

Report of On-Site Evaluation

ACEJMC
Undergraduate program
2018–2019

Name of Institution: University of Illinois at Urbana-Champaign

Name and Title of Chief Executive Officer: Andreas C. Cangellaris, Vice Chancellor for Academic Affairs and Provost

Name of Unit: Department of Journalism

Name and Title of Administrator: Stephanie Craft, Head

Date of 2018-2019 Accrediting Visit: Jan. 27-30, 2019

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

Date of the previous accrediting visit: Nov. 4-7, 2012

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2018-2019 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Christopher Callahan, Dean and Vice Provost

Organization/School: Arizona State University, Walter Cronkite School of Journalism & Mass Comm

Signature _____

Team Members

Name and Title: Sonya Duhe, Director and Professor

Organization/School: Loyola University New Orleans, School of Mass Communication

Signature _____

Name and Title: Sonny Albarado, Projects Editor

Organization/School: Arkansas Democrat-Gazette

Signature _____

PART I: General Information

Name of Institution: University of Illinois

Name of Unit: Department of Journalism

Year of Visit: 2019

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 Illinois is a public corporation, the formal corporate name of which is "The Board of Trustees of the University of Illinois." It is governed by the Illinois General Assembly via Illinois statute 110 ILCS 305, University of Illinois Act:

Sec. 1. The Board of Trustees of the University of Illinois shall be a body corporate and politic, and by that name and style shall have perpetual succession, have power to contract and be contracted with, to sue and be sued, provided that any suit against the Board based upon a claim sounding in tort must be filed in the Court of Claims, to plead and be impleaded, to acquire, hold, and convey real and personal property; to have and use a common seal, and to alter the same at pleasure; to make and establish bylaws, and to alter or repeal the same as they shall deem necessary, for the management or government, in all its various departments and relations, of the University of Illinois, for the organization and endowment of which provision is made by this act.

Sec. 7. Powers of trustees.

(a) The trustees shall have power to provide for the requisite buildings, apparatus, and conveniences; to fix the rates for tuition; to appoint such professors and instructors, and to establish and provide for the management of such model farms, model art, and other departments and professorships, as may be required to teach, in the most thorough manner, such branches of learning

as are related to agriculture and the mechanic arts, and military tactics, without excluding other scientific and classical studies.

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: 2012

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. The statement should give the date of adoption and/or the most recent revision.

Mission Statement (Adopted May 7, 2015)

Our mission is to inspire the next generation of journalists to embrace their responsibility to explore and report on the diversity of ideas, people and events in our democratic society, while teaching them the skills and concepts required to produce accurate, fair and thorough journalism on topics within the U.S. and around the world.

Nine Guiding Principles (Adopted May 7, 2015)

Our department is committed to these nine guiding journalistic principles:

- Protection of First Amendment rights of freedom of speech and of the press
- Accuracy, fairness, meaningful context and thoroughness
- Transparency, independence, honesty and accountability
- High standards and ethical behavior in the practice of journalism
- Fulfilling our moral obligation to consider societal needs
- Presenting multiple perspectives in storytelling
- Promoting diversity in the newsroom and in news coverage
- Continuing journalism practice by faculty
- Journalism scholarship

7. What are the type and length of terms?

Semesters of 16 weeks

Quarters of _____ weeks

Summer sessions of 8 weeks

Intersessions of _____ weeks

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

Four-year program leading to Bachelor's degree

Graduate work leading to Master's degree

Graduate work leading to Ph.D. degree

Note: The Department does not have a Ph.D. program, but participates in the College of Media's interdisciplinary doctoral program.

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

B.S. in Journalism degree

10. Credit hours required by the university for an undergraduate degree: 124 semester hours
(Specify semester-hour or quarter-hour credit.)

11. Give the number of credit hours students may earn for internship experience: 3 semester hours
(Specify semester-hour or quarter-hour credit.)

Credit is not given for the internship but for work performed in a related course directed by a College of Media instructor. Internship work must be directly supervised by a professional to earn credit. Credit is available for College of Media students only. A student can earn up to one credit hour per internship and only earn up to three credits total. The course is graded S/U.

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

Name of Sequence or Specialty	Person in Charge
Department of Journalism	Stephanie Craft, Department Head
B.S. in Journalism	
B.S./M.S. in Journalism (4+1)	Brant Houston, Director of Graduate Studies
B.S./M.J. in Journalism (4+1)	
M.S. in Journalism	

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

Total full-time students enrolled at Illinois: 47,826.

The breakdown is:

33,624 Undergraduates
992 Professional degree students
13,210 Graduate students

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

Name of Sequence or Specialty	Undergraduate majors
B.S. in Journalism	225*
B.S./M.S. in Journalism (4+1)	2
Total	227

*Number includes 3 Broadcast Journalism students completing degrees under the old, separate degree structure for Broadcast and News-Editorial, which has been phased out and replaced by a single B.S. in Journalism program.

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.

Journalism, Fall 2018

Subject	Course Number	Title	Enrollment
JOUR	210	Newsgathering Across Platforms	14
		Newsgathering Across Platforms	18
		Newsgathering Across Platforms	12
JOUR	215	Multimedia Reporting	6
JOUR	215	Multimedia Reporting	17
JOUR	220	News Editing Lecture (online)	36
		News Editing Lab	18
		News Editing Lab	18
JOUR	315	Adv Public Affairs Reporting Lecture	16
		Adv Public Affairs Reporting Lab	16
JOUR	335	Audio Journalism	18
JOUR	340	Video Reporting & Storytelling	9
JOUR	340	Video Reporting & Storytelling	12
JOUR	425	Multimedia Editing and Design	17
JOUR	425	Multimedia Editing and Design Lab	17
JOUR	445	Video Storytelling 2-Producing Lecture	16
		Video Storytelling 2 Lab	8
		Video Storytelling 2 Lab	8

Journalism, Spring 2019

Subject	Course Number	Title	Enrollment
JOUR	210	Newsgathering Across Platforms	16
		Newsgathering Across Platforms	20
		Newsgathering Across Platforms	16
JOUR	215	Multimedia Reporting Lecture	17
JOUR	215	Multimedia Reporting Lab	17
JOUR	220	News Editing Online Lecture	36
		News Editing Lab	18
		News Editing Lab	18
JOUR	315	Adv Public Affairs Reporting Lecture	18
		Adv Public Affairs Reporting Lab	18
JOUR	335	Audio Journalism	11
JOUR	335	Audio Journalism	15
JOUR	340	Video Reporting & Storytelling	11
JOUR	425	Multimedia Editing and Design Lecture	11
JOUR	425	Multimedia Editing and Design Lab	11
JOUR	445	Video Storytelling 2-Producing Lecture	20
		Video Storytelling 2 Lab	20

16. Total expenditures planned by the unit for the 2018 – 2019 academic year:

The Department of Journalism's planned expenditures in FY19, which began in July 2018, total approximately \$1,701,064.

