

Report of On-Site Evaluation

ACEJMC
Undergraduate program
2019-2020

Name of Institution: **University of Idaho**

Name and Title of Chief Executive Officer: **C. Scott Green, President**

Name of Unit: **School of Journalism and Mass Media**

Name and Title of Administrator: **Robin Johnson, Director**

Date of 2019-2020 Accrediting Visit: **Oct. 13-15, 2019**

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

Date of the previous accrediting visit: **Oct. 27-30, 2013**

Recommendation of the previous site visit team: **Accreditation**

Previous decision of the Accrediting Council: **Accreditation**

Recommendation by 2019-2020 Visiting Team: **Provisional Re-accreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Peter Bhatia**
Organization/School: **Editor, Detroit Free Press**

Signature _____

Team Member

Name and Title: **Timothy Bajkiewicz**
Organization/School: **Associate Professor, Robertson School of Media and Culture, Virginia Commonwealth University**

Signature _____

Team Member

Name and Title: **David Davies**
Organization/School: **Professor, School of Communication, University of Southern Mississippi**

Signature _____

Team Member

Name and Title: **Jessica Gisclair**
Organization/School: **Associate Professor of Strategic Communications, School of Communications, Elon University**

Signature _____

PART I: GENERAL INFORMATION

Name of Institution: University of Idaho

Name of Unit: School of Journalism and Mass Media

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 Commission on Colleges and Universities (formerly Northwest Association of Schools and Colleges)

Southern Association of Colleges and Schools

Western Association of Schools and Colleges

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

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

Private

Public

Other (specify)

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

The University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's charter, became a part of Idaho's organic law by virtue of its confirmation in the state constitution when Idaho was admitted to the union. (See Idaho Constitution Article IX, Section 10.)

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: October 27-30, 2013

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

The school received accreditation in 2014.

Name of Institution: University of Idaho
Name of Unit: School of Journalism and Mass Media
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 Commission on Colleges and Universities (formerly Northwest Association of Schools and Colleges)**
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

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

- Private
- Public**
- Other (specify)

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

The University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's charter, became a part of Idaho's organic law by virtue of its confirmation in the state constitution when Idaho was admitted to the union. (See Idaho Constitution Article IX, Section 10.)

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: October 27-30, 2013

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

The school received accreditation in 2014.

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

Adopted March 2003, amended November 2009, revised December 2015

The mission of the School of Journalism and Mass Media is to prepare students for professional employment in the media and for participation in civic life in the context of a liberal arts education. The School fosters understanding of the nature, responsibilities and effects of the mass media while preparing students for professional work, while maintaining relationships with external constituencies. It provides a holistic and integrated program that gives students the range of skills and depth of understanding to make them effective media professionals and citizens of a global society.

7. What are the type and length of terms?

Semesters of 16 weeks

Quarters of _____ weeks

Summer sessions of 12 weeks organized into three 4-week or two 6-week sessions

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

B.S. and B.A. Advertising

B.S. and B.A. Broadcasting and Digital Media

B.S. and B.A. Journalism

B.S. and B.A. Public Relations

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

120 credits on a semester system

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

Students may earn a maximum of 6 semester-hour credits for internship experience in JAMM 498.

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	Faculty in Charge*
Advertising	Kyle Howerton
Broadcasting and Digital Media	Glenn Mosely
Journalism	Steve Smith
Public Relations	Katie Blevins

*Faculty do not hold program titles. Faculty listed are those selected as representatives of each specialty in the School of Journalism and Mass Media's curriculum committee for AY 2019-20.

13. Number of full-time students enrolled in the institution: 12,416

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):

Name of Sequence or Specialty	Undergraduate majors in
Advertising	67
Broadcasting and Digital Media	54
Film and Television Studies*	50
Journalism	47
Public Relations	48
Total	266

*Film and Television Studies is an interdisciplinary degree offered through the School of Journalism and Mass Media. It is not being reviewed by ACEJMC.

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. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Course Number, Section and Title	Spring 2019	Fall 2019
JAMM 121-01 Media Writing	16	17
JAMM 121-03 Media Writing	17	10
JAMM 121-04 Media Writing	9	18
JAMM 225-01 Reporting I	10	12
JAMM 225-01 Reporting I	18	9
JAMM 267-01 Intro to Media Design	18	20
JAMM 275-01 Intro to Broadcasting & Digital Media Production	20	20

JAMM 322-01 Broadcast News	20	--
JAMM 323-01 Sports Reporting	5	6
JAMM 325-01 Publications Editing	15	--
JAMM 327-01 Reporting II	--	7
JAMM 350-01 Public Relations Writing and Production	16	13
JAMM 374-01 Digital Media Field Production	--	20
JAMM 422-01 Advanced Broadcast News	--	8
JAMM 425-01 Feature Article Writing	15	--
JAMM 468-02 Advanced Media Design	24*	13
JAMM 469-01 Advertising Competition Team	19	--
JAMM 473-01 Lighting for Digital Media Production	--	12
JAMM 475-01 Advanced Digital Media Production	--	10
JAMM 476-01 Advanced Digital Media Production II	9	--

*JAMM 468 Advanced Media Design became a skills-based course starting in the 2017-18 general catalog and was first offered Fall 2018 when a new clinical assistant professor position was staffed. In Spring 2019, 15 out of 22 graduating Advertising majors registered for the course to fulfill their degree requirements, creating the need to accommodate a one-time exception to the 20:1 ratio to allow waitlisted students into the course.

16. Total expenditures planned by the unit for the 2019–2020 academic year: \$940,000*

Give percentage increase or decrease in three years: 25 percent decrease

Fiscal Year	Expenditures
2017	\$1,249,636
2018	\$991,451
2019	\$1,004,259
2020 (planned)	\$940,000

Amount expected to be spent this year on full-time faculty salaries: \$694,902

Expenditure figure revised. During self-study factors affecting planned expenditures were on going, including hiring temporary faculty and adjustments being made to operating budgets at the college and university level. The new figure is a better estimate of expenditures based on hires made and operating budgets being allocated after the self-study was complete.

17. List name and rank of all full-time faculty in the accredited unit in fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.*

Name	Rank	Status
Denise Bennett	Associate Professor	On Leave
Kenton Bird	Associate Professor	
Patricia Hart	Associate Professor	Sabbatical Fall 2019
Robin Johnson	Associate Professor	Director

Russell Meeuf	Associate Professor	Director Film & Television Studies (Sabbatical Fall 2019)
Steve Smith	Clinical Associate Professor	
Kathryn Blevins	Assistant Professor	
Caitlin Cieslik-Miskimen	Assistant Professor	
Kyle Howerton	Clinical Assistant Professor	
Glenn Mosely	Senior Instructor	
Kristina Lyman	Instructor	On Leave AY 2019-20
Julie Scott	Instructor	
Tracy Simmons	Temporary Lecturer	
Hal Foster	Temporary Lecturer	

* Site team will be given an update by the director on faculty leaves that are in process.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list names of part-time faculty teaching spring 2019. (If your school has its accreditation visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)

Name	Rank	Status
Tara Roberts	Adjunct Faculty	Spring 2019 and Fall 2019

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	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number in Compliance	Percent
2018-2019 academic year	<u>89</u>	<u>89</u>	<u>100</u>
2017-2018 academic year	<u>79</u>	<u>79</u>	<u>100</u>

Schools on the quarter system: N/A

PART II — Standard 1: Mission, Governance and Administration

The University of Idaho dates to 1889, created by an act of the last territorial legislature. Idaho entered the union in 1890 as the 43rd state, a year after its neighbor Washington. The university is located in Moscow (pronounced MOSS-coe) in the heart of the beautiful rolling wheat fields of the Palouse Country of northern Idaho and southeast Washington. The university is Idaho's land-grant institution and the flagship of its university system. Idaho is a Carnegie High Research university.

