classes that have altered their world views.

All faculty and staff, including adjunct instructors and part-time staff, must complete sexual harassment training.

Summary

Given the School’s location, it faces a challenging recruiting environment for diversifying its faculty. But despite the opportunity to replace nearly half of its faculty between 2010 and 2016 – a total of nine

hires – the School did not hire a single minority candidate. The percentage of minority faculty dropped during the review period from 27.7 percent to 14.3 percent. Diversity also is lacking within the adjunct faculty.

The School did improve its proportion of minority students, but it still lags behind the university and the college. And the School does not track how well it performs in retaining and graduating minority students.

While the topics of diversity and multiculturalism regularly are raised in a number of courses, they are not systematically and explicitly incorporated across the curriculum. As one faculty member put it, diversity issues come up somewhat haphazardly and depend on the faculty member and the class. The School clearly values diversity and is aware of the issues, but the self-study acknowledges that the School “has done less well in recruiting a diverse faculty and in creating a climate within the School in which diversity and globalization themes are prominent and highly valued.” It has not yet made diversity a priority in hiring and has not achieved its diversity goals.

Overall evaluation, compliance/non-compliance: NON-COMPLIANCE

2015-2016 full-time faculty

Group	Female	% of total		% of total
		faculty	Male	
Black/African American	1	5	0	0
White	5	24	13	62
American Indian/Alaskan native	0	0	0	0
Asian	2	9	0	0
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific	0	0	0	0
Two or more races	0	0	0	0
Other race	0	0	0	0
International students (any race)	0	0	0	0

2015-16 Part-time faculty

Group	Female	% of total		% of total
		faculty	Male	
Black/African American	0	0	0	0
White	4	44	5	56
American Indian/Alaskan native	0	0	0	0
Asian	0	0	0	0
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific	0	0	0	0
Two or more races	0	0	0	0
Other race	0	0	0	0
International students (any race)	0	0	0	0

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 hiring of full-time faculty is governed by a detailed search and hiring process developed and overseen by the College of Liberal Arts and Sciences and by the School of Journalism and Mass Communication's Promotion and Tenure document. This process includes mandatory training for all search chairs, an online application process and an online system to track progress.

The Director, who also serves as an ex officio member, appoints a search committee of at least two tenured faculty members (of any rank) and at least one graduate student. Other members of the committee can, at the Director's discretion, include an undergraduate student and an adjunct instructor who has taught at least once in a journalism course. All students and adjuncts are considered non-voting representatives. After screening the applications, the committee recommends to the tenure-line faculty the applicants to be invited for interviews. The tenure-line faculty votes on extending invitations and later votes on the recommendation to hire. This recommendation is forwarded to the dean for approval.

The College does not require a formal search to hire part-time adjunct instructors. The School maintains a cadre of adjunct instructors and a roster of potential instructors to turn to when needed. Professionals may be added to this roster only after a review and vote by the full-time faculty. When openings become available, the Director chooses instructors from this roster.

By CLAS policy, all probationary tenure-track faculty members are reviewed each year. The faculty member receives an abbreviated review in the spring semester, including an evaluation of teaching. For faculty members who are in the first semester of teaching at the university, the Director conducts a preliminary assessment of oral communication competence during the first eight weeks of the semester.

At the end of the second-year, the faculty member receives a comprehensive review that covers the entire period since the initial appointment based on his or her record in teaching and scholarly or creative/professional work since the appointment began. The primary purpose of the review is to advise the faculty member on how well he or she is progressing toward meeting the School's and college's expectations of achieving a tenure-ready record.

Third and sixth year reviews are more formal but essentially the same. Review committees consist of three tenured faculty members rather than two. Two members of the committee make independent classroom visits. In addition to their CVs, faculty members are asked to write statements of their accomplishments and future plans and to provide documentation of accomplishments in the three mission areas of research/creative activity, teaching, and service.

Using a form provided by the college, the Director conducts a yearly review of tenured faculty. This review consists of a short assessment of whether the faculty member is exceeding, meeting or not meeting School standards for tenured faculty. In accordance with university and CLAS policy, every five years, tenured faculty members are given a more comprehensive review by a two-person committee of their peers. The five-year review mirrors the process for reviewing probationary faculty. The review

committee considers scholarly/creative activity over the past five years, makes a classroom visit and reviews course materials and student evaluations. The committee makes its recommendations on a “Peer Review Assessment” form.

The Director conducts an annual review of all full-time lecturers and adjunct instructors. These assessments are conducted on the basis of their teaching. Evidence for this review includes course materials and student evaluations.

