

# Report of ACEJMC Evaluation

## Undergraduate program 2023-24

Name of Institution: Colorado State University

Name and Title of Chief Executive Officer: Amy Parsons, President

Name of Unit: Department of Journalism and Media Communication

Name and Title of Administrator: Marilee Long, Professor and Chair

Date of 2023-2024 Accrediting Visit: October 29-November 1, 2023

Date of the previous accrediting visit: November 13-26, 2016

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

### Recommendation by 2023-2024 Visiting Team: Reaccreditation

*Prepared and submitted by:*

#### Team Chair

Name and Title: Barbara B. Hines, Professor Emerita

Organization/School: Cathy Hughes School of Communication, Howard University

Signature 

#### Team Member

Name and Title: Denise Dowling, Professor

Organization/School: School of Journalism, University of Montana

Signature 

#### Team Member

Name and Title: Michel M. Haigh, Professor

Organization/School: School of Journalism and Mass Communication, Texas State University

Signature 

#### Team Member

Name and Title: Will Sutton, Columnist and editorial writer

Organization/School: *The Times-Picayune* and NOLA.com

Signature 

## PART I: General Information

**Name of Institution:** Colorado State University

**Name of Unit:** Journalism and Media Communication

**Year of Visit:** Fall 2023

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

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- 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. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

Colorado State University was founded as a land-grant college in 1870, eight years after the passage of the Morrill Act (Morrill Act, 1862). The land-grant campus was established in Fort Collins through legislation signed by Territorial Governor Edward McCook in 1870. The institution was first founded as the Agricultural College of Colorado and was placed under the State Board of Agriculture in 1876 when Colorado became a state. After several name changes, the institution became Colorado State University in 1957 and received recognition by the North Central Association of Colleges and Schools as a mature university in 1974.

The chancellor of the Colorado State University System administers the university, while also overseeing Colorado State University-Pueblo and Colorado State University-Global Campus. The system has a budget of over \$1 billion, research expenditures of more than \$300 million, graduates more than 7,000 students a year, and has more than 200,000 alumni. As a land-grant university, the system has a mission to serve the people of Colorado, and that includes having CSU Extension offices in almost every county in the state, and supporting community-oriented, research-based informational, educational, and 4-H programs. CSU is home to several top centers and programs, including one of the top-ranked veterinary medicine programs in the nation.

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

- Yes
- No

**If yes, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit:**

November 2016

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

1972

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

**Department of Journalism and Media Communication  
Colorado State University  
Mission Statement  
(Adopted April 24, 2023)**

The Colorado State University Department of Journalism and Media Communication is a community of faculty, staff, and students dedicated to becoming leaders in the education and application of responsible communication principles in media. To fulfill this role, the department:

1.1 Commits to excellence, equity, and inclusivity in undergraduate teaching both in-person and online. We examine with students the knowledge, skills, and values necessary for traditional and innovative approaches to responsible and professional journalistic, strategic, and related communication.

1.2 Engages in quality graduate teaching, which explores communication concepts, theories, research methods, and their sophisticated application in academic and professional work environments.

1.3 Dedicates to being a community of scholars who create and foster an inclusive, involved, and informed citizenry. It is our responsibility to establish an equitable educational environment and to impact our communities in positive ways.

1.4 Determines to produce scholarship, research, and creative activity, to help understand the nature, processes, technologies, effects, and problems of communication, modern media, and journalism/communication education. This work is also concentrated on reflecting diverse perspectives and promoting equity and inclusion in media.

1.5 Commits to cultivating a reputation for interdisciplinary teaching, research, and outreach, to enrich our local, regional, national, and international communities.

1.6 Affirms our responsibility to the university, professional media, and academic organizations, including outreach to the public and media/communication constituencies.

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

Number of weeks in a semester: 16 weeks

Number of weeks in a quarter: N/A

Number of weeks in summer sessions: 4, 8 and 12 weeks

Number of weeks in intersessions: N/A

**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.**

Bachelor's degree in Journalism and Media Communication

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

120 semester-hour credits

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

1 semester credit hour is required. Students may take up to four (4) semester credits.

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

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

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

27,833

23,653 Undergraduate

\*\* As of 9/11/2023

**14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.**

Department enrolled: 403 (Fall 2023)

We have no formal concentrations or sequences.

There is no formal pre-major.

**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 for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2024 visits. 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.)

<b>FALL 2023 JOURNALISM &amp; MEDIA COMMUNICATION COURSES</b>			
<b>Course</b>	<b>Section</b>	<b>Title</b>	<b>Enrollment</b>
JTC 210	1	Newswriting	18
JTC 210	2	Newswriting	18
JTC 210	3	Newswriting	17
JTC 210	4	Newswriting	18
JTC 210	5	Newswriting	18
JTC 210	6	Newswriting	18
JTC 210	7	Newswriting	19
JTC 211	1	Visual Communication	16
JTC 211	2	Visual Communication	6
JTC 211	3	Visual Communication	18
JTC 211	4	Visual Communication	18
JTC 305	1	Media and Global Cultural Identity	14
JTC 310	1	Copy Editing	18
JTC 319	1	Science and Environmental Communication	19
JTC 320A	1	Reporting: General	14
JTC 326	1	Online Storytelling and Audience Engagement	17
JTC 326	2	Online Storytelling and Audience Engagement	18
JTC 326	3	Online Storytelling and Audience Engagement	19
JTC 326	4	Online Storytelling and Audience Engagement	18
JTC 335	1	Photography	19
JTC 335	2	Photography	17
JTC 340	1	Video Editing	20
JTC 340	2	Video Editing	14
JTC 341	1	TV News Writing, Reporting, and Producing	15
JTC 342	1	Writing for Visual Media	17
JTC 345	1	Video Production	20
JTC 347	1	Audio Production	20
JTC 351	1	Publicity and Media Relations	9
JTC 372	1	Web Design and Development	17
JTC 372	2	Web Design and Development	13
JTC 420	1	Advanced Reporting	16
JTC 427	1	Motion Graphics Design	18
JTC 435	1	Documentary Video Production	10
JTC 440	1	Advanced Media Production	14
JTC 460	1	Senior Capstone	13
JTC 460	2	Senior Capstone	14

<b>SUMMER 2023 JOURNALISM &amp; MEDIA COMMUNICATION SKILLS COURSES **</b>			
<b>Course</b>	<b>Section</b>	<b>Title</b>	<b>Enrollment</b>
JTC 210	1	Newswriting	20
JTC 211	1	Visual Communication	21
JTC 310	1	Copy Editing	4
JTC 326	1	Online Storytelling and Audience Engagement	11
JTC 328	1	Feature Writing	10
JTC 335	1	Photography	5

JTC 340	1	Video Editing	10
JTC 345	1	Video Production	5
JTC 371	1	Publications Design and Production	4
JTC 372	1	Web Design and Development	18
JTC 417	1	Data Visualization Design	6
JTC 460	1	Senior Capstone	5

\*\* Summer 2023 courses were offered online.

SPRING 2023 JOURNALISM & MEDIA COMMUNICATION COURSES			
Course	Section	Title	Enrollment
JTC 203	1	Television Studio Production	10
JTC 210	1	Newswriting	14
JTC 210	2	Newswriting	16
JTC 210	3	Newswriting	14
JTC 210	4	Newswriting	17
JTC 210	5	Newswriting	17
JTC 211	1	Visual Communication	20
JTC 211	2	Visual Communication	19
JTC 211	3	Visual Communication	19
JTC 211	4	Visual Communication	18
JTC 310	1	Copy Editing	17
JTC 319	1	Science and Environmental Communication	17
JTC 320B	1	Reporting: Sports	17
JTC 326	1	Online Storytelling and Audience Engagement	19
JTC 326	2	Online Storytelling and Audience Engagement	16
JTC 326	3	Online Storytelling and Audience Engagement	18
JTC 326	4	Online Storytelling and Audience Engagement	16
JTC 328	1	Feature Writing	18
JTC 335	1	Photography	18
JTC 335	2	Photography	17
JTC 340	1	Video Editing	18
JTC 340	2	Video Editing	13
JTC 345	1	Video Production	17
JTC 372	1	Web Design and Development	13
JTC 372	2	Web Design and Development	17
JTC 373	1	Digital Promotion Management	15
JTC 417	1	Data Visualization Design	19
JTC 420	1	Advanced Reporting	9
JTC 433	1	Advanced Video Editing	13
JTC 435	1	Documentary Video Production	10
JTC 460	1	Senior Capstone	17
JTC 460	3	Senior Capstone	18
JTC 460	4	Senior Capstone	19
JTC 460	5	Senior Capstone	18
JTC 470	1	Immersive Storytelling	13
JTC 472	1	Advanced Web Design and Development	8
JTC 490	1	Workshop – Drone Journalism and Commercial Production	15
JTC 490	2	Workshop – Public Television Video Production	8

**16. Total expenditures planned by the accredited unit for the 2023–2024 academic year:**  
\$4,400,000

**Amount expected to be spent this year on full-time faculty salaries:**  
\$1,909,000

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

NAME	TITLE
Katie Abrams	Associate Professor
Michelle Ancell	Senior Instructor
Ashley Anderson	Associate Professor
Tori Arthur	Associate Professor
Darrell Blair	Senior Instructor
Dani Castillo	Senior Instructor
Joe Champ *	Associate Professor
Susan Clotfelter	Instructor
Umberto Famulari	Assistant Professor
Jenny Fischer	Instructor
Michael Humphrey	Assistant Professor
Jaime Jacobsen	Assistant Professor
Jangyul Kim	Associate Professor
Kris Kodrich *	Associate Professor
Yeunjae Lee	Assistant Professor
Marilee Long	Professor (chair)
Greg Luft	Professor
Rosa Martey	Professor
Ben O'Connor	Senior Instructor
Sarah Pooler	Senior Instructor
Gaya Sivakumar	Associate Professor
Kim Spencer	Master Instructor
Samuel Tham	Assistant Professor
Linnea Ward	Senior Instructor
Steve Weiss	Master Instructor
David Wolfgang *	Associate Professor

\* On sabbatical or leave during fall 2023 semester.