Percentage increase or decrease over the last three fiscal years:

	FY19	FY18	FY17	FY16
Journalism budget	\$1,701,064	\$1,771,942	\$1,920,809	\$2,258,855
% change	-4.0%	-8.0%	-15.0%	
Full-time faculty salaries	\$1,384,718	\$1,442,414	\$1,687,471	\$2,042,107

Note: The bulk of the budget is salaries. Decreases reflect retirements, including of a former dean.

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.

1. Nancy Benson, Professor of Journalism
2. Janice Collins, Assistant Professor of Journalism
3. Stephanie Craft, Professor of Journalism, Department Head
4. Leon Dash, Swanlund Chair, Professor of Journalism*
5. Ken Erdey, Instructor, Technical Coordinator for Richmond Studio
6. Jennifer Follis, Senior Lecturer of Journalism
7. Benjamin Holden, Teaching Assistant Professor of Journalism
8. Brant Houston, Knight Chair Professor in Investigative and Enterprise Reporting, Director of Graduate Studies
9. Brian Johnson, Professor of Journalism
10. Charles Ledford, Associate Professor of Journalism
11. Jean McDonald, Lecturer of Journalism
12. Eric K. Meyer, Associate Professor of Journalism
13. Margaret Ng, Assistant Professor of Journalism
14. Mira Sotirovic, Associate Professor of Journalism
15. Nikki Usher, Associate Professor of Journalism

*Sabbatical Leave; not teaching during Spring 2019

Note: Dr. Joshua Heuman, a Teaching Assistant Professor, is a full-time faculty member with 25% of his appointment in Journalism and 75% in Media & Cinema Studies.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2018. Also list part-time faculty teaching in spring 2018. (If your school has its accreditation visit in spring 2019, please provide the spring 2019 adjunct list in the updated information.)

Fall 2018

Yayu Feng, doctoral student
 Claudia Lagos-Lira, doctoral student
 Hye Soo Nah, doctoral student
 Michael Phillips, Adjunct
 Alexis "Lex" Tate, Adjunct

Spring 2018

Yayu Feng, doctoral student
 Ryann Monahan, Adjunct
 Hye Soo Nah, doctoral student
 Alexis "Lex" Tate, Adjunct

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.

72 or more semester hours
outside of journalism and mass communication

Year	Total Graduates	Number	Percent
AY 2017-2018	65	65	100
AY 2016-2017	91	91	100

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

The University of Illinois at Urbana-Champaign, ranked as the nation's 13th best public research university by U.S News & World Report, is the state's flagship university. Founded in 1867 as the Illinois Industrial University, the institution was one of the original 37 land-grant universities created by the Morrill Act of 1862. Today, the Research 1 university, located 140 miles south of Chicago, has 2,765 faculty members and nearly 48,000 undergraduate and graduate students from all 50 states and more than 100 countries. The Department of Journalism, which is the subject of this accreditation review, is housed in the College of Media, one of 17 colleges at UI.

Journalism education has a rich history at the University of Illinois. The first journalism courses were offered in 1902 by the English Department. In 1927, the Illinois Legislature approved the creation of the School of Journalism, which included the Division of Broadcasting. The school was first accredited by ACEJMC in 1948, and two years later was renamed the School of Journalism and Communications, with focus areas in journalism, radio and advertising. The school was elevated to a college in 1957 and appointed its founding dean. The Department of Journalism within the College of Media has traditionally focused on public affairs reporting, with two endowed chairs in that area.

The last ACEJMC site team found a program credited with resilience and perseverance, delivering a quality education despite significant challenges. That site team wrote: "A case could be made that the last five years have been the most challenging in its 110-year lineage." The 2012-13 site team found a program facing constant leadership changes (three deans and three department heads in the six-year period) and significant budget cuts.

Six years later, one clear constant was the continuation of that state of flux. There were repeated leadership changes (once again, three deans and three department heads served during the review cycle; the current Dean took office in September, the Department Head in June and the Provost last January. In the past 10 years, there have been five Deans and five Department Heads.). Additionally, the period saw significant declines in resources tied to major enrollment losses.

Nevertheless, the site team found the program continued to deliver a strong professional education to its students and general optimism about the future.

There is a sense of renewal expressed by the faculty, which they attribute to the new leadership team. Most faculty, in fact, said they believe the Department is better situated today than it was six years ago. Faculty were pleased with the appointment in June of one of their colleagues as Department Head. A scholar with professional credentials, she clearly has the confidence of both faculty and the new Dean. The new Dean comes from outside the College and the discipline, and her appointment is fixed at three years. University leaders said such appointments are not unprecedented at Illinois. Faculty generally expressed

cautious optimism about the new Dean, who was appointed in September, replacing another interim dean from another discipline.

Like six years earlier, this review cycle also saw major budget losses. The Department was buffeted by a 25 percent budget reduction – tied to the enrollment losses – in the last three years alone, from \$2.3 million to \$1.7 million. The new Dean said the most current review period may have been even more difficult than the previous.

The resource decline is directly correlated to a steady, dramatic and concerning loss of enrollment. Majors in journalism declined more than 28 percent during the review cycle (227 today, down from 317), and 34 percent over the last four years alone. Today's journalism enrollment is nearly identical to the number of majors 12 years ago – at a time when only juniors and seniors could declare the major. At the same time, university-wide enrollment is on a strong and steady rise – from 40,746 in 2012-13 to 47,826 in the current academic year, a 17 percent six-year increase.

