

Report of ACEJMC Evaluation
Professional master's/Undergraduate programs
2023–2024

Name of Institution: University of Colorado Boulder
Name and Title of Chief Executive Officer: Philip DiStefano
Name of Unit: Department of Journalism
Name and Title of Administrator: Patrick Ferrucci, Chair
Date of 2023–2024 Accrediting Visit: Dec. 3-6, 2023

Date of the previous accrediting visit: Jan. 29-Feb. 1, 2017
Recommendation of the previous site visit team:
Undergraduate program: Reaccreditation
Professional master's program: Reaccreditation

Previous decision of the Accrediting Council:
Undergraduate program: Reaccreditation
Professional master's program: Reaccreditation

Recommendation by 2023-2024 Visiting Team:

Undergraduate program recommendation: **Reaccreditation**
Professional master's program recommendation: **Reaccreditation**

Prepared and submitted by:

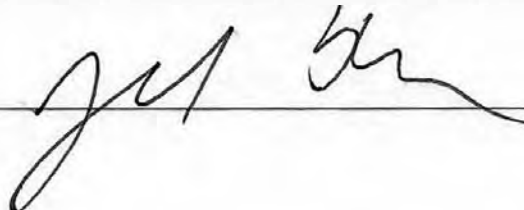
Team Chair

Name and Title: Barbara Cochran, Professor Emerita
Organization/School: Missouri School of Journalism

Signature  _____

Team Member

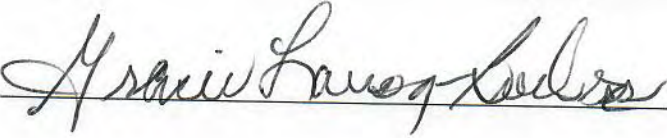
Name and Title: Joel Kaplan, Associate Dean for Graduate Studies
Organization/School: Newhouse School of Public Communications, Syracuse University

Signature  _____

Team Member

Name and Title: Gracie Lawson-Borders, Dean

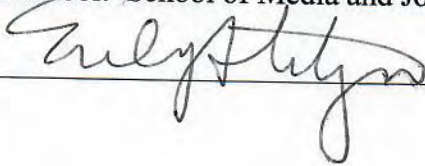
Organization/School: Cathy Hughes School of Communications, Howard University

Signature  _____

Team Member

Name and Title: Emily Metzgar, Director

Organization/School: School of Media and Journalism, Kent State University

Signature  _____

PART I: General Information

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

- Higher Learning Commission
- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

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

- Private
- Public
- Other (specify)

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

“The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with high admission standards which offers a comprehensive array of undergraduate programs.”

Constitution of the State of Colorado, 23-20-101 (a)

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

- Yes
- No

If yes, give the date of the last accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit: Jan. 29 – Feb. 1, 2017

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

- News Editorial 1948 (ACEJ)
- Broadcast News 1987
- Broadcast Production and Management 1987
- Master’s Professional Program 1999

6. Insert here the undergraduate mission statement and the separate mission statement for the graduate program. Statements should give the date of adoption and/or last revision.

Undergraduate Mission:

The Department of Journalism is founded on the principle that a well-informed and engaged public is essential to democracy—perhaps more so now, at a time of dizzying change, than it has ever been; and that, in the face of this change, Journalism retains a unique role in contributing to civic life and to the quality of public discourse.

We put this principle to work by helping students become constructive participants in an ever-evolving global media landscape, where distinctions between producers and consumers of content have blurred. More specifically, we prepare them, at both the undergraduate and graduate levels, for careers in Journalism and other fields of public communication. We train students to gather information from a diversity of sources, to analyze it critically, and to report what is significant, through stories and other media forms across multiple platforms. As part of this work, we encourage ethical awareness so that students will think independently, being prepared to reflect on and to help shape media practices and norms rather than take them at face value.

We believe in the integration of classroom instruction with practical experience. Many of our students work for, and manage, campus online news and entertainment sites, television programs and a radio station. They intern at broadcast stations, newspapers, magazines, websites and social media companies. Lastly, as a faculty, and with the help of colleagues elsewhere in CMCI who are working on new and innovative forms of human communication, we are committed to improving Journalism through pioneering research and creative work.

(Adopted 2015)

Graduate Mission:

The master of arts program in Professional Journalism holds a commitment to the values that serve democratic culture: civic life, civility, rights and responsibilities, creativity, and a profound understanding of the world around us. Our philosophical commitment to professional innovation and reform provides the core rationale for the research and teaching mission of the M.A. program. Our applied scholarship offers new insights that inform how we think about civically responsible media and professional education.

To fulfill that commitment, we must give our students the intellectual tools that enable them to understand a complex world, the moral compass to help guide difficult professional and personal decisions and the professional knowledge that will allow them to effectively explicate reality for the public. While professional environments by necessity must promote some degree of standardization in practice, Journalism graduate education provides an alternative venue for initiatives that allow young people not only to experiment with new technologies but to imagine new paradigms. We will hammer home the distinction between the *conventions* of Journalism and other media professions and the *principles* of responsible practice. To do this, we will allow ample opportunities for practical experiments as well as scholarly reflections on these and similar efforts. Our students will not simply assume that the reality of media content is desirable, or inevitable. They will possess the inspiration and insights to identify the best of current practices in the media and to challenge their professional counterparts to do better.

The underlying philosophical vision is that our graduate journalism education is reformist in nature and intent. Our reform, however, will be supportive—advocated from within rather than from some distant, superior, theoretical presumption. Our reform is motivated by a dedication to the constant improvement of media and an enlightened understanding among wider publics of the workings of media in a

democracy. In this vision, we see not only our department as a leader in media education, but our graduate students as leaders in a shared quest for ever-improving professional standards that lead to greater democratic participation and an increased protection of human rights worldwide.

(Adopted 2015)

7. What are the type and length of terms? Semester and Summer Session

Number of weeks in a semester: 16

Number of weeks in summer sessions: 3 or 5

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

B.A.: Journalism

M.A.: Professional master's in Journalism

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

120 semester-hour credits

Credits hours required for a professional master's degree:

30 semester-hour credits ("Professional Practice" track)

36 semester-hour credits ("Area of Expertise" track)

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

Up to 6 semester-hour credits

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

The Journalism major is multimedia; there are no sequences.

The department chair is Patrick Ferrucci.

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

CU Boulder's Fall 2022 enrollment was 36,430.

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

Journalism (no sequences or specialties)

Fall 2023: 336 majors

15. Give the number of graduate students enrolled on-site: 19

Number of master's students enrolled online: n/a

16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.).