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2023. Also list names of part-time faculty teaching spring 2023. (If your school has its accreditation visit in spring 2024, also provide the spring 2024 adjunct list in the updated information.)**

NAME	TITLE	SPRING 2023	FALL 2023
Taib Ahmed	Lecturer / Ph.D. GTA		X
Aaunterria Bollinger-Deters	Lecturer / Ph.D. GTA		X
Chryss Cada	Instructor	X	X
Sera Choi	Lecturer / Ph.D. GTA	X	

Susan Clotfelter *	Lecturer / Ph.D. GTA	X	
Ryan Crist	Instructor	X	X
John Eisele	Instructor	X	X
Jenny Fischer *	Instructor	X	
Jamie Folsom	Instructor	X	
Matt Gohl	Instructor	X	X
Jesse Grace	Instructor		X
Emily Johnson	Instructor	X	X
Jill Mott	Instructor	X	X
Melissa Pickett	Instructor	X	X
Jaye Powers	Online instructor	X	
Zoey Rosen	Lecturer / Ph.D. GTA	X	
Jake Sherlock	Instructor	X	X
Mara Singer	Lecturer / Ph.D. GTA	X	
Russick Smith	Instructor		X
Deric Swanson	Instructor	X	
Pete Waack	Instructor		X

\* Full-time as of Fall 2023

**19. For each of the last two academic years, please give the total number of graduates from the unit.**

2022-23 academic year: 139

2021-22 academic year: 131



## PART II — Standard 1: Mission, Governance and Administration

Founded in 1870 as a land-grant institution (Colorado Agricultural College) in Fort Collins, CO, Colorado State University has offered instruction in journalism since 1958 when the English Department offered technical journalism courses; the first degree in journalism was awarded in 1961.

Technical Journalism became a department in 1968 with news-editorial and technical writing concentrations. Broadcast news/documentary film and public relations were added in 1971 and 1975, respectively. The news-editorial and broadcast news concentrations were first accredited in 1972. The department changed its name to Journalism and Technical Communication in 1999, and in 2000 joined the CSU Information Science and Technology Center. In 2011, the department eliminated concentrations as it moved to a converged curriculum and in 2014, the department changed its name to Journalism and Media Communication.

Today, there are 403 undergraduate students enrolled in the Department of Journalism and Media Communication, one of 19 programs in the university's College of Liberal Arts. Offering a diverse array of courses, the program offers a strong focus on writing and preparing students for the workforce with courses structured around core requirements in writing, production, application, concept courses, and electives.

Since the department changed its name in 2014, there has been a steady increase in enrollment, except for a short dip during the pandemic. The department began offering a full bachelor's degree in journalism and media communication online in Fall 2018.

### Unit performance with regard to indicators:

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

The department has a thoughtful and carefully crafted mission statement and long-range plan which was most recently updated in May 2023. It was developed by the faculty under the leadership of the new chair, who began in July 2022. The plan is the department's roadmap for establishing its vision based on current and projected priorities and opportunities.

The plan dovetails with the university's plan, which features four major categories: *People and Culture*, *Operational and Financial Excellence*, *Innovation*, and *Impact*. The department's plan has eight broader objectives in those four categories. It is a robust plan, with 28 goals ranging from Improving Department Culture to the Pursuit of Inclusive Excellence; from the Expansion of Department Resources to Funding Scholarships for Students; from Undergraduate and Graduate Education, Engaging in Public Service, to Research and Discovery.

The plan also incorporates ACEJMC's Values and Competencies throughout the document.

**The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.**

The department's mission statement and strategic plan are readily accessed here:

<https://journalism.colostate.edu/public-accountability/>

**Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life**

**of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?**

Every five years, the department conducts a strategic planning process. The current plan was approved by the faculty in May 2023 and runs through June 2028.

The chair is responsible for developing the strategic plan goals with input from the various department committees. Once the draft is complete, it is distributed for faculty review and input. A final version is adopted by faculty vote.

Updating and monitoring the plan is the responsibility of the department chair and the associate chair. Both work with members of the Executive Committee and the department committee chairs to ensure it serves the department's needs.

**(b) 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.**

**Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion, and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?**

During the six years under review, the department changed leadership but never missed a beat. Colleagues cite the 15-year leadership of the former chair (Greg Luft), who recently served on the president's cabinet. Before he stepped down in June 2022, a search was conducted and the current chair (Marilee Long), was selected. She took over as chair in July 2022. Both are respected as leaders across campus and within the department.

In meetings with university faculty, alumni, and administrators across campus, they cited their "thoughtful approach to developing leadership," "integrity," "inclusiveness," and "no nonsense" approach to supporting students, faculty, and staff in the department.

Both have been advocates for diversity, inclusion and equity as can be seen in goals developed in the department's Strategic Plan. A strong culture of inclusion is evident in the day-to-day work of the department as well as in the classrooms. The dean of the College of Liberal Arts (Ben Withers) was just one of the people interviewed who confirmed that the department has been a leader across campus in embracing the university's broad definition of diversity. In recognition of their work, the dean hired one of the department's senior faculty members (Rosa Martey) to serve 50 percent of her time for the College of Liberal Arts as the Faculty Coordinator for Diversity and Inclusion.

During the six-year period reviewed, Luft and Katie Abrams (now Graduate Program director) led the 2018 curriculum revision to embrace expanded technology. The department received \$25,000 from the dean to implement the new curriculum. The current chair has continued to support those revisions, encouraged faculty, and helped to fund participation in professional development, and has provided

research support. Non-tenured faculty members praise her work establishing mentors to help guide them through their academic careers at CSU.

The site team confirmed the department's extensive university partnerships, ranging from Athletics, the College of Agricultural Sciences, Marketing and Communications, the School of Global and Environmental Sustainability, the Colorado Film Commission, the Colorado School of Public Health, the Denver Press Club, and the Colorado Student Media Association, to name just a few.

There is an Executive Committee supporting the chair that includes the Undergraduate Program Director, Graduate Program Director, Tenure and Promotion Committee Chair, Non-Tenure Track Faculty Chair, and Associate Chair.

Both chairs have extensive professional and alumni contacts and have broadened support for the unit. The College of Liberal Arts dean cited the strong alumni connections within the department. Students who graduate feel connected to their department and the university. Many go on to attend graduate school at CSU or are hired (after successful internships) in university positions.

**(c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).**

The unit has current information (2022) posted on the ACEJMC searchable database website.

**(d) The unit gathers, maintains, and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.**

Data for the department can be found at <https://journalism.colostate.edu/public-accountability/>. The data is compared with both the College of Liberal Arts and the university. On average, the department ranks higher than the college and the university.

**On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases, or variances from policy.**

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

The department has clear procedures for faculty governance. It follows the [CSU Faculty Manual](#) and the [College of Liberal Arts Code](#) for governance, operating, and procedural direction. The JMC Department Code outlines the department's mission, organization, committees, search, hiring, evaluation, and grievance procedures. All changes to the code are approved by faculty, the College of Liberal Arts, and the provost. It was updated in 2019.

There are eight standing committees: Undergraduate Program, Tenure-Track Tenure and Promotion, Technology, Equipment and Library Resources, Scholarship and Awards, Merit Evaluation, Graduate Program, Diversity Committee, and Non-Tenure Track Faculty. Four ad-hoc committees were in operation during the site team visit. They include the Center for Science Communication Committee, the Spur Committee, the Media Production Tenure Track Search Committee, and the Strategic Communication Center Committee. The ad-hoc committees are added when work is needed that is not handled by a regular standing committee.

Department faculty are also well represented serving on committees at the college level and university-wide. Some of those include the COVID-19 Social Norming Task Force, the Research Faculty Advisory Committee, the Occupational Therapy Inclusive Excellence Committee, the CSU's President's Native American Advisory Council, the University Faculty Council, the Rocky Mountain Student Media Corporation Board of Directors, the Equity and Inclusion Network, multiple committees, and leadership assignments in the College of Liberal Arts and many more across campus.