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

The percentage of core and required courses taught by full-time faculty has routinely been above 75 percent.

2015-16	77%
2014-15	76%
2013-14	78%

Teaching, research and service expectations are established by the university. All but one full-time faculty member has produced research/creative work over the past accreditation period and all are involved in School and/or university and/or community service.

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.

At the last accreditation visit in 2010, the School had 18.75 faculty lines. By utilizing joint appointments with several other units, the School now has 20.75 lines. The School has 18 tenure or tenure-track faculty and five lecturers; four of the lecturers are on .75 time and three-faculty members hold joint appointments with other departments. The terminal degree for 15 of the faculty is the Ph.D., for five it is a Master’s degree, and for three it is a Bachelor’s degree.

Of the 18 tenure or tenure-track faculty, 11 have professional experience. Seven of these have more than 10 years in the profession. All of the lecturers are professionals with an average of 23 years of experience. New hires in recent years have greatly increased the number of faculty with advanced digital skills.

In addition to teaching resources available to the College, including the Center for Teaching, the School has sent faculty to various conferences, such as the Reynolds Journalism Institute Interactive conference, and has brought technology specialists such as Al Tompkins of the Poynter Institute and Nick Westergaard of Brand Driven Digital, a social media marketing company, to the School to teach the use and application of new digital tools.

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

All courses with enrollments of six students or more must be evaluated by students using a form designed by the college. The evaluations are provided to the Director and become part of the instructor's annual review.

For probationary faculty, each year a faculty committee makes at least one classroom visit and examines student course evaluations and syllabuses. A similar process takes place for tenured faculty every five years.

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

Both the Director and faculty of the School are respected by the college. The faculty is active on college and university committees and recent hires are well regarded. Because of the requirement that students have a second area of emphasis, many faculty members outside of the School are familiar with journalism students. They appear to think of them as superior writers and look forward to having them in their classes.

Summary

The university, college and School have detailed procedures for evaluating teaching and scholarship and those policies are adhered to. The faculty has a good mix of professional and academic credentials, and the School has made efforts to keep faculty current with changes in the media and provided opportunities for them to update their skills. This is a faculty admired by its colleagues within the college. Their scholarship is respected, and they are considered to be good citizens of the university and the community.

Overall evaluation, compliance/non-compliance: COMPLIANCE

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

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

Unit performance with regard to indicators:

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

As an academic unit of a flagship public research university, scholarly research and creative activity are central to the School. As outlined in the college's "Basic Expectations of the Faculty Position," all faculty members are expected to "establish and maintain an active program of research or creative work and achieve national and/or international recognition for that program." The School's mission states that "faculty members are expected to excel" in this area. Thus, the School recruits and retains faculty members who are accomplished scholars and who generate an impressive output of peer-reviewed publications and peer-reviewed creative and professional work.

In collaboration with the college, the School supports faculty members in their research and creative endeavors in a number of ways. All newly hired tenure-track faculty are provided a substantial start-up package that includes \$5,000 a year in research funds for the first three years, an additional \$3,000 after a successful third-year review, a flexible teaching load in the fourth year as an assistant professor, and an "Old Gold Summer Fellowship" of \$6,000 to support research during one of the first two summers of their employment. In total, this represents a \$24,000 contribution to research within a faculty member's first four years.

Faculty can get additional support from the International Programs Office for work with a significant international component. Five faculty members have benefited from these awards within the last six years. Funding of up to \$2,500 also is available for those who have obtained other financial support to author a book; three faculty members have received these awards during the past six years.

Tenure-track faculty members receive annual professional development support of \$2,000 per year. They may use funds from this account for any activity that directly supports their research and creative activity as well as for association memberships or other professional dues.

Sabbaticals and leaves are supported. Three faculty have taken sabbaticals or leaves during the past six years.

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

In evaluating professional/creative work, the School refers to the criteria developed by the Committee on News-Editorial Education. These expectations are delineated in School policy and in advertisements for each position.

Candidates for promotion to full professor are expected to have established a record since promotion to associate professor that demonstrates a pattern of sustained development as well as substantial growth in achievement and productivity in areas of research or creative/professional work and service. The

individual must have an unmistakable national recognition and, where applicable, have achieved international recognition for a productive program of research or creative/professional work.

During the past six years, one faculty member applied for tenure and one for promotion. Both applications were approved. Three faculty members will go up for tenure in 2016-2017 (two within the School and the third, on a joint appointment, within another school.) All three said they believe they have been well mentored and seem to be comfortable with the process.