Spring 2023 JRNL 2000-001:20 JRNL 2000-002:20 JRNL 2000-003: 17 JRNL 2000-004: 16 JRNL 2000-22R:19	JRNL 3614: 12	JRNL 4311/5311: 11	JRNL 4624/5624: 16
JRNL 2001-001:19 JRNL 2001-002:20 JRNL 2001-003:20 JRNL 2001-004: 20	JRNL 3644: 18	JRNL 4344/5344: 5	JRNL 4704: 15 JRNL 4714: 20 JRNL 4724: 8
JRNL 3102-001: 20	JRNL 3704-001:19 JRNL 3704-002: 20 JRNL 3704-003:19	JRNL 4354: 8	JRNL 4802: 11
JRNL 3552: 18	JRNL 4002-001: 12 JRNL 4002-002: 14	JRNL 4572/5572: 35 (with 3 instructors)	JRNL 4822: 7
JRNL 3552: 18	JRNL 4102: 10	JRNL4602/5602: 18	
	JRNL 3614: 12	JRNL 4102: 8	
Fall 2023 JRNL 2000-001:16 JRNL 2000-002: 17 JRNL 2000-003: 18 JRNL 2000-004: 10	JRNL 3644: 11	JRNL 4351: 16 JRNL 4354: 5	JRNL 4714: 20
JRNL 2001-001:11 JRNL 2001-002: 17 JRNL 2001-003:20	JRNL 3674:8	JRNL 4402: 6	JRNL 4802: 9
JRNL 3102-001: 20 JRNL 3102-002: 19	JRNL 3704-001: 20 JRNL 3704-002: 19 JRNL 3704-003: 19	JRNL 4562:12	
JRNL 3202: 20	JRNL 4002-001:19 JRNL 4002-002: 16	JRNL 4572: 34 Capstone with 3instructors	
JRNL 3614: 17	JRNL 4011: 17	JRNL 4602: 15	

17. Total expenditures planned by the unit for the 2023–2024 academic year: \$2,759,466

Give percentage increase or decrease in three years: 17%

Amount expected to be spent this year on full-time faculty salaries: \$1,130,609

18. 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.

Angie Chuang	Associate Professor and Associate Chair/Undergraduate
Paul Daugherty	Teaching Associate Professor
Marina Dmukhovskaya	Teaching Assistant Professor and Director, Sports Media minor
Patrick Ferrucci	Associate Professor and Chair
Ever Figueroa	Assistant Professor
Hun Shik Kim	Associate Professor
Christine Larson	Assistant Professor
Michael McDevitt	Professor
Chuck Plunkett	Teaching Assistant Professor and Director, CU News Corps
Hillary Rosner	Teaching Assistant Professor and Assistant Director, CEJ
Kathleen M. Ryan	Associate Professor
Vicky Sama	Scholar in Residence
Keyana Simone	Teaching Assistant Professor and Faculty Director, Student Media
Elizabeth Skewes	Associate Professor and Associate Chair/Graduate
Ross Taylor	Assistant Professor
Thomas Yulsman	Professor and Director, CEJ

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

Fall 2023

Amy Brothers
Maeve Conran
Erica Hunzinger
Elias Imadali
Gretchen Kurtz
Lisa Marshall
Lindsay Martin
Stephen Miller

Tom Mustin
Carrie Osgood
Eric Pelloni
Beth Potter
Evan Rowe
Henry Siegel
Andrew Sturt

Spring 2023 (not listed above)

Moe Clark
Angelica Kalika
John Leach
Cory Lopez
Michael Schanno
Curtis Snyder

20. For each of the last two academic years, please give the total number of graduates.

Undergraduate:

2022-23 academic year: 42
2021-22 academic year: 40

Master's students:

2022-23 academic year: 9
2021-22 academic year: 10

PART II — Standard 1: Mission, Governance and Administration

OVERVIEW

Over the past 13 years, the Department of Journalism at the University of Colorado Boulder has gone through dramatic change, especially for a unit that is 101 years old. Journalism was first taught in 1909 as a course in the Department of English and became a Department of Journalism in 1922. Forty years later it was recognized as an independent School of Journalism, adding a master's program in 1964, and becoming the School of Journalism and Mass Communication in 1985.

Then in 2010, the university made the decision to “discontinue” the school while undertaking the - planning of a new college that would join the school's three departments with three other campus departments. The unit transitioned from being a freestanding School of Journalism and Mass Communication that conferred degrees in advertising, media production and media studies as well as journalism, to being an unaffiliated program, to being incorporated into the new College of Media, Communication and Information (CMCI) as a department devoted solely to journalism.

The last reaccreditation visit occurred just 18 months after the new college opened its doors. The department was found in compliance on all standards and received reaccreditation, with the site team saying in essence that time would tell how well the new arrangement would work.

Six years later, the department is finding success within the structure of the college. Faculty has increased from 14 to 16. Undergraduate student enrollment has grown from 296 in 2017 to 336 in Fall 2023. Major changes in curriculum have been made in response to assessment and feedback from students and professionals. Medium-specific sequences were abolished in favor of multimedia instruction. A minor in Sports Media was introduced that is positioned at the college level, administered by the department, and open to all students in the university. An overhaul of visual communication courses was initiated.

Faculty members who experienced all that change say the department is much better off now than it was 13 years ago. They enjoy the singular focus on journalism and praise the atmosphere of collegiality within the department. They feel fairly treated by the college and the university in terms of resources. The department is admired by other departments in the college. Its place in the university and the importance of its mission are appreciated by the administration. The dean said, “The Department of Journalism is the heart of the college.”

Students expressed overall satisfaction with the department at both the undergraduate and graduate level. They appreciated faculty, the alumni network, resources and equipment and a variety of opportunities for learning and growth. One student said, “CU gives you the tools to succeed.”

As a part of CMCI, the department can now rely on the college administration to perform a number of functions. Student advising, career services, internships, budget and finance, fundraising, facilities and equipment maintenance are all handled at the college level, with satisfactory results. This leaves the department's faculty free to focus on teaching, scholarship and service in the field of journalism.

Being a department within a centrally administered college can have drawbacks, too. When the college received its scheduled review by the university's Academic Review & Planning Advisory Committee in

2021, the college's strategic planning efforts were found lacking. College leadership initiated a strategic planning review and asked all departments to wait until that is completed to undertake their own updates. That process has been further delayed by the university's decision to merge the Environmental Design program into CMCI. As a result, the Department of Journalism is still operating under a strategic plan that hasn't been updated since 2016.

Operating under the old strategic plan has not led to stagnation. Assessment measures have been collected, curriculum has been updated and new, diverse faculty have been hired. The department continues to work toward fulfilling its mission and achieving the broad goals of its strategic plan. But to continue to thrive, the department needs to adopt a strategic plan to guide its decision-making.

Unit performance with regard to indicators:

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

The mission statement for the undergraduate program that was adopted in 2015 remains relevant. It reads in part:

“The Department of Journalism is founded on the principle that a well-informed and engaged public is essential to democracy—perhaps more so now, at a time of dizzying change, than it has ever been; and that, in the face of this change, Journalism retains a unique role in contributing to civic life and to the quality of public discourse.

“We put this principle to work by helping students become constructive participants in an ever-evolving global media landscape, where distinctions between producers and consumers of content have blurred....”

The strategic plan, adopted in 2016, is aligned with four of the strategic goals of the College of Media, Communication and Information: Creativity and Innovation; Diversity and Inclusive Excellence; Academic and Professional Excellence; Public Service and Global Citizenship. The plan covers specific goals and objectives on a timeline from 2016 through 2020. Because of the delay in creating a new strategic plan at the college level, the specific goals and objectives have not been updated since then.

Nonetheless, the department has been guided by the goals of the original plan. Core courses stress multimedia storytelling and students are encouraged to build on that foundation in the capstone News Corps course with creative and innovative work that can be published. The department has diversified its faculty through new hires; current faculty have participated in Inclusive Pedagogy Workshops; and the department has expanded the number of courses and course material that relate to diverse populations. In the area of scholarly and professional service, faculty have strong records of achievement.