**6. How often did the faculty meet during the most recent academic year?**

Faculty meetings are held monthly, usually on the first Monday of the month during the academic year. A two-day faculty retreat is held prior to the start of the fall semester. Additional meetings are scheduled when necessary (i.e. to discuss candidates in job searches or for accreditation issues).

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

The process for the selection and appointment of the department chair follows procedures outlined in [Section E.4.4](#) of the [Academic Faculty and Administrative Professional Manual](#). The College of Liberal Arts dean is responsible for appointing a chair for a five-year term. The dean relies on a departmental search committee led by a department chair from another department in the college. The dean provides the committee with procedures, minimum qualifications, and committee responsibilities. The committee's recommendations are advisory to the dean.

The department chair is evaluated each year during the merit review process. The department's merit review committee evaluates the chair's teaching, research, and service, as it does for every tenure-track and tenured faculty member. Separately, the department's Executive Committee conducts an evaluation of the chair using a survey provided by the dean. The anonymous survey goes to all full-time and part-time faculty and staff. Together, members of the committee review the survey and summarize the results. The summary is provided to the chair. A copy of the summary, as well as the original surveys, are provided to the dean. Using these evaluations, the dean provides the chair with an annual evaluation of their performance from a management perspective. Copies are provided to the chair and the provost.

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

The department chair has an open-door policy for faculty and staff to air concerns and identify issues needing attention. Multiple documents (department, college, and the university's General Catalog) provide avenues for faculty, staff, and students to resolve their concerns. There is also an Academic Integrity Center and a Student Resolution Center available to faculty and students.

**SUMMARY:**

This is a highly functioning department that has had the benefit of effective leadership, a talented faculty, and support from its parent College of Liberal Arts. Through well-established shared governance, the department has a forward-looking mission and strategic plan for the future.

**Overall evaluation compliance/non-compliance: COMPLIANCE**

## PART II — Standard 2: Curriculum and Instruction

### Unit performance with regard to indicators:

Discussions of indicators b, c and f should describe and evaluate individual academic sequences in the unit.

**(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.**

The unit offers one undergraduate degree in Journalism and Media Communication. There are four areas of focus offered in the degree, and students are strongly encouraged, but not required to pursue a focus. The focus areas include Journalism & Storytelling, Media Production, Strategic Communication, and Science Communication.

The unit requires between 46 and 54 credits in journalism, 24 being core required courses. The unit requires a minor, a second major, or 21 credits in two related areas of study with 12 of those 21 credits being upper division.

The institution requires 120 credits to earn the degree, with a 31-credit University Core Curriculum requirement. That core includes required credits in writing (6), math (3), diversity/equity/inclusion (3), physical/biological science (7), arts & humanities (6), social science (3), historical perspectives (3). A statistics course is also required by the unit, but that requirement is not part of the 31-credit core.

The statistics requirement can be satisfied by a statistics course in the math department or the unit's JTC 270-Analyzing Data in Journalism and Media. This course was designed to give students practical applications of statistical tools in reporting, social media and web analytics, etc. It does not satisfy the university's math requirement.

The unit offers three courses that fulfill university requirements. Media and Society fulfills the university core requirement in Social/Behavioral Sciences. Strategic Writing and Communication and Corporate and Professional Communication are advanced writing courses that fulfill the university core requirement. Those two 300-level writing courses do not satisfy the unit's advanced writing requirement as they are designed primarily for non-majors.

The unit lists the following courses as helping to provide a broad liberal arts or social science education to its majors:

Media in Society, History of Media, Multiculturalism and the Media, Media Ethics and Issues, International Mass Communication, New Media Trends and Society, Media Effects, Communications Law, Food and Natural Resources Communication, and Documentary Film as a Liberal Art.

There are other courses that utilize numerical and statistical concepts, including Audience Insights; Social Media Management; and Media Analytics and Social Listening.

**(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 values and competencies listed by the Council.**

The unit requires 28 credits in skills courses and 9 credits in theoretical course work. Theoretical courses required of all majors include Media and Society, Media Ethics and Issues **OR** Communications Law. One course is required in a concept area that is also considered theory-based.

The 28 required credits in skills courses include core requirements of Newswriting, Visual Communications, Online Storytelling and Audience Engagement and the capstone course. Students may choose from a list to add six credits in writing, six credits in production, one credit in application, three credits in an advanced elective, three credits for the capstone course and six focus-area credits.

The unit undertook a curricular review in 2018. From that effort, 29 courses were updated or overhauled, course descriptions were modified, and nine new undergraduate courses were added. The faculty also added a new student seminar aimed at first-semester freshmen to introduce them to the department, the university and each other. The course is not required and fails to capture transfer students or those who declare the JMC major after a semester or more on campus.

In March of 2023, faculty focused curricular efforts on evaluating the changes that had occurred after the 2018 review. A graduating student and faculty survey was conducted in advance of the meeting. The group recommended adding an additional required writing course. It also recommended changing the scope and name of the required newswriting course to focus more generally on media writing to serve students across areas of study.

Faculty discussed pre-requisites, allowing required courses Newswriting and Visual Communication to be taken concurrently and discussed the addition of peer mentoring to the new student seminar. The qualitative survey was used to inform the curricular changes, but quantitative data on learning outcomes was not presented as informing the changes.

As part of the 2018 curriculum review, courses were plotted in a grid to show inclusion of instruction in the ACEJMC core competencies. Those competencies appear on syllabi in the learning outcomes, with the language coming directly from the ACEJMC guidelines. Several different courses list the same learning outcomes parroting the ACEJMC language and making it difficult to discern differences among courses. It is unclear how the learning outcomes of those core competencies are assessed inside the course and how the grid reflected the learning taking place in the courses.

**(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.**

Faculty remain closely connected to their media professions and professionals are engaged across the department to keep the instruction current and demanding. Many faculty continue to work or freelance for media outlets and bring those professional experiences directly to the classroom. Others, whose media experience might be dated, rely on contacts currently working in the profession to guest lecture, provide workshops and otherwise engage with students and faculty.

Each student is required to earn at least one credit in an “application” category which encompasses internships, student media practicum or a study abroad. Students enrolled for a practicum in student media say they value working with and for a professional publication or broadcast. Students claim this real-world experience is of great importance to their future careers not only because of the experience, but because of the contacts they make that can help guide their career paths.

Several classes partner with professional media outlets and students must perform at a professional level to have their work considered for distribution through these media sites. A recent partnership with Rocky Mountain PBS published student work on its website, but not on-air.

Professionals engage regularly in the Senior Capstone course. In that course, students create an online portfolio which is reviewed by two professionals and a faculty member. Those evaluations are gathered but have not been collated and rolled back into curricular decision-making.

Additionally, internship hosts submit an evaluation of a student's performance in the internship. That evaluation must be submitted to the internship supervisor before credit is granted. Those data are not regularly tallied and fed back into the curricular decision-making path.

**(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.**

The faculty research production is notable with every full-time faculty member listing a variety of refereed papers and presentations. The research efforts give faculty the opportunity to engage with current media professionals.

Faculty lead student chapters of professional organizations including the Society of Professional Journalism and the Public Relations Student Society. Faculty serve on professional boards and advisory groups and participate in organizations like the Broadcast Education Association and the Association of Education in Journalism and Mass Communication.

The student media operation at Colorado State employs nine media professionals who supervise student productions. Those professionals often teach in the department, bringing fresh experiences and trends to the student instruction.

The instructor-level faculty bring a wealth of current, ongoing, or recent experience from the professions they represent.

**(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.**

The unit reports only one violation of the 20-1 rule and that is in Visual Communication (JTC 211) offered in the summer of 2023.

**(f) 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. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).**

**When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.**

**Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.**

Students are required to earn at least one credit in an internship, practicum or study abroad. The unit awards one credit per 45 hours of work, and students may earn up to four credits in this area. Internship supervisors are required to submit an evaluation of student performance before credit is awarded.

The practicum credit is awarded to students working at the robust, independent student media operation on campus. The Rocky Mountain Student Media Corporation produces video, audio, newspaper, online, magazine and documentary film content distributed in several venues. RMSP also contracts with the university to produce videos, marketing materials and visitor guides, among other projects.

While each internship or practicum supervisor submits a quantitative analysis of the student performance, those data are not compiled regularly. The site team requested and was given a compilation of evaluation scores from internships held during the summer session of 2023. Overall, students scored extremely well, with a 4.72 average out of 5.

Internship supervisors report excellent outreach and contact through the unit's internship coordinator and most internship hosts continue to offer positions to CSU students based on excellent results. Professionals report CSU students are known to be well-prepared for internships, outperforming in-state rivals in the placement and success of student interns.

#### **SUMMARY:**

The unit provides a diverse and inclusive curriculum encompassing all areas of journalism, strategic communication, science communication, and media production. The unit is to be commended for the robust curricular review conducted in 2018 with some changes implemented in the 2019-2020 academic year. Some planned changes were derailed by the pandemic.