The school is the only program in Idaho that is accredited by ACEJMC, earning its first accreditation six years ago. It offers Bachelor of Arts and Bachelor of Science degrees in Advertising, Broadcasting and Digital Media, Journalism, and Public Relations. Journalism dates almost to the founding of the university with the publication of a student newspaper in 1898. The first journalism courses were taught as part of the English department in 1918. A major was created in 1926 and a Department of Journalism was established in 1941. It became a Department of Communications in 1957 and a School of Communication emerged in 1971, bringing together journalism, photography, radio-TV, speech, and communication. The current school dates to 2003 and resides in the College of Letters, Arts and Social Sciences. The school's director is in his second academic year, after a three-year interim director.

Declining enrollment has been a major problem for the university and the school over the past decade. The school currently enrolls 266 students, down from 435 some 10 years ago. More recently – over the last five years -- the school's enrollment has fluctuated but declined 13 percent. A major reason was the university's decision to not fully participate in the Western Undergraduate Exchange program starting in 2011. The program reduced tuition costs for out-of-state undergraduates in 16 collaborating states. The university returned to the program in Fall 2018, but the impact to date is unclear. This, in turn, has led to budget shortfalls and reprioritizations, which the school reports it has so far endured without terribly negative impact. However, the university's difficult budget situation and substantial shortfall – more than \$14 million – means more cuts are coming, perhaps during the current academic year, but certainly in the next.

Idaho is a relatively small university (about 12,000 enrolled), at least by today's standards, but has produced many famous, or perhaps infamous graduates, from Mark Felt (Watergate's Deep Throat) to Sarah Palin, and numerous professional athletes and politicians. The JAMM, in its various incarnations, has produced top editors of newspapers, distinguished journalists and strategic communication practitioners. It is noteworthy, and worthy of promotion, that the school is accredited, while the Murrow College at Washington State University, located eight miles away in Pullman, is not.

The school used the self-study process to assess itself and, provided the site team a candid assessment.

This is excerpted from the self-study:

An initial assessment of the standards by the faculty indicated three primary standards of concern: mission, governance and administration; diversity and inclusiveness; and assessment of learning outcomes. Faculty decided to dedicate resources to bring in an independent consultant to look into these three standards, meet with faculty, staff and students, and provide recommendations. The recommendations of the consultant and the results of the overall self-study were used to identify the following strengths and weaknesses of the school:

Strengths

-- Graduating seniors give high ratings when asked about the education they received of their major.

- High appreciation and success of advising and mentoring by faculty.
- New \$94,000 PC lab renovation with Adobe Suite available in two labs and the Radio-TV Center.
- Approval for new workshop building addition set for Fall 2019 completion.
- Gender equity of faculty.
- Full-time faculty teach majority of core and required courses.
- Faculty research and creative activity grant awards increased from previous self-study.
- Program assessment drove changes that created new clinical professor position, internship coordinator, and multimedia storytelling course.
- School student population is diverse compared to university population.

Weaknesses

- School needs to attract and hire more diverse faculty and staff despite difficulties university-wide.
- Faculty committed to diversity and inclusiveness in curriculum but lack measures to determine if goals are met.
- School has strategic plan but is unable to measure outcomes of goals.
- Declining enrollments in JAMM majors and university-wide.
- No faculty has achieved rank of professor.
- Faculty research publication output decreased from previous self-study.
- Radio-TV Center and annex need renovation, new computers, and to replace older equipment with new.
- Assessment needs improvement to ensure all ACEJMC professional values and competencies are measured. The school developed plans to improve several of the identified weaknesses in the 2018-19 academic year, while other plans need to begin in the next year.

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 school developed a new strategic plan over academic year 2018-19 and it was adopted in May 2019. Here's an example of one of its four planks:

Goal 1: Innovate through scholarly and creative work with impact

The school supports faculty engagement in disciplinary and interdisciplinary research and creative/professional works into contemporary media practices, while promoting professional activity applied to skills development, professional responsibility and citizenship. The school supports innovation through:

Objective A: Sharing scholarship of discovery among peers at national, international and regional levels

Indicator 1: Number of faculty peer-reviewed research published as measured by the assessment of research in JAMM's Appendix to Bylaws on Scholarly and Creative Activity

Indicator 2: Number of faculty peer-reviewed research qualifying as meritorious and excellent as measured by the assessment of research in JAMM's Appendix to Bylaws on Scholarly and Creative Activity

Objective B: Sharing scholarship of integration and application among peers at national, international and regional levels

Indicator 1: Number of faculty creative/professional work as measured by the assessment of creative/professional work in JAMM's Appendix to Bylaws on Scholarly and Creative Activity

Indicator 2: Number of faculty creative/professional work qualifying as meritorious and excellent as measured by the assessment of creative/professional work in JAMM's Appendix to Bylaws on Scholarly and Creative Activity

Indicator 3: Number of faculty in leadership positions in academic organizations

Indicator 4: Number of professional or trade publications or creative work with professional societies by faculty

Objective C: Developing opportunities to fund research including engaging undergraduate students to participate in faculty research and creative/professional projects

Indicator 1: Number of grants submitted and awarded to engage in research or creative/professional works

Indicator 2: Number of grants submitted and awarded that includes undergraduate research or undergraduate participation in creative/professional works

Its other goals:

Goal 2: Engage in outreach that inspires innovation and culture

Goal 3: Transform and improve lives through educational experiences

Goal 4: Cultivate a valued and diverse community

Quoting the self-study: Goal 1 sets the direction of the school's scholarly and creative work through supporting faculty innovation in research and creative media productions. Goal 2 engages the school's outreach efforts designed to offer quality programming and information about media issues and relationships with media professional and organizations. Goal 3 guides the school's educational activities serving students in advertising, broadcasting and digital media, film and television studies, journalism and public relations. Educational objectives include preparing students for professional careers in the media and recruiting, retaining and graduation efforts. Goal 4 describes the efforts of the school to cultivate a

diverse community.

The plan is the result of a revised Strategic Planning Committee formed in 2018. Because of the plan's newness, there are yet to be data reflecting the performance on the indicators. Targets are to be set going forward. The diversity goal also led to a change in the school bylaws formally building diversity into the hiring process for permanent faculty.

The school's mission statement, last revised in 2015, reads:

The mission of the School of Journalism and Mass Media is to prepare students for professional employment in the media and for participation in civic life in the context of a liberal arts education. The School fosters understanding of the nature, responsibilities and effects of the mass media while preparing students for professional work, while maintaining relationships with external constituencies. It provides a holistic and integrated program that gives students the range of skills and depth of understanding to make them effective media professionals and citizens of a global society.

The school and college bylaws govern the operations of both in substantial detail.

The school has filled out the searchable database as required.

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

Faculty governance has a long history at the university. The Faculty Senate dates to 1967. The university faculty, through its elected senators, sets policy for college and unit governance that is codified in the Faculty Staff Handbook. Faculty governance of the school is established through its bylaws.

Faculty meetings are monthly during the academic year and more often as needs dictate. Faculty served on these school committees this year: Curriculum, Scholarship, Tenure and Promotion, Strategic Planning, and ad-hoc committees. Faculty are actively involved in committees across the university.

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 director has made substantial progress in areas of need, such as the new strategic plan. But ongoing issues – not all of his making – have plagued the school. The denial of tenure to a popular advertising professor by the provost after approval at all levels pre-dates the new director. But because of ongoing university budget issues, the line was replaced with a one-year temporary professor. A personnel matter – leading to the dismissal of a tenured faculty member in the school – has become a major and public issue at the university, leading to criticism of the director and of the senior leadership of the university. (As in any personnel case, the director has been limited in what he can say publicly.) That faculty line remains open pending final resolution of the case and has caused scrambling in teaching broadcasting classes.