The past six years have been a period for the department to test and refine its curriculum, described in the self-study as designing the airplane while flying it. The pandemic required a new round of innovation to shift classwork to remote learning. With new leadership, the time is right to create systems and structures that will guide the department toward its future goals.

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

Yes

The mission statement can be found on the departmental homepage under “Our Mission”

The Strategic plan can only be found on the College of Media, Communication and Information website clicking on accreditation and then, under more information, clicking on journalism strategic plan. It is not easy to find for those looking for a Department of Journalism strategic plan.

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

In the absence of a formally updated strategic plan, the department has found opportunities to innovate and to revise curriculum to respond to findings from assessment. One example is the new minor in Sports Media, which has attracted 264 enrollees. Another is the revision of visual journalism courses that includes plans for a series of one-credit skills courses to address student requests for training in specific areas.

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

Leadership of the department has been stable and effective for the past seven years. The same three people have served in the top three positions, sometimes in different capacities. The current chair was previously the associate chair of the graduate program. The previous chair is now the associate chair of the graduate program as she moves toward a phased retirement. The associate chair of the undergraduate program has served for the past five years, not counting two semesters of research leave.

The current chair served in an interim capacity last year before being elected to a full three-year term beginning this academic year. He is well-liked within the department and respected within the college and the university. The previous chair served for five years and was also given high marks in evaluations and in conversations with faculty. In fact, her leadership abilities are such that she was asked to serve as interim chair of the Department of Advertising, Public Relations and Media Design at the same time that she was chairing the Department of Journalism.

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

The chair has been an active participant in college and university affairs both in his current position and in his previous position as associate chair of the graduate program. In addition to serving on the dean's executive committee with other department chairs, he serves on the Design Committee for the CASE building, the college Grievance Committee, as founder and chair of the CMCI Third Thursday event series and as a member of the CMCI Personnel Committee. He has also been a member of the Boulder Faculty Assembly Executive Committee and the Graduate School Executive Advisory Committee. He served on the college's faculty governance unit, Faculty Council, for six years, serving as its vice chair for four years and its chair for two. The self-study listed more than 20 other examples of his service to the college, the university, the profession and the local and state community. In his short time as chair, he has taken action to address curriculum issues and to actively recruit and hire diverse faculty members. He designed the highly successful Sports Media minor, which brought new enrollment and a growing source of revenue to the college and department. He both encourages scholarship and creative activity among faculty and models it himself. He has an impressive list of scholarly research and publishing that builds on his nine years of professional experience.

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

Yes

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

Yes

This information is posted on the college's website under accreditation

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

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

The department operates under bylaws adopted in 2016 that align with bylaws of the college, university procedures and laws of the Board of Regents. The bylaws call for at least two faculty meetings per semester. In practice, the faculty meets generally once a month. Policies are adopted in a two-step process, whereby the recommendation is introduced at one meeting and voted on at a second meeting. The Undergraduate Program Committee and the Graduate Program Committee handle much of the

academic business of the department. Other committees include the Faculty Merit Review Committee which conducts annual reviews of faculty performance, with the results being considered for merit raises.

Journalism faculty also participate in a variety of college, university and system governance and administrative bodies.

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

Under the bylaws, an election for chair is held in the spring preceding the outgoing chair's final year. The faculty's choice is relayed to the college dean. If the dean disapproves of the selection, s/he meets with faculty and another election is held.

The chair appoints the associate undergraduate chair and associate graduate chair.

All three are evaluated annually by the Faculty Merit Review Committee. The dean of the college also meets with the chair annually for an evaluation.

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

Procedures for resolution of complaints or grievances are clearly delineated. Student issues that do not involve a faculty member are dealt with at the college level by the assistant dean for student engagement.

Professional master's program / Unit performance with regard to indicators:

(h) The unit has a separate written mission statement and a written strategic 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 language of the mission statement of the professional master's program is different, but the values are very similar to the undergraduate program mission statement. It reads in part:

“The master of arts program in Professional Journalism holds a commitment to the values that serve democratic culture: civic life, civility, rights and responsibilities, creativity, and a profound understanding of the world around us. Our philosophical commitment to professional innovation and reform provides the core rationale for the research and teaching mission of the MA program. Our applied scholarship offers new insights that inform how we think about civically responsible media and professional education.

“To fulfill that commitment, we must give our students the intellectual tools that enable them to understand a complex world, the moral compass to help guide difficult professional and personal decisions and the professional knowledge that will allow them effectively to explicate reality for the public....”

The program is designed for students with an undergraduate degree but little news experience. The strategic plan adopted by the department in 2016 includes some objectives specifically designated for the master's program, but there is no separate plan. All current faculty have been approved by the university's Graduate School to teach master's classes. Meeting as a graduate faculty they adopted goals for the professional master's program to include: high standards of professional achievement; a core foundation of understanding of the role, ethics and history of media and theories and methodology of mass communication; new levels of expertise and thematic or topical area; expertise in a field outside journalism.

(i) The unit has designated administrative oversight of the professional graduate program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional graduate program.

The professional master's program is overseen by the associate chair for graduate studies. As noted above, full-time faculty approved by the university Graduate School oversee theses or projects. All members of the current faculty have been approved and are members of the graduate faculty. Academic decisions are made by the Graduate Program Committee. Policies and procedures for the department apply to the graduate program.

SUMMARY:

(Undergraduate)

The undergraduate program has come through more than a decade of change that included a pandemic and is now poised to build on a strong foundation. The department has energetic new leadership and is highly valued by both the college and the university administration. Assessment, attention to student feedback and consultation with the professional community have led to needed changes. Updating the strategic plan will be essential to clarifying the department's goals and strategies for achieving them.

Overall evaluation (undergraduate program): COMPLIANCE

(Professional Master's)

The graduate program serves a small but committed cadre of students, many of whom wish to pursue environmental journalism. The program is currently run by the former chair of the department and the current chair is the previous grad director. Students and faculty speak highly of both the master's program itself and its leadership. Students were particularly pleased at the accessibility and mentorship of the program directors.

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

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

The University of Colorado simply requires that students take 120 credit hours for a bachelor's degree and leaves it up to the colleges to determine how that is accomplished

The College of Media, Communications and Information (CMCI), of which the Department of Journalism is a part, requires 66 general education credit hours though many of them are in the CMCI. Among the general education requirements:

- *Foundation Concepts and Creativity (4 hours) within CMCI
- *Composition and expression: one course (3 hours) in the College of Arts and Sciences in preparation for journalism writing with CMCI
- *Quantitative reasoning: one course (3 hours) from either Information Sciences in CMCI or from A&S
- *Computing: same as quantitative reasoning
- *Foreign language: must demonstrate proficiency
- *The Natural World: two courses plus a lab (7 hours) from A&S
- *People and Society: two courses (6 hours) either from CMCI or A&S
- *Humanities and the Arts: two courses (6 hours) either from CMCI or A&S
- *Historical Views: two courses (6 hours) from either CMCI or A&S
- *Diversity and Global Cultures: two courses (6 hours) from either CMCI or A&S

This means that some journalism students can technically graduate having taken only 10 credit hours from the College of Arts & Sciences. One reason for this is that the Department of Communications, which was originally a part of Arts & Sciences, is now in CMCI.