The journalism enrollment decline stands in contrast to recent trends in some other U.S. journalism programs, which are seeing enrollment increases in the journalism major following the 2016 elections. The Department, which offers the only journalism undergraduate program in the Illinois university system, has outlined a series of new initiatives to bolster student enrollment, including a new joint bachelor's/master's degree program, better leveraging of the annual Illinois Journalism Education Association to recruit high school students from around the state, adding a journalism minor and launching topical "popup" courses such as one called "Trumpaganda." The leadership expressed optimism that those initiatives will turn the enrollment tide.

Despite the hardships, the Department continues to serve an accomplished and highly diverse student body, with a strong 94 percent retention rate and an 83 percent six-year graduation rate. Students praise faculty for their deep professional expertise, accessibility and willingness to provide guidance and support even after the completion of courses. The faculty is the same size as six years earlier, with 16 full-time professors at the end of the review period, a mix of professionals and scholars. In fact, the student-to-faculty ratio, due to the enrollment decline, is among the lowest in journalism education at 14-to-1 (although the new Dean expressed concern that it should be even lower when factoring in course delivery to non-majors).

External revenue generation, cited by the last site team as an important area that needed to be bolstered, has made progress during the accrediting cycle. A five-year capital campaign has netted in \$2.8 million in new gifts and commitments to the Department in its first 3½ years, with more than half coming from a single estate gift of \$1.6 million, according to the College's three-person development team. The Department reported no sponsored-research grants in the past five years, but the new Head is optimistic that too will change with the hiring of more Ph.D. faculty (the last two hires were scholars, and another is expected to join the faculty in the fall).

Meanwhile, the curriculum, which the last site team said needed to become more digitally oriented, also has made strides. The Department recently merged the broadcast and news-editorial sequences into one program, giving students much greater flexibility to take advantage of multi-platform options. Students appreciated the more multi-platform orientation, and several seniors said they have seen a difference since they started their course of studies. The Department also has focused on new technologies in its faculty hiring plan, preparing to add specialists in virtual reality and video storytelling via two new hires in the coming year.

Gregory Hall, the 80-year-old home of the College of Media (which it shares with the Departments of

History and Philosophy), is showing its age. Described as “dismal” by accreditors 12 years ago, renovations in 2010 and 2013 were difficult to detect during this visit. Much of the school is in Gregory Hall’s basement, with no windows and 7-foot high ceilings. There is a planned \$1 million renovation of several computer labs in the basement, and renovated space in the nearby Armory will house a state-of-the-art virtual reality lab. Faculty and students generally described the technology and facilities available as adequate.

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

The Department has a strong culture of shared governance, with the faculty leading the curriculum and providing advice to the Head on promotion and tenure, budget and other policy decisions. The Head is required, under the bylaws, to call a faculty meeting at the beginning of each academic year, but the Department’s practice is to hold monthly faculty meetings during the academic year and a longer retreat-style meeting at the end of each semester.

The Department has six standing committees, in addition to participating in 10 College committees. The Department committees are: Academic Appeals, Advisory (providing advice to the Department Head), Curriculum, Promotion and Tenure, Grievance and Graduate Admissions.

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 new Department Head, installed in June, receives high marks from faculty and administrators. She has an impressive grasp of the strengths, challenges and opportunities of the Department and has made both cultural and substantive improvements in that short period of time. Faculty members were particularly thankful to have a permanent Head to help create a vision for the Department, which many said was very much needed.

The new Dean, who had served previously as an interim associate dean, has only been in place for a few months. She has the confidence of the university’s leadership. Some faculty are concerned that she comes from a discipline outside of the College of Media, but others appreciate her ability to get things done and work effectively with the administration. She was appointed for a fixed three-year term. She said that typically, UI deans who are appointed internally without a national search serve for three years, and administrators indicated such appointments were not unusual at UI.

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

Department heads at UI are recommended by the deans and approved by the chancellor and the Board of Trustees. Department heads are evaluated “at least once every five years,” with input from the full faculty.

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

Student complaints that cannot be resolved at the faculty level are addressed through procedures outlined in the Student Code and Department and College committees addressing issues of academic integrity, misconduct or grade disputes. Faculty grievances are sent to the elected Department Grievance Committee if they cannot be resolved informally. Disputes that cannot be resolved by the Department-level committee

are sent to the College Grievance Committee.

SUMMARY: Much like the previous review period, the Department faced constant leadership changes and significant budget cuts, but showed resilience to continue to provide a strong professional journalism education to students. And there is widespread optimism about the future with the appointments of a new Department Head and Dean.

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 Department of Journalism aggressively enforces its requirement of at least 72 hours in areas other than journalism and mass communication and has augmented the desired liberal arts background and outside specialization by requiring a recognized minor or equivalent in a non-media, non-communications area. Students also must complete specific general education courses targeted at preparing them for technological and cultural challenges journalists face. One hundred percent of the noted graduates had at least 72 hours outside journalism.

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 Journalism Department has adopted ACEJMC's 12 values and competencies. The Department has added one value related to internships and student media including *document their professional practice through internships, student media and other publication of student work*; has mapped each objective to appropriate courses; and annually assesses attainment of these objectives with an independent and diverse array of direct and indirect mechanisms, including systematic evaluation by outside professionals of student work and career preparation.

The Department requires 124 hours for the bachelor's in science degree for graduation, 51 or 52 hours are required in the major. There are 17 required core courses, including JOUR200 Introduction to Journalism (3 hours), JOUR210 Newsgathering Across Platforms (4 hours), JOUR215 Multimedia Reporting (4 hours), JOUR250 Media Ethics and Diversity (3 hours) and JOUR311 Media Law (3 hours). Students choose one of the following courses: JOUR205 History of American Journalism (3 hours) or JOUR452 Great Books of Journalism (3 hours). Students choose four of the following courses: JOUR220 News

Editing (4 hours), JOUR315 Advanced Public Affairs Reporting (4 hours), JOUR335 Audio Journalism (4 hours), JOUR340 Video Reporting and Storytelling (4 hours), JOUR425 Multimedia Editing and Design (4 hours) or JOUR445 Video Storytelling 2 – Producing (4 hours). Students also choose one of the following: JOUR450 Media and Public Opinion (3 hours) or JOUR451 Research Methods in Journalism (3 hours). Students also will choose at least four College of Media electives.