The university's ongoing budget shortfall looms over all the university and school faculty fear losing those two lines, as well as that of a senior faculty member who is retiring at the end of this academic year. However, the university president told the site team that the school would retain its faculty lines.

Some faculty lack confidence in the new director. While acknowledging the need for new perspective, they criticize him for lack of communication and consultation with the faculty. They cite a search committee recommendation that was overturned without consultation with the committee. The director acknowledges he should have communicated better with the committee, but defends the decision as a hire made out of long-term strategic interest for the school. (Ultimate hiring authority rests with the dean, who agreed with the director's call.) This is the director's first true personnel management job, faculty members note, and he could have reached out for more help and counsel on the most-recent difficult personnel situation. The college's dean (and director's supervisor) acknowledges the director's quiet style, but calls him "purposeful and thoughtful" and supports him, and says that support extends to the highest levels of the university. Any issues, the dean says, are more about communication than competency or skill.

The director says he has taken the time to listen, says he is working to be inclusive and transparent, and is plowing ahead on crucial issues. He vows to improve communication with faculty.

It is important to note that this is a time of great transition for the university. The president has just started. The dean is 18 months into the job. The director is in only his second academic year.

The director, his dean says, has had a real rough go of it.

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

The process is governed by the school's bylaws.

When a vacancy occurs, the school's faculty recommends to the dean of the college whether to select internally or conduct a national search. An outside search committee is assembled by the dean and is to represent diversity, unit disciplines and specializations, and faculty rank. At least two-thirds of the committee are to be voting faculty members of the school and are nominated by the faculty.

In an internal search, all members of the school's governing faculty are eligible. Faculty members notify the faculty and the dean of their interest, and the faculty makes a recommendation to the dean with regard to the formation of a search committee and the establishment of internal search procedures.

During times between permanent directors, the dean confers with the faculty and names an interim director.

The director does not have a term limit. The director undergoes a formal review by the college dean during his or her first year of service and is reviewed after every five years of service unless an earlier review is requested by the faculty, the dean or provost. The dean and provost can initiate a review at any time, and the school's faculty can initiate a formal review by majority vote.

The dean also conducts an annual evaluation of the director's performance. Additionally, faculty members can submit an annual performance evaluation of the director.

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

Complaints and concerns can be brought to the school's director by students, faculty and staff. Such complaints may be made in confidence and the director attempts to resolve them on a case-by-case basis. Complaints are tracked from first report to resolution.

Grade appeals are handled between student and faculty member, with right of appeal to the director. Grades may also be appealed to the Academic Hearing Board, a committee of the Faculty Senate. Students also may contact the Office of the Dean of Students and/or the dean or associate dean of the college with questions, complaints or concerns.

The university maintains an Ombuds Office, available to any member of the university community. This office reports to the president and "provides a confidential, impartial, informal and independent place to discuss university-related concerns, access information, clarify policies and procedures, discuss response options and get problem-solving assistance."

SUMMARY: This site-team report will note efforts that have begun recently to address the requirements for ACEJMC accreditation. Those efforts align with the arrival of a new director in academic year 2018-19 after three years of interim leadership (and an initial failed search for a director) and the result is substantial activity in the latter part of the accreditation period. As to governance, the adoption of a new strategic plan and its implementation are examples of positive steps. But the director faces a faculty that is not fully confident in his leadership or collaborative skills. He walked into a series of crises as a newly minted director with limited past management experience. While he has support from senior leadership of the university, time and effort will be needed to get the school back to a more collegial place.

Overall evaluation compliance/non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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 school requires 120 semester credit hours to graduate with a baccalaureate degree, with 42 credit hours required in each of four academic sequences: Advertising, Broadcast and Digital Media Production, Journalism, and Public Relations. The school requires 72 credit hours be taken outside of the school, as no more than 48 credits of school classes may be applied to the 120 total credits required to graduate. At least 60 credit hours must be in the liberal arts and sciences, and no more than 8 credit hours may be in physical education activity courses. A maximum of 12 credit hours may come from experiential courses, such as an internship.

In the preceding two academic years, 100 percent of the graduates met the requirement that 72 credit hours taken outside of the school. Progress is tracked by a university online curriculum tracking system used by faculty advisers and students.

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 four academic programs: Advertising, Broadcast and Digital Media, Journalism, and Public Relations. Each offers a choice of graduating with a bachelor of arts (which requires 16 credits of a foreign language, or four 4-credit courses through the intermediate level) or a bachelor of science (which requires 18 credit hours of a second major, an academic minor or area of emphasis). The school also offers minors in each sequence that require 19-20 credit hours of course work in a mix of school core, required and sequence-specific skills courses. All school courses are offered live and in a classroom, with some courses offered online during the summer.

Each sequence requires 15 credit hours of shared core courses. Five courses are in the school: 13 credit hours through four 3-credit hour classes each in media and society, media writing, mass media ethics and mass media law; and a 1-credit hour class in multimedia storytelling. One class is required outside of the school: a 2-credit hour class in public speaking. Each sequence requires students to take at least 6 credit hours in courses that are related to conceptual and theoretical issues in the mass media; this requirement is satisfied by the core, required courses.

In addition to the core courses, the school requires that students take two 3-credit hour classes from a list of 12 conceptual, media-related courses with wide-sweeping and compelling topics. Course titles include Crime and the Media, Hollywood Portrayals of Journalists, Mass Media and Public Opinion and Documentary Film. Students commented on how these courses were some of their favorite in the program.

Students must complete at least 15 credits of professional skills courses and theory/skills courses in one of the four sequences. The advertising sequence and public relations sequence each specify five 3-credit courses for this requirement, and they share two of the classes: an introductory course in integrated media campaigns and a course in media campaign strategy, which acts as a common capstone course for both of

those sequences.

In contrast, the broadcasting and digital media sequence has one core, 3-credit course in production, while the journalism sequence requires two 3-credit cores courses in reporting. Each of these latter sequences also requires choosing from a long list of professional skills and theory/skills courses that are generally unique to each sequence. They share only three courses on those lists: two courses in broadcast news and one in sports reporting.

Currently, the broadcasting and digital media sequence and journalism sequence do not have a capstone course. Students expressed some frustration at this situation. Faculty said future curriculum discussions will focus on making these sequences' curricula more like that of the school's advertising and public relations sequences with a capstone, some shared classes and a more focused list of other possible classes.

A curriculum map exists to match school required courses to ACEJMC professional values and competencies. However, this included only core courses and not any sequence-specific required courses. Different values and competencies are mentioned in some fashion in the student learning objectives in almost all course syllabi. However, the syllabi provided little evidence of related assignments and projects. The topics of the school's 13 credit hours of core courses address many of the values and competencies, including freedom of speech, history, ethics, writing, creative thinking, critical evaluation of work and application of current tools and technology. The importance of diversity is mentioned in many syllabi student learning objectives, but a diversity-related assignment (a reporting project) was found in only one syllabus. Students emphasized, without prompting, how almost all classes stressed the importance and requirement of diversity in their growing professional perspective and school projects. The application of numerical and statistical concepts is embedded in a media campaign course for advertising and public relations students; this value and competency was not mentioned in syllabi for courses in the broadcast and digital media or journalism sequences. Overall, discussions with faculty and students support that the values and competencies are being achieved.

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.

Discussions with faculty and students, and course topics and assignments (where available) support that instruction is demanding and current. Faculty spoke about utilizing online technology training such as Skillshare to remain current, especially on the Adobe software suite, which is used in courses throughout school curricula. Several faculty have also attended recent professional development conferences and classes on technology and/or pedagogy, such as attending the National Association of Broadcasters annual convention.

