

Report of On-Site Evaluation

ACEJMC
Undergraduate program
2017-2018

Name of Institution: University of Oregon

Name and Title of Chief Executive Officer: Michael H. Schill, President

Name of Unit: School of Journalism and Communication

Name and Title of Administrator: Juan-Carlos Molleda, Dean

Date of 2017-2018 Accrediting Visit: Feb. 4-7, 2018

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

Date of the previous accrediting visit: Feb. 12-15, 2012

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2017-2018 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Douglas Anderson, Senior Research Professor

Organization/School: Arizona State University; Dean Emeritus, Penn State University

Signature



Team Members

Name and Title: Doug Boyd, Professor

Organization/School: University of Kentucky

Signature



Name and Title: Sheri Broyles, Professor

Organization/School: University of North Texas

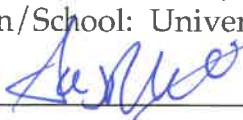
Signature



Name and Title: Scott Fiene, Assistant Professor, IMC Program Director

Organization/School: University of Mississippi

Signature



Name and Title: Chris Roush, Director, Carolina Business News Initiative

Organization/School: University of North Carolina at Chapel Hill

Signature



PART I: General information

Name of Institution: University of Oregon

Name of Unit: School of Journalism and Communication

Year of Visit: 2018

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

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

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

- Private
- Public
- Other (specify)

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

The University of Oregon was founded in 1876 by an act of the Oregon State Legislature. It is governed by an institutional Board of Trustees, which is granted all necessary and proper authority by the laws of the State of Oregon. (See Oregon Revised Statutes Chapter 352 et. seq.)

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

Yes — February 12-15, 2012

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

The school received accreditation in 1947.

6. Provide a copy of the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

The School of Journalism and Communication (SOJC) is a community of media scholars and professionals dedicated to teaching, research, and creative projects that champion freedom of expression, dialogue, and democracy in service to future generations.

Our home in the Pacific Northwest and the opportunities of our location are reflected in our explorations of media, technology, and the human condition.

Through our undergraduate and graduate programs in media studies, journalism, public relations, and advertising, we conduct research and craft nonfiction stories on such critical and global subjects as the environment, diverse cultures, and international issues. We facilitate relationship building that entails respect for consumer advocacy, transparency, and civic engagement.

By integrating theory and practice, we advance media scholarship and prepare students to become professional communicators, critical thinkers, and responsible citizens in a global society.

Come to Oregon and change the world.

Revised May 29, 2015

7. What are the type and length of terms?

Three 10-week quarters

One 10-week summer session

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

Bachelor's degree

Master's degree

Ph.D. degree

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

***Indicate online degrees.**

Journalism: BA, BS

Journalism: advertising: BA, BS

Journalism: public relations: BA, BS

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

180 credits on a quarter system

Credits hours required for a professional master's degree: N/A

11. Give the number of credit hours students may earn for internship experience.

SOJC majors may earn up to nine total credits of J404 Internships.

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

Name of Sequence or Specialty Area Director

Advertising Deborah Morrison

Journalism Julianne Newton (interim)

Public Relations Donnalyn Pompper

Media Studies Janet Wasko

13. Number of full-time students enrolled in the institution: 23,634 (UO website: 1/12/18)

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

Note: Totals include 146 students with SOJC double-majors.

Source: Student Data Warehouse, registered students for at least one credit, week three, winter 2018.
Totals include 18 students with SOJC as third or fourth major.

MAJOR	1ST	2ND	TOTA
Advertising	594	67	663
Public Relations	420	56	480
Journalism	405	29	442
Media Studies	49	42	92
Pre-majors	740	60	803
Totals	2,208	254	2,480

Number of graduate students enrolled

MA: 84

PhD: 50

Total: 134

Online: N/A

Source: Cognos, week three, Winter 2018

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

WINTER TERM 2018 (Monday, Week 3)

NO.	CRN	Course Title	Instructor Name	Credits	Enroll
J205	23613	Gateway to Media I	Abdenour, J. & Butler, C.	4	153
J205	23614	Gateway to Media I	Shontz, L. & Morrison, D.	4	153
J206	23615	Gateway to Media II	Abdenour, J. & Butler, C.	4	153
J206	23616	GatewayLab	Rahman, Md Waseq Ur	0	17
J206	23617	GatewayLab	Rahman, Md Waseq Ur	0	17
J206	23618	GatewayLab	Deitz, Charles	0	17
J206	23624	GatewayLab	Quick, Rachel	0	17
J206	23625	GatewayLab	Barreto, Andrea	0	17
J206	23626	GatewayLab	Deitz, Charles	0	17
J206	23627	GatewayLab	Barreto, Andrea	0	17
J206	23628	GatewayLab	Harris, Brandon	0	17
J206	23633	GatewayLab	Harris, Brandon	0	17
J206	23619	Gateway to Media II	Shontz, L. & Morrison, D.	4	153
J206	23620	GatewayLab	Biswas, Indroneil	0	17

J 206	23621	GatewayLab	Dreiling, Michelle	0	17
J 206	23622	GatewayLab	Dreiling, Michelle	0	17
J 206	23623	GatewayLab	Banks, Rebecca	0	17
J 206	23629	GatewayLab	Mariam, Majd	0	17
J 206	23630	GatewayLab	Mariam, Majd	0	17
J 206	23631	GatewayLab	Moon, YoungEun	0	17
J 206	23632	GatewayLab	Biswas, Indroneil	0	17
J 206	23634	GatewayLab	Banks, Rebecca	0	17
J 207	23635	Gateway to Media III	Heyamoto, Lisa	4	144
J 207	23636	GatewayLab	Casey, Jennifer	0	18
J 207	23637	GatewayLab	Casey, Jennifer	0	18
J 207	23638	GatewayLab	Schroder, Matthew	0	18
J 207	23639	GatewayLab	Abuhmaid, Hadil	0	18
J 207	23644	GatewayLab	Schroder, Matthew	0	18
J 207	23645	GatewayLab	Francese, Justin	0	17
J 207	23646	GatewayLab	Abuhmaid, Hadil	0	18
J 207	23650	GatewayLab	Francese, Justin	0	18
J 207	23640	Gateway to Media III	Blaine, Marquis	4	136
J 207	23641	GatewayLab	Howe, Barton	0	18
J 207	23642	GatewayLab	Chala, Endalkachew	0	17
J 207	23643	GatewayLab	Cherasia, Spencer	0	17
J 207	23647	GatewayLab	Cherasia, Spencer	0	18
J 207	23648	GatewayLab	Howe, Barton	0	18
J 207	23649	GatewayLab	Guzman, John	0	17
J 207	23651	GatewayLab	Guzman, John	0	16
J 207	23652	GatewayLab	Chala, Endalkachew	0	15
J 331	23663	Digital Video Prod	Force, Rebecca	4	20
J 331	23664	Digital Video Lab	Bane, Kaitlyn	0	14
J 331	23665	Digital Video Lab	Bane, Kaitlyn	0	6
J 333	26781	Writing for Multimedia	Dahmen, Nicole	4	20
J 352	23669	Strat Writ & Media Rel	Munther, Courtney	4	13
J 352	23670	Strat Writ & Media Rel	Harwood, Joseph	4	15
J 361	23671	Reporting I	Shontz, Lori	4	13
J 361	23672	Reporting I	Laufer, Peter	4	17
J 361	23673	Reporting I	Laufer, Peter	4	16
J 365	23674	Photojournalism	Morrison, Daniel	4	32
J 365	23675	PhotojLab	Morris, David	0	16
J 365	23676	PhotojLab	Morris, David	0	16
J 371	23677	Feature Writing I	Wheeler, Thomas	4	18
J 371	26782	Feature Writing I	Butler, Charles	4	17
J 410	26949	Muse for Portfolios	Anderson, Shannon	2	14
J 410	26950	UX App Creation	Anderson, Shannon	2	15
J 412	26922	Documentary Prod.	Abdenour, Jesse	4	14
J 432	23712	Report for Elec Media	Madison, Eddie	4	19

J452	23718	Strat Pub Relat Comm	Munther, Courtney	4	19
J452	23719	Strat Pub Relat Comm	Kuttis, Kathryn	4	18
J452	23720	Strat Pub Relat Comm	Kuttis, Kathryn	4	18
J452	23722	Strat Pub Relat Comm	Drakeford, A; Chandler, C.	4	17
J458	23730	Writ Design Concepts	Elias, Troy	4	17
J458	23731	Writ Design Concepts	Anderson, Shannon	4	18
J461	23740	Newspaper Editing	Russial, John	4	14
J462	23741	Reporting II	Thier, Kathryn	4	19
J462	23742	Reporting II	Force, Rebecca	4	17
J462	23743	Reporting II	Walth, Brent	4	18
J463	23744	Top Story Develop	Milbourn, Mark	4	3
J463	23745	Top Audio Story	Radcliffe, Damian	4	14
J463	23748	Top Investigative Rptg	Walth, Brent	4	17
J463	27539	Top Engaged Journal	DeVigal, Andrew	4	10
J466	23749	Top Multimedia Story	Park, Sung	4	9
J466	23750	Top Adv Photoj	Kjellstrand, Torsten	4	17
J483	23757	Journalistic Interview	Laufer, Peter	4	16