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

All faculty are assigned a yearly work plan with specific activity percentages for research, teaching and service. For tenure-track faculty, this is 40 percent research, 40 percent teaching and 20 percent service.

The School clearly defines the importance of these areas on a continuum ranging from most important to least important. The highest-ranking criteria are peer-reviewed work, leadership roles, faculty/student course evaluations, preparing new courses and revising existing courses, grants, fellowships, honors and teacher training. Of lesser importance are contracts signed and manuscripts accepted, supervision of student research, conference presentations, teaching awards and honors, professional/teaching development workshops and public engagement. Furthest down the scale, but still important, are editorial positions, reviewing of manuscripts/articles and acting as an external tenure or promotion reviewer.

Faculty members are expected to apply for internal sources of competitive funding and external funding appropriate to his or her scholarship.

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

The scholarship and professional activity of the faculty are impressive. Between 2010 and June 2016, faculty members received 15 external grants, published 18 books and 67 book chapters, gave 213 refereed and invited presentations, and published 127 scholarly and professional articles. Also of note, all but one full-time faculty member has contributed to this list of research and scholarly output.

Sponsored research (external grants) over the six-year period totaled more than \$1 million for projects ranging from a U.S. Department of Education grant in water education to a McCormick Foundation workshop.

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

Faculty members describe the atmosphere within the School as being open and collaborative. Faculty members regularly collaborate on joint research and publication projects and actively participate in School governance.

Teaching emphasizes the involvement of students in conversations, presentations and discussion of current topics. All opinions seem to be valued.

Summary

Individuals across all ranks of tenure-line faculty are actively engaged in scholarship, and the publication output of the faculty is impressive. Faculty receive generous support for their work, including funding for travel and packages for new hires. The School encourages a climate of collaboration and congeniality.

Overall evaluation, compliance/non-compliance COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (28)
		Full Profs. (9)	Assoc. Profs. (9)	Asst. Profs. (10)	Other Faculty	
Awards and Honors	39	18	5	16	0	39
Grants Received Internal	24	3	5	16	0	24
Grants Received External	15	7	5	3	0	15
Scholarly Books, Sole- or Co-authored	18	5	4	9	0	18
Textbooks, Sole- or Co-authored	2	0	1	1	0	2
Books Edited	8	4	2	2	0	8
Book Chapters	67	28	9	30	0	67
Monographs	3	0	0	3	0	3
Articles in Refereed Journals	127	33	16	78	0	127
Refereed Conference Papers	187	49	20	118	0	187
Invited Academic Papers	26	15	1	10	0	26

Encyclopedia Entries	18	7	0	11	0	18
Book Reviews	34	13	2	19	0	34
Articles in Non-refereed Publications	58	22	14	22	0	58
Juried Creative Works	4	3	1	0	0	4
Non-juried Creative Works	1	1	0	0	0	2
Other (specified)	5	1	2	2	0	9

PART II — Standard 6: Student Services

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.

At the time of the 2010 site team visit, full-time faculty advised students. Shortly thereafter, the School received from the college permission to hire a half-time professional student adviser. During their first two years, students meet with a college adviser, with advising sessions being required in the first and second semesters. Once students have completed 24 semester hours, they are transferred to the School's half-time adviser.

The School's adviser sends regular emails throughout the students' time at the School, reminding them of upcoming deadlines and encouraging them to schedule advising appointments. She points out course options based on students' expressed interests for second-area concentrations, and she helps students craft a four-year plan for graduation. Students are strongly encouraged to meet in-person with the adviser during the last two semesters before graduation to ensure they meet requirements.

In addition, each student is assigned a faculty mentor. Each faculty mentor works with approximately 25 students, communicating with them via email in the week before registration, inviting them to schedule meetings to discuss topics as internships, second areas of concentration and career goals.

The School's leadership is evaluating the advising process with the goal of increasing the number of contacts between students and the School adviser and/or faculty mentors. The School also is working with the college to find a way to hire a full-time adviser for the School.

b) Faculty are available and accessible to students.

Faculty members are generally available for at least three office hours a week, but informal meetings outside these times are common. Office hours are posted clearly outside faculty offices, listed in class syllabi and can be found on the School website. Contact information for faculty is also available on the website.

Students interviewed said faculty members frequently give out cell phone numbers and are quick to respond to requests for help. As one student said, faculty "put in the time to help you."

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

In addition to the School website, a student email listserv provides information about scholarship, grant and recognition opportunities, internship and job openings and special events, as well as School news, academic requirements and enrollment dates. Video bulletin boards also are mounted on each floor of the Journalism and Mass Communications building.