The school requires a core class in multimedia storytelling, which students praised as launching their understanding and practice in this topic. Throughout the curricula, students interact with current technology and are encouraged to take a multimedia approach in completing assignments. Overall, students praised the faculty's technological competence and how faculty remain involved in professional activities that result, by extension, in benefiting students. Broadcast and digital media students, as well as journalism students, spoke highly of faculty stressing a contemporary technological approach to storytelling, assignments and projects. Students in advertising and public relations also were positive about faculty competence and approach, especially in their joined capstone course in media campaigns. Classroom visits across the sequences found engaging and attentive students, casual and respectful class dialogue and discussions, and current instruction with appropriately challenging assignments.

A review of course syllabi found some issues with textbooks and overall format. A few courses were using outdated textbooks, such as the introductory media and society course with a text from 2011 and the media ethics course using a case study text from 2005. Syllabi did not follow a template or obvious format, and so included wildly varying amounts and types of information. One syllabus did not include the course rubric, number, title or instructor name or information. Many syllabi were also difficult to read because of sloppy formatting.

One associate professor was awarded a university teaching award in 2018, one of only three given across the entire university.

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

The school offered 15 sections of 12 different skills/lab courses in spring 2019 and fall 2019 (out of 17 total skills/lab courses offered). Only one section of these courses had more than 20 students, an advanced media design course for advertising students with 24 students. After a course catalog change during the 2017-2018 academic year, the course was first offered as a required skills/lab course in fall 2018. In spring 2019, 15 of 22 graduating advertising students registered for the course to fulfill the new graduation requirement. School administration granted an exception to the 20-1 ratio to not delay these students' time to degree completion.

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

The school offers a 3-credit internship course that is pass/fail. The course has the school's core and required courses as prerequisites, and students may earn a total of 6 credits of internship. Students may earn 1 credit for each approximately 45 hours of time at the internship site.

Faculty advisers encourage students to take the course, and it is recommended to count as an elective on each sequence's four-year curriculum plan document for students. A faculty member is the designated internship coordinator and vets all internship requests and locations. The school's small community and general networking in the state mean that either the faculty coordinator or a colleague is familiar with internship outlets.

Students must have a declared major or minor, have junior class standing or better (58 credits minimum), meet the overall 2.5 GPA graduation requirement, attain a C or better in at least one of three specified 200-level school classes, and complete an application before registering for an internship. The school has an internship page on its website with all information, forms and potential internship sites. Internship supervisors must agree, in writing, to supervise the student. Students complete midterm and final reports that include a self-reflection and portfolio of completed work at the internship.

Typical enrollments in the fall and spring semesters are relatively low at 12 students, with summer semesters averaging 6 students. There seems to be solid support among the faculty for internship importance and support, and some would like to make the class required. Other faculty expressed concerns about the few potential local internship sites (because of the city's small size and rural location) and the lack of transportation for some students. The university charges more for summer classes than those in the fall or spring semesters, which acts as a disincentive for students to register for summer internships.

Students who had completed internships said they felt prepared for the experience and felt supported by the school through the process.

SUMMARY: Overall the school's curriculum is current and challenging, and students spoke highly about the quality of their overall learning and experience. The school requires students to take at least 72 credit hours outside of the unit, and the school has had 100 percent compliance with this rule for the past two academic years. The school's five core classes provide a solid theoretical and practical foundation for each of the four academic sequences, while the sequence-specific classes provide rigorous, current and practical instruction that integrate theory and skill. All lab and skills courses met the required 20-1 student to faculty ratio (except one course that was recently labeled as lab/skills that was needed by graduating students). The school offers internships through an elective, for-credit course overseen by a faculty supervisor, and faculty members actively encourage students to take internships; however, few students take internships.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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 school's diversity plan was adopted in 2008 and revised in 2012.

The plan identifies under-represented groups and the need to acknowledge "the importance of contributions made by various people regardless of race, color, religion, national origin, gender, sexual orientation or identity, age, disability, financial strata, class or any other conditions that divides the human population." The plan "recognizes the value of and the deep need to acknowledge and respect people of diverse backgrounds, as does the university with diversity as one of the strategic initiatives for learning."

The plan has six guidelines that address ways to reach people of color and other members of under-represented groups and encourages inclusivity in its faculty and student body as well as the curriculum. The plan contains guidelines and action steps. The plan offers examples to measure achievement of the guidelines. The plan incorporates the ACEJMC competencies in the area of diversity.

The school acknowledges the need to link the diversity plan to the new strategic plan (adopted May 2019) to assess achievements. Goal four of the strategic plan is to "cultivate a valued and diverse community," through faculty and staff, students, and curriculum.

Faculty describe the school's progress towards diversity goals as needing improvement.

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 communication across diverse cultures in a global society.

The school requires students to take 6 credits of concept courses addressing issues and topics in mass media. The school describes itself as faculty members who "take an active role in developing academic programs that foster diversity and inclusiveness," including four courses that focus on diversity and inclusiveness issues, but are not required courses. The school curriculum committee is working on a plan to require 6 credit hours of courses specifically addressing diversity and international subjects. The most recent course, Women in the Media, was approved in 2018-19 for inclusion as an upper-division elective course. Classroom observation of this course revealed discussions about media coverage of gender violence and an analysis of two stories about victim blaming in media coverage.

The school infuses diversity content in 11 courses across the four majors that encourage students to think about "issues of race, gender, sexual orientation, social-economic classes and other diversity issues."

Diversity issues are integrated in the curriculum and with diverse speakers invited to campus. Students described course diversity discussions such as wage inequity, racism in media coverage, representation of women in media and transgender identity. During one class observation, students held a lively discussion around "white male culture and power elite" pointing out gender and socioeconomic concerns. Students showed an interest and commitment to diverse issues in mass media. Students acknowledged that faculty

teach them “to think about what we say and what we write and to include diverse voices at the table,” including diversity of age, religion and gender identity.

Students confirm that faculty teach about understanding diversity, and inclusiveness through classroom discussions in many courses. Faculty invite guest speakers from diverse cultures and backgrounds to classes to share their professional experience and diverse perspectives. A sampling of guest speakers from 2015-19 include: Leonard Pitts (African American, male); Anne Garrells (white female); Kendra Pierre-Louis (African American, female); and, Maj. Margie Witt (white, female, member of LGBTQA community).

The school acknowledges a decline in diversity content in some courses between fall 2014 and spring 2019, with skills courses reflecting the greatest decline. The school will conduct a curriculum audit in fall 2019. The school plans to change the undergraduate curricular requirement (6 credit hours) from general mass media concepts to courses that address diversity and international subjects by May 2020.

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 school “strive(s) for a diverse workplace.” Six of the 13 faculty members are females. Seven are white men. The sole minority faculty member, an American Indian/Alaskan Native, retired in May 2019. The one part-time faculty member is a white female. The school does have gender equity. One faculty member reported surprise about the number of female faculty on tenure-track for a school this size.

From 2016-19, the school had five faculty openings. Over that three-year period, the school had 38 females in the hiring pool with seven considered as finalists, three offers, and three acceptances; 37 minorities in the hiring pool with two considered as finalists, and no offers; and, 14 international faculty members in the hiring pool with one considered as a finalist, and no offers.

The school follows the university hiring and reporting protocol.

While successful with hiring women, the school has not been successful with hiring domestic minorities or international faculty members. Of the three faculty members hired since 2016, all three are women.

According to the US Census Bureau 2018 Population Estimates, Idaho’s population is 81.7 percent white, 12.7 percent Hispanic/Latino, 1.7 percent Native American, 1.6 percent Asian, 0.9 percent Black/African-American, 0.2 percent Native Hawaiian/Pacific Islander and 2.5 percent two or more races.

The university’s faculty is 80.3 percent white and 19.7 percent minority.