16. Total expenditures from all sources planned by the unit for the 2017 – 2018 academic year:

\$17,401,824

Give percentage increase or decrease in three years:

14.63 percent increase

Amount expected to be spent this year on full-time faculty salaries:

Wages: \$5,040,517

OPE: \$2,325,358

Total: \$7,365,875

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

Tom Bivins	Professor	Hulteng Chair in Media Ethics
Patricia Curtin	Professor	Associate Dean for Undergraduate Affairs
Timothy Gleason	Professor	UO Faculty Athletics Representative
Peter Laufer	Professor	Wallace Chair of Journalism
Regina Lawrence	Professor	Executive Director, Turnbull/Agora Centers
Scott Maier	Professor	(sabbatical)
Debra Merskin	Professor	(Tenure Reduction Program)
Juan-Carlos Molleda	Professor	Edwin L. Artzt Dean
Deborah Morrison	Professor	Chambers Distinguished Prof, Advertising Area
Seungahn Nah	Professor	Associate Dean for Grad Affairs
Julianne Newton	Professor	Journalism Area Director (Fall/winter)
Donnalyn Pompper	Professor	Chair in Public Relations, Public Relations Area
Kim Sheehan	Professor	Honors Program Director
Leslie Steeves	Professor	Senior Associate Dean
Janet Wasko	Professor	Knight Chair, Media Studies Area Director
Thomas Wheeler	Professor	

Kyu Youm	Professor	Marshall First Amendment Chair
Carl Bybee	Associate Professor	
Christopher Chavez	Associate Professor	
Nicole Dahmen	Associate Professor	
Seth Lewis	Associate Professor	Shirley Papé Chair in Emerging Media
Gabriela Martinez	Associate Professor	
Daniel Miller	Associate Professor	
John Russial	Associate Professor	
Biswarup Sen	Associate Professor	
Gretchen Soderlund	Associate Professor	
Jesse Abdenour	Assistant Professor	
Peter Alilunas	Assistant Professor	
Donna Davis	Assistant Professor	Director, Strategic Communication Master's
Troy Elias	Assistant Professor	
Erin Hanna	Assistant Professor	
Taeho Lee	Assistant Professor	
Ed Madison	Assistant Professor	
Dean Mundy	Assistant Professor	
Senyo Ofori-Parku	Assistant Professor	
HyeRyoung Ok	Pro Tem Instructor	(Full-Time 17–18 AY)
Wesley Pope	Assistant Professor	Co-Director, Multimedia Journalism Master's
Autumn Shafer	Assistant Professor	(on leave)
Heather Shoenberger	Assistant Professor	
Daniel Steinhart	Assistant Professor	
Brent Walth	Assistant Professor	
Marquis Blaine	Professor of Practice	Int. Dir., Media Center for Science and
Andrew DeVigal	Professor of Practice	Chair in Journalism Innovation
Torsten Kjellstrand	Professor of Practice	
Damian Radcliffe	Professor of Practice	Chambers Distinguished Professor of Journalism
Dave Koranda	Sr. Instructor II	
Rebecca Force	Sr. Instructor I	
Lisa Heyamoto	Sr. Instructor I	Coordinator, Gateway
Kelli Matthews	Sr. Instructor I	
Daniel Morrison	Sr. Instructor I	
Sung Park	Sr. Instructor I	Co-Director, Multimedia Journalism Master's
Shannon Anderson	Instructor	
Steven Asbury	Instructor	
Charlie Butler	Instructor	Director, SOJC Academic Residential Community
Constance Chandler	Instructor	
Kathryn Kuttis	Instructor	
Tom McDonnell	Instructor	(Full-Time 17–18 AY)
Mark Todd Milbourn	Instructor	
Courtney Munther	Instructor	Co-Director, Writing Central
Paul Swangard	Pro Tem Instructor	(Full-Time 17–18 AY)
Lori Shontz	Instructor	Co-Director, Writing Central
Kathryn Thier	Instructor	Coordinator, Snowden Program

18. List names of part-time/adjunct faculty teaching at least one course in spring 2017 and fall 2017. (If your school has its accreditation visit in spring 2018, provide this faculty list at time of visit.)

Kyle McDaniel	Postdoctoral Scholar	Spring 2017	
Jeremy Swartz	Postdoctoral Scholar	Spring/Fall 2017	
Derek Brandow	Pro Tem Instructor	Spring/Fall 2017	
Amanda Drakeford	Pro Tem Instructor	Spring/Fall 2017	Winter 2018
Susanne Gorham	Pro Tem Instructor	Spring 2017	
Leigh-Anne Jasheway	Pro Tem Instructor	Spring 2017	
Chris Pryor	Pro Tem Instructor	Spring 2017	
Margaret Parker	Instructor	Spring/Fall 2017	
Joseph Harwood	Instructor	Spring/Fall 2017	Winter 2018
John Mitchell	Instructor	Spring/Fall 2017	
Leonard Henderson	Instructor	Spring/Fall 2017	
Robert Rickert	Instructor	Spring/Fall 2017	
Lance Robertson	Instructor	Spring/Fall 2017	

19. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside of journalism and mass communications.

	TOTAL GRADUATES	NUMBER	PERCENT
2016-2017	530	529	99.8%
2015-2016	545	545	100%

PART II — Standard 1: Mission, Governance and Administration

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

OVERVIEW

The roots run deep at the University of Oregon for the teaching of journalism. Indeed, the first journalism course was offered in 1901; 15 years later, a freestanding School of Journalism, among the first such units in the country, was established. In 1991, it became the School of Journalism and Communication. Expansion continued in 2006, with the launch of the George S. Turnbull Portland Center. In 2016, the School celebrated its centennial. Today, it claims more than 13,000 alumni.

The School, which was in the initial cohort of nationally accredited programs in the field in 1947, has been continuously reaccredited in six-year review cycles ever since. Its strategic plan notes that it “is the only comprehensive accredited school of journalism and communication in the Pacific Northwest.”

It supports that statement with these numbers: Including its 803 pre-majors, the School enrolls 2,480 undergraduates with majors in Advertising, Journalism, Media Studies and Public Relations; 50 doctoral students in Media Studies; and 84 master’s students in Media Studies, Journalism, Multimedia Journalism and Strategic Communication; it has 63 full-time faculty members (up from 37 at the time of the previous accreditation review), including 10 who hold endowed positions; 29 part-time faculty members; and 33 full-time staff members.

The self-study provides this further context: “The School also serves more than 300 students in the Media Studies Minor, which is open to majors from outside the SOJC, and supports the interdisciplinary Cinema Studies major (with the College of Arts and Sciences and the School of Architecture and Allied Arts) and General Social Science major, as well as the interdisciplinary Multimedia Minor (with the School of Architecture and Allied Arts, School of Music and Department of Computer Sciences) and Native American Studies Minor (with the College of Arts and Sciences). The School serves close to 3,000 additional students a year from across the university through general education and elective courses. Three-fourths of SOJC students either seek dual degrees (223) or minors (1,465) outside the School.”

Other relevant numerical nuggets: Enrolled in one of only a handful of ACEMC programs housed at universities on the quarter system, 1,074 of the School’s 1,075 graduates of the past two years earned 104 or more hours outside of journalism and mass communication (99.9 percent); the School bats a thousand on the requirement that skills course sections enroll 20 or fewer students; on average, some 75 percent of its course sections are taught by full-time faculty members; its \$17,401,824 in planned expenditures in 2017-2018 continue on an upward trajectory; and its permanent endowment of nearly \$55 million stands among the largest of the country’s accredited programs.

Three undergraduate degree majors in the School are within the scope of this review: Advertising, 663 students; Journalism, 442 students; and Public Relations, 480 students.

The School’s mission statement, adopted in 2015, is succinct. It is “a community of media scholars and professionals dedicated to teaching, research, and creative projects that champion freedom of expression, dialogue, and democracy in service to future generations. Our home in the Pacific Northwest and the opportunities of our location are reflected in our explorations of media, technology,

and the human condition. Through our undergraduate and graduate programs . . . we conduct research and craft nonfiction stories on such critical and global subjects as the environment, diverse cultures, and international issues. We facilitate relationship building that entails respect for consumer advocacy, transparency, and civic engagement. By integrating theory and practice, we advance media scholarship and prepare students to become professional communicators, critical thinkers, and responsible citizens in a global society.”

The School lists its values: ethics; collegiality and civility; creativity, innovation, teamwork; shared knowledge; enthusiasm; authenticity; diversity; relationships; respect; pursuing truth and the public interest; and fostering a culture of constant meaningful innovation.

A member of the Association of American Universities (AAU), the University of Oregon, founded in 1876, is, according to the self-study, “the state’s flagship institution.” The context: “Following a fundamental restructuring of higher education governance in Oregon in 2012, the university now has its own board of trustees and greater control of its destiny. The board and the administration have identified enhanced research productivity as a primary goal, while maintaining the university’s long tradition of high-quality undergraduate education. One indicator of institutional priorities is the recent \$500 million gift for the Phil and Penny Knight Campus for Accelerating Scientific Impact.” The university enrolls 23,634 full-time students.