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

The journalism curriculum requires 12 courses equal to 36 credit hours though, for the most part, the curriculum is elective based. Of those 12 courses, four are required conceptual courses including Principles of Journalism and Networked Communication and Media Law and Ethics. The other two

come from a list of 19 conceptual elective courses. A student who is interested in more theory than practice could actually take up to seven theory courses in order to receive their degree. Likewise, there are four required skills courses: Writing for the Media; Fundamentals of Reporting Techniques; Media Internship; and News Corps, the degree's skills-based capstone course. Students are also required to take one upper-level reporting course. All students then have nine elective credits. So, a student more interested in skills classes could take eight skills classes to go along with their four conceptual courses. According to the department, most students choose a 50-50 split between skills and conceptual courses.

The department's courses correspond to ACEJMC's list of professional values and competencies by using a matrix that specifies which of the 10 competencies is connected to each course. For example, a course like Principles of Journalism would cover seven of the 10 competencies while an elective like Sports Announcing would only cover four. Beyond the matrix, the self-study also lists each competency and how each course covers them.

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

The Journalism Department created a new curriculum in fall 2015 when the College of Media, Communications and Information was formed. To meet the changing nature of the journalism profession, the department designed a curriculum based on flexibility. The first required course, Principles of Journalism, has been frequently revised over the years. Two required courses, Writing for the Media and Fundamentals of Reporting Technologies, were updated in 2018 and 2021, respectively. Following these three required courses, beginning in the fall of 2025, students can choose to focus on an area of interest: digital journalism (web-based reporting and writing); news team; (television news reporting); digital video production (television production) or video documentary production (long-form video storytelling).

Unlike the previous curriculum, however, students do not need to declare a specific track and can actually take courses in all the areas of interest. The department says this encourages innovation and experimentation but it also means that students might not be prepared for the current job market. In response the unit cites the New York Times, which regularly does video broadcast journalism and online reporting. But those news organizations usually hire journalists with expertise in those areas. Ultimately, all students come together in the CU News Corps capstone course, which is a long-form reporting project.

The unit also eschews teaching specific software saying that it does not view its role as teaching students to become experts in specific technologies and it does not want them to be anchored in technology that could soon be obsolete. "We prefer an approach that teaches students to be curious and flexible," the self-study says. "We prefer them to be able to innovate in a technology that doesn't exist yet."

The problem with this approach, however, is that their students are competing for jobs with students from other institutions that know the software being used by specific professional outlets. It also makes it more difficult for students to learn new technologies when they have not mastered current technologies. Students echoed this concern saying they are mostly on their own when it comes to learning the various software and some believe that some media companies in Colorado hire more journalism students from out of state because of the belief that CU journalism students are not as prepared.

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

The department says it maintains strong ties to its alumni and professionals and uses them to stay current in their skills. Professionals are recruited to the college's advisory committee and the Journalism Professional Advisory Board.

In addition, faculty and staff maintain strong connections to local and national journalism organizations like the Colorado Press Association, the Society of Professional Journalists, the Denver Press Club, the National Science Writers Association and the National Press Photographers Association. The college also hosts several career oriented events including an annual career fair. The department says journalism students attend these events. In addition, the department's highly regarded Center for Environmental Journalism brings in five accomplished journalists each year through its Ted Scripps Fellowship program.

Finally, the school participates in the Hearst Professional in Residence program which brings noteworthy journalists for two three-day visits to the college.

Many faculty continue to report and write for professional outlets on an ongoing basis.

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

A review of all skills classes for spring 2023 and fall 2023 indicates that none of those classes exceeded the 20-1 teacher to student ratio.

(f) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).

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

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

All journalism students are required to take at least one three-hour internship in order to graduate and may get up to six hours credit.

Colorado's Front Range urban corridor, which includes Denver, Boulder and Colorado Spring, has a

plethora of media outlets that allow for an abundant number of internships. Journalism students have interned at local newspapers, magazines and broadcast news outlets as well as national news and sports outlets.

Students obtain internships in one of three ways: potential employers contact the college's internship office; the internship office contacts potential employers; or a student reaches out themselves to a potential employer.

Regardless, any student receiving internship credit must have a faculty supervisor who first determines whether the internship meets the school's spelled out criteria. The faculty supervisor monitors the student throughout the internship and contacts the intern's employer supervisor for an evaluation. Students must work at least 150 hours to get full credit for the three-hour internship. Students are allowed to complete up to six internship credit hours but no more.

Professional master's program / Unit performance with regard to indicators:

(g) At least half of the required credit hours are in either professional skills courses or integrate theory and skills appropriate to professional communication careers.

The professional master's program in journalism has two tracks: professional practice or area of expertise. Those in the professional practice track must complete 30 credit hours, which can be done within two semesters and a summer while those in the area of expertise track must complete 36 credit hours over four semesters. The area of expertise track requires students to complete 12 credit hours in a department outside of journalism. Almost all master's students choose the area of expertise track with the vast majority focusing on environmental journalism. The master's program is quite small by design, with only nine students enrolled last year; 10 the year before and five the year before that.

All graduate students take five core courses with all but one limited to grad students: Media Technology Bootcamp; Newsgathering, Data Journalism, Law & Ethics and CU News Corps plus two journalism electives and a faculty-guided professional project.

At least half of the hours most students take are in skills courses and students said there is added rigor in the courses they share with undergrads.

(h) Instruction and curricular requirements for professional graduate students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.

Because the master's program is so small, there are many cross-listed courses that those students take with undergraduates. Nevertheless, the department ensures that the requirements for these graduate students are more advanced and rigorous than for those undergraduates. For example, four of the five required courses are graduate only and the master's students have their own section of Law & Ethics.

Likewise, for those cross-listed courses, the graduate students are required to do coursework beyond what is required of undergraduates.

Finally, graduate students are required to take two capstone courses. The first, News Corps, is also the capstone experience for undergrads. However, the graduate students in that course are required to do long-form work in that class. They also must complete a professional project under the supervision of a graduate committee.

The graduate students uniformly praised the faculty and the Center for Environmental Journalism, which is what drew most of them to Boulder. They also liked the flexibility that the graduate program afforded them. However, there was a concern that they were taking too many courses with undergrads and would prefer more grad-only standalone courses.

The graduate students' major complaint is that there is no required internship class (unlike with the undergrads) and that they believe it puts them at a significant disadvantage against master's graduates at other journalism schools.

SUMMARY:

(Undergraduate)

The undergraduate journalism curriculum remains a work in progress but is informed by an effective assessment scheme that has helped the department update and modernize its courses. Faculty instruction is top-notch with both full-time faculty and adjuncts steeped in current industry practices. Requirements that all students complete an internship and a capstone project ensure a quality and modern journalism education.

Overall evaluation (undergraduate program): COMPLIANCE

(Professional Master's)

A small but committed cohort of around 10 students per year often receive one on one instruction and mentoring from full time faculty and must complete two capstone courses including a professional project judged by a faculty committee. Many of the grad students are attracted to the department's prestigious Center for Environmental Journalism with a large number focused on science writing or environmental journalism. The students would like a required internship class.

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

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

The department's written assessment plan was first adopted in 2003 and has been revised three times since then, the most recently last year. The unit uses the university's Office of Data Analytics to make sure it updates its assessment plan to deal with current curricular issues and instruction that corresponds with ACEJMC's learning outcomes.