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.

In fall 2014, the Department merged what had been separate News-Editorial and Broadcast Journalism majors into a single Journalism major. The Journalism Department opted for a single, unified curriculum that no longer features tracks focused on specializations but instead focuses on enterprise and engagement. To increase breadth and depth, the minimum in journalism and related courses has been increased from 36 hours to 51 hours, including the addition of required courses in history, numeracy, and ethics and diversity plus a minimum of one additional course in professional practice from what formerly might have been separate medium-specific tracks.

The Department is operating under its third different curriculum since its previous accreditation. Individual courses additionally undergo refinement even when not altering catalog course descriptions or requirements. The full faculty meets annually or more often to review and refine content of each core course, often shifting modules and approaches to ensure objectives are met and students are prepared for subsequent courses. Outside professionals are consulted via multiple means to evaluate student preparation.

Regarding teaching and learning, the Department, the College and the University reward excellence in teaching through awards. Furthermore, funds are available for workshops.

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.)

All fall 2018 journalism skills and laboratory sections had fewer than 20 students in each section. Spring 2019 data reveal all laboratories associated with skills classes have 20 or fewer students in each section.

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).

The Department does not provide course credit for internships or student media experiences.

Although the Journalism Department strongly encourages its students to obtain such outside experience and offers course credit for participating in seminars and writing papers examining issues arising from internship and student media experiences, it does not provide course credit for experiential learning unless the project is directly supervised by a department faculty member.

The Department hopes to encourage all employers to pay a fair wage for the efforts of student workers. It understands that some interns follow programs that are more about learning than doing, but other interns can be regarded more as vacation relief than as learners. And it has noticed that the more likely a news organization is to pay an intern, the more likely it is to give that intern serious professional responsibilities rather than treat him or her merely as someone job-shadowing a working professional. Still, the Department recognizes that some organizations demand evidence that the student is receiving class credit, and to that end offers the associated seminars to allow students to qualify for these experiences.

Although no course grades are determined by what a student does during an internship, the Department still attempts to obtain supervisors' evaluations, typically in writing, after any internship or part-time experience. This is an important part of the Department's overall outcome assessment process and includes appraisal of the student's preparation, abilities, work quality and work habits. Enrollment in the course JOUR495 Internship Seminar (0 to 1 hours, repeatable up to 3 hours) is optional. Because no class component is required, the Department has incomplete records of where every student has obtained an internship. The list of internships includes an impressive number of students who were offered competitively awarded Dow Jones News Fund internships.

SUMMARY: The Department provides a journalism curriculum that enables students to value and be competent in ACEJMC's 12 student learning outcomes.

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 diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The Department of Journalism operates under the College of Media's Diversity Plan, revised and adopted under a previous Dean in 2016. Under this plan, the College and the Department express a commitment to communicating multiple perspectives and instilling in students a belief that media that reflect and value difference are vital to enlightened participation in a democratic society.

Because of turnover in leadership, the plan's lengthy list of goals and action steps were implemented informally and incompletely, the Department Head and new Dean said. The new Dean has appointed a committee to review the 2016 plan with an eye toward developing measurable short- and long-range goals and an action plan. The committee, which includes a member of the journalism Department, also is expected to advise the Dean on the appointment of a senior diversity officer for the College.

The Department also is taking steps to develop its own diversity plan, using data gathered in the current self-study to guide discussion.

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

The 2017 revised journalism curriculum requires a Journalism Ethics & Diversity course that was an elective at the time of the previous site visit. The unit also introduced a pilot Women in Journalism course in spring 2018 that was also offered in the fall.

Course syllabi reflect topics of inclusion and cultural perspective. Required readings demonstrate that faculty seek to move students beyond their own worlds and expose them to a broader, more inclusive world. Students from diverse backgrounds told the site team that they felt instructors are committed to exposing them to a wide variety of cultures. One freshman noted that an introductory course included a segment on the different ways journalism is practiced outside the United States.

Extracurricular efforts guided by faculty also emphasize reporting on and acknowledging the perspectives of marginalized groups.

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 unit's 16-member faculty in the 2017-2018 academic year was 44 percent female, 6.3 percent women

of color. Three African-Americans, two male and one female, accounted for 12.5 percent of total full-time faculty in the same academic year.

The unit is justifiably proud of the fact that the Department Head and College Dean are both women. With its recent hires, the Department's ratio of tenure-eligible women faculty is now 54 percent. Two of the five full professors in the unit are women.

Searches for new hires in the past year focused on Spanish-language faculty and data visualization skills. While the unit still has no Latinx faculty, it has hired an Asian woman with the requisite skills. She was one of two women who joined the Department in fall 2018.

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.

Overall, the percentages of African-American and Hispanic/Latinx students who are journalism majors exceed the same percentages of those students university-wide. Only 5 percent of journalism majors are international students, well below the campus average, a fact the self-study attributes to the attraction of the university's engineering and computer science programs to international students. The diversity of the unit's student population is similar to that of the state.

African-American students make up more than 13 percent of journalism majors, more than double the overall percentage of black students university-wide and close to the proportion in the state population of 14 percent. Hispanic students represent 14 percent of majors, slightly more than the university-wide population; in Illinois, the Hispanic population is 16.6 percent.

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.

The unit and the College adhere to university policies regarding an environment free of discrimination and harassment, and unit faculty are active in campus-level diversity efforts.