The self-study notes “the substantial changes in university academic leadership” since the appointment of a new president in 2015.

The School also has seen administrative changes since the previous ACEJMC review. Its respected dean of 16 years returned to the faculty in 2013. The self-study provides this context for the immediate years that followed: “In 2016, a new dean arrived. . . . His appointment followed three years of steady leadership under an interim dean who was appointed from the faculty to head the school after two failed searches. . . . During this transition period, the school maintained momentum on many fronts. The faculty developed a new honors curriculum, adopted a revised assessment plan, appointed a new assessment coordinator, implemented the new faculty collective bargaining agreement (CBA), and filled numerous new faculty positions and launched the Agora Journalism Center in Portland.”

The current dean, in his second year, enjoys the strong support of the central administration. Faculty members describe him as energetic, forward-looking, smart, a good and willing listener, and frank. He has assembled a strong leadership team and, externally, has made early in-roads with donors and professional constituents.

By all accounts, he hit the ground running, a necessity because, as the self-study notes: “[He] arrived in a period of significant re-focusing of university priorities and the adopting of a new budget model. In this climate, the school has acted aggressively to address budget model changes while continuing to build and support existing and new innovative programs.”

Despite this swirling time of change (adjusting to a new university budget model, surging School enrollment, unit faculty growth that has created an urgent need for more space and the ushering in of collective bargaining), a can-do spirit—fortunately—is apparent in the School as it strives to move forward.

Unit performance with regard to indicators:

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

The School has a mission statement and a comprehensive, thoughtfully written and well-organized strategic plan that is in sync with that of the university. The self-study provided additional context for the plan, which was adopted in November 2015: “The arrival of a new dean, president, and provost within the past three years, the implementation of a new budget model, and a reordering of university priorities limits the utility of the existing plan; however, it provides a solid foundation as the school addresses changing conditions on campus and in the communication professions.” The plan provides an overview, a self-analysis of unit strengths and challenges before listing goals, objectives and actions. Overarching goals: (1) Strengthen Infrastructure; (2) Increase Diversity, Equity and Inclusion; (3) Balance Research and Creative/Professional Agenda; (4) Strengthen Curriculum; and (5) Prepare for the School’s Next 100 Years. In addition to the overarching goals, objectives and action plans, the School has developed carefully tailored and detailed “strategic goals” for: Advertising, Journalism, Media Studies, Public Relations, its Honors Program, its Graduate Program, Human Resources/Operations/Instructional Support, Finance, its Portland Centers, Student Services, Information Technology and its Communications Office. The comprehensiveness of the plan, as the self-study notes, “reflects the input of faculty, staff, alumni and community members through multiple meetings and data-gathering” over an extended period of time.

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

Faculty members are involved in shared governance in substantive ways—so much so, according to the self-study, that: “Enrollment, faculty and staff growth, program expansion in Eugene and Portland, implementation of the faculty CBA (Collective Bargaining Agreement) and the introduction of a new budget model are just some of the factors challenging the school’s traditional practice of faculty governance. At the most basic level, the challenge of filling all the required committee positions, finding times for committees to meet, and completing a substantially increased number of required faculty peer reviews is placing great stress on faculty time and energy.” In addition to committee work and attendance at retreats, the School’s faculty met seven times during the 2016-2017 academic year. The School has a logical list of standing appointed and elected committees: undergraduate affairs, graduate affairs, diversity & inclusion, faculty personnel, academic technology, dean’s advisory and faculty assessment. In addition to the standing committees, each year the School convenes relevant ad hoc committees. Recent examples: search, academic misconduct work group, international studies/study away, and internal relations. To note that School faculty members are heavily involved in governance would be understatement, particularly considering that, in addition to unit responsibilities, faculty members serve on more than 25 university committees—an indication that the School plays bigger than its size on campus.

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

The School's dean, in the second year of his appointment, is its chief academic and fiscal officer, ultimately responsible for all aspects of the unit's operation. As is the case with the other academic deans at Oregon, he reports to the senior vice president and provost, and is a member of the university's Academic Leadership Team. The School's executive leadership team meets regularly. In addition to the dean, its members include the senior associate dean for academic affairs, the associate dean for graduate affairs and research, the associate dean for undergraduate affairs, the associate dean for administration and finance, the executive directors of the George S. Turnbull Portland Center and Agora Journalism Center, and the undergraduate area directors for Advertising, Journalism, Public Relations and Media Studies. The team is praised and respected by the faculty for its hard work, unselfishness and expertise in individually assigned areas.

As noted in the Overview, the dean at the time of the previous ACEJMC review returned to the faculty in 2013. The School was then led by an interim dean, who provided unselfish leadership for three years and clearly did not, as one faculty member noted, serve simply "as a caretaker." He said flatly: "She didn't coast."

The current dean was appointed in Fall 2016. As noted above, he is seen as an energetic, fast learner who has adjusted quickly to the expectations of the relatively new university administration and that of his faculty.

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

Academic deans at Oregon are appointed by the president and provost, with each appointment following a national search process that involves faculty and staff members. Oregon deans serve two-year renewable terms, and are, according to the self-study, scheduled for major institutional reviews every five years. In addition, deans meet annually with the provost to discuss performances.

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

Procedures for the timely resolution of complaints are outlined. Complaint processes are addressed during orientation sessions, in addition to being available in print and online. The self-study noted: "The SOJC's process for addressing complaints is designed to resolve problems at the earliest possible moment."

SUMMARY: Shared governance is apparent—which is particularly important because, since the last accreditation review, the School endured two failed national searches for a dean. Fortunately, an interim dean who served for three years provided dedicated leadership. The faculty forged ahead positively during the time of swirling change and enrollment growth. The dean, in his second year, is off to an excellent start and he has assembled a strong leadership team

Overall evaluation compliance / non-compliance: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

UNDERGRADUATE

The School is a professional program, with undergraduate majors in Advertising, Journalism and Public Relations. It also, however, includes Media Studies, which is a non-professional major that is beyond the scope of ACEJMC review. Students begin as pre-majors and must complete 24 graded university credits before applying for full-major status. As a rule, that is six courses at the university.

The university has four terms – Fall, Winter, Spring and Summer – each consisting of approximately 10 weeks. Most courses are four credit hours. Students must have a minimum of 180 quarter credit hours to graduate from the university. The School offers required courses in all four terms.

This report is based on the current curriculum. It should be noted that a revised curriculum will be effective in Fall 2018.

The pre-major core includes Media Professions, Grammar for Communicators, and Media and Society. Two writing courses are also required of all undergraduate students: College Composition 1 (written reasoning as discovery and inquiry) and College Composition 2 (written reasoning as a process of argument) or College Composition 3 (written reasoning in the context of research). After these courses, students may apply to become a major.

Students are required to take three Gateway courses (a total of 12 hours) that provide the fundamental skills for digital storytelling. Gateway 1 and Gateway 2 are taken concurrently, and Gateway 3 is taken the following semester. Together, these classes teach students to think critically about information as well as how to use that information to tell compelling stories across multiple media platforms.

Four core context courses are required. Two are selected from Gender, Media and Diversity, Communication Law, Media History, International Communication or Media Ethics. Two additional courses are selected from Issues in Communication Studies, Issues in International Communication and Strategic Communication Research Methods (this course is required for Public Relations students and may also be taken by Advertising students), Research Methods or Issues in Communication Ethics and Law.

Advertising, the largest sequence in the School, requires six courses: The Creative Strategist and a capstone Campaigns class (either Advertising Campaigns or Advanced Advertising Campaigns for those competing in the National Student Advertising Competition). Students can shape their program based on

their interests by choosing three of six courses: Advertising Media Planning, Advertising Account Management, Curiosity for Strategists, Writing Design Concepts, Branding and Content, and Brand Development, plus one other elective course from within the program.

Journalism requires two courses: Reporting 1 and Reporting 2. Students then choose one course from Digital Video Production, Photojournalism, Feature Writing or Newspaper Editing. Students, based on their interests, choose three from 12 class options: Documentary Production, Reporting for Electronic Media, Advanced TV News, Media Design, Specialized Reporting, Advanced Photojournalism, Advanced Newspaper Editing, Feature Writing 2, Feature Editing, Magazine Industry and Strategies, FLUX Production and Journalistic Interview.

Public Relations requires six courses: Principles of Public Relations, Writing and Media Relations, Strategic Public Relations Communications, Strategic Planning and Cases, and Public Relations Campaigns. Also required is Strategic Communication Research Methods, plus one 4-hour journalism elective.

NOTE: **Media Studies** is beyond the scope of this review.

<u>Specialization</u>	<u>Min hrs required within School*</u>	<u>Min hrs outside School*</u>	<u>Total hours</u>
Advertising	56 req. 4 elective = 60	104	180
Journalism	60 req. 0 elective = 60	104	180
Public Relations	56 req. 4 elective = 60	104	180

* An additional 16 hours can be either within or outside the School, which may also satisfy other requirements.