The undergraduate assessment plan can be found on its website.

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

The department uses the professional values and competencies listed by ACEJMC and then matches them to the various courses in the curriculum. All of the listed courses have multiple competencies that are addressed in the various courses.

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

The department's assessment plan spells out which direct and indirect measures it uses and when those measures were implemented to assess specific learning goals.

The department uses three direct measures: capstone work assessment; concept assessment and internship supervisor assessments.

The department uses these indirect measures: list of student awards; student satisfaction surveys; student course evaluations; graduate employment; and faculty impressions.

The department also updates the uses of these measures periodically. For example, the direct measure for concept assessment with a pre-test post-test multiple choice survey was first implemented in 2019 and has been updated twice, in 2022 and 2023.

Likewise, the indirect measure student satisfaction survey was implemented in 2020 and updated in 2021 and 2022.

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

The department's capstone work assessment is performed by media professional alumni.

Each spring, the department's curriculum committee randomly selects six to 10 student projects before they are graded by the faculty and provides them to a panel of three alumni members of the professional advisory board with expertise across print, broadcast and digital journalism. The panel fills out a rubric and evaluates based on the following competencies: visual communication skills; critical thinking; writing; and tools and technology.

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

Since the last accreditation visit, the department has collected data for all 10 of ACEJMC's values and competency and has made curricular revisions related to five of those. The major curriculum change in terms of closing the loop stems from the three-year special assessment project evaluating the department's video/visual communication offerings. This visual sequence report reviewed 86 journalism programs nationwide as well as the syllabi offered by the department in most of its courses. In addition, the department conducted an extensive student and alumni survey as well as course visit focus groups.

The result is a recommendation for a major revision to the curriculum which includes:

- Adding a 1-credit hour specialized skills course that, among other things, would teach the various elements of the Adobe Creative Suite
- A major revision of JRNL 2001 Fundamentals of Reporting Technologies so that students come out of the course with specific skills in image making and editing
- A major revision of JRL 3644 Digital Video Production 1 because students were frustrated that they did not have the skill set to do professional level video work

While this is the largest assessment project the department has conducted recently, there are multiple examples of other curricula adjustments based on assessment results.

Professional master's program / Unit performance with regard to indicators:

The unit's professional master's program has a written assessment plan, posted to its website; collects and reports data from its assessment activities; and applies the data to improve curriculum and instruction.

The professional master's program written assessment plan is posted on its website.

Among the measures used in the master's program is a direct measure of using professional and alumni critiques of the master's professional project and an indirect measure of annual surveys of recent alumni as well as exit interviews with graduating students.

While the plan is in place and the department collects data each year from its assessment activities, neither the self-study nor the assessment appendices explained how the graduate program “closed the loop.” However, the graduate director and department chair said that three curricular changes have been recently made as a result of assessment: all new master's students now must take a media technology bootcamp in early August so that they can learn technology before the fall semester begins; master's

students now must take the News Corps class and a professional project as their capstone (previously they could use an internship as a capstone); and the department plans to create a community newslab reporting course just for master's students.

SUMMARY:

(Undergraduate)

Assessment has become part of the culture of the department, implementing a number of direct and indirect measures each year to assess student learning and to make sure it aligns with ACEJMC's values and competencies. The department does an effective job of closing the loop particularly when it comes to revising the visual/video courses that have not met the needs of the students.

Overall evaluation (undergraduate program): COMPLIANCE

(Professional Master's)

The department has a separate assessment plan just for master's students and implements a variety of direct and indirect measures in which it assesses the master's curriculum. While there is no indication that the department closed the loop in the self-study, conversations with departmental leadership indicates that they have done so.

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit’s definition of diversity, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

Journalism is one of six departments in the College of Media, Communication and Information (CMCI) and has a Diversity Plan from 2016 that is available in an appendix to the self-study. However, admittedly, the unit did not update the plan during the review period. The unit states several factors played a role including the pandemic in 2020 when priorities were diverted to remote curriculum delivery, and work on the university’s ARPAC (Academic Review & Planning Advisory Committee) review process for the college. The unit continues to follow stated thematic goals of the plan, “creativity and innovation, public service and global citizenship, and inclusive excellence,” as it looks to update in the future. Meanwhile, the unit uses as a guide the college’s Inclusive Excellence document, which is posted on the college’s website. The unit defines inclusive excellence as “the commitment to excellence guided by intentional and evolving practices of inclusivity, equity-mindedness and culture change.” This gives the unit a pathway at this time; however, it will be imperative to take actions to update their diversity plan moving forward.

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

The plan was included in an appendix to the self-study; however, it is not on the website.

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

The unit utilizes the academic curriculum to incorporate diversity and inclusiveness through a Diversity and Global culture menu of six courses for undergraduate students: Race and Sports Journalism, Media Coverage of Diverse Populations, Sports Journalism and Gender, Reporting Wars, Conflict and Peace; Journalism and Social Identity; and International Media and Global Crises. The listed courses have their primary focus on cultural proficiency, though other courses in the curriculum have a secondary focus. In addition, there are five courses from other departments in the college that students can take from the culture menu: Screen Culture and Globalization; Discourse, Culture and Identities; Intercultural Communication; Media, Culture and Globalization; and Asian Media and Culture.

The unit seeks diversity in guest speakers for classes and programs. The Hearst Visiting Professional for fall 2023 is Kameel Stanley, an African American woman, who moved from a newspaper career to program director at Stitcher, the leading producers of podcasts. Other Hearst guests include Jo Becker, New York Times, 2019; Isabelle Carbonell, documentary filmmaker 2018; and Blake Ellis and Melanie Hicken, CNN, 2022.

The Sports Media minor for the unit's majors, the college and entire campus has been successful and incorporates a number of courses addressing race, gender, equity, stereotypes, diversity in storytelling, and more. For example, one professor says an exercise such as "spot a sexist pitch" for a story is to challenge students to consider inclusivity in all types of media coverage.

The master's program also lists graduate level primary courses with a diversity focus: Journalism and Social Identity; Global Journalism and International News, and News Representation and Identity.

In addition, a Certificate in International Media is also provided for undergraduate students through a partnership of the college and the International Affairs Program in the College of Arts and Sciences. This allows exploration of different cultures, economics, history and more around the world.

Advisors also encourage students to Study Abroad to support that awareness of diverse culture and work with the Office of International Education (OIE) to expose students to programs abroad.

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

Faculty are provided opportunities for preparation and training for culture awareness and inclusion in the college and department.

In 2021, the college launched the Inclusive and Engaged Pedagogy workshops throughout the year, which Journalism faculty embraced along with others across the college.

The Ambassador Program connected to the workshop is for faculty who attend at least six workshops and commit to spreading diversity and inclusivity across the college and campus. They receive a \$600 stipend, and five Journalism faculty have become Ambassadors.

Journalism provides new faculty with mentors and works with the college Associate Dean of Faculty Development to assist faculty to participate in professional development opportunities.

On faculty diversity, new hires during the period under review increased full-time faculty diversity from 9 percent to 24 percent. Adjunct faculty now are 50 percent female, but more can be done to hire diverse adjunct faculty.

A current tenure track faculty search was in final stages during the site visit, and there was discussion that it might result in another diversity hire.