Paul Jensen, an internship coordinator hired in 2010, works hard to keep students aware of internships and job possibilities. He uses email, personal visits to classrooms and personal counseling of students to energize them about internships and other openings. Students had high praise for his efforts.

Jensen also instituted a speed networking event that brings up to 50 professionals from a variety of companies, not just news or public relations agencies, to the School each year. The event helps students hone their interview skills, make connections, learn about career options and secure internships.

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

The School sponsors chapters of the Public Relations Student Society of America, the National Association of Black Journalists and “Ed on Campus,” a magazine-oriented organization. The School had a student chapter of the Society of Professional Journalists until 2014, when the chapter was placed on inactive status because it lacked a faculty adviser. The School reports that it has identified a new faculty adviser, but it is unclear whether there is enough student interest to revive the chapter.

The NABJ student chapter produces NURU, a newspaper published once a semester, and Perspectives, a public affairs broadcast, supported by social media campaigns. The chapter also serves as an umbrella, or “Unity,” group for other ethnic minorities on campus.

Discussions have been held regarding the creation of student chapters of the National Association of Hispanic Journalists and the Asian American Journalists Association, but those talks are in preliminary stages. Some Hispanic students have said they feel they are being served by the NABJ chapter.

Chief among extracurricular activities is the Daily Iowan, which has long been widely regarded as one of the best college student newspapers in the country. The Daily Iowan is published in print form five days a week and is available for home delivery with a subscription. The current circulation is about 15,000, with many members of the community relying on the publication for news not just of the campus but of the city. The Daily Iowan is independent of the School, and students make their own editorial decisions. However, the newspaper occupies a key piece of real estate on the first floor of the journalism building and most of the staff consists of journalism students. Students with broadcast interests participate in Daily Iowan TV, which produced a television newscast, and other students work on the Daily Iowan website and its social media channels.

Other student media, most of which operate under the Division of Student Life, include KRUI-FM Radio, Big Ten Network Student U, Earthwords, Student Life Marketing & Design, Student Video Productions, HerCampus, Spoon University and Ink Lit Mag.

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.

The School tracks enrollment, retention and graduation rates in the aggregate, including whether students left the program but still graduated from the university and whether they left the university. This information is posted on the School’s website.

The School's first-year retention rate is impressive: 88 percent for the class of 2013, compared to 86.5 percent for the university as a whole. According to the self-study, during the past five years, the School's overall first-year retention rate was 95 percent.

The School's six-year graduation rate was 72 percent, the same as that for the university as a whole.

Some students expressed frustration that some classes aren't offered but once a year, and in some cases once every two years, making it harder for them to meet graduation and major requirements in a timely manner.

Summary

The School offers a wide range of services, activities and opportunities that help students translate classroom learning into practice. Faculty are open to communicating with students and, based on observation, enjoy interacting with those in their classrooms. The college's assignment of a half-time adviser to the School helps ensure that students receive adequate advising help, although the School would prefer a full-time adviser so that students have more contact with an adviser specifically familiar with the School throughout their academic careers.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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 School has a detailed budget that has remained relatively flat since the last accreditation visit. Considering the rate of inflation, the end result is a relative loss of funding compared to the 2010 budget. Similar to many publicly funded universities, state funding per student has declined. At the same time, a change in the university's funding model, now based on student credit hour production, has resulted in fewer funds for the college. From its allocation of state funds and tuition, the college sets the budget for the School. This part of the School's budget is used to cover salaries, benefits, graduate assistantships, adjunct faculty and operating costs.

The School uses endowed funds primarily to pay student scholarships and awards. It does have two major endowments that provide discretionary funds to assist in achieving its strategic plan. These funds are used primarily for faculty development, research travel, graduate programs, alumni relations and community service. These funds had been spent to deficit levels prior to the current director's appointment, but they are beginning to return to their previous levels.

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.

If you calculate for inflation, funding for the school has declined slightly. Nonetheless, the School reports that it receives a fair budget compared to the other units in the college. The self-study compared the School's budget to that of the Department of Computer Science, a unit that produces similar student credit hours, and found them to be comparable. And in the last two years, in a time when the college was greatly reducing faculty hires, the School was granted three tenure-track faculty lines and two full-time instructor lines. Executive Associate Dean Raul Curto described the School as a favored unit that has received funding tied to its performance and needs.

To help overcome some of the financial challenges, the School has aggressively recruited students and increased enrollments and credit hours, has been creative in establishing shared faculty lines, and efficiently used its funds for faculty development by holding digital media training workshops for its faculty.