The school describes recruiting strategies aimed at under-represented groups such as placing employment announcements in publications, professional organizations’ websites, and social media that include under-represented groups. A retention plan includes mentors for new faculty, support to attend workshops and conferences, incentives from the Provost’s Office such as partner benefits, monitoring of committee assignments, and classroom assistance with pedagogy. Two new faculty members indicated they have not been assigned a mentor. One new faculty received additional resources to attend national conferences.

Local newspapers, the university website, and social media are used to recruit part-time faculty in the Moscow-Pullman and Spokane-Coeur d’Alene areas.

A review of the university’s human resources data on five vacant full-time positions indicates one position was advertised on a diverse website, the Native American Journalists Association. Other placement for

postings includes local newspapers, the university website, and various education publications and academic associations such as The Chronicle of Higher Education.

An appendix to the school's bylaws concerning faculty hiring policies for permanent positions includes diversity in the hiring process such as the search committee being advised about the university's Affirmative Action and Equal Opportunity policies and seeking advice from the Office of Equity and Diversity.

The school acknowledges a need "to attract and hire more diversity faculty and staff despite difficulties university-wide." Difficulties identified by the school include location, salary, spousal accommodation, winter weather, higher cost of housing, and personal requirements" of the applicants.

Students reported a need for diverse faculty who can "tell minority and diverse populations' stories." One student indicated the faculty are knowledgeable with decades of experience, but most of them are "white guys."

An administrator indicated that the conversation about diverse faculty hiring needs to be "more robust" across campus with a "close look" at recruitment and retention strategies.

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 school has a student population of 73.8 percent white as compared to the university's student population of 69.9 percent white. The school has a student population of 15 percent Hispanic or Latino as compared to the university's student population of 9.7 percent Hispanic or Latino. Female students outnumber male students in the school with 60 percent of the spring 2019 student enrollment representing females.

The school uses strategies to recruit students from diverse populations in the region through participation in the annual High School Journalism Workshop and outreach to the Native American populations of the Coeur d'Alene and Nez Perce tribes. One faculty member (retired May 2019) works with state high school teachers on passing the New Voices law in Idaho that would protect the rights of student journalists.

The school acknowledges difficulty in recruiting students of color in the Native American community because of scholarships to study STEM and encouragement from tribes to study STEM.

The school retains its diverse student population by cultivating student interests in the majors through personalized faculty attention to under-represented groups. The faculty identify internships or workshops and special programs and scholarships for deserving students of color from under-represented groups such as a Native American student interning within a tribe. Faculty indicated more could be done with recruitment outreach programs particularly with Hispanic or Latino student populations.

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 school follows the university's policy of non-discrimination and the faculty embrace the university's civility clause. The school works with the university Office of Disability Services to accommodate students who need additional assistance. Faculty participate in Stop the Hate, focuses on personal responsibility for and response against bias incidents and hate crimes, and SafeZone, encourages individuals campus-wide to provide safe places and spaces for all LGBTQA students.

Students reported many faculty offices are designated safe spaces for all students and felt the school’s faculty “are the most welcoming on campus.” One student said, “I was looking for a place to belong” and found it the school. Both the school and university were praised for their attention to providing a space free from harassment and discrimination.

SUMMARY: The school’s curriculum prepares students to work in a diverse society and exposes students to diverse issues in the industry. The school’s student body reflects the state and university demographics. The school outpaced the university in Hispanic or Latino student enrollment. The school is effective in reaching the Native American population, but acknowledges difficulty in recruiting students of color. With five opportunities to hire faculty from 2016-19, three white women were hired with no domestic minority or international faculty receiving an offer. The school’s faculty has no people of color.

Overall evaluation, compliance/non-compliance:

NON-COMPLIANCE

Academic year: 2018-2019 Full-time faculty School of Journalism and Mass Media

Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	5	38%	7	54%
American Indian/Alaskan Native	1	8%		
Asian				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
Two or more races				
Other race				
International (any race)				

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

Unit performance with regard to indicators:

The unit has an effective mix of faculty, both tenure-track faculty focused on research and non-tenured clinical faculty and instructors with extensive professional resumes. Of the full-time faculty, six are associate professors, three are assistant professors, one is senior instructor, and three are instructors. Most of the tenure-track professors have professional experience as well. There are no full professors on the faculty. Five of the 13 faculty members are tenured, and two are on the tenure track. Two are clinical faculty members on renewable three-year contracts. The instructors are not eligible for tenure and are on renewable one-year contracts.

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

The unit has a detailed process for faculty hiring, including extensive guidelines for conducting a search and narrowing down a candidate pool to make a final hire.

Faculty are evaluated on their performance in teaching, research, service and outreach. In evaluations, weighting of each category varies according to faculty rank and responsibility. For tenure-track faculty with research expectations, evaluations are broken down by 60 percent for teaching, 30 percent for scholarship/creative activity, 5 percent for outreach, and 5 percent for university service and leadership. The evaluation percentages for clinical faculty are 90 percent teaching, 5 percent outreach, and 5 percent university service and leadership.

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

As declining enrollments in recent years have reduced the need for adjunct professors, the percentage of courses taught by full-time faculty has increased. Full-time faculty have taught an average of 91 percent of the school curriculum in the previous three academic years.

Tenure-track faculty teach three courses in the fall and two in the spring or vice versa. Instructors and clinical faculty teach three courses a semester. Faculty may negotiate a reduction in their teaching load for grant activity, extensive service, or the like.

Faculty report a wide range of service activities, including university and community service and outreach.

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

The faculty includes a mix of veteran media professionals — some with decades of media experience — and Ph.D.s, many of whom also have professional experience as well. Seven faculty members hold doctorates, three hold professional master's degrees, one holds an MFA degree, one holds an MBA, and one has a bachelor's degree supplemented by extensive professional experience.

Faculty regularly attend teaching workshops held by professional and scholarly organizations, and four have taken advantage of a college grant program to convert face-to-face courses to online delivery.

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

Faculty are evaluated by calendar year. Late in the fall semester, faculty members submit a summary of their activities to the director, including teaching, course development, scholarly/creative activity, and service. For teaching, faculty are evaluated solely according to course evaluations. Over the coming year, the faculty is planning to develop a process for peer review of teaching.

Students reported that they respected and appreciated their professors for a deep knowledge of their specialties and for their extensive professional experience. They said that professors were helpful and encouraging and consistently available for assistance outside of the classroom. Teaching evaluations were overwhelmingly positive, consistently noting the faculty's deep connections with the professional world as well as their accessibility and helpfulness.

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

The college dean spoke highly of the unit and of the work that its faculty are doing, as did representatives from other units across campus. The unit enjoys great respect from its colleagues across campus, from professionals who hire the school's graduates, and from its students.

SUMMARY: The unit employs a strong faculty, including many faculty members with extensive professional experience well-positioned to prepare students for work in mass communication and journalism. But faculty members worry that pending university budget cuts will cause them to lose lines when positions become vacant. (The president assured the site team that current lines in question would stay with the school.) A welcome development since the unit's initial accreditation was a university-wide effort to increase associate professor pay to regional averages, thus negating the effect of salary compression.

As in 2013, the date of the last accreditation visit, there are still no full professors. However, the associate professors are now well positioned for promotion to full professor. One is on sabbatical working on a project, and two others are now free from the administrative duties that hampered them from making progress toward promotion.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

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

Unit performance with regard to indicators:

The school's faculty produce a steady output of scholarly publications and creative activity. Their research is published in competitive journals, and their creative activity receives wide distribution in the form of broadcast programs and popular print and internet-based media. In the past six years, the faculty produced 16 peer-reviewed journal articles, 15 book chapters, five juried creative works, one solo-authored academic book, and three edited books. They delivered 27 academic papers at regional, national, and international conferences, with three faculty members honored for presenting top faculty papers at AEJMC national conferences. The recent hires of professors with ambitious research agendas promise increased research output in coming years.