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

The unit acts in alignment with the college and university in response to the U.S. Supreme Court's 2023 decision on race-based admissions with a renewed effort to recruit and support students of all races and backgrounds. Two longtime recruiting programs have been beneficial to the unit, the Connections

Summer Academy and the Pathways to Excellence, a bridge program for first-year student students started 13 years ago. The college’s Inclusive Excellence and Outreach Coordinator runs the program for Journalism and the entire college. The Upward Bound program brings about 15 Native American high school students to campus during the summer for a special program to learn how to produce broadcast packages and will include podcasts in 2024. The 25-year participation in the program has been beneficial.

Other recruiting programs include the unit and college partner with the CU-LEAD Alliance, a campus-wide effort of 15 student life and academic programs to support first-generation and underrepresented students. Journalism students participate in the university’s Admissions Office Student Ambassador program to help recruit underrepresented and first-generation students.

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

Journalism adheres to CU Boulder’s policies on harassment, discrimination and disability accommodations. The university enforces the policies and faculty receive training in these areas. The unit takes responsibility to ensure its climate and culture is inclusive and after the 2020 university Campus and Workplace Culture Survey, found they were notably high at 95% (agree/strongly agree/somewhat agree) on “respectful behavior is the norm” even in comparison of 77% for the college.

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

Academic year: 2022 - 2023 Full-time faculty

Group	% of total		% of total	
	Female	faculty	Male	faculty
Black/African American	1	6%	0	0%
White	6	38	6	38
American Indian/Alaskan native	0	0	0	0
Asian	1	6	1	6
Hispanic/Latino (any race)	0	0	1	6
Native Hawaiian/Other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Other race	0	0	0	
International (any race)	1	6	1	6

Professional master's program / Unit performance with regard to indicators:

Provide a brief discussion of Indicators (a) through (d) as they apply to the professional master's program.

The master's program offers electives with diversified content threaded throughout. There are some specific cultural and diversity courses to provide a global and national perspective. Students gave numerous examples of how cultural issues were addressed in their classes and several are undertaking final projects on topics of diversity. They also mentioned topics of environmental justice explored by the Center for Environmental Journalism.

SUMMARY:

(Undergraduate)

The unit utilizes several avenues to approach diversity from courses embedded in the curriculum, inclusive training workshops, diversity of guest speakers across industries, a Certificate in International Media, focus on global diversity, and summer bridge programs for high school and first-generation students. Faculty diversity has increased from 9% to 24% during the period under review through new hires.

Overall evaluation (undergraduate program): COMPLIANCE

(Professional Master's)

The master's program incorporates diversity and inclusive excellence into its classes and student final projects.

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

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

The unit has 16 full-time faculty members, seven of whom are tenured. The faculty meet regularly to address academic questions, including curriculum and oversight of courses. They describe themselves as a collegial group, who collaborate frequently. Students praised their faculty highly for their availability, professional knowledge and contacts and caring attitude. They are well-regarded by their peers in the College of Media, Communication and Information. Many are sought after by professional organizations to conduct training or contribute their own works of journalism. Their scholarly output is high and they are considered good citizens of the university.

A key indicator is for the full-time faculty to teach the majority of the core and required courses. However, the self-study states that full-time faculty over the past three years did not teach the majority of these courses. This is concerning in that the unit reports that adjuncts and Ph.D. students teach the majority of those courses.

The self-study reports the following:

Percentage of sections of core/required courses taught by full-time faculty:

- 2022-23 school year: 45.8%
- 2021-22 school year: 25.9%
- 2020-21 school year: 25.9%

The unit explains that two factors contribute to these numbers. First, two of the five core courses are offered in small sections and “the faculty agreed that using adjuncts and graduate students – closely supervised, professionally experienced and using the same faculty-designed syllabus – to teach some sections of these courses would enable full-time faculty to apply their teaching skills throughout the curriculum.” Second, the unit reports it lost two full-time faculty to retirement and two others left during the review period, meaning there are fewer full-time faculty available to teach classes for the department.

The site team acknowledges this explanation, but notes that ACEJMC considers full-time faculty teaching core/required courses to be a key indicator.

During the visit, the chair stated that although the percentage of full-time faculty teaching core courses is low, the self-study reports data from the last academic year during which five faculty members had research leaves or other teaching releases, further reducing the number of full-time faculty available to cover these core courses.

In Fall 2023, the department offered 13 sections of core courses, excluding internships. Six of those sections were taught by full-time faculty (46%) and 7 by lecturers or doctoral students. 516 students are enrolled in these core courses in Fall 2023. The chair notes they make sure the core courses taught by non-FT faculty are smaller, and that of those 516 students, 365 students were taught by full-time faculty (71%).

Looking toward the future, a concern mentioned by the chair is the need to set the department up for a more even distribution of faculty of various ranks. The addition of a new tenure-track faculty line could begin to address that issue.

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

The unit's faculty is experienced. They all hold graduate degrees and the majority come from the professions. Of the 16 full-time faculty, eight hold PhDs. and average about 10 years of professional experience. Part-time faculty are typically industry professionals with more than five years of industry experience, with some holding master's and others holding terminal degrees. The teaching load is 2 courses per semester for tenure track faculty and three courses for non-tenured faculty.

The faculty are engaged scholars producing robust research and creative works that have an impact on the discipline. The self-study reports that during the review period full-time tenure-line faculty averaged about five grants, eight refereed published articles, 10 refereed conference papers and a host of honors and awards for research and creative works.

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

The unit supports research and creative works of faculty. Faculty are often supported through the provision of internal grants, the awarding of research semesters, and other support for special projects. Some faculty work appears in glass cases in the main hallway of the Armory building and highlights including books, articles, awards and special projects. The school's website news section periodically highlights faculty accomplishments. In addition, the chair seeks to acknowledge faculty accomplishments in private and public fora, as well as recognizing the good mentoring and student rapport of many faculty members.

For promotion and tenure, the unit follows the university's procedures and policies for faculty appointments, which are provided in the appendices of the self-study. Tenure-line faculty have standard workloads of 40% teaching, 40% research, and 20% service. There are exceptions when faculty take on administrative responsibilities or buy out a course with grant funds. For example, the department chair's load is adjusted to 20/20/60 for administrative responsibilities. For full-time instructors (non-tenure-line full-time faculty) the expectation is 75% teaching and 25% service. The unit's lecturers are hired semester by semester, and instructors are hired on a contractual basis.

The promotion and tenure process follows the Primary Unit Evaluation Committee (PUEC) in the department when someone goes up for promotion. Faculty usually go up for promotion after six years.

(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.

Each year faculty are required to complete an evaluation, a Faculty Report of Professional Activities (FRPA). The faculty report their published scholarship and creative works as well as participation in conferences and presentations. The self-study listed numerous instances of faculty presenting their work at conferences, in publications and elsewhere.

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

In a meeting with external partners across the campus, alumni and others, the site team learned that the unit and faculty are respected for their work and participation. A list of service activities showed the faculty participate broadly as citizens of the college and the university.