One of the unit's faculty worked with a student who uses an electric wheelchair to adapt equipment that enabled the student to report and shoot 4K video in Colorado about visually impaired skiers and their guides.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

SUMMARY: The journalism faculty embraces diversity, and College and university leadership focused on improving the depth of that dedication. The loss of faculty of color to retirement or transfer to other universities has given the new Department Head an opening to bolster and increase the percentages of women and people of color on the faculty as well as a fresh opportunity at hiring a Hispanic or other person from under-represented groups.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Table 6: Faculty Populations, Full-time and Part-time

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Academic year: 2017 – 2018 Full-time faculty

Group	Female	% total faculty	Male	% total faculty
Black/African-American	1	6.3%	2	12.5%
White	6	37.5%	7	43.8%
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 Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race	0	0%	0	0%
International (any race)	0	0%	0	0%
Total full-time faculty	7	43.8%	9	56.3%

Due to rounding, percentages may not equal 100%

Academic year: 2017 – 2018 Part-time/adjunct faculty

Group	Female	% total faculty	Male	% total faculty
Black/African-American	0	0%	0	0%
White	2	50%	0	0%
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 Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race	0	0%	0	0%
International (any race)	2	50%	0	0%
Total full-time faculty	4	100%	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 Department has clear criteria for selection of faculty, which include the development of a hiring plan by the Department Head, who makes suggestions for faculty to serve as chair and members of the search committee. The plan and committee makeup are subject to approval by the Dean and Provost. Once the committee is established and approved, a member of the College's human resources team and the College's Diversity Advocate brief the committee on process and procedures.

The search committee develops evaluation criteria and interview questions. Candidates are interviewed by Skype and two to three finalists visit campus for two days. The visit includes interviews with the search committee, Department Head, a presentation, and meetings with students and individual faculty members.

The search committee makes a final recommendation to the Department Head, who then makes a recommendation to the Dean for approval.

Appointment of adjunct faculty requires approval but typically not a search.

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

Most tenured and tenure-track faculty teach two courses each semester, while those not in the tenure system teach three. New faculty receive course releases. The overwhelming majority of the curriculum – more than 90 percent – is delivered by full-time faculty. Last year 96 percent of the core and required courses were taught by full-time faculty.

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

The Department has a strong mix of professionals and scholars. There were 15 full-time faculty members at the end of the accrediting cycle (there are 16 today). They represent a wide mix of ranks, backgrounds and experiences. There are five full professors, four associate professors, two assistant professors, two teaching assistant professors, one senior lecturer and two lecturers. Six faculty have Ph.D. degrees, including the last two faculty hires, one has a J.D., seven have master's degrees and two bachelor's only. Nine are tenured, two are tenure-track and seven are on non-tenure paths.

Most have deep experiences in the professions and in the classroom, averaging 19 years of professional experience and 15 years of full-time teaching experience. The faculty includes the holders of two endowed chairs – a Pulitzer Prize winning journalist and one of the pioneers in data journalism. Faculty members

are praised by students for their professional knowledge, accessibility and willingness provide guidance and counsel after the completion of courses.

Tenured and tenure-track faculty typically are assigned 40 percent of their time to teaching, 40 percent to research or creative activities and 20 percent for service.

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

Instructors are “strongly encouraged,” but are not required to participate in UI’s Instructor and Course Evaluation System. Each instrument includes three dozen questions – two that are standard and the rest chosen by the individual faculty member from among hundreds of choices. Last spring, five Department faculty members chose to participate in eight class reviews.

Additionally, each faculty member is required to submit an updated CV and a review form similar to a promotion and tenure document. The Department Head evaluates each faculty member’s submission and provides written feedback.

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

The site team did not have the opportunity to speak to any academic leaders outside of the College, but Department faculty have a rich history of serving in a wide variety of university committee assignments.

SUMMARY: The Department has a strong mix of professionals and scholars. Nearly all have deep professional experiences and teach the overwhelming majority of the curriculum.

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 part of the institution's land-grant mission, the University strongly encourages scholarship as a critical part of that mission. The Journalism Department represents a mix of researchers and practitioners and everyone is encouraged to pursue scholarly and creative endeavors. The Department recognizes creative activity in journalism and traditional scholarship.

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

The Department's scholarship and creative activity standards clearly state that both quality and quantity are expected. For the Department of Journalism, creative journalistic activity is defined as, but not limited to:

1. Publication or production of reported original broadcast and multimedia stories, print articles, reviews and commentaries on non-media subjects of societal or cultural significance or interest in quality national/international newspapers, magazines, trade journals, or their equivalent in broadcast, film or digital media, and in juried festivals.
2. Books for a general interest or professional audience from major publishers, including but not limited to university presses.
3. Publication or production of media criticism and analysis in books, journalism reviews, quality newspapers or magazines, trade journals, intellectual journals, or their equivalent in broadcast, film or digital media.
4. Textbooks.
5. Receipt of awards or grants for creative activities.

Traditional scholarship is defined as, but not limited to:

1. Articles published in national and international refereed journals.
2. Research-based books from major publishers, including but not limited to university presses.
3. National and international refereed monographs.
4. Receipt of awards or grants for research-related activities.
5. Chapters in scholarly books.
6. Textbooks.
7. Papers presented at scholarly meetings.
8. Entries in scholarly encyclopedias and book reviews published in scholarly journals.
9. Edited professional journals.

Research must be published or clearly shown to be in press.

c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge

activities appropriate to faculty members' professional as well as scholarly specializations.

Tenure and promotion guidelines include both creative activity standards and traditional 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.

Of the 22 faculty members in the Department over the six-year review period, a robust compilation of awards and honors, grants books, textbooks, book chapters, monographs, articles in refereed journals, refereed conference papers, invited academic papers, encyclopedia entries, book reviews, articles in non-refereed publications and non-juried creative works are included.

For example, there were 18 grants, 17 articles in refereed journals and 20 conference papers and 31 articles in non-refereed journals and 60 non-juried creative works. Some 209 awards and honors are included.

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

Scholarship reveals a productive faculty in both traditional research and creative endeavors across a wide variety of venues. Topics range from historical analysis to exploration of the newest forms of news delivery and presentation to practical application of journalistic skills.

SUMMARY:

The Department recognizes both creative work and traditional scholarship and clearly defines each in their tenure and promotion guidelines. For example, the faculty have received both internal and external grants, have refereed conference papers, published in peer reviewed journals, have published books and have produced creative works contributing to the advancement of scholarly and professional knowledge.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Scholarship, Research, Creative and Professional Activities

	Unit Total	By Individuals				Faculty Total (22)
		Full Professors (7)	Associate Professors (5)	Assistant Professors (3)	Other Faculty (6)	
Awards and Honors	208	6	201		2	209
Grants Received Internal	8	5	3			8
Grants Received External	10	9	1			10
Scholarly Books, Sole- or Co-authored	3	3				3
Textbooks, Sole- or Co-authored	4	4				4
Books Edited	0					0
Book Chapters	6*	4	3			7
Monographs	1	1				1
Articles in Refereed Journals	17	13		4		17
Refereed Conference Papers	20	5	1	14		20
Invited Academic Papers	3	3				3
Encyclopedia Entries	4	2	2			4
Book Reviews	5	5				5
Articles in Non-refereed Publications	22	22		9		31
Juried Creative Works	0					0
Non-juried Creative Works	60	35	21	2	2	60
Other professional activity	16				16	16

* Note: This is the only instance of collaboration between our faculty on this list.