Faculty stay close to their professions through continuing work, research, professional organizations and guest speakers. Those connections translate into up-to-date instruction in the classroom. Students get current exposure to industry practices and changes in the profession through internships and practicums.

The unit has gathered several data sets to help guide curricular change. Those data are not shown to ground the curricular decision-making that has occurred.

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



## PART II — Standard 3: Assessment of Learning Outcomes

*The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another.*

**Unit performance with regard to indicators:**

**(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.**

The unit has a written assessment plan that was updated in 2023. The department has an Undergraduate Program Committee that oversees the general assessment activities and works with the university. The updated curriculum includes contemporary issues relevant to the changing media world.

The assessment plan discusses assessment measures and metrics but does not provide any benchmarking goals. It includes a list of types of indicators such as: list of curriculum changes from previous year, graduating senior evaluations, portfolio reviewer evaluations, senior capstone exit interviews, internship supervisors' evaluation, faculty annual diversity report, national survey of student engagement, the first destination survey, student enrollment, graduation and persistence data, and student awards. The assessment plan explains each of these things, but it does not indicate the metrics used or the benchmark the unit hopes to achieve. The current plan has no measurable metrics, but it does include a timeline of when things will be done.

**The unit posts its assessment plan in a prominent, easy-to-find place on its website.** The assessment plan is on the website under the [public accountability tab](#).

**(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies of the Council. (See Standard 2: Curriculum and Instruction.)**

The unit has three areas of competencies that connect broadly to the ACEJMC values and competencies. The unit's competencies include knowledge, technical skills, and workplace/professional skills. They discuss a "vertical" rubric to examine how each competency is present in the departments' required courses.

The unit's *knowledge competency* includes diversity (ties to ACEJMC competency 1, 2, 3, 6), effects (ACEJMC competencies 2 & 7), history (ACEJMC competencies 2), and law/ethics (ACEJMC competencies 1, 2, & 6).

The unit's *technical skills competency* includes audience targeting (ACEJMC competency 5 & 7), broadcast (ACEJMC competencies 4, 5, & 10), dealing with data/numeracy (ACEJMC competencies 8), design and layout (ACEJMC competencies 4 & 10), information gathering/analysis (ACEJMC competencies 7), photography (ACEJMC competencies 4 & 10), project planning/management (ACEJMC competencies 5 & 7), social media (ACEJMC competencies 4, 5, & 10), video (ACEJMC competencies 4, 5, & 10), web (ACEJMC competencies 4, 5, & 10), and writing (ACEJMC competency 5).

The unit's *workplace/professional skills competency* includes critical thinking (ACEJMC competency 9), entrepreneurship (not an ACEJMC competency), organization (not an ACEJMC competency), presentation (ACEJMC competencies 4 & 5), teamwork (ACEJMC competency 9).

The assessment plan includes the information above. It outlines and defines the competencies as well as the assessment measures used to measure the competencies. However, the plan does not provide benchmarks that the unit wants its students to meet.

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

The unit's assessment plan includes a list of assessment measures, but they are not identified as direct or indirect in the plan. The self-study states, "examples of indirect measures are our survey of graduating seniors, senior capstone class exit interviews, results from the National Survey of Student Engagement, and results from CSU's First Destination Survey." It then continues, "the department considers direct assessment measures to be those focused on an examination of students' work, such as internship supervisor evaluations, reviewers' (alumni and other media professionals) evaluations of senior capstone students' portfolios, student awards, and the department's graduation and persistence rates."

**(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.**

The unit does include journalism and mass communication professionals in the assessment process. They participate in the portfolio review and complete evaluations for interns.

**(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.**

In the 2016-17 site team report, assessment was a significant weakness. That site team stated, "the unit needs to synthesize and relate measurement activities directly to specific learning objectives relevant to ACEJMC and better connect actions to the outcomes suggested by measurement results. A regular written summary showing how the unit is 'closing the loop' would be helpful in this regard..." The last site team report indicates the unit has had issues with assessment for two accrediting cycles.

The unit did not take the advice of the last site team and create reports talking about measurement every year. The university does not require the unit to turn in assessment reports every year as some institutions do. There are still no reports being generated by the unit that discuss the findings and if those met the benchmarks the unit has for each competency. The unit does have internship evaluations that are on rubrics, but the items on the rubric are not specifically tied to the ACEJMC competencies and there is no overall internship summary discussing the overall findings from the internship supervisor evaluations. The same can be said for the portfolio reviews. The reviewers have some type of rubric they use, and there are scores, but those scores do not meet any specific benchmarks set by the unit. They don't indicate what is done with that information.

The self-study and faculty interviews all discuss the curriculum overhaul in 2018, but those decisions were not based on assessment rubric scores not meeting benchmarks set by the unit. The unit doesn't have a benchmark or mean score it wants projects to meet on portfolio reviews or internship evaluations. It is hard to measure progress toward a goal when no goal is stated. They have data from the internship evaluations as well as the portfolio reviews, but there is no way to interpret the data as good or bad.

The unit collects the data, but they do not use it to close the loop. In interviews with the site team, faculty consistently said the curriculum changes were made based on the faculty realizing they needed to update content in courses because things "bubbled up," but it is clear the curriculum changes were not made based on summaries of internship evaluations or portfolio reviews. There was no evidence provided in the self-study or during the visit that indicated the curriculum changes were made because of

the feedback from external reviews. The same problem was present during the last accreditation visit. The last site team stated, "the unit does not show how these actions relate to the findings provided by assessment measures, or specifically how these actions relate to the results of student learning outcomes that were identified in the strategic priorities document."

The unit does update curriculum, but they do not "close the loop." This is the third accreditation cycle the unit has been asked to make the assessment results clearer by setting benchmarks and then writing a report that provides an action plan for taking the assessment findings and updating curriculum because of these results - not just because of faculty discussion.

**SUMMARY:**

The unit has an assessment plan. The plan includes direct and indirect indicators, as well as involving professionals in the assessment process. There are forms of assessment in the plan that are complicated and not tied to the ACEJMC competencies (e.g., faculty annual diversity reports, National Survey of Student Engagement, First Destination Survey). The unit has a rubric for internship supervisors, but the questions asked are not easily tied to the ACEJMC competencies. The same can be said for the portfolio review rubric - the questions are not easily tied to the ACEJMC competencies. The data that is collected from the professionals is not benchmarked or used to "close the loop."

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

## PART II — Standard 4: Diversity and Inclusiveness

### Unit performance with regard to indicators:

**(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.**

Diversity and inclusiveness have long played a role in the climate of the department. The department’s diversity plan is strategically coordinated with efforts across campus, especially the College of Liberal Arts Student Success Initiatives, CSU Student Affairs, and CSU’s Office of Inclusive Excellence. Because of the importance of creating an inclusive environment, CSU places a priority in terms of resources and funding on these efforts. The department’s plan aligns the university’s goal of “Inclusive Excellence.”

The department has an all-embracing definition of diversity and since 2002 has had an active Diversity Committee, charged with maintaining the plan, collecting data, and providing recommendations to the faculty. The committee meets multiple times each semester to plan diversity-related events, encourage faculty to participate in diversity-focused professional development, to include diversity-related materials in their classroom, and to review and update the plan. The plan is reviewed annually, and changes made as needed. In 2021, it was revised to incorporate placing diversity-related departmental demographics, statistics, and goals directly into the document for review. The plan, current through spring 2023, includes those statistics and is impressive, ensuring the department:

- continues to bring in diverse speakers,
- improves faculty recruitment efforts (flipping the male dominated faculty to a female dominated faculty that better reflects the undergraduate population),
- produces peer-reviewed research on multiculturalism,
- provides professional development opportunities across the university and in the community to promote cultural competency.

The plan identifies measurable objectives for the three goals in the diversity plan: recruiting and retaining members of marginalized groups, increasing support for members of marginalized groups, and closing success gaps for members of marginalized groups. It also provides clear metrics for reaching those goals.

**The unit posts its diversity plan in a prominent, easy-to-find place on its website.**

<https://journalism.colostate.edu/public-accountability/>

**(b) The unit’s curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit’s curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.**

Diversity, equity and inclusion concepts, theory, and hands-on application are consistent throughout the curriculum. From the initial course in the department (Media in Society) to the Senior Capstone, issues of race, ethnicity, and gender are integrated into multiple required and core courses.

There are three courses devoted specifically to issues of diversity and cultural communications proficiency, including Multiculturalism and the Media, (which has been taught for more than two decades). In Strategic Multicultural Communication Campaigns, students create media and campaigns to reach diverse audiences, while in Media and Global Cultural Identity, students focus on hidden diversity, and how through travel, nationality, race, or ethnicity people cross multiple cultures.

The department has created a grid of 23 courses showing four categories affecting DEI instruction including media representation, history of media and minoritized groups, multicultural content production, and theories of multiculturalism. There is a culture of insuring students understand the importance of integrating versus segmenting ideas and beliefs.