<u>Graduation classes</u>	<u>Graduates</u>	<u>Number 104+ hours</u>	<u>Percent</u>
2016 -2017 academic year	530	529	99.8%
2015 -2016 academic year	545	545	100 %

The School exceeds the ACEJMC requirement that at least 95 percent of its graduating classes have at least 104 quarter hours outside of the unit. Of the 1,075 students in the previous two graduating classes, only one student did not meet the 104 quarter-hour bar.

b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

Advertising (60 hours)

School core classes, required of all majors

- Theoretical 24 hours
- Skills 12

Required classes

- Theoretical 4
- Skills 4
- Either 12 (either theoretical or skills)
- Elective 4 (either theoretical or skills)

Advertising majors receive a base in both theoretical and skills classes, which varies by student choice of electives. In addition to the School’s 36-hour core, Advertising students take required courses including Strategy, Account Management and Media Planning. Innovative advanced electives include courses such as Green Brand Strategy, Ideasmithing, Advertising & Culture, Advanced Media Planning and Insights with Data.

Journalism (60 hours)

School core classes, required of all majors

- Theoretical 24 hours
- Skills 12

Required classes in major

- Skills 24

Journalism majors receive both theoretical and skills classes, leaning toward skills.

Public Relations (60 hours)

School core classes, required of all majors

- Theoretical 24 hours
- Skills 12

Required classes

- Theoretical 8
- Skills 12

Elective 4 (either theoretical or skills)

The PR major appears to be more theoretical. However, this major requires elective courses that focus on skills and practical experience.

c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

Across the sequences, students are exposed to technologies that they will be using as professionals upon graduation.

Advertising – The School features intense hands-on classes as well as opportunities to work at Allen Hall Agency, the student advertising agency, which does work for a variety of clients. Most students sign up for one credit per term. The School also sponsors an Ad Team that competes in the National Student Advertising Competition, which prepares an all-encompassing campaign and pitch presentation.

Journalism – The School prepares students by required classes in reporting and writing. Students can choose from courses that allow them to focus on newspaper editing, feature writing, photojournalism or digital video production.

Public Relations – The School focuses on Strategic Writing, Media Relations and Planning to prepare its PR students. The PRSSA Bateman team challenges students to apply their lessons learned in a

competitive environment. Working at Allen Hall Public Relations requires use of software, presentation programs, video and still photography, as well as social media and website creation.

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

The School was in 100 percent compliance of the 20-student rule in all skills classes during the term that the visit occurred and the preceding term.

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

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

Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

While not required by the School, all students are encouraged to have at least one internship. Many students seek and complete non-credit internships. According to a survey of the 2017 graduating class:

- 21 percent had at least one internship for credit.
- 57 percent had at least one internship, but did it for no credit.
- 9 percent participated in the National Student Advertising Competition or the Bateman Competition (Public Relations).
- 40 percent participated in a School student group such as SPJ, PRSSA, Investor Relations (unique to the University of Oregon) and Futures.
- 37 percent worked for a student publication or production such as Ethos, The Daily Emerald and DUCK TV.
- 11 percent did an independent study with a School faculty member.
- 4 percent participated in the School Honors program.

Note: every student participated in at least one of these activities.

SUMMARY: The undergraduate coursework within the School is fairly balanced between theoretical and skills classes, though Public Relations leans slightly toward theoretical while Advertising and Journalism tilt slightly toward skills. Digital and social media are also infused across the curriculum. Because of the design of the program, only one of the 1,075 students who were graduated in the last two years did not meet the 104-hour requirement of coursework outside the School. The School provides ample opportunities for professional hands-on experience within the program through the student newspaper, The Daily Emerald, the student advertising agency, AHA, and student teams that compete in

national competitions such as the National Student Advertising Competition and the Bateman Competition.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The School has a thoughtful, well-organized diversity plan that is in sync with that of the university. The unit approved its first diversity plan in 1993—and has been updating and refining it regularly ever since. Significant strides have been made over the years. The current plan was adopted in March 2017. The executive summary of the plan notes: “One critical lesson to have emerged from the [School’s] twenty-four years of efforts to promote diversity and inclusion is that success in those efforts is not a mere question of monitoring demographics and percentages. Rather, it is a concern that requires a *holistic* [italics added] approach that touches on nearly every aspect of student life and administration. Today, in 2017, the diversity committee is proposing a series of measures that will impact everything from classroom pedagogy, to our efforts to retain underrepresented students, and the community and culture we help create for our students in Eugene, Portland and elsewhere.” The executive summary is candid. It notes, for example, the impressive progress the School has made over the years, but points also to areas where the program could advance, such as beefing up the percentage of female faculty members, which currently is 41 percent, and the merit of one day possibly hiring a coordinator of multicultural affairs, whose full-time responsibility would be to champion diversity. The plan contains four overarching goals: Create an inclusive and welcoming environment for all; increase the representation of diverse students, faculty, staff, and community partners at all levels of the university; facilitate access to achievement, success, and recognition for under-represented students, faculty, staff and alumni; and leadership to prioritize and incorporate diversity, equity, and inclusion in plans and actions. School strategies for achieving the goals are imbedded beneath the goals. Below the strategies are tables with five headers: tactics; target measures; resources to be used for this tactic; the name and title of lead personnel; and timeline. The School notes that it recognizes the value of collaboration as it “works closely with the university’s Division of Equity and Inclusion to advance institutional goals.” One notable indicator of the School’s progress through the years, and the regard in which it is held: In 2015, it received the university’s inaugural Institutional Equity and Inclusion Award, which recognized the unit’s “commitment to strengthening its diversity efforts.”

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

The School strives to leverage its resources with those of the university, and the program’s faculty members are committed to diversity, not only for the betterment of the School but also for the institution. The self-study notes, for example, that a School faculty member served for five years as director of the university’s Center for the Study of Women and Society—while several others serve as faculty affiliates in the Center. The self-study provides an impressive list of its courses that help to

prepare students for an increasingly multicultural global society. One of the School's courses—Gender, Media and Diversity—fulfills the university's multicultural requirement and will be required of all the unit's majors entering the program beginning in Fall 2018. The School's offering of Latino Roots I and II also serves students across the campus. Some additional examples of School courses with a spectrum of diversity modules: Advertising Media Planning; Media History; Communication Law; Reporting for the Electronic Media; Advanced Television News; Grammar for Journalists; Mass Media & Society; Principles of Advertising; Brand Development: Advertising and Culture; Reporting II; Feature Writing; Public Relations Campaigns; and Issues in International Communication. Courses that expand students' perspectives in issues and perspectives relating to mass communication across diverse cultures in a global society include: International Mass Communication; Media in Ghana; the aforementioned Issues in International Communication; Creative Strategist; Strategic Public Relations Communication; and Issues in Communication Studies: Reality Television. The self-study notes that School faculty members are "increasingly expanding the boundaries of our classrooms to engage our students across the world. Class content reflects a global perspective; visitors come into our classrooms from around the world both in-person and virtually; and students travel across borders on School-sponsored trips on a regular basis."

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

The School's commitment to diversity is apparent in its faculty ranks—as well as in its senior administrative leadership team. Its Diversity, Equity & Inclusivity Committee is active. The School had 12 full-time female faculty members at the time of the last ACEJMC review in 2011-2012; it now has 25, with the percentage being the same because of overall faculty growth. In 2011-2012, it had 6 full-time minority faculty members; it now has 16. The current full-time faculty has 3 African-American males; 5 Asian males; 3 Hispanic/Latino males; 2 non-resident alien males; 1 Asian female; 1 Hispanic female; and 1 female of two or more races. The 26-member adjunct faculty in 2016-2017 included 14 females and six persons of color.

The School also conducted searches for five new full-time tenure-track faculty members in 2017-2018. At the time of the site-team review in early February, four had been hired—including one African-American female and one white female.

d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The School's efforts to recruit and retain diverse students are evident—and those efforts have produced strong results since the last review. According to the 2011-2012 site-team report, the School's percentage of minority students was 14.3 percent. The self-study reported that, in Fall 2016, students of color constituted 27 percent of its enrollment—an impressive increase. Because of significant overall enrollment growth in the School, the raw number of students of color in the School has nearly doubled from the time of the last review. The overall percentage of students of color in the School is about the same as that of the university. Some 68 percent of the School's students are female—up from 63 percent at the time of the last ACEJMC review.

Retention and graduation rates for the School's students of color align roughly with its general student body (in some years, the rates for students of color are slightly above that of the general student body,

while in other years slightly below). And, in most years, the School's overall retention (about 90 percent) and four-year (about 60 percent) graduation rates are better than those of the university.

The School's high school outreach efforts are producing results, and it has recently ramped up its support for student chapters, including the National Association of Black Journalists, the National Lesbian and Gay Journalists Association, and the Association for Women in Sports Media.

e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The self-study noted that the university has "well-established, published policies for dealing with instances of sexual harassment and for accommodating the needs of those with disabilities. The (School) maintains strict adherence to the university's policies."