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

All tenure-track faculty are required to conduct research or produce creative works as part of their job descriptions, typically taking up 30 percent of a professor's time. The school's requirements for promotion and tenure describe in detail the variety of research and creative output that can count to meet this expectation. The unit provides monetary support for at least one or occasionally two conference presentations a year, and sabbaticals are available for faculty. (One faculty member had a sabbatical during the period of the six-year self-study; two more are on sabbatical in fall 2019.) The college provides additional grants for research support, as does the university's research office, and faculty members have a strong record of receiving these grants. In interviews faculty members said they perceived that their research efforts were supported, though several expressed concerns whether the level of support would continue in future years due to the university's uncertain budgetary situation.

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

The unit's lengthy tenure-promotion document specifies at length the kinds of works that are accepted as scholarly research or creative activity. While the document specifies the range of activities that count toward either the "scholarship of discovery" (research) or the "scholarship of integration" (creative activity), it lacks specificity about exactly how much research or creative output is expected for promotion. The school director says that typically faculty are expected to publish one quality article a year, with six articles expected for tenure and promotion. In 2017-2018, an assistant professor was denied promotion by the provost and president despite having the support of school, college, and university committees. The faculty member lost his appeal during 2018-2019, which has discouraged the entire faculty, especially the assistant professors.

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

Faculty members produce a wide range of work, ranging from traditional scholarship in professional journals to multiple varieties of creative works. Examples of faculty work include documentaries, such as "Some Lived: An Idaho POW's Story" (2017-2018); a grant to digitize materials related to the Civilian Conservation Corps in Idaho (2015-2018); a grant to study child hunger among Hispanic families in Idaho (2013-2014); and research on a wide variety of topics of both an academic and a professional nature. Faculty research generally, but not always, reflects each faculty member's teaching area, though most faculty members have multiple areas of research interests.

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 unit's self-study documents a wide variety of publications and an equally wide range of presentation venues. Faculty members are ever-present at local, regional, and national conferences, and their research output is appropriate to the university's mission. While overall the unit's research output is somewhat less than in the previous self-study, it is nonetheless impressive given the unit's professional orientation.

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

The school has a small and collegial faculty, with frequent collaboration across projects and disciplines. There is respect for varying points of view, and faculty members' research interests reflect the widest possible range of areas of inquiry.

SUMMARY:

Faculty members produce research appropriate to the unit's size and mission. Recent hires of tenure-track faculty promise to produce additional research to add to the unit's reputation.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Report of on-site evaluation of undergraduate programs for 2019-2020 Visits

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (9)
		Full Professors (0)	Associate Professors (6)	Assistant Professors (3)	Other Faculty** (0)	
Awards and Honors	7		5	2		7
Grants Received Internal	20		18	3		21
Grants Received External	12		11	1		12
Scholarly Books, Sole- or Co-authored	1		1			
Textbooks, Sole- or Co-authored						
Books Edited	3		3			3
Book Chapters	15		11	5		16
Monographs						
Articles in Refereed Journals	16		7	11		18
Refereed Conference Papers	27		11	20		31
Invited Academic Papers	16		14	2		16
Encyclopedia Entries	3		3			
Book Reviews	3		3			
Articles in Non-refereed Publications	8		8	2		10
Juried Creative Works	5		5			
Non-juried Creative Works	2		2			
Other (please specify)	1		1			1

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

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.

In 2018, the school's faculty put forward an advising plan that assigns transfer students and students with declared majors to the school for academic advising. Undeclared students, mostly first-year students, are assigned a staff adviser in the college. The school ranks higher than other academic unit at the university in three key indicators according to the university's graduating senior survey: helpfulness of adviser, planning of course of study/program, and help with career selection.

Most academic advising occurs during a three-week period each semester prior to course registration. The school sends reminders to students via its email newsletter, Fresh JAMM. Students make appointments through the advising portal VandalStar or email/phone messages to faculty advisers.

In the school, faculty average 33 advisees, which is higher than the university average of 25 advisees. The school acknowledges, "advising is hard, rewarding work and that the student to advisor ratio is high, but there is wide agreement that the students are better served by faculty than other staff or a centralized advising service." The school is discussing procedures for group registration events.

The school uses a Road Map or check sheet that allows students to keep track of their academic progress. The 72-hour rule is in the university catalog. Compliance with the 72-hour rule is monitored by an online degree tracking system that monitors degree requirements. The registrar checks that all degree requirements are met prior to awarding a degree.

Students described advising as helpful and informative concerning course selection and planning toward graduation. Some students stressed a need for more career advising and mentoring.

b). Faculty are available and accessible to students.

Faculty are accessible beyond the advising period to offer advice about courses, internships and careers. Students described faculty as knowledgeable about the students and interested in their aspirations upon graduation. Faculty keep regular office hours and students use email to set up appointments outside of posted office hours.

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

Students are kept informed through the school's weekly online newsletter, Fresh JAMM. Faculty advisers send reminder emails and announce in classes that students should make appointments for academic advising.

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.

Student media, which are not part of the school, are managed by a professional media writer who also teaches one course in the school as needed. Student media include: The Argonaut twice-weekly newspaper, Blot quarterly magazine, KOUI 89.3 FM free-format, non-commercial 24-hour radio station, and Student Media Advertising that sells advertising for a variety of print and digital spaces. The Argonaut and Blot offer multi-media content online. The Argonaut is celebrating its 130-year anniversary

as the independent student voice of the university. Students were observed in production work where they demonstrated high-quality skills and collaboration.

Student campus groups include the Strat/Comm Club and the Vandal Hollywood Film Club. The school hosts a student chapter of the Society of Professional Journalists. Students described their experience in one campus group as a “proud and satisfactory experience” for themselves and their student team.

Through student media and organizations, students develop professional skills that help them win awards such as three first-place Society of Professional Journalists Region 10 Mark of Excellence Awards in 2014 and 2015 and three first-place Idaho Press Club Awards in 2017. The SPJ Student Chapter was named Outstanding Campus Chapter and Campus Program of the Year, Region 10, in 2019.

Students reported opportunities to work with real clients in courses such the media campaign strategy capstone course for public relations and advertising students. Students use their skills to get jobs in the community such as social media work for local businesses. Students felt well equipped to go into media industries after graduation with writing being the most valuable skill they learn.

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.

Appropriate data are gathered and published on the school’s webpage. The school receives data from the university Institutional Effectiveness and Accreditation department that includes student retention and graduation rates. The data are shared with the school’s faculty and advisory board members.

The school acknowledges its enrollment “has fluctuated but overall has declined 13 percent” over the past five years, with the college enrollment down by 17.7 percent and the university enrollment down 9.5 percent over the past five years. The university’s graduation rate is slightly lower than the national average.

The school analyzes the data to improve student services and reduce barriers to student success, such as using internal grant monies to encourage academic and other units on campus to propose ways to increase the graduation rate and receiving a grant that will be used to develop an alumni-student mentoring program. The school offers scholarship money to reduce financial barriers to student success. Scholarship awards range from \$300 to \$1,000.

SUMMARY: Students have easy access to faculty who offer quality, thoughtful academic advising. Students engage in extracurricular activities within the school and across campus. Retention and graduation data are available on the university’s website.

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.

Despite cuts to the university's overall budget in recent years, the school's budget has increased almost 11 percent in recent years, from \$746,454 in 2016-2017 to \$771,146 in 2017-2018 and \$836,174 in 2018-2019. The school has a detailed budget, most of which is allocated to salaries and therefore accounts for nearly all of the increases in recent years. However, equipment budgets and operating budgets have declined; from 2016-17 to 2018-2019, the equipment budget dropped from \$11,000 to \$3,000, and the operating budget dropped from \$20,000 to \$11,383 in the same period. Still, the budget is detailed and reflects the school's mission and long-term plans. The recent implementation of lab and course fees will help the school to meet its equipment needs.