In 2023, the department updated its multiculturalism guidebook for students, which was first published in 2016. The book, “Media Matters: A Practitioner’s Guide to Representing Perspectives, Identities, and Diversity,” originally was called “Multiculturalism Matters.” The 2023 update includes sections on mis- and disinformation and on generative AI and bias. An important resource, it is used across the curriculum.

**(c) The unit demonstrates effective efforts to enhance all faculty members’ understanding of diversity, equity, inclusion, and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.**

The Diversity Plan provides the road map for the department’s work in the areas of diversity, equity, and inclusion. Through its three main goals and metrics, it assesses activities to enhance faculty members’ knowledge of and participation in meeting those goals. Faculty are encouraged to sponsor a guest lecturer on diversity each year. At least one faculty meeting each year focuses on a discussion of diversity, addressing a specific topic such as recruiting, hiring, curriculum, or department climate. Search committee members must be trained in addressing equity and inclusion for evaluating, ranking, and selecting applicants from search pools. Core courses are assessed for content and best practices in inclusive pedagogy. Work is done to redress inequities and bias incidents with provisions to regularly assess faculty and staff salaries and other compensation for equity by rank and time in role, especially for gaps in gender and racial equality. It gives credit for DEI engagement: university-wide, externally, and through diversity-related research projects and publication opportunities.

Everyone in the department, from the chair to the Executive Committee, to faculty members and staff care strongly about the university’s commitment to diversity, equity, and inclusion. There is support from the university and the College of Liberal Arts. The university offers (through its Office of Inclusive Excellence) professional development training and one of its most prominent courses is the “Recruitment and Retention of Diverse Faculty and Staff.” There is also a “Chairs and Heads Institute for Inclusive Excellence.” The College of Liberal Arts supports the university’s ENCIRCLE program to support women and non-binary faculty members, and the Master Teacher Initiative, devoted to improving pedagogy in the college.

Since the previous accreditation visit, the department has worked to create a more inclusive and supportive environment, with a special emphasis on women, minoritized individuals, and international faculty. As a result, the faculty gender makeup has gone from about 57 percent male and 42 percent female in 2016 to 58 percent female and 41 percent male in 2023.

**(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.**

CSU defines its service area as the state of Colorado where the white population is 68 percent. In the past five years, minority students represented on average 30 percent of the campus enrollment versus 70 percent white. The department figures mirror the university's numbers. In 2023, Hispanic/Latinos represent 13.7 percent of students in the department. The department continues to work to enhance its Hispanic/Latina enrollment, identified as an opportunity for growth in the region. Other student enrollment numbers: Black/African American 2.7 percent, American Indian/Alaskan native .5 percent, Asian 3 percent, Native Hawaiian/other Pacific Islander .3 percent, two or more races' 4 percent. International students represent 1.2 percent of the enrollment in the department.

As with many public universities, recruitment is institutionalized. It seeks to recruit a diverse class of students, but with an emphasis on in-state students. Understanding that, the department hosts the Colorado Student Media Association's Journalism Day which draws students from the nearby Denver area, having the highest proportion of diverse public-school students in the state.

There is also a Journalism and Media Jump Start program every summer, a one-week program bringing students from underrepresented high schools in the region, to learn about journalism, create content, publish projects, build a website, and practice interviewing. More than 75 percent of the students in the 2023 program came from racially-minoritized groups.

There are several activities, organizations and events geared toward improving retention:

- First-year summer student orientation
- Ram Welcome event prior to start of classes
- Fall semester Journalism Seminar course
- Clarkchella, an event to help create community around the department
- First-Gen Club, begun in 2021, which encourages students who are first generation to engage with faculty, staff, and one another. First-generation students historically have had lower retention rates. Some faculty have also identified themselves as first generation in their family to attend college.
- Peer mentorship program-to provide an additional layer of advising assistance.
- Classes designed to give students a second chance at success in a course.

The College of Liberal Arts has a recruitment coordinator who assists the department; the university has developed a program for encouraging students from underrepresented high schools around the state. The Alliance Partnership Program provides a \$2,000 scholarship (for up to ten semesters) to students at ten public high schools in Colorado. Potential department students participate in programs like Journalism and Media Jump Start to introduce them to the world of media, as well as on-campus organizations and resources for those students from varied backgrounds and experiences.

**(e) The unit demonstrates that it has an inclusive climate, 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.**

In the 2022 National Student Survey of Engagement climate survey of faculty and staff, the department outperformed the university and the College of Liberal Arts on most measures including "my

department values employee input in major department decisions,” “feeling valued and belonging in the department,” “department leadership addresses issues of inequity,” and “department creates a supportive environment for employees from diverse backgrounds,” to name just a few.

In addition to relying on the results of the National Student Survey of Engagement, faculty and staff work to ensure an inclusive academic space and workspace. In 2023, the Diversity Committee began a Diversity Challenge program to incentivize all faculty to voluntarily participate in at least one diversity-related professional development training each year.

There are procedures in place for remediating disputes and concerns, as well as disability accommodations for employees and students. Concerns identified are brought to the chair and there is a process to resolve them informally (at the department level) up to a formal resolution, which could involve the university’s legal department.

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

**Table 6. Faculty Populations, Full-time and Part-time**

**Academic year: 2022 – 2023 Full-time and Part-time faculty**

GROUP	FEMALE	% OF TOTAL FACULTY	MALE	% OF TOTAL FACULTY
Black/African-American	1	2.78%	0	
White	17	47.22%	14	38.89%
American Indian / Alaskan native	0		0	
Asian	0		0	
Hispanic/Latino (any race)	2	5.56%	1	2.78%
Native Hawaiian / Other Pacific Islander	0		0	
Two or more races	1	2.78%	0	
Other	0		0	
International (any race)	1	2.78%	1	2.78%

\*\* The university will not provide faculty demographics for full-time and part-time faculty separately due to concerns over protecting personally identifying information from being disclosed.

**SUMMARY:**

This department has embraced diversity and inclusion for many years. Its Diversity Plan features both the university’s and college’s diversity statement and provides a broad definition of diversity focusing on inclusion and equity. The work done in the department is cited by many across campus. Faculty and students appreciate the inclusive community. The department has strengthened its search processes and has seen growth in enrolling Hispanic/Latinx students. Its research, teaching, and service strategies are a model for other programs.

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

## PART II — Standard 5: Faculty

### Unit performance with regard to indicators:

**(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.**

The department has 11 tenured and five tenure-track faculty. This number has declined since the last site visit. The department has increased the number of full-time instructors over the years, and currently there are nine.

Full-time tenured/tenure-track faculty are required to teach, conduct research, or engage in creative activity, and engage in service to the department, college, university, and community. The tenured/tenure-track faculty devote 50 percent of time to teaching (two courses per semester), 35 percent to research/creative activity, and 15 percent to service. Full-time instructors teach eight courses per academic year.

During the 2020-2021 academic year, nearly 71 percent of the courses were taught by full-time faculty. During the 2021-2022 academic year, 68.42 percent of courses were taught by full-time faculty, and during the 2022-2023 academic year, 67.29 percent of courses were taught by full-time faculty.

**(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.**

Of the 16 tenure-track/tenured faculty members, 15 hold a terminal degree (12 Ph.D.s, 1 MFA, 1 Ed.D., and one MA). A majority of full-time non-tenure track faculty have MA/MS degrees or Ph.D.s. The self-study stated full professors in the department have an average of seven years of professional experience. The associate professors have an average of nine and a half years of professional experience. The assistant professors have an average of 14 years of professional experience. The full-time non-tenure track faculty have an average of 16 years of professional experience.

Faculty can take trainings from the university's Institute for Teaching and Learning. Faculty can also apply for funding to participate in professional development opportunities such as those sponsored by the Poynter Institute and the Society of Professional Journalists. They also stay connected to scholarly associations by attending the Broadcast Education Association annual meeting, the International Communication Association annual conference, and the Association for Education in Journalism and Mass Communication annual meeting. They also participate in The International Association for Media and Communication Research conference and the Public Relations Society of America conference. One faculty member noted she had been able to attend training with Edward Tufte as well as taking an Information is Beautiful course to support her teaching on data visualization.

**(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.**

The unit has clear expectations for promotion and tenure for tenure-track/tenured faculty as well as promotions for full-time instructors. Faculty interviews indicated the promotion and tenure guidelines were very clear. They understood the expectations for promotion and tenure, and they had the resources needed to earn tenure/promotion. Faculty noted the collegiality of the unit makes it easy to ask for advice.



Each year, regular full-time faculty (non-tenure track/tenured/tenure-track) in the College of Liberal Arts may apply for one professional development program grant. The money can be used for travel to present papers, equipment, materials, or trips to collect research data. The college does require the application to have matching funds from the department or other funding sources. The department provides at least 20 percent of the request total.

The department usually covers the full cost of registration and travel for conference travel.

The unit uses its income from online and summer courses to provide funds for travel and conference registration for all faculty - including part-time non-tenure track instructors. In addition, if the training or conference is tied to information technology the faculty member may be awarded financial support from the department's Geoffrey Holmes Technology Enhancement Endowment.