Policies are readily accessible—and representatives of the Office of Affirmative Action and Equity available to meet with the School's faculty and staff if there are issues or questions. The School's faculty members are encouraged to include information about harassment policies in their syllabi.

Conversations with faculty, staff and students confirmed that the School values inclusivity and civility.

SUMMARY: The commitment to inclusivity, which was apparent in the School's initial diversity plan of nearly a quarter century ago, is evident. The plan has been updated and refined through the years. The percentages of faculty and students of color have continued to grow—impressively so since the time of the last review. The School's efforts have not gone unnoticed by the university. In 2015, the unit received the inaugural Equity and Inclusion Award.

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.

Overall evaluation, compliance/non-compliance: COMPLIANCE

University of Oregon

2017-18 Full-Time Faculty, School of Journalism & Communication

Federal Race/Ethnicity	Female	% of total faculty	Male	% of total faculty	Total
Black or African American	0	0%	3	5%	3
White	19	32%	23	38%	42
American Indian/Alaskan Native	0	0%	0	0%	0
Asian	1	2%	5	8%	6
Hispanic or Latino	1	2%	3	5%	4
Native Hawaiian/Pacific Islander	0	0%	0	0%	0
Two or more races	1	2%	0	0%	1
Race and ethnicity unknown	1	2%	1	2%	2
Nonresident alien	0	0%	2	3%	2
Total Full-Time Faculty	23	38%	37	62%	60

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

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

Unit performance with regard to indicators:

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

The School has specific written policies for recruiting and hiring faculty members.

The decision to hire new full-time faculty begins with the faculty, involves discussion between the provost and individual deans and concludes with review by two collective advisory groups: the dean's council and a group of senior faculty members. When a search is authorized, the senior associate dean for academic affairs appoints a faculty search committee and the chair. Typically, search committees will include a non-voting graduate student representative. Print advertising, direct mail, the internet and personal contacts are used to recruit applicants.

The search committee fully vets the candidate pool and recommends a short list of candidates to be invited to campus. That recommendation is reviewed and voted on by the faculty, who make a recommendation to the dean. Typically, two or three candidates are invited to campus for interviews with the full faculty. After meeting with the candidates, the search committee makes its recommendation to the faculty, which then votes its preference and makes a recommendation to the dean. The dean reviews the recommendations and selects a candidate, giving great weight to the faculty recommendation. The dean then contacts the chosen candidate with an offer.

Adjunct non-tenure track faculty members teaching less than full-time are hired from a pool of academics and professionals. Prior to the beginning of each academic year, advertisements for adjunct faculty members are placed in Portland and Eugene newspapers as well as on the university's website. In addition, faculty members are encouraged to identify and recruit professionals who could strengthen and diversify the pool.

The School's expectations of faculty are defined in its tenure-track review and promotion policy and tenure-track professional responsibilities policies as well as non-tenure track review and promotion policy and non-tenure professional responsibilities policies.

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

The teaching, research, creative and professional activity, and service responsibilities of each of the School's 63 faculty members varies based on the talents and interests of the faculty member and the requirements of the unit. The university's collective bargaining agreement does not require that a specific percentage of each activity be assigned to each faculty member annually. Having said that, full-time faculty members have taught more than 73 percent of courses in each of the last two academic years.

The current teaching assignment for tenured faculty and fixed-term appointment faculty is determined in the portfolio review process. Generally, assignments will range from four to six courses depending on the faculty member's research, teaching, and service activities for a given year.

Each tenure-related faculty member is expected to engage in ongoing and productive research activities. These may take the form of traditional scholarly research and publication, or they may involve other kinds of creative activities.

Public service is expected of each faculty member, with differing expectations for tenured and non-tenure track faculty. Committee work for faculty is significant. Given the size of the School's faculty, many members have multiple committee assignments in the unit as well as assignments on university committees.

Service to the professional communication fields and constituent industries is also part of each faculty member's obligation. The level and the nature of involvement in this activity varies across the faculty, depending on individual interests.

There is a concern among the full-time, non-tenure track faculty that their level of service and creative work will decline if the School begins requiring them to teach eight courses during an academic year beginning in 2018-2019.

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

The balance at Oregon is exceptional. Of the 63 full-time faculty during the 2016-17 academic year, 49, or 77.8 percent, had at least five years of professional experience, while 33 percent had 15 or more years experience.

That is in addition to the fact that 36 (57 percent) members of the faculty hold a Ph.D., meaning that many of the faculty who hold doctorates entered academia after a professional career. The faculty is universally praised by students.

The School currently has 20 full-time, non-tenure track faculty; 16 instructors and four professors of the practice. One instructor will retire at the end of the 2017-18 academic year.

Non-tenure track faculty, who are overwhelmingly professionals, currently are scheduled to take on an additional teaching load in 2018-2019 as their assignments will increase from six courses per academic year to eight. The School voted against the change, but the collective bargaining agreement gives the provost's office final word. The increased course load for non-tenure track faculty is less than other units on the Oregon campus.

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

Every class taught is evaluated for teaching quality. Students receive a link to an online course evaluation that is available to instructors after grades are submitted. The evaluation process has two steps. Form A is a standard evaluation form while Form B is an open-ended questionnaire that asks

students for expanded comments. The dean and senior associate dean review the evaluations each quarter and consult with the instructor if there are issues.

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

The quality of education provided by the School is highly praised by central administrators and others at the university. Several attendees at the Monday luncheon mentioned how they hire the School's students for internships and jobs. In addition, the faculty is noted for being extremely collegial, not only within the School but across campus. They often help out in places such as university communications and the city planning program.

SUMMARY: The faculty of the School has grown tremendously since the last accreditation visit, from 37 faculty members in 2011-2012 to 63 in 2017-2018. That is an increase of 70 percent and shows that the university values the School and its programs. The faculty is very strong and is getting stronger with regard to research. In addition, there appears to be strong collegiality between the professional faculty and the research faculty that is not always seen in similar-sized programs.

Overall evaluation (undergraduate program): COMPLIANCE

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

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

Unit performance with regard to indicators:

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

The School exists within a major research university; research and creative expectations of faculty members are high. Tenure-track and tenured faculty members understand the expectations for promotion and tenure. Those holding positions other than tenured or tenure-track are given flexibility to pursue professional and artistic projects that contribute to faculty professional development and the advancement of student learning outcomes.

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

The School expects its faculty to submit research for publication and papers to annual conferences, as well as to attend conferences for professional development. Faculty members are supported annually with generous travel funds allocated for professional development, one of the reasons that they are well represented at professional communication and journalism meetings. The School could be the envy of almost any accredited program, given additional private money via the endowment used for travel and professional development.

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

As noted elsewhere in the report, expectations for faculty research and creative activity are clearly indicated. The university has recently become unionized; the faculty contract has helped some faculty merit pay and salary equity issues.

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.

Since the School earned accreditation six years ago, faculty members have received 32 awards and honors, as well as 58 internal and 24 external grants. During this period, they published 18 scholarly and trade books, 15 textbooks, 8 edited books, 125 book chapters and 2 monographs. Additionally, they published 125 refereed academic journal articles, 191 non-refereed articles and submitted 50 invited academic papers.

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

The university and School foster a climate of intellectual curiosity. Faculty members understand that even with a demanding research, teaching and service load they must be involved in appropriate academic research and other creative activities. Faculty members appear congenial and supportive of one other, celebrating efforts and strengths each brings to the School.

SUMMARY: Overall, faculty members are productive and respect each other's scholarly and creative strengths; they appreciate the approaches each brings to the creation and dissemination of knowledge. Their academic and creative output contributes to the School's solid reputation nationally and internationally.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit	Full Professors (15)	Associate Professors (6)	Assistant Professors (15)	NTTF Faculty* (22)	Total (58)
Awards and Honors	32	9	6	16	8	39
Grants Received Internal	58	11	7	36	13	67
Grants Received External	24	5	1	10	10	26
Scholarly & Trade Books, Sole- or Co-	18	6	2	9	2	19
Textbooks, Sole- or Co-authored*	15	11	0	2	7	20
Books Edited	8	4	0	4	1	9
Book Chapters	127	62	21	31	17	131
Monographs	2	1	1	0	0	2
Articles in Refereed Journals	125	37	23	72	5	137
Refereed Conference Papers	179	58	33	91	16	198
Invited Academic Papers	50	34	14	2	3	53
Encyclopedia Entries	18	6	8	7	0	21
Book Reviews	22	11	6	3	2	22
Articles in Non-refereed Publications	191	52	13	37	101	203
Juried Creative Works	4	1	2	0	2	5
Non-juried Creative Works	19	3	5	3	18	29
Other: video project; bibliography; journal editors, special	4	3	3	0	0	6

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

Students receive advising and career information/guidance from both a centralized School Student Services Center (staffed by a team of five individuals), and from faculty members who are assigned to each student (by major) upon admission to the program. In theory, the centralized advising area focuses more on program requirements, while faculty advisers focus more on major-specific and career guidance, although the lines between the two often blur. For example, faculty members sometimes also advise on general program requirements because students ask, or because they enjoy helping. And students report that often when they are meeting with someone from the centralized advising team about which classes to take, the conversation turns to internships and careers. Some students also indicate the centralized advising unit does such a good job they don't feel they need to meet with faculty advisers.