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

The 65,000 square-foot Adler Journalism Building provides students and faculty with 14 classrooms and computer labs, a broadcast studio, Daily Iowan news center, a research center, a resource center, faculty offices and well-designed meeting rooms. The building, built in 2005, is an attractive space that provides many places for informal student gatherings and still feels new. The facilities for the independent and student-run news operations are very impressive and include a large news room, several offices and meeting rooms and equipment storage areas.

The four computer labs have 20 iMacs each, which are on a three-year replacement cycle. The Adobe Creative Cloud, Microsoft Office Suite, Final Cut Pro and Audacity are installed on each lab computer.

These labs are accessible to students after class hours, until 10 p.m. each evening. Students interviewed had no complaints about access to the labs.

The resource center provides current newspapers, magazines, books, computers and meeting spaces for students and faculty. In addition to housing the School's archives and library, the resource center also serves as a student success center where students can receive tutoring assistance in writing and research.

The Moeller Research Lab houses focus group facilities, including two ceiling-mounted cameras and desktop microphones, computers equipped with survey software, SPSS and EmpiriSoft Medialab. These facilities are used by faculty and graduate students conducting research.

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.

Faculty computers are replaced every three years. The Adobe Creative Cloud and Microsoft Office Suite are installed on all faculty computers. Faculty can purchase other program licenses, such as Final Cut Pro and Audacity, with their research funds.

The School shares a technology checkout room with the Departments of Cinema Arts and Communication Studies. The room, which is located in the adjacent Becker Communication Building, stores and checks out equipment to students according to the courses they are taking. Students use an online checkout system to reserve the equipment beforehand. The room is well-stocked with 125 60D Cannon DSLRs, 100 audio kits, 50 Panasonic video cameras, 70 tripods and several light kits. According to students and the manager of the checkout room, the equipment is sufficient to meet the needs of students throughout the year.

The equipment is paid for through a technology fee charged to all university students. The School has been very successful in obtaining funds from this fee to keep equipment and technology up to date, but some of the equipment is aging. The School reports the need for a three-year replacement cycle for the photo, video and audio equipment held in the checkout room as its most urgent technology need.

The School shares a systems administrator with several other units to maintain its computer equipment. However, the office of this administrator is in the Alder Journalism Building, so he is readily available to assist with emergencies.

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

The School has a resource librarian assigned to work with faculty to identify additional books, videos and journals it might need. All communication journals are available through online databases that students and faculty have access to through the library's web portal. A library loan system is offered to faculty and students to acquire resources that are not available at the university's library.

Additionally, the School has an annual resource budget of more than \$9,000 for journals, books and videos for its resource center. Each semester, the resource center purchases all of the textbooks used in classes; these are available for students to check out for two hours at a time.

Summary

Similar to many publicly funded institutions, the School's budget presents some challenges. However, it has been treated fairly and even favorably compared to other units in the College of Liberal Arts and Sciences and has benefited from several new faculty lines since the last accreditation site visit. The School enjoys a relatively new building with technology in classrooms and labs, space for student media operations, a research center and a student resource center that support its mission for education and research. Computers are replaced every three years, photo/video/audio equipment is plentiful and easily accessible, and current software is available to students and faculty.

Overall evaluation, compliance/non-compliance: 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 School has numerous interactions with both alumni and members of the professional community. An active Professional Advisory Board comprised of alumni and media professionals serves to support the Director, faculty and students to carry out the mission of the School. In recent years, its work has centered on strategic planning, curriculum development and fundraising. A majority of its members are School alumni. Journalism professors routinely invite professionals into their classes as guest lecturers and consultants on student projects.

With funding from the Hearst Foundations, the School brings to campus three to four working professionals each semester. Typically, these visits last two to three days and include presentations to classes and student groups.

Working with the International Studies Program, the School also invites to campus a Senior Editor from the China Daily to teach a three-week course. The School's PRSSA and NABJ chapters frequently sponsor events that bring professionals to campus, and the School's Speed Networking event regularly brings students into contact with media professionals from across the region.

The "Iowa Journalist" is the School's alumni magazine and serves as the primary method of communicating with alumni. In the past, the magazine was published in print once a year. The School plans to begin publishing the magazine twice a year and plans to add email digests and social media components to the mix.

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.

Funded by the McGranahan endowment, the School brings prominent scholars of communication to campus to give public lectures and conduct seminars and workshops on communication-related topics. In 2016, Professor Rosental Alves of the University of Texas, Austin, visited to discuss the future of journalism. Through the Li Chen endowment, prominent scholars of communication also come to campus to deliver public lectures. In 2014, Professor Robert McChesney gave a Li Chen lecture on "The Crisis of Democracy is a Crisis of Journalism."