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.

Budgetary pressures upon the unit are the same as those faced by all units in the college and indeed the university. The dean expressed his confidence in the school director, and representatives of other departments in the college said that the school is held in high regard relative to other units. The school's budget is comparable to other schools of similar size in the college.

Classrooms, labs, and offices are well suited to the school's mission.

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

The school offices are headquartered in the Administration Building, a beautifully restored, gothic building that dates from the early 20th Century. Faculty offices are in this building as well, as are two computer labs. Both computer labs are roomy and well-configured, with 24 stations in the PC lab (updated in 2018 at a cost of about \$94,000) and 26 stations in the Mac lab. Each has the full range of software required to teach the skills classes offered in the school. A television studio, which is shared with Idaho Public Television, is housed next door in the Radio/TV Center, part of which was renovated this fall to expand a storage room that will free up space in the studio. A \$30,000 grant in 2016 allowed for the replacement of television studio lights. The Radio-TV Annex, next door to the Radio/TV Center, has offices and computers for specialized teaching needs.

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.

While the two computer labs are well-configured, the broadcast equipment available for student checkout is only adequate. (A few students complained, in fact, that they had equipment of their own that was far newer and better than what they could check out at school.) TV cameras are a mix a different brands and models, though faculty are strategic in purchases to ensure that, for example, new lenses match the current brands. Equipment is always available to students, however, and the unit has staff to handle repairs, upkeep, and checkout. While the current equipment is adequate for now, an infusion of money to upgrade equipment would better prepare students for today's jobs in broadcasting and digital media.

The Radio/TV Center control room equipment is serviceable but badly in need of updating. The unit is to be lauded for making do with what they have, but an infusion of money is badly needed here as well. Oddly, an occasional wasp and rat problem in the Radio-TV Annex Building located behind the studio

building concerns students. The TV studio, adjacent work areas, and the computer work stations all get extensive student use, though some students said the equipment room wasn't open long enough during the week.

Some students said that they would like to have greater access to the equipment room, which is open limited hours due to staffing issues.

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

Ample library sources are available in the main University of Idaho Library, which is open 24 hours a day and which also makes multiple databases and other resources available to students online.

SUMMARY: The school is adequately resourced for now, but upgrades are needed to broadcast equipment. Moreover, the school notes that it needs to replace the Radio-TV Annex with a new building that is ADA compliant. It also needs a full-time staff position to handle maintenance and repair of equipment.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

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 a professional advisory council made of up local and regional media professionals, many of whom are alumni of the program or of the university. The council meets twice a semester on campus to get updates on the school, including about the strategic plan. Members said they are active with the school, such as often being asked to be guest speakers. Members pledged their support and their interest in being asked to do more, such as being active in program assessment activities.

Alumni are routinely invited to participate in meetings, seminars and symposia, and to speak to students in courses and at events, including graduation and convocation celebrations. Recently a 1997 school graduate who is now a New York advertising executive, delivered the university's fall 2018 convocation address.

The school is active on its Facebook page, which it considers a primary source of communication from the program. Students working with faculty and the school director began a semiannual alumni newsletter in spring 2019 that highlights the accomplishments of faculty, alumni and students.

Faculty are actively involved in a number of professional organizations, such as the Society of Professional Journalists, the Idaho Press Club, Investigative Reporters and Editors, the Association of Independent Video and Filmmakers, the Popular Culture Association and the University Film and Video Association.

The school's chapter of the Society of Professional Journalists was re-launched in 2017 and has for the last two years been named regional chapter of the year and the best regional program of the year. SPJ events have brought regional professionals to campus for discussions on women in sports media, press freedom and sunshine laws, career developments and war reporting. The chapter has taken field trips to nearby large cities to tour professional news organizations and meet with professionals. School students annually participate in the American Advertising Federation's National Student Advertising Competition, primarily involving advertising students, but also broadcasting and digital media students. The school's Ad Club chapter provides students with regular opportunities to meet with regional professionals, and in each of the last three years sponsored a trip to New York City to visit advertising agencies and digital media organizations.

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

The school produces and hosts the Oppenheimer Ethics Symposium, a one-day exploration of contemporary issues in media ethics now in its 11th year. The event is a signature university event, attracting several hundred students, faculty, staff and community members. The symposium has attracted some of the biggest names in American journalism, including Leonard Pitts, Jacqui Banaszynski, John Branch and Adam Goldberg.

Faculty are active in evaluating professional performance, such as judging competitions for regional and national professional organizations.

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

Faculty are active in journalism and mass communication academic organizations, such as AEJMC and the International Communication Association, with some having held leadership positions. The school supports such efforts and provides each faculty member at least about \$1,500 a year to cover costs.

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.

University service learning activities are organized and funded through the provost's office and the faculty teaching center. Three school courses have been designated as service learning that provide services to the community: an introductory media campaigns course in the advertising sequence; a public relations research and case studies course; and a digital media field production course in the broadcasting and digital media sequence. The first two are offered each semester as part of those sequences' required courses, while the latter is an elective that is offered regularly. Another course does not have a university service learning designation, but provides similar community help: the media campaign strategy course that serves as a capstone for the advertising and public relations sequences. The school's active service learning courses provide free advertising and public relations services, such as social media analytics, to area businesses and non-profits.

The school has a close relationship with Idaho Public Broadcasting, both TV and radio, and shares broadcast and video-editing facilities. The school produces some programming that airs on public broadcasting and local stations, including a university sports show.

All faculty members -- tenure-track, tenured and clinical -- have a standard workload expectation of 5 percent of time dedicated to community outreach.

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

Quoting the self-study: The school operates the annual Multicultural Journalism Workshop for high school journalists from around the region. Since 2001, the workshop has exposed high school journalists to college-level instruction and to media professionals. High school journalism teachers, particularly those new to the assignment, can participate in a simultaneous, parallel program. Faculty members are frequent guest lecturers at area schools and often participate in school career days. In 2018, 25 Lakeside High School students from Plummer, Idaho, a rural community, participated in workshops on television studio production through Upward Bound. The school participates in the university's annual Envision Idaho event, which includes workshop activities across campus to high school students. In 2018, the school held a filmmaking workshop and screened short films from majors who participated in past Kino Short Film Festivals. The workshops that the school offers rotate through the academic programs, with advertising scheduled for 2019.

In 2017 and 2018 the school held a High School Journalism Day featuring local and regional professionals and academics. The 2017 event was held in Boise, the state capital, for nearly 2,000 students. The 2018 event was held on campus for about 80 students primarily from Northern Idaho. The keynote session was live-streamed to schools in Southern Idaho and several schools later viewed the speech on YouTube.

SUMMARY: School faculty are active in public and community service through local, regional and national businesses and organizations, as well as academic organizations. The school is supportive of these activities. The new school director has invigorated communication efforts with alumni and the

community through a new newsletter. The school's professional advisory board speaks very highly of the school and is eager to be further involved. The school is an active participant in public conversations about contemporary media, such as with a large ethics symposium. The school has an impressive amount of scholastic journalism activities and has established itself as a regional leader in this area.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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)?
- How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?
- How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?

Assessment is currently in the hands of the director. He plans to make it part of the Curriculum Committee’s responsibilities going forward. While there is a flurry of activity around assessment, it has fallen off the school’s radar to some degree in the past few years and progress, especially as measured in annual assessment reports for the university, has been slow.