Ultimately, the goal is that students know how to get advice, information and guidance, and it appears that, regardless of which path that takes, it is happening well.

Many faculty members who were interviewed think highly of the centralized advising team, using words like “heroes” and “amazing” and “best there is” to describe the work their colleagues do. It was noted in several conversations that members of the centralized advising team hold leadership positions in the professional advising organization NACADA. (A conversation with the director of the Student Services Center confirms that all five employees are members of the organization.) At a lunch with faculty representatives from other academic programs and professional advisory board members, several attendees commented that the School's centralized advising team is well respected on campus and is often a leader in university-wide advising initiatives because of its expertise and eagerness to be involved.

A meeting with students from all majors indicated that they know who their faculty adviser is and that they are pleased with that relationship. Results of the 2017 senior exit survey show students feel they have good access to both academic and career advising; 83 percent of the respondents agreed or strongly agreed they received excellent advising and mentoring during their time in the program.

The Student Services Center has good signage, and flyers, checklists and other information is readily available. Both drop-in and scheduled appointments are available. A couple public relations students indicated it's sometimes hard to make an appointment because it can only be done two weeks in advance, and the time slots fill quickly – but once the appointment actually happens, they are always pleased with the quality of the advising. A few students also indicated they are double majors, and that the School's advising team is much better than what they experience in other departments; students who had transferred into the program from other departments also agreed that advising in the School is much better than what they experienced elsewhere. (Students who transferred in also said the School is much more “close knit” than their prior programs.)

b) Faculty are available and accessible to students.

Most (but not all) faculty members have office hours clearly posted on their door or written on their window. During the workday, most faculty doors were open, and many faculty were meeting with students.

In the meeting with students from all majors, there was exceptionally positive praise for faculty – their passion, their care and concern for students, their knowledge of the industry, their willingness to help, and their accessibility and approachability. Several students commented that faculty members went out of their way to meet, to visit and to help them succeed. (One student talked about bumping into his instructor on the way home from work, which resulted in a 45-minute conversation under a streetlamp about a project. The student cited this as an example of the approachability and availability of faculty members.)

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

The Student Services Center page on the School's website includes information about advising hours and appointments; internships, careers and career resources (with links to a job bank); student organizations, awards, commencement, FAQs and other topics. There are Twitter accounts for both advising and for career information – the posts are frequent, including weekends. The director of the Student Services Center also said she emails students frequently to keep them informed of deadlines, internships and other matters.

The academic requirements for each undergraduate program is detailed on the School's website. In addition to course listings, there is a section called "what you should know about this major" for each program that explains how long it should take to complete the sequence, when the courses are offered, and so forth.

Also assessable on the website is a job and internship database, searchable by type of position, company, geography and so forth. Employers can post jobs directly to the site. The site contains a good variety of current openings, however old job listings (some dating back to 2012) should be removed.

Conversations with students indicate they feel informed, have good access to information and know what is going on.

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

There are 19 major-related student clubs and organizations listed on the School's website. Each has a link to its own website and/or an email contact for additional information. Additionally, there are 10 links promoting involvement in student media and marketing on campus.

Public relations students said they were pleased with the availability of clubs and organizations they could join. They also mentioned specific events where students learn about the opportunities available

(for example, an all-school ice cream social in fall, and a “PR Night” where all the public relations related organizations come together for an event that faculty advisers also attend). They indicated that similar things occur for the Journalism and Advertising majors as well.

There is good signage throughout the building (flyers, information on monitors, displays, and so forth).

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

Retention, graduation and enrollment information is published on the website. Retention and graduation rates for the School are higher than that of the university overall.

SUMMARY: Overall, the School appears to have a solid grasp of advising and communication with students. The centralized advising team receives especially high praise from students, faculty members and those outside the School. The information available to students – online, via signage and promotion in the building, and from faculty and staff – is good.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The School's finances are meticulously detailed—which is particularly relevant given the university's current transitional budgetary period. The School's planned expenditures for 2017-2018 total \$17,401,824, which includes a projected \$5,644,246 in payroll expenses such as insurance and fees. The lion's share of the expenditures, 87 percent, will come from general funds; 12 percent will be generated by foundation funds; and 1 percent will result from grants and continuing education funds. Expenditures are related to the School's strategic plan.

In a nutshell, according to the self-study: "The University of Oregon is in the midst of significant revision of its budget process. At the time of the last accreditation review, the university had instituted a highly decentralized RCM (Responsibility Centered Management) budget model. With the establishment of a faculty union, as well as the recognition of the need to better focus budget priorities to advance strategic goals, the central administration now plays a more significant role in the operational budget process at the school and college level. The new model will use past budgets as a starting point but shift to a metrics-based model to ensure funds are distributed in accordance with strategic priorities. Fiscal year 2017-2018 is a transition year during which the final metrics will be determined."

The School noted that its current budget is sufficient to support its mission, but adjustments, particularly given recent enrollment growth and the need to hire additional full-time faculty members, will be necessary under the new system for long-term sustainability. Some good early news in the process: The provost approved searches for five tenure-track faculty members in 2017-2018—and the School, at the time of this review, already had filled four of the positions. The new faculty members will join the School in Fall 2018.

As a result of the change in the university budgeting system, the School currently is operating with a budget deficit. It has sufficient reserves to cover the operating deficit for several years, but the self-study notes that "the provost has directed the SOJC to close an approximately \$1.9 million operating deficit by 2020." The School intends to accomplish that through a variety of carefully calculated strategies: expanding professional master's program enrollment; managing summer programs more strategically; more efficiently delivering instruction; reducing non-tenure-track faculty; reviewing non-tenure-track workloads; reviewing and reducing staff and administrative expenses; and exceeding its \$35 million fundraising goal.

The School is blessed to have a permanent endowment of nearly \$55 million—one of the largest among ACEJMC-accredited programs. That total is destined to grow in the immediate years ahead as the School, with \$23.41 million already raised, zeroes in on its \$35 million campaign goal. Decades ago, the School was among the country's journalism-mass communication early leaders in raising private funds—and it continues on that path. It has effectively cultivated a loyal and growing alumni base, which it will continue to leverage in the years ahead. The School's private fundraising successes are

particularly apparent in the number of endowed faculty positions: 10. The School also awards more than \$600,000 a year in scholarships.

The School's projected expenditures for 2017-2018 include \$623,707 for travel—again, among the most generous of the country's JMC accredited programs.

Bottom line: Although clearly not awash in riches, through a combination of university allocations, yearly payouts from an impressive permanent endowment and aggressive annual private fundraising, the School, without doubt, provides a strong education for its students and operating support for its faculty. It also seems to be planning as well as possible for the ramifications of the on-the-horizon changes in the university's budgeting system.

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

The School appears to be treated fairly within the university and, as noted above, is providing more than adequate support for its students, staff and faculty members.

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

Since the last accreditation visit in 2012, the School moved back into Allen Hall, which underwent a renovation. The bright and airy building provides excellent seminar rooms, classrooms and office space for faculty and students to engage in scholarship and teaching. Because of its growth, the School was provided additional space in two other buildings on campus. (In addition, the School has space in Portland for its professional master's programs.)

One of the buildings, Franklin Hall, used by the School for faculty offices is about a 15-minute walk from the main building, Allen Hall. The School is working with the upper administration to find space on central campus — Friendly Hall next door — that is closer to Allen Hall. That would facilitate stronger research and teaching collaboration. The Portland faculty members would also benefit from a stronger connection.

d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

The School has considerable production equipment for students and faculty members to check out. As one student wrote in a survey: "Access to really nice equipment is a huge boon to the SOJC students, as well as the labs."

The School recently implemented an online checkout system for equipment. Students and faculty members can either sign up for equipment online or use the tablet outside the equipment room.

All Allen Hall teaching spaces are equipped with current technology. There are eight classrooms and five computer labs in a "digital commons," one large university-controlled classroom, a media production studio and an audio recording studio. Of the eight classrooms, three are university-controlled and one is share-controlled by the university and the School. This does not capture space in Franklin or Portland.

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

The School has good support from library and information services at the university. Although there is no library in Allen Hall, the School has the services of a liaison from the library who holds office hours each week in Allen Hall. She can be seen with a mobile cart in the hallways bringing books, journals and other items to faculty members, graduate students and undergraduate students. She is also available on Twitter and by chat.

SUMMARY: Through a combination of its university appropriation, interest from its permanent endowment accounts and annual private fundraising, the School clearly is able to provide a strong education for its students. With a change in the university budget system, from Responsibility Centered Management, the School currently operates with a budget deficit. However, it has a plan in place to eradicate the operating deficit by 2020. The School has an enviable record in private fundraising. Its permanent endowment value of nearly \$55 million stands among the highest of ACEJMC-accredited programs. The School's primary home, Allen Hall, is a well-designed building that melds the old with the new. As enrollment has increased and faculty positions added, the School is in need of additional space.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

a) The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

An *Alumni and Friends* navigation tab is featured prominently at the top of the School's home page. Sub-navigation includes links for giving, the Hall of Achievement, publications of interest to alumni, and employer resources (which explains how alumni can post jobs and internships).