In collaboration with the university's Office of Vice President for Research and the Office of Strategic Communication, the School offers scientists an opportunity to learn how to communicate their research to non-peer groups. Organized by JMC faculty, the workshops include facilitators from the journalism faculty as well as working professionals.

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.

Faculty are active in a range of academic and professional associations. At least eight serve as members of the editorial boards of academic journals. Others are involved with the Iowa Writer's Festival and the Iowa Commission on the Status of African Americans, among many other organizations.

The building houses the Journal of Communication Inquiry, and graduate students of the School serve as the journal's editors.

Faculty may use their annual professional development stipend of \$2,000 to cover dues for academic and professional affiliations.

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.

Faculty members participate in the PEACE Iowa coalition, the City of Iowa City Historical Preservation Commission, the Iowa Center of Agricultural Safety and Health and many other organizations that contribute to the city, region and state.

The School is a First Amendment Member of the Iowa Freedom of Information Council. Established in 1976, the council is made up of journalists, librarians, lawyers, educators and others devoted to the ideal of open government for the state of Iowa. The School also houses the National Quill and Scroll Society, the Iowa High School Press Association, and IowaWatch, the Iowa Center for Public Affairs Journalism.

Students in an upper-division course partnered recently with Politfact to fact-check statements of presidential candidates during the Iowa Caucuses, and students in another course worked to develop an app for Forbes.

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

The School has been a longtime supporter of high school journalism in the state of Iowa. Each summer, 80 to 100 high school students from across the region participate in an intensive, four-day journalism workshop at the School, which teaches the fundamentals of journalism and attempts to spark their interest in pursuing journalism in college.

In addition to housing the Iowa High School Press Association, the School coordinates an awards program and annual fall conference for the association. In 2015, more than 700 high school students attended the conference.

Beyond high school students, the School leads a week-long summer journalism camp for 20 to 25 elementary school children in Des Moines each year.

Summary

The School and its faculty are active in advancing the profession through involvement in academic and professional organizations and sponsorship of signature programs and organizations that support scholastic journalism. They have provided significant community contributions through activities that advance a free press, promote public affairs journalism and help ensure accountability in political coverage.

Overall evaluation, compliance/non-compliance: 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.)***

In 2015, the School identified five learning goals that incorporate ACEJMC values and competencies and define specific objectives for each. The learning goals are: Law and Ethics; Media Literacy, Writing and Storytelling; Multicultural Learning; and Media History. The learning goals and objectives reflect the mission of the School in that the emphasis is on writing, media literacy and developing knowledge and understanding of technology, media history and multiculturalism.

Learning outcomes are included in almost all course syllabi.

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

The School’s faculty approved a formal assessment plan in 2011 after the last accreditation review. That plan was replaced with a new assessment plan approved by the faculty in May 2015.

As noted previously, the School was out of compliance on assessment in 2010. The site team noted two main direct measures of assessment at the time: a learning portfolio and the “Iowa Journalist,” an alumni magazine produced in a senior-level practicum. The site team found that procedures for evaluating portfolios were unclear, learning objectives for the portfolio requirement were absent, and no system was in place to analyze information and identify strengths and weaknesses or take action to address weaknesses. The site team further noted that the “Iowa Journalist” was insufficient as a direct measure because it was not a required course and was not an exclusively student product. The team also was critical of indirect measures, such as intern supervisor evaluations and a graduating senior survey.

Subsequently, the School, working with a consultant, began to build an assessment program from scratch. It adopted a plan of direct and indirect measures and a timeline for their implementation, to begin with the entering class of 2011. The measures included evaluations of writing and video samples produced by beginning students and those with 30 or more hours in the major, a law and ethics survey to be given to students early in the program and again late in the program, and an alumni survey to be conducted three years after graduation. The plan immediately ran into obstacles. For example, a law and ethics post-test could not be administered in ethics courses, as originally proposed; contact information was missing for alumni; and the School had no system in place to file and store data. However, the assessment did lead to a conversation about the need to teach more multimedia skills, which led to a decision to expand a required multimedia class from one credit to four credits and pair it with the required beginning reporting course, which was increased from 3 credits to 4. The new configuration allowed for more lab time and reinforced student learning across platforms.

At the time of the 2012 revisit, the site team noted that the School had made significant progress in developing and testing a plan, referring to the previous two years as “a valuable learning experience.” However, the team concluded that two years was not sufficient time for the School to complete a plan, apply measures, analyze results and take action, and it found the School out of compliance once again on the standard. When granting re-accreditation in 2012, the Accrediting Council on Education in Journalism and Mass Communication noted that the next accreditation team “will look closely at this standard because it was in non-compliance in the 2011-2012 site visit report and again in the revisit report this year.”