New tenure-track faculty noted they received adequate start-up funding. In addition, they were guaranteed funding for conference travel.

**(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 faculty actively present their research and creative activity. For example, faculty presented at the International Conference on Intercultural Communications, International Association for Media and Communication Research, the Association for Education in Journalism and Mass Communication, and the Broadcast Education Association.

Faculty produced one sole-authored or co-authored books. They produced 28 book chapters, 126 refereed conference papers, three encyclopedia entries, and 88 articles in refereed journals such as *Social Marketing Quarterly*, *Journal of Extension*, *Journal of Agricultural Education*, *Howard Journal of Communication*, *Journal of Science Communication*, *Journal of Broadcasting & Electronic Media*, *Health Communication*, *Journalism & Mass Communication Quarterly*, *Journal of Interactive Advertising*, *Journalism Studies*, and the *Newspaper Research Journal*. They also created 14 technical reports for federal agencies.

They produced 16 creative juried works and 40 creative, non-juried works. Some examples of creative work include: *The Last Artifact* is a feature-length documentary that won the Raw Science Breakthrough Award in Science Communication at the Raw Science Film Festival. It has won numerous other awards, and aired on the BBC. Other creative output included *Turning Out the Pandemic* (Rocky Mountain PBS - Emmy nominated), *Hemp: Colorado's Next Green Rush* (PBS 12), *Co-Existing with Wildfire* (Rocky Mountain PBS). One faculty member also won multiple Awards of Excellence in the Broadcast Education Association faculty competition. It should be noted numerous creative projects were produced by full-time instructors even though it is not required in their position.

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

The unit has a reputation for excellence. Campus representatives and alumni share a high regard for the unit, its faculty, and students. The unit is well respected across campus, and faculty serve the campus in a variety of ways. Interviews with alumni noted the faculty are dedicated to the success of their students and staying connected to the industry. Employers in the area hire students because of their skillset and drive.

The following chart includes all faculty employed at CSU in Spring 2023. Faculty who joined the department since our last accreditation in 2016 were asked to only include numbers for research conducted since they joined CSU. Retired faculty were not asked to report data.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (22)
		Full Professors (3)	Associate Professors (8)	Assistant Professors (4)	Other Faculty** (7)	
Awards and Honors	62	6	16	30	10	62
Grants Received Internal	45	9	28	5	3	45
Grants Received External	46	9	24	6	7	46
Scholarly Books, Sole- or Co-authored	1	0	0	0	1	1
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	0	0	0	0	0	0
Book Chapters	28	6	14	7	1	28
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	88	14	51	23	0	88
Refereed Conference Papers	126	19	71	31	5	126
Invited Academic Papers	18	9	0	9	0	18
Encyclopedia Entries	3	0	3	0	0	3
Book Reviews	3	0	3	0	0	3
Articles in Non-refereed Publications	29	1	26	2	0	29
Juried Creative Works	16	3	0	3	10	16
Non-juried Creative Works	40	5	0	35	0	40
<b>Other (please specify)</b>						
Book Consulting	1	1	0	0	0	1
Refereed Conference Screenings of Creative Works	2	0	0	2	0	2
Technical reports for federal agencies (non-refereed)	14	0	14	0	0	14

### SUMMARY:

The unit uses a mixture of full-time instructors and tenured/tenure-track faculty to deliver its courses. The faculty are highly qualified. All faculty are active members of professional and scholarly associations. The unit, college, and university support and reward faculty research and creative activity. The unit is respected on campus, by its alumni, and by those in the Denver media industry.

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

## PART II — Standard 6: Student Services

### Unit performance with regard to indicators:

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

A two-day freshman orientation is offered every fall. One session is designated for the department to introduce its faculty, curriculum, and overall program to incoming freshmen.

The unit introduced a seminar class for new students in the Fall of 2019. The goal of JTC 192 is to introduce students new to the unit to each other, the curriculum, courses, faculty, and events. Advisers use the course to make students aware of degree requirements. Faculty act as guest lecturers to introduce new students to their courses. The students benefit from meeting their cohort and bonding with fellow students. The course is not required.

Freshmen and rising seniors are counseled to sign up for an in-person advising session with the designated professional adviser for JMC. That one position advises all JMC undergrads, or around 400 students. When freshmen are first advised, a plan to graduation is mapped out with the adviser. Rising seniors are asked to schedule an in-person appointment to fill out graduation paperwork and ensure a clear path to graduation while there is time to fill in any missing coursework.

At the sophomore and junior level, an in-person advising appointment is not emphasized. Students can share their semester plan via email and the adviser will send their registration PIN. As the bulk of the student enrollment in the unit comes when students are sophomores, those students are not captured in JTC 192 nor in-person advising. The unit is considering another seminar/check-in course at the sophomore or junior level to check progress to degree.

The unit has a First Generation Club that provides additional support to students who are the first in their families to attend college. The club meets regularly and assists with all challenges faced by students.

Two programs, faculty mentoring and peer advising, were instituted in 2019 but did not come to fruition prior to the pandemic. Some students in the unit have developed mentee relationships with faculty members, but most did not know that was an option. Students say there is no peer advising program that they're aware of and faculty confirm that program is just now starting with three volunteer peer advisers attached to the freshman seminar course.

The unit has a dedicated faculty member who oversees the internship program and works closely with the university's Career Services staff. The university has moved to a centralized system for posting internship and other student employment opportunities with Handshake. Students report they find internships through LinkedIn, Handshake, or fellow students.

The unit holds a social event called "Clarkchella" that engages students, staff, and faculty to create community and give students more information about courses and career paths. The event went on hiatus during the pandemic and was hosted in spring and fall 2022 and fall 2023 after several years away.

From 2021-22 to 2022-23 scholarships awarded to unit students by the university have increased. But scholarships awarded by the unit have dropped in the total dollars awarded, the amount of the average

scholarship and the number of students awarded. The number of work-study positions has stayed the same.

**(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.**

The unit has made efforts to improve its advising after that was cited as a weakness in the prior accreditation cycle. A major checklist was created and is posted prominently on the website. An advising manual gives guidance on courses, degree path and career opportunities. The university now has degree audit software that reports a student's current standing on progress to degree. The freshman seminar was introduced to provide academic and career advice. Professionals review student portfolios in the capstone course and share advice for improving their application materials to successfully pursue the career of their choice.

The unit relies on the National Survey of Student Engagement in assessing its advising quality. Advisers earned a score of 7.43 out of 10 on overall quality of guidance. The 2022 report cites two areas of weakness. Just 51.6 percent of JMC students rated their adviser positively for reaching out about academic performance or progress. Only 50 percent of students said their adviser did a good job of letting them know about other learning support services on campus, like tutoring, disability services, and the career center. It is not apparent these data have been used to improve advising in the two areas where they rated poorly.

The unit's professional adviser issues an advising evaluation to each student who comes in for advising in each semester. The results of those surveys were not included in the self-study. Seniors in the capstone class complete an exit survey where they're asked about advising. The unit reports the 2022-23 graduating class rated their advising at a 7.5 out of 10 with no information on why they gave the rating they did.

In a survey of recent graduates, the department compares favorably to the College in several key areas. 74 percent of JMC graduates report they were employed, compared to 60 percent in the college and 66 percent for the university. The department reports 76 percent of graduates are working in their field compared to 67 percent for the college and a higher percentage of graduates (72 percent) working in a job related to their major.

**(c) The unit keeps students informed about its policies, activities, and requirements.**

The JMC department communicates with students by several methods. The online learning system, Canvas, is used to provide information about current coursework. The department sends regular emails informing students of registration dates, advising times, new courses, and the like. Social media is also used to announce events, lectures, workshops, and other departmental activities.

The registrar's office sends emails alerting students to advising windows and times and dates of registration. The university releases the class schedule approximately one month before registration begins for seniors, which is about two months before freshmen start to register. Yet students reported they were hampered in making decisions about the next semester because some faculty assignments were not available during the registration period.

**(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.**

The robust Rocky Mountain Student Media Corporation provides jobs, practicums, and volunteer

positions for students. About 250 students work for one of the student publications in any given semester. About 175 students hold paid positions on the newspaper, television, advertising, radio, magazine, and documentary film staffs. The operation is supervised by nine professionals who often teach in the unit. Students say their work with RMSM is among the most meaningful experiences they have on campus, and all believe it will help them decide upon and pursue a career.

Student clubs cited by the unit include SPJ, PRSSA, Science Communication, and the First Gen Club. However, students could not name the faculty SPJ adviser, and no student had ever attended an SPJ student event. During the site visit, the two regular SPJ advisers were out: one on sabbatical and one on a leave of absence.

Eight students were part of a “story sprint” in July of 2023 that paired students with industry professionals to produce feature stories for a community newsroom. Most student participants were first-generation college students or part of an underrepresented group.

The unit has partnered with Rocky Mountain PBS to offer students a chance to have their work published (usually via website). The advanced video course has been offered several times in the last few years.