Scholarship, Research, and Professional Activities	Total	Individuals					Totals (17)
		Full Professors (3)	Associate Professors (5)	Assistant Professors (3)	Other Faculty (6)		
Awards and Honors	78	3	35	35	5	78	
Grants Received Internal	36	1	20	13	2	36	
Grants Received External	19	7	9	2	1	19	
Scholarly Books, Sole- or Co-authored	5	3	2	0	0	5	
Textbooks, Sole- or Co-authored	1	1	0	0	0	1	
Books Edited	2	0	2	0	0	2	
Book Chapters	17	4	13	1	0	18	
Monographs	0	0	0	0	0	0	
Articles in Refereed Journals	84	6	70	12	0	88	
Refereed Conference Papers	115	8	97	15	0	120	
Invited Academic Papers	73	7	54	12	1	74	
Encyclopedia Entries	3	0	3	0	0	3	
Book Reviews	6	1	5	0	0	6	
Articles in Non-refereed Publications	98	14	30	12	42	98	
Juried Creative Works	28	0	4	23	1	28	
Non-juried Creative Works	35	1	4	22	8	35	
Other (editing prof. org. websites)	9	1	0	0	8	9	

Professional master’s program / Unit performance with regard to indicators:

(f) Faculty members teaching in the graduate program meet the criteria for graduate instruction at that university.

All of the department’s full-time faculty teach in the graduate program. The university’s Graduate School must approve faculty to teach graduate courses.

The report states:

Percentage of professional master's courses taught by full-time graduate faculty:

- 2022-23 school year: 59%
- 2021-22 school year: 72%
- 2020-21 school year: 71%

(g) Graduate faculty oversee the curricula and course quality for professional master's courses.

The unit's full-time faculty reviews the curriculum in the master's program.

SUMMARY:

(Undergraduate)

The faculty are engaged and accomplished in scholarship and creative works. Students and external partners speak to the professionalism and support faculty provide inside and outside the classroom. In recent years the majority of core and required courses were not taught by full-time faculty, a situation that could be rectified with the addition of another tenure-track faculty member.

Overall evaluation (undergraduate program): COMPLIANCE

(Professional Master's)

The professional master's program continues to attract a diverse array of students who find the flexibility and the resources of the courses prepare them for professional opportunities.

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

(a) The unit and institution ensure that students are aware of graduation requirements.

Students have timely access to academic advising. They report having the information they need to make their way through the curriculum in a timely fashion, and no student reported difficulty in getting an appointment with an advisor when needed.

The one area where students indicated some confusion is in the broadcast area. They noted the lack of clear curricular guidance about how to proceed in pursuit of this interest. When asked, the advising team reports that students with this interest are pointed toward electives that align with their interest. They also work with the advising team to identify internships and have the opportunity to get involved with student media organizations and other groups in CMCI to build skills and explore that interest. They also have the opportunity to connect with alumni in the industry and get guidance on the development of portfolios and more. The site team notes that while this is helpful guidance, it is also generic, as it does not point students down a specific path of coursework to help build a coherent set of skills and foundational knowledge that would serve them well as they pursue careers in broadcasting post-graduation.

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

The college has numerous staff members dedicated to providing academic and career advising for students. Academic advisors help students navigate the undergraduate degree program, while career advisors help students explore internships. They also host career events with alumni, and help facilitate internship opportunities.

The college's employer relations staff manages relationships with employers and helps to connect students to employers and employers to students.

As might be expected, the range of an advisor's knowledge of the curriculum is dependent on the length of time they have been in their role. Some advisors have been on the team for ten years, while others have only been in their positions for three months.

Academic advisors are available by appointment and for drop-in meetings. Academic advisors tend to have more immediate availability, while career advisors may be scheduling a couple of weeks in advance.

When the site team met with undergraduate students, there appeared to be some confusion among students about the different roles of these two teams of advisors. For example, one student said their advisor never provided career advice, while another said their advisor gave them phone numbers and contacts to pursue. While the college may communicate often with students about the variety of resources available on the academic and career advising fronts, it may be useful for the department to help emphasize those resources and explain the differences, so students know where to go for the help they seek.

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

Students are encouraged to see their adviser every semester, but this is not required unless a student is not in good academic standing. There are dedicated advisors for incoming students, although the site team's meeting with undergraduate students suggests there may be some gaps in academic and career advising for transfer students.

Career and professional development opportunities are frequent, although students need to opt in to avail themselves of these resources. Advisors report that they work to share information about these opportunities with students, but it can be difficult to engage students who are not focused on career development.

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

There is a range of organizations available to students in the college, including the Advertising Club, INFO Buffs, CMCI Ambassadors, CMCI Student Government, the Design Club, PRSSA and TEDxCU. These are nice opportunities for students, but the team notes that none of these groups has immediate relevance to the department's curriculum or a direct connection to the journalism profession.

Despite a campus demographic that is 12.6% Hispanic/Latino, there is no chapter of the National Association of Hispanic Journalists (NAHJ) available to students. There are no other affinity journalism groups associated with the department (i.e. National Association of Black Journalists, Native American Journalists Association, NLGJA, etc.) When the team asked about this, a colleague in the CMCI dean's office noted that Pathways students are encouraged to join national journalism affinity groups of interest, and CMCI will pay the membership fees.

Master's students report being encouraged by faculty to join and participate in the Science Writing Association of the Rocky Mountains (SWARM), the regional chapter of the National Association of Science Writers (NASW).

The self-study lists "six extracurricular media outlets open to students, regardless of class or major." In reviewing these opportunities, the site team noted the CMCI Student Media website appears not to have been updated since October 2018. Indeed, none of the links from that page have been updated since then. It is only under the "about" tab that a link to the current site for CU Independent is available. Other links from that page self-refer to the same outdated website.

CU Independent, self-described as "The student-run news outlet covering the University of Colorado Boulder campus and surrounding Boulder community," has a well-designed website and regularly updated content, including campus events, sports, and arts and entertainment. It includes a tab for podcasts, but no content has been uploaded there for more than a year. This decades-old student-run news source is not affiliated with the college, although many journalism students contribute to the publication, and last year it was a journalism student who served as editor-in-chief. CU Independent has no formal ties to CMCI.

The Bold is one of two student media organizations overseen by the faculty director of student media.

The Bold was established by CMCI during the pandemic as a counterpoint to the CU Independent, with the intent of providing a venue specifically for the college's students. While it produced more regular content through the 2022-2023 academic year, its rate of production has slowed as the leadership works with the faculty director to consider the future of the organization. The publication is seeking ways to distinguish itself and to produce content that aligns with its name. The organization's young leadership sees an opportunity to build the reputation of the publication, enhance its recruitment from and outreach to underrepresented communities on campus, and to tell stories that exploit the range of media techniques and technologies at their disposal as a result of their home in the college.

Sko Buffs Sports is the sports division of The Bold. It existed prior to creation of The Bold and was then folded into this new entity.

The other student media organization under the purview of the faculty director of student media is KVCU Radio. It is an FCC-licensed community radio station. Staffed largely by students, it also welcomes members of the community. It is well recognized for its attention to the local music scene. With the guidance of the faculty director, the station is seeking to expand its offerings, including talk and commentary, news and more. Student leaders for both The Bold and KVCU are paid by stipend. Advertising is not currently something either entity is pursuing.

Two experiential learning opportunities are also connected to media production and offer opportunities for students to develop their skills: News Team Boulder is described in the self-study as the "department's for-credit, biweekly student TV news program." The content is available via YouTube. The other experiential learning opportunity is CU News Corps, the journalism capstone course, discussed elsewhere in this report.