For the next two years, 2012-2014, the School collected what the Director referred to as “an enormous amount of data,” mostly consisting of student writing samples. The writing samples were evaluated by professionals who are members of the School’s Professional Advisory Board, and video samples were reviewed by professional broadcasters, but little was done to analyze the data or implement findings. Instead, most of the School’s efforts were directed toward revising the plan and refining evaluation instruments and rubrics.

A large part of the problem, according to the Director and faculty members who were charged with assessment at the time, was the lack of department-level support and guidance for the project. The School’s leadership changed twice over the next two years (including an interim appointed by the college). When the current Director took over in 2014, work began on a new assessment plan, which took a year to develop. The new assessment measures consist of the following:

- Collection of 10 student projects from the required beginning reporting and multimedia storytelling classes and 10 samples of student projects in two upper-division reporting and writing courses (students are required to take one upper-division reporting and writing course). These are to be analyzed by faculty using writing, video and multi-cultural rubrics;
- A survey of students in the required beginning reporting course and those at the end of required 300-level classes in ethics and First Amendment courses to determine competencies in laws and ethics;
- Collection of 10 student papers from the required 100-level Media Uses and Effects and Media History and Culture courses. Samples of 10 student writing samples in selected upper-division conceptual courses also are collected and scored by faculty on media literacy and history rubrics; and
- Intern supervisor evaluations of students in the elective for-credit internship.

Indirect measures include retention and graduation rates, job placement, student performance in contests, senior exit surveys and alumni surveys. The School also cites the storing of a link to all syllabi on an assessment web page as an indirect measure.

Data were collected beginning in fall 2015, a password-protected website was established on which to store data, and data were analyzed in spring 2016. That analysis led to several substantial changes in the curriculum, which are detailed below in response to Question “c.”

Students in for-credit internships received mostly positive evaluations, based on a review of completed forms for 2016 spring and summer internships. Supervisors tended to rate students as somewhat more skilled in writing than media technologies.

In terms of indirect measures, the college's survey of students six months after graduation has included only a small portion of School alumni. The School recently decided to do its own alumni survey upon graduation as well as 18 months and three years after graduation in order to obtain more complete results.

The School's students generally perform well in contests and competitions. For example, the School placed 8th overall in the 2014-2015 Hearst Journalism Award Competition and its students frequently place in the Region 7 Society of Professional Journalists competition. The Daily Iowan TV, part of the independent student news organization for the university and community, consistently performs well against professionals in the Iowa Broadcast News Association annual awards competition.

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

As described above, the School increased credit hours and lab time for the required multimedia course and paired it with the beginning reporting course to give students an expanded multimedia storytelling experience.

In addition, it made several substantial curricular changes in spring 2016, which were implemented with the entering class of fall 2016. These are:

- The creation of a grammar proficiency requirement for all majors. Students may take a 1-unit, 5-week grammar course or test out of the course by achieving an 80 percent or better;
- The addition of a required media ethics course, previously an elective, for all majors;
- The addition of a required "orientation to the profession" course. Students take either a Principles of Journalism course or a Principles of Strategic Communication course before proceeding to skills courses; and
- The addition of a requirement that students take a 4000-level writing or workshop course to ensure that they develop advanced skills.

These changes were decided upon within the time period for this review but implemented after.

Other curricular changes are under consideration as a result of the most recent assessment efforts. In its annual assessment report for 2015-2016, the School's Undergraduate Committee notes that reporting and writing courses would benefit from the addition of a multicultural component to its rubrics for assignment. In particular, more emphasis may be needed in finding diverse sources, the report states. The report also indicates that evaluations of student work in upper division courses indicated a lack contextual knowledge of larger processes, such as convergence and participatory culture in shaping media history. The committee report states that a new assignment might be encouraged to address new technology and media control on the shaping of media history but said the need is not urgent.

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 School has close ties with its alumni and frequently communicates with them. However, alumni had not been formally asked to relate their experiences in their professions or provide suggestions for

improving curriculum and instruction. In spring 2016, the School sent its first email survey to graduating students asking about their plans and their experiences in the program. The plan is to survey graduates again at 18-month and three-year intervals. Questions will probe how well the School prepared them for success in the workplace.