The school has been challenged by the overlap of university assessment requirements and ACEJMC’s. The result is this hybrid, which does not appear to cover all 12 ACEJMC values and competencies:

JAMM Core Learning Outcomes

1. Students will be able to recognize the legal, historical, economic, cultural and political forces that shape the mass media in national and global context. (ACEJMC 1, 2) *Assessment measure: Knowledge pre-test in JAMM 100 (Media and Society) and post-test in JAMM 484 (Media Law).*
2. Students will understand the value of diversity, practice inclusiveness, and demonstrate ethical behavior in their chosen profession. (AEJMC 3, 4 6) *Assessment measure: Essay at the conclusion of JAMM 341 (Ethics).*
3. Students will demonstrate the ability to communicate effectively with diverse audiences, through print, broadcast and online media. (AEJMC 5, 8, 9, 10) *Assessment measure: Capstone courses, tailored to each major’s specific learning outcomes (see below).*

Additional Learning Outcomes for Each Major

Graduates acquire a professional education in media specialties in a liberal arts context that promotes global awareness and critical and creative thinking. In particular, graduates in each field of study will achieve the following outcomes

Advertising

- Students will be able to synthesize design skills, creative knowledge and principles of advertising to generate effective media messages on behalf of a client.
- Students will be able to demonstrate proficiency with media planning and analytics, applying basic numerical and statistical concepts.
- Students will be able to plan and execute a multimedia advertising campaign, applying current tools and technologies.

Broadcasting/Digital Media

- Students will be able to demonstrate critical, analytical and creative writing skills across platforms and technologies.

- Students will be able to apply aesthetics and techniques to production processes, applying current tools and technologies.
- Students will be able to apply individual and collaborative problem-solving skills learned in the classroom to competitions, internships, clubs, jobs and student media.

Journalism

- Students will be able to employ evidence-based research skills to gather and organize information from multiple sources.
- Students will be able to demonstrate effective multimedia storytelling techniques, applying current tools and technologies.
- Students will be able to respond to journalistic challenges through individual and team-based problem solving

Public Relations

- Students will understand and be able to apply concepts of public relations to a variety of settings and clients.
 - Students will be able to research, plan and manage an information or advocacy campaign on behalf of a client, applying basic numerical and statistical concepts.
 - Students will demonstrate competence in the variety of media employed by public-relations practitioners, applying current tools and technologies.
- Competencies will be measured through assessment of each major's capstone course.*

Specific assessment tools for much of the above have yet to be developed and the lack of a capstone in Journalism and Broadcast is a hindrance. Syllabi do not reflect a mapping of courses to competencies, though a general course map to ACEJMC's learning outcomes is in place, though it only covers required courses and not sequence courses.

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?
- What indirect measures does it use, where and when?
- Are these measures effective for assessing ACEJMC's professional values and competencies?

This table shows departmental data gathering for assessment:

Schedule of Data Collection and Direct Measures				
	Annual and ongoing	All students	Some students	Develop
UI Learning Outcomes Assessment (See Table in Standard 2, Curriculum)	Cyclical: Sept 1-end AY Data Collection; April 30 Faculty Discussion; Sept 15 Update Learning Outcomes; Oct 1, Update Tools and Benchmarks; Oct. 15 Update Learning Findings and Actions; Evaluation of Previous Assessment Plan	n/a	n/a	n/a
Direct measures of student performance				
JAMM 100, 121	Completion with C or better	X		
JAMM Core	Successful Completion	X		
75/60 ACEJMC	Successful Completion	X		
Major sequence	Successful Completion	X		
Internship	Direct observation in workplace by supervisor; aggregate report to faculty		X	
Capstone in major	Public Relations and Advertising Campaigns courses; Journalism in development; BDM optional		X	X
Writing Assessment	Incoming majors, JAMM 121: Media Writing	X		X
General knowledge of media & civics	Incoming majors, JAMM 100: Media & Society	X	X	
Indirect measures of student performance				
Graduating senior survey (university wide)	Conducted in December, discussed by faculty in April; curricular/catalog changes submitted in September for changes the following year	X		
Alumni survey	Conducted in April-May for graduating class of three years earlier	X	X	
Focus groups of graduating seniors	Conducted in December and April; discussed by faculty in August		X	
Advisory Board	Twice yearly; incorporated into faculty discussion and curricular changes		X	

In short, data are being gathered, but actions being taken and analysis of exactly what the data mean is not evident in the school's assessment reports. For example, data have been compiled on the knowledge pre-test administered in the introductory Media and Society course and post-test given in the Media Law class. Reports show no recent application of that data. The self-study notes that the school needs to develop better measures for assessing all of ACEJMC's 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?
- What specific values and competencies had graduating classes not mastered satisfactorily?
- How does the unit decide how to address these areas of concern and what actions did it take to do so?
- How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?
- Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?

These are all areas to be attacked going forward. It should be noted that the school gives credit to assessment for a number of positive developments in recent years:

- Collaboration and sharing of foundational and capstone curriculum in the Advertising and Public Relations sequences
- A new clinical position to deliver a new integrated curriculum in visual literacy and graphic design
- Consolidation of a position to improve oversight of internships
- A new required introductory course in visual literacy and digital production
- Extensive review and updating of curriculum in three of the four accredited sequences with review of the fourth major in the planning stages.

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 school's Advisory Board (established in 1999) consults with the director and faculty on a variety of matters. The board meets twice a year. Board members give feedback to the Advertising Competition Team, which presents its campaign for critique at the spring meeting.

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

The Advisory Board has been asked to participate in assessment of student work going forward and has enthusiastically accepted.

The school also reports regular professional input in these classes:

- Broadcast News and Sports Reporting are critiqued by a broadcast news professional
- Public Relations Campaigns, critiqued by local PR professionals
- Media Campaign Strategies, critiqued by local professionals in Advertising, PR and strategic communications fields.

SUMMARY: While assessment received glowing reviews from the site team six years ago, attention to it has declined. The sometimes competing needs of the university's assessment system and ACEJMC's has been addressed in a different approach to learning outcomes, with more work to be done developing actionable data. The lack of capstones in Journalism and Broadcast hinders assessment.

Overall evaluation, compliance/non-compliance:

NON-COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

- Dedicated faculty noted for teaching and a willingness to do whatever is needed to help students prosper.
- Engaged, hard-working students who see the opportunity the school provides and have embraced it. They really appreciate the efforts of the faculty.
- Beautiful building that provides a gracious home for the school.
- Robust curriculum utilizes contemporary tools to prepare students for the workplace.
- Recent faculty hires will help the school's research efforts going forward.
- Strong commitment and tradition of public service and outreach.

WEAKNESSES:

- University and school both suffering from declining enrollment and budget shortfall, contributing to an uncertain environment and fear of cuts.
- New director's transition into school hindered by personnel crises.
- No full professors in the faculty – same as six years ago.
- No faculty of color.
- Broadcast equipment facilities and equipment have received some attention, but further freshening is needed.

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

Standard 3, Diversity; Standard 9, Assessment

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

On diversity, while faculty gender equity is to be applauded, the lack of any faculty of color is a glaring issue. Stronger attention to diversity is needed in syllabi and in class assignments.

On assessment, a return to a vigorous and effective use of measures to collect meaningful data that informs the curriculum is needed. Mapping of curriculum to ACEJMC values and competencies must be across the board. Plans to involve the alumni and advisory boards in assessment must be carried out. A capstone for Journalism and Broadcast majors is necessary to fully implement assessment.

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

In addition to the two standards above, Standard 1 discusses the difficult transition the new director has faced. Aside from the issues beyond his control – such as the university's budget crisis – an aggressive outreach and commitment to communication and partnership with the faculty is essential.

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.

N/A

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 candid and honest about the successes and failings of the school. To its credit, the school used the self-study process as an opportunity to assess itself. Built-in links to relevant appendix items into the standards narrative was extremely helpful and should become standard for ACEJMC self-studies.