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

All journalism majors are required to meet with advisers before registering for class each semester. A six-person advisory staff is based in the Student Services Center, housed in the College of Media. Advisers assess students' performance through surveys of graduating seniors and keep students on track to graduation through a campus-wide electronic undergraduate record system.

Graduating students rate the quality of advising in a survey each year. Of 276 students, 49 percent were very satisfied and 23 percent were somewhat satisfied. An electronic student record system allows advisers to record contact with students – after appointments, phone calls and emails.

Students told the site team that while advisers helped them meet graduation goals and offer generic career counseling, the more meaningful advice and guidance comes from faculty.

b) Faculty are available and accessible to students.

All faculty have posted office hours and students say faculty are easy to contact and are welcoming to consultation even after a student has completed a course and will meet with students outside class to offer support in completing resumes and portfolios.

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

Students can access a website with announcements about deadlines, programs, internships, seminars, etc. Advisers in the Student Services Center also communicate with students via personal emails and a monthly newsletter.

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.

An independent nonprofit, Illini Media Co., owns several student-run media outlets on campus, including The Daily Illini newspaper; an engineering quarterly magazine, Technograph; the campus yearbook, Illio; and radio station WPGU-FM. While not overseen by the unit as part of the curriculum, some faculty serve on the nonprofit's board.

Although participation is not required, students are strongly encouraged to do so, and many students work for the various outlets. Students told the site team that they relish their time working in student media.

The College is involved in the operation of Illinois Public Media, a not-for-profit outlet that broadcasts via cable on UI-7. IPM also provides professional development and work for students at two radio stations (WILL-AM and FM) and WILL-TV.

Students also have other opportunities to put learning into practice through the extracurricular cable show Good Morning Illini that is advised by the unit's technical instructor. The instructor chooses three students each semester as producers for a graded independent study course. The Department is exploring opportunities to collaborate more extensively with the public radio and television outlets.

The Knight Chair in Investigative and Enterprise Reporting oversees an extracurricular online reporting project that focuses on issues of diversity, race and poverty.

Other activities available to students include: a film and video club that provides screenwriting and production practice; a professional video production unit of the university athletic Department where students can intern; the National Association of Black Journalists; the Society of Professional Journalists; and the Illinois Public Relations Student Society of America.

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 College of Media, rather than the Journalism Department, reports retention and graduation rates for the College. The freshman retention rate for the 2016 cohort was comparable to that of the university. The six-year graduation rate for the College's 2011 cohort was 82.2 percent. The campus rate was 84.9 percent.

While the university's and College's data do not disaggregate the unit's graduation rates, the Department conducted its own analysis and determined an average graduation rate for journalism students 2011-2016 of 91.4 percent. That analysis also found that 66 percent of students who started as journalism majors graduated with a journalism degree.

The unit hopes to develop a method for tracking graduation and retention rates at the Department level.

SUMMARY: The Department, through the College, provides excellent service to students. The advising process is monitored by the Student Services Center. Though much of campus media are not operated by the Department or College, students have a myriad of opportunities to participate. The College maintains enrollment and retention data, but the unit is working on tracking those rates at the Department level.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

Steady enrollment declines have led to significant corresponding budget reductions. The Department's budget was slashed by 25 percent in the past three years alone – from \$2.3 million to \$1.7 million. That parallels the steady erosion of Department of Journalism enrollment – a 28 percent enrollment decline during the six-year review period. Those declines are a continuation of the steady downward spiral at the Department over the past decade. The Department has outlined a series of new measures to increase enrollment, including more aggressive recruitment via high school journalism associations and a new bachelor's/master's degree program. The new Department Head is optimistic those measures and others will reverse the trend.

Meanwhile, the Department has started to make progress on securing external resources. The College's three-person development team reports \$2.8 million in new gifts and commitments to Journalism during the first 3½ years of the current five-year capital campaign. A single estate gift of \$1.6 million accounts for more than half of that. There are no Department goals for the capital campaign, but the College of Media had a \$10 million goal – 0.4 percent of the university-wide \$2.5 billion campaign. The new Dean reported that the College has already met that comparatively modest goal.

The Department reported no sponsored-research grants in the past five years, but the leadership expressed optimism that they would be able to compete for those resources in the future with the addition of several new research professors added this year and next year.

The Department also has started online summer courses and new university-wide electives to bring in more revenue and are in the discussion phase of a possible fully online master's degree.

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

The new Dean and new Department Head expressed enthusiasm and optimism for a new budget model that will be deployed in the new fiscal year starting in July. Under the “integrated and value-centered” budgeting model, colleges will receive more tuition dollars and also be charged more for costs. While the change is not expected to increase the net revenue available to the College, both the new Dean and Head are encouraged since it will give them more ability to project finances in the future, and therefore make better strategic decisions on long-term spending.

Furthermore, the College has already changed the flow of “differential tuition” charged to Journalism students so that a larger and steady stream of those funds go back to the Department, which has already enabled new technology purchases. Faculty applauded that change as being more fair and transparent, while the new Head said it will help her in projecting budgets for future technology needs.

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

Gregory Hall, the 80-year-old shared home of the College of Media, conjures up images of a long-gone era. Austere hallways lined with large busts of 19th century publishers, rooms marked by signage from generations ago and piercingly loud grammar school-like bells signaling the end of class periods do not reflect the energy, optimism and digital orientation of today's UI College of Media. The College of Media makes up about 40 percent of the 110,000-square foot structure, shared with the Departments of History and Philosophy. Much of the Department of Journalism's activities are centered in the building's basement, which has ceilings so low in certain areas that a particularly tall student could not stand fully straight in a study area of the library.