The results of the first survey indicated that some students did not feel they had enough training in technical skills. When that information was taken to the faculty, the response, according to the Director, was: “Students always say that. We teach how to write and think. They’ll catch up on the technical skills.” The Director said employers of the School’s students and its graduates reinforce that view. They consistently report that the School’s graduates are better writers than graduates of other programs but are less technically proficient. However, according to the Director, they also say that the School’s graduates catch up quickly with technology.

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

During part of the review period, the School utilized members of its Professional Advisory Board and other media professionals to evaluate student work. The use of external reviewers was discontinued under the new assessment plan; student work is now evaluated by a panel of faculty members who themselves have significant professional experience. Faculty members involved in assessment reviews said they prefer this system of review because they are more familiar with the curriculum, learning objectives and the rubrics used to evaluate student work than are external reviewers.

Members of the School’s Professional Advisory Board, made up of alumni and industry professionals who work locally and nationally, are active in the School and provide advice and direction to the Director on strategic initiatives, budget and curriculum. For example, board members were closely involved with the development of a strategic communications master’s program. They have evaluated syllabi, visited classes, suggested interdisciplinary programs and had extensive conversations with faculty about the changing media landscape. While their input is informal, board members appear to have contributed to a range of decisions that affect student learning at the School.

Summary

Despite being found in non-compliance on this standard six years ago and, again, four years ago, the School was slow to tackle assessment in a concerted and consistent way due, in large part, to revolving leadership. When the current Director was hired in 2014, the School began revising its assessment plan, beginning with the development of detailed learning goals and objectives for the program. That process took a year. The plan was implemented in fall 2015 with the collection of internal data, including surveys and samples of student work. The data collected were then analyzed in spring of 2016, at which time the faculty adopted several significant curricula changes that were implemented in fall 2016.

The new assessment plan has not been in place long enough to fully evaluate its effectiveness. The School may need, for instance, to reassess the number of samples of student work it is collecting and adjust the mix of beginning and advanced courses in order to accurately measure student learning on key learning objectives.

While it was implemented late in the accrediting process, the current plan already has prompted faculty-wide discussions of learning outcomes and contributed to the first major curriculum revisions in many years. Early indications are that the School is serious about assessing learning outcomes and is using that data to inform curricular decisions. Moreover, the School's leadership and faculty appear to be committed to assessment in the long-term.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- A program and faculty committed to effective writing and rigorous reporting as the foundation of cross-platform storytelling.
- Classrooms equipped with up-to-date technology and software in a relatively new building that is spacious and attractive.
- Strong public service, especially regarding high school journalism.
- An enthusiastic young faculty committed to the academic and professional development of its students.
- A relatively new and hard-working director who has brought stability and a renewed focus to the School and who has earned the respect of faculty and administrators alike.
- A productive research and professional faculty.

Weaknesses:

- A serious lack of diversity among faculty and student diversity that lags behind that of the university.
- A need for more intentional, systematic and explicit teaching of diversity and cultural differences across the curriculum.
- An assessment plan and process that has made significant strides in the last year but that needs to be further tested and possibly modified.
- Lack of pre-requisite structure that prepares students for advanced courses.

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

Standard 3: Diversity

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

As explained in Standard 3, the School needs to make significant progress in diversity, particularly in the hiring of a diverse faculty.

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

NA

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

NA

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.

In the last accrediting cycle, the School was found out of compliance on two standards: Standard 2, Curriculum and Instruction, and Standard 9, Assessment of Learning Outcomes. The undergraduate program was subsequently given provisional reaccreditation. Deficiencies cited in the 2010 site team report included the lack of a system to ensure student compliance with the then-65-hour rule and a failure to address long-standing deficiencies in the internship program. The site team report also noted that the School did not have a credible assessment plan and had not collected and analyzed information or acted upon the findings.

A revisit team report two years after the provisional reaccreditation noted improvements in Curriculum and Instruction, in particular the hiring of new faculty and a full-time internship coordinator and the development of a system of checks and balances to ensure compliance with the then-65-hour rule. The report also cited significant progress in developing an assessment plan while noting that the plan was still largely untried. The team continued to find the School out of compliance on assessment. The Accrediting Council on Education in Journalism and Mass Communication subsequently voted to reaccredit the School.

Regarding Standard 2, the School is 100 percent compliant with the 72-credit hour requirement, has improved its curriculum with current practice of digital and new media practices, and improved its internship practice.

Regarding Standard 9, the School struggled with developing an authentic assessment plan and lost traction gathering and analyzing data that contributed to improved outcomes. In the last two years, a new plan was created and implemented and has already resulted in the first major curriculum revisions in a number of years.

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

The self-study was generally well prepared and informative, but it lacked some detail and data that would have been helpful to the site team in writing its report.