The unit has introduced a course in deliberative journalism and has partnered with the on-campus Center for Public Deliberation to train students in a deliberative approach to community-building and problem solving.

The Colorado Film Commission occasionally presents workshops and career advising to film students.

**(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.**

The unit, college and the institution have strong retention and graduation rates. Retention of first year students normally registers in the low- to mid-80<sup>th</sup> percentile for all three. The unit saw a drop in retention rates from 2020-21, an anomaly due to the pandemic.

Graduation rates are consistently higher than the College and the institution with the incoming class of 2018 four-year graduation rate at 68.2 percent for JMC, 51.3 percent for the college and 46.4 percent for the institution. A pandemic anomaly occurs in the statistics for the incoming class of 2016; only 52.9 percent of that class graduated in 2020.

**SUMMARY:**

The unit shows strong retention and four-year graduation rates, showing students are getting timely support along their degree path. The department has improved advising materials and systems by adding a freshman seminar course, updating the advising handbook, and creating a degree checklist.

The department offers robust internships and practicums, especially through the student media organization on campus. Internship hosts say CSU students are well prepared in both hard and soft skills for the careers they plan to pursue.

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

## **PART II — Standard 7: Resources, Facilities and Equipment**

### **Unit performance with regard to indicators:**

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

The department's budget is prepared annually with the College of Liberal Arts dean and the college's chief financial officer each spring. The previous year's budget is reviewed, including tenure-track faculty lines, full-time instructor lines and full-time staff lines as well as the number of Ph.D. graduate teaching assistant stipends, the number of master's graduate teaching stipends and the number of additional course sections financed by the college.

JMC has a detailed budget for allocating resources tied to department focus and mission, curriculum, desire for hands-on and practical student media experiences connected to its long-range strategic plan. The department has seen its budget grow from \$4 million in the 2021-2022 academic year to \$4.5 million in the 2023-24 academic year. Course fees increased by only \$100 in that time. The annual technology allocation was flat at \$6,000 in that three-year time. Equipment maintenance was flat at \$23,500. The amount of income the department received from its portion of indirect costs from government grants decreased from \$13,129 in 2021-2022 to \$11,133 this year. However, summer resident course income increased from \$256,903 to \$263,000 and online course income increased from \$786,500 to \$863,000.

The 2023-2027 strategic plan sets 28 goals for "maintaining our reputation and improving on our successes in teaching, research, public service, diversity and other areas." Adopted by the faculty on May 1, 2023, the plan specifically identifies an expansion of department resources and excellence in undergraduate education as areas to continue to improve.

Specifically, the strategic plan says the department will:

- Goal 8: Increase the number of grant proposals submitted to and funded by federal and state funding agencies and foundations.
- Goal 9: Generate additional revenue through entrepreneurial programs, e.g., online education and professional master's degree.
- Goal 10: Expand departmental instructional and office space.
- Goal 11: Preserve and expand levels of faculty and support staff.

At the time of the site team visit, the department had worked on 29 externally funded grants since 2017, amounting to more than \$8 million for interdisciplinary projects. JMC department and other CSU faculty grants were submitted with JMC faculty as principal investigator, co-principal investigator, or senior personnel member. Most are multi-year grants.

Some of the external grants funded were with these agencies and programs:

- NSF
- EPA
- National Park Service
- US Dept. of Agriculture, Animal and Plant Health Inspection Service (APHIS)
- NOAA
- USDA NIFA Higher Education Challenge Grant Program

- NIH/NIOSH
- USGS
- Colorado State Soil Health Program
- Voices with Impact, Art with Impact
- National Institute of Standards & Technology (NIST)
- AJ Kauvar Foundation
- CDC
- NASA
- Intelligence Advanced Research Projects Activity (IARPA)
- DOD
- USDA Forest Service, Rocky Mountain Research Station

Online courses have proven to be a strong curriculum component as well as a strong source of revenue. The department's online program generated \$863,000 in the current academic year, an increase of \$76,500 since the 2021-2022 academic year.

The department, and the college, have a lot of work to do to expand instructional and office space. Full-time faculty office space is tight. Each faculty member has an office, but there doesn't seem to be any room for growth. One small faculty office space was turned into a podcasting studio. That was a subpar faculty office space, more like a large closet or a small storage area. It was put to much better use based on faculty feedback in Spring 2023. The studio opened in late August.

The podcasting studio has been a hit with students, JMC faculty and departments across the university campus. The CSU president has done a podcast in the new studio. Other departments have requested time to record podcasts.

Space, particularly updated space, is an issue for the department. The faculty, the chair and the college dean know they have a problem. The university, the CSU system and the legislature know there's a problem, too.

Expanding the level of faculty and staff support is difficult to judge in such a short period of time from the spring to the fall. However, JMC was conducting a full-time faculty search at the time of the site team visit. There were two tenure-track faculty searches and hires in the 2022-23 academic year.

**(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.**

JMC provides undergraduate students with an impressive array of media equipment. There are six full-size labs, two smaller labs, three edit suites, a student-staffed and faculty/staff-supervised equipment room, a modified television studio and a podcast studio.

About 68 percent of JMC courses are held in Clark C. Other courses are held in Eddy, Chemistry, TILT, Anatomy/Zoology, and the Behavioral Sciences Building. Some of those buildings are only a few steps away from Clark. Others are a short walk away on campus. Thirty-two percent of JMC courses meet in these other buildings.

On a regular rotation given financial budget opportunities, JMC classrooms and labs are updated with state-of-the-art software and hardware, and the media equipment room replaces and updates equipment with state-of-the-art photography and video equipment. Online courses, summer courses and course fees cover most of

these costs. are consistently updated with state-of-the-art hardware and software. The department gets about \$23,000 each year to update the equipment room. The department works to limit the number of course fees and to keep course fees reasonable.

The dean of the College of Liberal Arts is supportive of JMC and its faculty and staff. He is proud of the stability provided by the previous chair and the focus and plans for transitional leadership development of the new chair. That confidence is reflected in the unit's ability to add a full-time faculty line and allowing the department to conduct a search. During an interview, the dean indicated that he provides JMC with faculty budget lines based on enrollment, and he has been pleased with the recent unit enrollment growth. The dean helps JMC add course section coverage with the department providing proof – and a request.

The unit's JTC 300, Strategic Writing and Communication is a university-wide course offering, allowing about 1,500 students campus-wide to improve their writing skills. Enough revenue is generated to fund most of the master's and Ph.D. GTA jobs at 20 hours per week. Online and summer courses provide more income to provide discretionary funds.

Salary reviews have been done regularly by CSU and the college in recent years to improve pay equity and to account for cost-of-living increases. There have been good/significant raises for tenured and tenure-track faculty in 2020, regular raises each year except in 2021 and 5 percent raises in 2023. With regular student interest in online and summer courses, faculty can earn additional pay if they choose.

Salary increases for continuing faculty are provided based on a pre-set university percentage guide. In Spring 2023, the university-authorized salary allocation was 5 percent. The College CFO provides a salary formula. The chair works with the CFO to determine salary options based on completed annual evaluations. Generally, faculty seems comfortable with this approach.

**(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.**

The Clark Building Wing C, which has housed the program since 1968, does not adequately represent the quality of what's being offered. As is, Clark is cramped, out-of-date, and a poor reflection of the successful journalism and mass communication program.

JMC does its best to update software regularly, update photography, and video equipment.

The poor condition of the JMC section of Clark was an issue when ACEJMC last accredited the program, with the hope that the issue would be addressed in subsequent years.

CSU announced in 2022 that the university would start a \$135 million renovation and expansion of the entire Clark Building with work to start in 2023. The project got a construction plan that included \$38 million in state funding and \$12 million from private donors. The state legislature was expected to provide more funding in 2023 and 2024 state budgets.

In September 2023, the university announced that the renovation of Clark C would be delayed until more funding was available, based on a new estimate that it would cost \$50 million more. The college dean, JMC chair and JMC faculty learned that the long-sought upgrade of their wing of the building was off the table. Renovations to the other two wings of the Clark Building are underway. It may take six or seven years before the Clark C building issues are addressed.

The renovation of the A wing of Clark means that JMC lost a television studio and classroom space. The



unit has created a smaller, make-shift television studio – with significantly less space -- on the third floor of Clark C. The new, temporary TV studio is so small that a switcher must be moved across the hall to a regular classroom that must be transformed into a control room to produce television news programs then broken down and returned to the studio after production.

Clark is the responsibility of the College of Liberal Arts, but it is a building that is used by departments and colleges campus wide.

JMC has one of the top enrollments in the college, and the university. But it does not have a state-of-the-art home that could significantly boost an already strong program.

**(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty.**

Like most programs, with limited but reliable budgets, JMC updates its software and hardware with a regular rotation. Such purchases are understandably tied to course fees, determined course by course and semester by semester. The Creative Cloud software in all JMC labs is a 2023 version. Students who transferred into JMC reported that the unit-provided equipment is equal to or better than the institutions where they were enrolled before moving to CSU. One student said she chose CSU and JMC based on the student media opportunities.