Most faculty and students describe the four labs used by Journalism in the basement of Gregory Hall as "adequate." The College is investing \$1 million later this year on the renovation of two labs.

TV classes are held in the Richmond Journalism Teaching Studio, about a 15-minute walk from Gregory Hall. Richmond is connected to Campbell Hall, which houses the PBS and NPR stations. The public media stations are licensed to the University and report to the Dean of the College of Media. Students participate in internships at the station, but there are no student productions on the public media stations. Within Richmond Studio is a 14-station student lab and an adjacent control room and studio for use by Department students and classes. Students reported that there have been 20 registered students in the 14-student lab, and the self-study said the Richmond Teaching Studio cannot meet the increased teaching and student production demands. The Department hopes to move the student production work to the larger studio at Illinois Public Media. The Dean said the College needs to hire a liaison to foster collaboration between the College-operated stations and the College.

Meanwhile, a renovation of space in the Armory, adjacent to Gregory Hall, is near completion. That space will house virtual reality, eye-tracking and other technologies.

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 and staff generally describe the technology available in labs for field work as adequate, but in need of upgrades and expansions. In the Richmond Studio there are three HD camcorders on tripods that serve as studio cameras, plus a Sony video switcher, Mackie audio mixer and PlaybackPro Plus video playback. TV field equipment that students can take out includes 15 cameras of mixed quality and age.

In Gregory Hall, students in JOUR 215 Multimedia Journalism receive for the entire semester a backpack that includes a video camera, audio recorder, microphone, tripod and light kits.

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

The College of Media houses the Communications Library at Gregory Hall. The Communications Library, a branch of the University Library system, supports College faculty and students throughout the entire College for teaching and research.

SUMMARY: The Department has been battered by significant budget cuts triggered by a steady enrollment decline during the accreditation cycle, but the leadership is optimistic that new measures will

turn that around. A new University-wide budgeting model also is hoped to give the Department more autonomy for better long-term strategic planning. And progress is being made on securing external funds.

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.

Alumni are deeply involved with the unit. Alumni serve on the College of Media's fundraising campaign board and the College's Leadership Council. An active Windy City Alumni Council works with the College and the unit in an annual "Connecting Students and Alumni in the Windy City" event each January, providing students networking opportunities as well as closeup interaction that gives students insight into the professional world. In the fall, the College and unit host a Media Career Day, and in the spring, a Media Career Night, at which alumni participate in roundtable discussions and a keynote is presented by an alumnus. Students say these career events are less effective in providing opportunities to network with professionals than contact with faculty members' own networks and with direct interaction with visiting alumni.

Faculty also lead industry immersion trips to New York, Indianapolis, Washington, D.C., and Chicago for which alumni in those cities provide local logistics and introductions to their cities and workplaces.

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

Faculty take advantage of continuing educational opportunities. They actively pursue grants, author scholarly books and articles, edit books and engage in other professional activities that promote ethics and professional development.

In the realm of continuing education and professional improvement, one professor serves as executive director of the Mid-America Press Institute, which conducts training programs for journalists throughout the Midwest.

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.

Over the last six years, faculty have attended and presented at numerous professional and academic conferences in the United States, Europe and India. Several also serve on the boards of professional organizations, as judges for various journalism competitions and as reviewers of professional and academic work.

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 are active in a plethora of service activities in the community and professional organizations.

Among the more recent activities: A public panel discussion on political reporting in the Trump Era featuring two Washington-based reporters who are Illinois alumni, a program for students and the community to “practice healthy skepticism,” and the first in an expected annual series of seminars on propaganda and misinformation.

One professor helps guide an online news project called CU-CitizenAccess.org that presents investigative and enterprise journalism on social, justice and economic issues in the region. Another professor serves on the advisory board for the Education Justice Project, which offers College courses to inmates at a nearby state prison. Faculty, staff and students volunteer as instructors.

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

The unit has been extremely supportive of high school journalism since the founding of the Illinois State High School Press Association in 1922 in Urbana-Champaign. An annual state conference of scholastic journalists began in 1981 and continues today on the campus. The conference, which changed its name to the Illinois Journalism Education Association Conference in 2011, includes more than 20 workshops and a keynote address or panel featuring prominent journalists. It also counts as continuing education credit for high school teachers. A faculty member is the executive director of the conference. Since 2017, the unit hosts a week-long high school journalism summer camp that focuses on teaching students what can't be done in class. The 360 Sports & Entertainment Media Camp, limited to 80 students, draws attendance from across the U.S. In 2015, the College of Media created an outreach program to Chicago-area high school students interested in journalism. The College hired a graduate of the program with 10 years' experience to develop content and visit schools. That person works half-time and the program now reaches 500-plus students annually.

SUMMARY: The journalism faculty exceed their responsibility to advance the profession and in serving their larger community. The Department engages regularly with alumni through several advisory boards and through visits with students to alumni in cities like Chicago, New York and Washington, D.C. The Department also continues the strong commitment to scholastic journalism evidenced by its involvement with high school journalism programs since 1922.

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 the Council.

• Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?

The Department identified its elected Curriculum Committee as responsible for leading assessment work and shares assessment information annually at an end-of-semester faculty retreat. The committee presents longitudinal data related to overall journalism enrollment, individual course reenrollments, outcomes mapping to courses and results of surveys used to assess student learning. Faculty then discuss potential revisions to course descriptions, pathways for student learning relative to specific outcomes and whether changes to requirements, course content or approaches to outcome assessment are needed.

• How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?

The Department has condensed ACEJMC’s 12 student learning outcomes and has mapped outcomes to curriculum. The map actually shows where an outcome is introduced, applied, expanded, reinforced and mastered.

• How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?

Annually, all syllabi are reviewed to ensure the learning outcomes match the mapped values and competencies for each course. Learning outcomes are embedded in the syllabi but are not uniformly displayed. With numerous retreats, faculty are working constantly to ensure values and competencies are introduced and mastered at various levels throughout the program.

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

• What direct measures of assessment does the unit use, where in the curriculum and when?