The Hall of Achievement, which honors the successes of distinguished alums, has 73 members. There's a biography of each on the website, along with an explanation of the process of nominating new members and information about the annual Hall of Achievement reception. Additionally, the Eric Allen Award (featured on the website) honors young (under age 40) distinguished alumni. A seminar room on the first floor of Allen Hall features photos of all the Hall of Achievement members (although the School will soon be transitioning to digital displays instead of photos).

An annual yearbook is available in digital form, and contains information about faculty, alumni, donors, experiential learning activities and significant milestones for the preceding year. A viewbook (essentially a recruiting piece) is available digitally or in printed form upon request, and a quick facts guide about the School also highlights key information that would be of interest to alumni.

The self-study references a quarterly e-newsletter ("Duck Tales") that is distributed to approximately 6,000 alumni, and notes it is archived on the School website although this link was not found. (It was explained that the newsletter fell through the cracks during the transition to a new School communications director, however it is now back on track.) Printed copies of previous issues show the publication contains relevant content, including a "class notes" section with news about other graduates. The self-study also indicates that alumni make up a large portion of the School's social media audience. There are approximately 3,700 Facebook followers, 8,700 Twitter followers, 2,300 Instagram followers and 2,900 LinkedIn members--and all accounts are active and contain recent posts.

Conversations with faculty members and students indicate that graduates are passionate and engaged with the School. There are annual trips to places such as New York City (in which more than 100 students participate), Chicago and other cities that feature events designed expressly for the purpose of introducing current and former students. Students said that faculty members remain connected with alumni, and this leads to internship opportunities, job shadow experiences, portfolio reviews, guest lectures and many other things they appreciate.

Several faculty members praised the work of the Journalism Advisory Council (JAC); the JAC was also well represented at a lunch with the site-visit team; all those present had high praise for the School.

The School also engages in many other endeavors that reach into the community and the profession.

Examples include the annual Ruhl and Johnson Lectures (two separate events), and an Ancil Payne ethics award. It also plays host to many academic conferences, workshops and symposiums in Eugene and Portland. Faculty members and students said they were aware of these events and felt positive about the opportunities they provided.

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.

A review of professional and public service activities of full-time faculty shows nearly all are engaged in service activities with the School, the community and the profession. Many faculty members serve in leadership roles in their organizations.

Students are engaged in public service projects with campaigns classes and the student-run advertising and public relations agencies.

In Portland, the Angora Journalism Center supports a number of outreach initiatives, including Faculty Innovation Fellowship funds (which last year provided \$25,000 to two instructors). Agora is a new project at the School aimed at getting ahead of where media business models are headed.

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

Conversations with faculty members indicate that they feel they receive good financial support for travel, conferences, professional memberships and research. While they were not always sure how the funds were allocated, most reported they “get what they need” and have no complaints.

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

In addition to the lectures and workshops mentioned previously in this section, examples of community service projects and events include an annual Demystifying Media series and a “What If” conference, as well as playing host to and/or sponsoring meetings with organizations such as the Society for Professional Journalists (SPJ), the National Press Photographers Association (NPPA), Investigative Reporters and Editors (IRE), the Oregon Association of Broadcasters, the American Advertising Federation and others.

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

An annual fall press day brings more than 700 high school journalists to the Eugene campus; a similar event was launched recently on the Portland campus. Additionally, there is a portfolio review for high school students (“Student Media Olympics”), regular high school visits by a School outreach coordinator, and awards for both a high school journalism teacher of the year and a high school journalist of the year.

The unit is also involved with the university's summer "SAIL" program for high school students. An attendee at a site-team lunch with faculty representatives from other academic programs and professional advisory board members praised the School's involvement in this initiative.

SUMMARY: The School's support of faculty, students, the profession, the community and the public is far reaching. The School has long been known – and respected – for its outreach efforts. The School continues to expand its service efforts to the discipline, the profession and the public.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Unit performance with regard to indicators:

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. Please respond to each of these questions in your report on indicators (a), (b) and (c):

a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of the Council.

The School took seriously the wake-up call it received in the last ACEJMC review when the site team found this standard in non-compliance, in no small measure because the program, very simply, by its own admission, did not “have a fully realized assessment scheme in place.” It now does. Since the last review, the School created an assessment director position, filled it with a senior faculty leader who possessed, according to the self-study, “a mandate to markedly improve the school’s assessment efforts.” She has succeeded. The School subsequently approved in December 2014 an updated, concrete assessment plan, which is guided by the ACEJMC core competencies, with a clear mission/goals statement, curricular map and explicit measures. The assessment director makes regular reports to the dean and the Undergraduate Affairs Committee. Through an effective feedback loop, the School has implemented significant curricular revisions, many of which were informed by ongoing assessment procedures. The School is committed to showing what it wants its students to learn, how it will determine whether it is succeeding and what actions it will then take to make improvements based on the information it collects. Annual reports are generated.

Students clearly are made aware of the *values and core competencies* that the School strives to instill: They are featured on an attractive 150-square foot green banner that hangs in the building’s striking atrium—seen by all who enter Eric Allen Hall.

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

As noted in the narrative above, a senior faculty member (and associate dean for undergraduate affairs) serves as the School’s assessment director.

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

Twice each year the assessment director reviews all syllabuses and accompanying information concerning course assignments and exams to determine which courses provide substantive instruction in each of the 12 core competence areas. Those courses are then mapped to each competency as appropriate. Course syllabuses that list a learning outcome related to one of the 12 areas but do not provide substantive evidence of course instruction are not mapped. Instead, the assessment director talks to both the course instructor and the relevant area director about better documenting what is done in the class or removing that particular learning objective from the syllabus. The assessment director reviews the map twice a year with the School’s Undergraduate Affairs Committee, which comprises

area directors as voting members, and annually with faculty members to ensure that School students are exposed to all competencies during their course of study.

Assessment data are then used to determine if students are mastering the areas. For example, all students receive substantive exposure to issues of media law and freedom of expression early in their course of study, but assessment data demonstrated that they were not confident in their mastery by the time they were graduated. In response, the School is adding a media law course now required of all majors, effective Fall 2018, to add depth to this area of the map and with the intent of improving mastery.

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

Each term, staff members in faculty services ensure that copies of all course syllabuses are posted online and that they contain all necessary components, including learning outcomes. Twice a year, the assessment director examines the learning outcomes on all syllabuses from the current and previous term to ensure that they are clearly stated as *outcomes* and are not simply descriptive elements of the class. She also checks the outcomes in terms of whether the majority reflects the core competencies. Any syllabus with learning outcomes that do not resonate with the course competencies is brought to the attention of the instructor and the relevant area director for discussion within the sequence of how to better align the course with the ACEJMC competencies. As of Spring 2017, 88.5 percent of all syllabuses had learning outcomes in line with ACEJMC core competencies. The majority of those that did not were specialized courses in the Media Studies sequence, which is not within the scope of this review.

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

The School's written assessment plan, as noted above, is thoughtfully constructed. Data systematically are gathered and analyzed, all coordinated under the watchful eye of the assessment director. The plan employs a variety of direct and indirect measures. Portfolio reviews constitute the primary *direct measure* for the Advertising, Journalism and Public Relations programs. The self-study notes that the various portfolios "encompass a range of work in a variety of formats, such as print and audio clips, videos, infographics, design layouts, features stories, research papers, and strategic plans and campaigns. The forms used are based on the (ACEJMC) core competencies." The School also uses annual internship supervisor surveys in its assessment process. Other *indirect measures*: annual exit surveys, which average 60 percent response rates; summaries of student awards and recognitions; and comprehensive alumni surveys, which are administered every three years.

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

The primary direct measure is School-wide *portfolio assessments*, which take place each summer. A stratified random sample of students is pulled from the list of graduating seniors in each sequence. Using the campus course management system, Canvas, student assignments for all School classes are pulled and put into portfolios, with all identifying information removed. These portfolios, along with course descriptions, are then made available to professional reviewers in the relevant disciplines using Dropbox. Reviewers provide their feedback using a Qualtrics survey form that collects quantitative and qualitative data. The current reviewer database contains the names and contact information of approximately 60 professionals across an impressive spectrum of media outlets and agencies.

The individual sequences also perform more specialized portfolio reviews. For Advertising students, portfolios are developed beginning in the first class in the major and continuing throughout their course of study. The portfolios are reviewed throughout the year by professionals-in-residence and by working professionals participating in the spring term New York City experience. For Journalism students, portfolio reviews take place once a year in specialized workshops on campus with visiting professionals, such as those for video/multimedia work, or in capstone experiences. In Public Relations, all students in the capstone Public Relations Campaigns class present their portfolios individually to a team of three: one faculty member and two professionals. Reviews are held in Eugene and/or Portland each term.