The department has a well-stocked equipment room with DSL cameras, tripods, lights, and high-end video cameras. The Rocky Mountain Student Media Corporation, the nonprofit student media operation on campus reports at least 50 percent of the student staff are JMC majors. This provides students with a wealth of equipment check-out opportunities for JMC-specific course work and for professional skills development. Some students told us that the JMC department equipment room has what they need but they need more access more frequently and they desire better trained student staff. The main equipment room closes at 6 p.m. daily and equipment checked out one day must be returned the next day, except for weekends.

The unit collects annual technology fees from JMC students so that money can be used to keep equipment, software and specific types of high-end, state-of-the-art equipment up to date to benefit students. Students may only check out equipment if it is tied to a course. Some students expressed a desire to check out some equipment at any time if they are a major.

Computer labs are open until 6 p.m. daily. One drop-in lab is open until 6 p.m. That means students must use their own equipment or wait until the labs open at 8 a.m. or go to the library.

JMC has eight courses that require student fees that range from \$25 to \$150 per student per semester. One course required for all unit students has a \$150 fee to cover equipment used during that course and for subsequent JMC equipment use as the department purchases cameras, tripods, lights, microphones, and accessories students can use during their time in the department.

JMC gets revenue from its online bachelor's degree program, started in fall 2018. Summer courses have proven to be helpful as well. JMC summer enrollment is among the top of all 19 College departments and programs. The department gets 65 percent of what is generated. The unit pays faculty, and the remaining money is used in the same way as the online course program revenue is used.

**SUMMARY:**

There have been several strong, positive developments with JMC since the last accreditation site team visit. There is a good strategic plan in place for the next few years that specifies areas to be addressed in resources and facilities.

Despite the challenges of teaching in an outdated facility, students are being served through the curriculum and facility.

**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 actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.**

The college dean was direct when he told us that JMC is among the best of his 19 departments and programs when it comes to significant alumni and professional connections and engagement. That view is shared by the department chair, most faculty, area professionals, and students.

JMC regularly includes alumni and media professionals as guest speakers in courses, especially capstone courses; workshops; portfolio reviews, and other department events and activities.

In addition, alumni attended the 2019 annual Society of Environmental Journalists conference held on the CSU campus and an October 2022 BEA On-Location Wildlife Photo/Video Symposium.

Alumni were an important part of a full-day 2018 curriculum summit as the department considered, brainstormed, and developed next steps for a major curriculum overhaul. JMC is considering forming an alumni advisory board. This group is intended to provide ongoing feedback on a variety of accreditation, curriculum, assessment, and recruiting considerations.

The department described their connections and engagement as “a robust community of alumni who are quick to respond.”

JMC has 17 unit-specific scholarships, including several that are alumni-funded. Another scholarship was renamed to honor an alum who recently passed away. The unit regularly hosts alumni events, including a CSU Spur campus program in April 2023. Alumni and media professionals regularly return.

Media professionals who are not alumni also contribute to JMC. The department invites media organizations to have representatives visit campus courses and to otherwise meet with students. The department reported that representatives from Hearst Television and KOAT-TV in Albuquerque, New Mexico, came to CSU and spent a day meeting with video production and television news students. KOAT professionals talked about reporting, advertising, brand management and video production.

**(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 unit helps faculty continue to grow professionally by providing funding for journalism, media and related conferences and regular evaluations. Various courses and department events address issues of local, state, and national interest as well as subjects of interest to media professionals and students. For instance, there was a program about antisemitism and in November 2023 there is an AI-specific event focused on AI diversity downfalls and gaps.

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

JMC faculty regularly participate in community, professional and public engagement events. For example, Katie Abrams was a panelist for the U.S. Presidential Advisory Council on Combating

Antibiotic Resistant Bacteria; Gaya Sivakumar and David Wolfgang have lectured at other institutions; Marilee Long was a local presenter at a Larimer County Department of Health's Hot Topics in Adolescent Health program and Jenny Fischer presented at an Associated Collegiate Press conference. The unit has faculty members doing media consultancy work of various kinds. Marilee Long has helped the Water Quality Services Division of the City of Fort Collins. Mike Humphrey worked with the CSU University Communications. Jaime Jacobsen worked with Camp 4 Science. Jenny Fischer worked with the Digital Workshop Center in Fort Collins.

In addition, faculty members in the department have worked with a variety of state and national contest as judges. Some of those groups include NSPA, JEA, Quill and Scroll, Wild Oceans Film Fest, MediaFest, and BEA. JMC is also involved with state and national media professional organizations, including AEJMC and its various divisions, the BEA, the Colorado Student Media Association, the Colorado Press Association, the Denver Press Club and the Colorado Media Project.

**(d) The unit supports scholastic journalism.**

JMC hosts an annual Journalism Day that draws hundreds of high school students to campus. High school media advisers make a point of getting students to what has become a jump-start professional experience.

The annual Journalism and Media Jump Start summer program is a four-day activity with about 24 students from underrepresented high schools. The group is quite diverse, according to JMC. The summer 2023 program included 75 percent ethnic minorities, 54 percent would be first-generation college students if they decide to go to college, most qualify for free-and-reduced lunch and one student identified as non-binary. Students built a website, developed a video and took photographs during a workshop at the Museum of Art Fort Collins.

**SUMMARY:**

JMC is engaged with scholastic journalism, university, and local communities as well as local, state, and national professional media organizations. The unit is viewed as a good university citizen, a good community citizen and a good media profession citizen.

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

### **PART III: Summary by site visit team**

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

##### ***Strengths***

- \*Enthusiastic students dedicated to the program
- \*A culture of inclusivity and a noteworthy diversity plan
- \*Campus leader in DEI
- \*Broad and inclusive curriculum
- \*Welcoming climate for new faculty
- \*A collegial faculty with an inclusive culture for non-tenured faculty

##### ***Weaknesses***

- \*An assessment plan without key performance indicators to close the loop
- \*A very well-loved building in need of a face lift

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

Standard 3

#### **3) In the case of a recommendation for accreditation or reaccreditation, with *standard(s) not in compliance*, list the deficiencies that need to be addressed before the next site team evaluation.**

An assessment plan that clearly ties to ACEJMC competencies with identified benchmarks and key performance indicators done on a regularly scheduled basis. A yearly report could explain how the data was used to close the loop.

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

NA

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

NA

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

The 2016-17 recommendation for reaccreditation, with all standards in compliance, included some weaknesses the team identified. Those weaknesses and action taken:

*Inadequate space in an old building that does not reflect the innovative nature and success of the program.*

The department has worked closely with the dean of the College of Liberal Arts concerning Clark C, which is where both the college and the department are housed. Plans were developed for a renovation of C, eventually to be replaced by a new building that was designated as the number one priority for state funding (see further information in Standard 7). The department has been able to make some cosmetic changes over the years and used university technology fee funds to replace equipment and buy new tools for students (SD cards, hard drives, etc.) and buy larger equipment for students to share, which includes more than 100 state-of-the-art cameras and other equipment representative of what students will use in the profession. They also provide music licensing access and more than 90 licenses for Adobe Creative Cloud on JMC lab computers. PEG (public, educational, and government channel) funds are used to purchase equipment to produce content for the local cable access channel.

*An advising program that is administered at the college level, sparsely staffed, and fails to adequately capture the nuance, quality, and details of being a JMC major. Re-engagement of department staff and faculty, including by the new department mentoring program, may help.*

Since 2016, there have been significant changes to the curriculum and program requirements, potentially causing issues with advising students about how to complete the program. The department initiated a new JMC Major Check Sheet to serve as a basic planning tool. Students also receive frequent communication from advisers through the online RAMweb system, email, social media, and Canvas. Finally, the university uses a degree audit system to help students check on their progress and produces a graduation contract for students nearing graduation. The department also has a faculty mentorship program to assist students with choosing classes, considering careers, and finding internships and jobs. In the 2022 National Survey of Student Engagement, JMC students rated the quality of their professional advising significantly higher than the average student at CSU.

*A need to replace faculty who have left or retired and A faculty that, despite many actions in the department remains less diverse than the student body and the state population. Since 2016 there have been seven tenure-track faculty searches. Of those hired, six met some diversity criteria aligned with the university's and department's strategic plan. They include four females, four international faculty, and one African American. In the last three years there were two tenure-track searches and 53 percent of the candidates were from a minority group; both hires represented either a minoritized group or identify as international faculty.*

*Ambitious assessment plan with multiple related components that need to more directly reflect student learning outcomes inherent in ACEJMC values and competencies, synthesize result, close the loop, and provide a written plan for action linked directly to specific assessment results.*

The department reviewed its curriculum in 2018 and 2023 and clarified how each course assists with specific skill requirements for graduates and further clarified the department's guiding rubric.

Additionally, the department instituted an annual assessment plan that follows a 16-month process for collecting data through to finalizing curriculum changes. The process is designed to overlap each year to allow previous year's changes in time to be instituted.

**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.**

Although it was well written, some parts of the report were vague and incomplete. Clarifying information was provided late on Sunday night and on request during the team's visit.