Direct measures include faculty evaluation of samples of student work; professional evaluation of student portfolios; student performance in external award competitions; and participation rates in study abroad and internships. Specific mechanisms include:

- A 50-question pre/post objective test is administered annually to graduating seniors at the end of their final required journalism course and to incoming freshmen at the beginning of their initial journalism course
- Portfolios of students’ journalistic work are annually evaluated by outside professional practitioners.
- Outside experts, such as the county’s chief prosecutor, evaluate student understanding of media law issues by judging a moot court competition that is required component of the JOUR 311 Media Law course.
- Formal evaluations are solicited from interns’ supervisors and informal evaluations are solicited from recruiters after they interview students.

- Students' performances in competitions and for competitively awarded internships are tracked and tallied annually.

• **What indirect measures does it use, where and when?**

Indirect measures by the Department focus on attitudes and perceptions. They include surveys, interviews, course evaluations, and reports on retention, graduation, and placement. Among the specific mechanisms are:

- A series of 11 questions, administered along with the annual 50-question freshman-and-senior test, to gauge students' self-reported levels of confidence in performing specific tasks included among the Department's list of desired competencies.
- Six additional questions, also administered along with the freshman-and-senior test, gauge students' satisfaction with overall university courses, courses in their major and various components of student services, including academic advising and career counseling.
- A voluntary focus group including students in the two highest-numbered (and typically final) core skills courses. These are facilitated by their instructor on the final day of class each semester.

The Department currently is investigating how to assess the impact of several recent curricular changes, notably the impact on technological and numerical literacy of new requirements for courses both inside and outside the department. These changes cannot be fully assessed until more students have completed the new curricular requirements.

• **Are these measures effective for assessing ACEJMC's professional values and competencies?**

These measures appear effective for assessing ACEJMC's professional values and competencies.

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

• **How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?**

The Department's curriculum, committee which is responsible for leading assessment work, shares assessment information annually. Faculty then discuss potential revisions to course descriptions, pathways for student learning relative to specific outcomes and whether changes to requirements, course content or approaches to outcome assessment are needed.

Starting this spring, the campus requires an annual summary report of these activities. Materials produced for the meeting and materials resulting from discussion during the meeting will be deposited in a digital drop box. Faculty will be instructed also to deposit outcomes-related materials such as student projects that reflect on learning outcomes, lists of student awards and employment, and ideas and recommendations for improving outcomes assessment or in-class learning. The curriculum committee and the Department head will then collaborate to summarize findings and recommendations as the foundation for an annual report.

• **What specific values and competencies had graduating classes not mastered satisfactorily?**

Evaluation of student performance across the curriculum identified shortcomings with students' general education. Journalism students are now directed to specific general education courses

focused on numeracy and computer programming that better prepare them for a career in journalism. The faculty also agreed that a history course and an ethics and diversity course should be required of all students, and that a choice of courses in journalistic research methods should be required.

With a new undergraduate curriculum in fall of 2017, the Department required that journalism students create and maintain a portfolio when they entered the degree program as they work toward degree completion, culminating in a “senior fair” where they share their selected pieces. The senior portfolio would be both a digital resume and provide a body of work that could serve as one measure of outcomes. In spring 2018, similar data were presented, and faculty members revised many course descriptions and class assignments to better align course work to the outcomes mapped in the new curriculum, which continues to emphasize small sections of professional skills courses to best ensure successful outcomes for student placement after graduation.

• How does the unit decide how to address these areas of concern and what actions did it take to do so?

Through discussions, retreats and strategic planning, the Department identified goals such as launching a data initiative and reassessing curriculum on an ongoing basis and developed strategies for accomplishing each goal. For example, the Department approved a new undergraduate curriculum and included such things as offering a social and digital media course. Reassessment of the goals has allowed for plans to build capacity in data journalism and immersive technologies. Faculty were hired in these areas and searches are underway for additional faculty capacity in these areas.

• How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?

The Department has added introduction to computer science for non-programmers, for example, to give students a better foundation in numeracy so they are able to work with data better. The faculty also added more emphasis on statistical sources of information.

• Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?

Since the computer science component is new to the curriculum, it is too early to determine its impact.

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

The Department is assembling a special alumni and practitioner board to regularly provide such feedback and other advice to the Department. The new body will supplant a current College-level advisory group, focused more on advancement issues than curricular issues.

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

Industry professionals are invited to evaluate student projects and portfolios. Formal and informal evaluation of interns and recent hires are also solicited from supervisors and recruiters.

Groups of faculty members also periodically tour newsrooms within driving distance. And a large number of working professionals regularly come to campus as guest lecturers or recruiters or to appear on panels for such things as career night presentations and programs sponsored by student groups.

SUMMARY: The Department has an assessment plan with multiple direct and indirect measures. The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- A dedicated, accomplished, accessible and highly student-centric faculty who work closely with students.
- An impressive Department-wide spirit and resilience when faced with significant budget reductions and constant leadership changes at all levels.
- Passionate, career-focused students who are supportive of the Department.
- An improved, professionally oriented curriculum that is both more flexible and more digitally focused than six years earlier.
- A renewed energy and optimism since the end of this accrediting cycle with the appointment of a new permanent Head, who has the confidence of faculty and leadership alike.

Weaknesses:

- Steady and significant enrollment declines that led to dramatic budget reductions.
- Another six years of constant leadership changes on the Department and College levels.
- Facilities that do not match the quality of the program and seem out of place at one of the nation's premier research universities.
- The need for greater technology improvements.

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

None.

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

N/A

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

N/A

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

N/A

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

- Fundraising, which was cited as a deficiency six years ago, has improved, and new research faculty additions offer the possibility of starting sponsored-research activities.
- The curriculum has become more flexible and digitally focused.
- Technology has improved, though incrementally. The facilities remained largely unchanged.

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 extremely well written, presented and edited. The conciseness was appreciated. The new Head should be praised effusively for her ability to pull together the self-study just as she was starting the job and after the College decided late in the process that, unlike past years, only the Department of Journalism would be reviewed. This was a very difficult situation that she handled with great competence and professionalism. But the lack of any previous experience on ACEJMC accreditation matters by anyone in the Department made access and logistics at times difficult. Furthermore, there were no meetings with leaders from any other academic unit. The visit also did not include visits with the Provost and the Chancellor, which is routine on all other ACEJMC site team visits.