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

As noted above, the indirect measures are *annual internship surveys*, *annual exit surveys*, *summaries of student awards and recognitions* and *comprehensive alumni surveys*. Each term, the student advising office sends a link to a Qualtrics survey to those supervising a student who is taking an internship for credit. Two reminders are sent near the end of the term to help ensure compliance. The link is also provided to supervisors of students taking part in the Snowden internship program and the Media in Ghana summer internship program. The assessment director analyzes the data each term and shares them with the members of the Undergraduate Affairs Committee.

Each May, the student advising office sends graduating students a link to the student exit survey on Qualtrics. Students receive three email reminders, and response rates are robust (60.8 percent in 2017). The data are analyzed over the summer and included in the annual assessment report given to the dean and shared with the Undergraduate Affairs Committee. A presentation of results is made to the entire faculty each Fall term.

The comprehensive alumni survey is done at least every three years--or more often if circumstances warrant, such as a proposed major curriculum change. In early summer, the alumni and development office sends a link to a Qualtrics survey to all School alumni in its database. Two reminders are sent. The results are analyzed later in the summer and included in the annual assessment report.

The list of honors and awards won by students is kept on an ongoing basis by the School's communications office and by the faculty services office. Each summer, the assessment director collates the lists and checks them against the appropriate websites to guarantee accuracy. The final collated list is then included in the annual assessment report.

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

In a word: **absolutely.**

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

The unit annually collects, synthesizes, reports and applies the data and information it systematically gathers. The School clearly and conscientiously makes use of assessment results to "close the loop." Some examples of when it has used findings to make programmatic or curricular revisions: creation and adoption of the "creative strategist" curricular model in Advertising; revisions to various Journalism courses, along with revised learning outcomes and objectives; creation of new courses, including Social

Media Content; major revisions in the all-important fundamental Gateway courses; and newly required courses in Communication Law; Media Ethics; and Gender, Media and Diversity. Assessment data have led to more instruction in data analytics and data presentation, more advanced courses in multimedia production, more emphasis on diversity across the curriculum and a peer-teaching initiative. The self-study noted: “Assessment is an ongoing process, and it is crucial to ensure that results are clearly and regularly reported in order to drive curricular development and change in a thoughtful, data-based manner. Because the University of Oregon operates on the term system, the timeline is structured around the four terms that constitute each academic year.”

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

With the exception of one indirect measure—the list of honors and awards won—the quantitative and qualitative data are collected using Qualtrics survey forms. The assessment director analyzes the quantitative data using descriptive statistics and inferential statistics as appropriate, such as ANOVAs and *t*-tests to check for significant differences by major or gender. Most data are collected using a 5-point Likert scale, and any means below 4 (“agree” that satisfactory mastery has occurred) are flagged. Additionally, three-year trends are scrutinized. Even if mean values are satisfactory, if a downward trend is noted, that competence is flagged for attention. Significant differences among majors are also flagged. Qualitative data are thematically analyzed to lend insight into the quantitative data. Occasionally, the qualitative data reveal an area of concern not captured by the quantitative data, at which point those concerns are targeted for assessment efforts that will yield generalizable data.

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

Assessment data from 2014 to 2015 demonstrated that students, overall, were not strong in their mastery of media law/First Amendment issues and in numeracy skills.

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

Assessment data are discussed by the Undergraduate Affairs Committee, where areas of concern are identified, based on trends in the data over time and triangulation of data from direct and indirect assessment measures. Faculty members in each sequence then decide steps to take to address the weaknesses. The Journalism faculty, for example, created more assignments requiring numeracy skills in the required Reporting I class. Similarly, the Public Relations faculty included more lecture and case-study material on issues of digital copyright and intellectual property rights in the required Strategic Public Relations and Strategic Planning and Cases classes.

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

When problems are identified, the assessment director works with instructors in each sequence to undertake targeted assessment efforts in addition to the direct and indirect measures specified in the assessment plan. Reporting I students, for example, were tested on their numeracy skills at the start and conclusion of the class. Public Relations students were given graded assignments in which their ability to apply legal concepts to specific cases was analyzed. The results were combined with those from portfolio reviews, internship supervisor surveys and exit surveys to evaluate effectiveness. These measures demonstrated improved mastery of the area beginning in the 2015-2016 academic year.

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

Progress was evident in assessment measures taken following corrective actions, with improved scores on legal issues and numeracy across all measures. The improvements noted were not significant across all measures, however. In reviewing the data, the members of the Undergraduate Affairs Committee voted to bring to the faculty a motion to make Communication Law a requirement for all majors and to add a new class addressing statistical literacy as a requirement for all students to help achieve greater mastery of the areas. These new requirements go into effect Fall 2018, and specific assessment measures are being designed to track progress.

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

The School maintains consistent contact with its alumni through a range of print and online transmissions. A particularly good example of the School's connections to alumni is its ACEJMC-required survey of its graduates three years prior to the preparation of the self-study. The School was able to compile profile information, including current employers, for 416 of its 531 graduates (an impressive 78 percent) in its class of 2014. That survey also had relevance to the School's assessment of learning outcomes. The self-study noted: "While the majority of the graduates are working in communication-related fields, the range of positions suggests the challenge faced in journalism education: Are we considering this broad range of career paths as we design curriculum? And the range of job titles held by journalism graduates mirrors the flux in the industry, requiring that we keep our curriculum flexible enough to respond quickly to industry changes. These questions and others raised by the survey currently are being discussed in the School."

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

There is ample interaction between the School and its professional constituents, including in the assessment process. The School considers the involvement of professionals in virtually all aspects of assessment as "a hallmark" of the process, noting, in particular, that "portfolio reviews are conducted by teams of professionals recruited nationally and discussed with instructional personnel, allowing not just for quantitative scoring but for fruitful discussion of issues as they arise and more detailed feedback."

SUMMARY: The School has a written assessment plan, most recently revised in 2014. It involves media professionals annually in the process and is significantly more effective than at the time of the previous review. Indeed, the advancements made by the School in assessment are, in a word: extraordinary. An assessment director, who has done exemplary work since her appointment in 2014, oversees the process. Each year, the School systematically gathers information, synthesizes it, analyzes the findings and "closes the loop" by making programmatic and curricular adjustments.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

The School has several strengths:

- An admirably balanced full-time faculty that possesses a calibrated blend of academic and professional credentials—and who work comfortably and respectfully side by side.
- A growing record of faculty scholarship and creative activity—along with notable service efforts to the discipline, profession and campus—that combine to confirm that the faculty plays much bigger than its size.
- A dean, leadership team, faculty and staff driven to expand on the firm foundation of the School’s first 102 years.
- An extraordinary permanent endowment value that it continues to add to and which provides a cushion for a margin of excellence.
- An instructional environment that provides extensive professional hands-on experiences through campus media, agencies, and immersive national and international trips that prepare students for their post-graduation careers.
- A well-designed, renovated main building that seamlessly melds the old with the new.
- Passionate students who are effusive in their praise of the commitment to them that faculty and staff members exhibit each day.
- A visibly dedicated commitment to student services and advising that permeates faculty and staff ranks.
- An assessment plan—and systematic execution of it—that could serve as a model to others.

The School faces some challenges:

- A need for the administration and faculty to work through the anxiety and angst of a looming university-mandated increased teaching load for non-tenure-track faculty.
- A need to secure more space to meet the needs of a growing student body and faculty.
- A need to continue to adjust to a new university budget model.

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

N/A

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

N/A

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

N/A

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

N/A

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

The School was found in noncompliance on Standard 9 (Assessment of Learning Outcomes) on each of the two previous visits. As noted in the narrative assessment of Standard 9 above, this team concluded: “The School took seriously the wake-up call it received in the last ACEJMC review” and now has “an updated, concrete assessment plan, which is guided by the ACEJMC core competencies, with a clear mission/goals statement, curricular map and explicit measures.” The process is adroitly coordinated by an assessment director. Each year, the School carefully, thoughtfully and systematically gathers information, synthesizes it, analyzes the findings and “closes the loop” by making programmatic and curricular adjustments. **Bottom line:** Case closed.

The previous site team also listed one other weakness in its summary section:

“The new curriculum is listed here as both a strength and weakness. It aggressively tackles the multimedia world, plunging students early into multiplatform storytelling. But the early reviews on the 12-credit “Gateway” package of courses are mixed, with significant concerns over how to effectively deliver the lab-based elements of the courses. The flexibility of the new curriculum, an advantage on many levels, also gives students the opportunity to graduate with limited writing and no measurable knowledge of media law or ethics.”

The School also took seriously the previous site team’s conclusion about the fundamental Gateway series of courses. Since the previous review, the School noted that the Gateway series “has undergone significant changes . . . informed by assessment data and ongoing formal and informal faculty and student feedback.” A new writing course has been built into the series, and Communication Law and Media Ethics will be required courses for students entering the School in Fall 2018.

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

The self-study was well written, logically organized, tightly edited, candid and contextual. All materials were neatly packaged. During the visit, faculty and staff members in the School were quick to supply additional information when requested by the team. The team also appreciated receiving the self-study well in advance of the visit.