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

The self-study includes a table of undergraduate retention and graduation rates for the department. The table from p. 102 (reproduced below) indicates a drop in diverse student four-year graduation rates from 92% for the 2017 cohort to 79% for the 2018 cohort. The self-study does not address this decrease, but when the site team inquired about it, a member of the dean's office staff indicated that some of this decrease has been connected to financial challenges for students. The campus is working to find ways to help students find ways to connect and develop a sense of belonging. CMCI has resources to dedicate to this but is working to connect those resources to the students who need them.

This drop in graduation rates is consistent with national trends showing Covid-related decreases for this population. Moreover, because the department has just over 300 majors at present, even a small decrease in the number of graduating students can lead to a significant drop in percentage. The department credits a member of the dean's office staff for the college's consistent success on DEI issues. The Journalism Diversity Scholars and Pathways initiatives are both dedicated to helping ensure the success of underrepresented students. The department also has a work-study program and is dedicated to recruiting diverse faculty. While the department believes COVID is the primary explanation for this drop, the faculty are committed to serving diverse students in a variety of ways to help ensure their retention and successful graduation.

Through the Pathways program, diverse students are welcomed to campus and mentored by more senior students in the department. Capri Collegiate (first generation students) and Pathways students are tracked by the college with support provided as needed.

Retention and Graduation Rates, Department of Journalism

Year entered	Retention after first year			4-year Graduation rate			5-year Graduation rate			6-year Graduation rate		
	JRNL Diverse	All JRNL	CU-B	JRNL Diverse	All JRN L	CU-B	JRNL Diverse	All JRNL	CU-B	JRNL Diverse	All JRNL	CU-B
2012	100%	83%	87%	77%	74%	52%	87%	75%	62%	89%	76%	71%
2013	88	77	82	87	80	58	88	80	65	89	80	73
2014	67	82	89	67	86	60	68	87	69	74	88	74
2015	100	94	95	89	87	58	92	88	76	93	88	77
2016	100	96	95	93	91	63	93	91	74	92	86	75
2017	92	93	95	92	85	64	95	97	76	—	—	—
2018	100	99	95	79	87	70	—	—	—	—	—	—
2019	95	96	95	—	—	—	—	—	—	—	—	—
2020	89	92	92	—	—	—	—	—	—	—	—	—
2021	88	92	95	—	—	—	—	—	—	—	—	—
2022	97	98	96									
Average all years	92.4	91.1	92.4	83.4	84.3	60.7	87.2	86.3	70.3	87.4	83.6	74.0

More broadly, the advising team believes the journalism curriculum is as flexible as possible to help students get access to what they need in order to move through the degree to graduation. They report receiving few complaints from students about this topic. The department and chair and associate chair are also actively involved in advising students and work to adapt the curriculum to ensure it meets student needs.

A university-wide alert system ensures students are notified when an instructor submits an alert expressing concern about their attendance or academic performance and may be at risk of not passing the course. Advisors then contact those students to offer support and to assess the situation. The department has access to information about the courses in which students struggle the most.

Professional master’s program / Unit performance with regard to indicators:

(f) The unit has appropriate admissions and retention policies for the professional master’s program.

There are approximately 20 students enrolled in the department’s MA program. Students are not required to have an undergraduate degree in journalism. The majority of the MA students are pursuing interests in environmental journalism and science communication, although there are a few students who have a more general focus.

The department’s admissions policies are set by the university’s Graduate College. The department’s graduate coordinator ensures the program operates within university and college parameters. Graduate student advising is managed by the department, as CMCI advising is for undergraduate students only. Graduate student advising records are maintained separately from the Salesforce CRM that is used for undergraduate advising.

Graduation rates for the department’s MA students are inconsistent. The table below shows significant variation over time. The 55% graduate rate for students admitted in 2021 was explained by the department as caused by disruptions from the Covid pandemic, but still raises some concerns about advising, course offerings and the ability of full-time MA students to finish the work in the anticipated two-year period. Along those lines, some MA students expressed frustration at the number of courses they take with undergraduate students, noting that expectations are that it is difficult to jump into an upper-level reporting class when they lack undergraduate journalism experience and that paying graduate tuition for what is in practice an undergraduate class can be difficult to swallow.

Year Entered MA	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Graduating in 3 semesters	4%	5%	0	0	9%	0	7%	14%	0	0	0	18	---
Graduating in 4 semesters	50%	39%	45%	67%	36%	86%	77%	42%	88%	40%	60%	36	---
Graduating in 5 semesters	0	6%	10%	0	0	0	14%	14%	0	0	20%	---	---
Graduating in 6 semesters	17%	0	0	0	9%	0	0	0	0	0	---	---	---
Total graduated	71%	50%	55%	67%	54%	86%	98%	70%	88%	40%	80%	55%	---

SUMMARY:

(Undergraduate)

The department’s undergraduate students are supported by a strong advising team and faculty in the department who all work in an effort to get students from matriculation to graduation in a timely fashion with the academic and professional advising and training they need to succeed when they leave the university.

Overall evaluation (undergraduate program), compliance/noncompliance: COMPLIANCE

(Professional Master’s)

The department’s MA students generally feel well cared for and report having strong relationships with their professors. Students who are not pursuing an environmental or science focus may not feel as closely connected to the department, their cohort, or career advising opportunities.

Overall evaluation (professional master’s program), compliance/noncompliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The annual budget for the Department of Journalism is set by the college in consultation with the department. Between 2020 and 2023, the budget increased 2%, from \$2,350,615 to \$2,679,093. The increase was driven in large part by a 9% growth in credit hours taught.

The college's centralized budget model supports all departments in finance and procurement, faculty affairs, human resources, advising and recruitment, technology procurement and support, graduate program support, communications and advancement.

The university is transitioning to a new budget model beginning this year that could benefit both the college and the department. The new formula takes into account factors such as retention and graduation rates, which will be a plus for the college. In the team's meeting with the dean, she indicated her willingness to consider supporting the department's ambitions with the necessary resources.

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

The department describes the support for the unit as adequate. They say that the dean's office has supported every request for extraordinary spending.

The department can tap supplementary funds from donations and gifts. When CMCI was created, a dedicated advancement team was added. Journalism has continued to attract support from donors. The team has raised \$23 million for the department since 2016. The gifts totaling \$5.7 million to support the Ted Scripps Fellowships bring diverse professionals to campus, which supports the strategic plan goal to achieve diversity and inclusive excellence. The \$2.45 million in grants for the Water Desk help to build on the excellence of the Center for Environmental Journalism, another goal of the strategic plan. Gifts totaling \$2.95 million for the CU News Corps capstone and \$1 million to the Media Innovation Fund helps meet the creativity and innovation goal of the strategic plan.

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

The Department of Journalism is principally housed in three different locations. The Armory Building, where the former School of Journalism and Mass Communication moved in 2000 is the longtime home of the department. The building also houses the other components of the former school, Media Studies and Strategic Communications (PR and Advertising). Most faculty offices are located in this building, in accordance with faculty preference. It also houses five classrooms, two computer labs, a third computer lab for video editing, an audio booth, a graduate lounge, a conference room, a kitchen and storage space. Equipment can be checked out of the Vault by all college students, faculty and staff.

The Center for Academic Success and Engagement (CASE), located across the campus from the Armory, contains three faculty offices and the computer lab used for the CU News Corps capstone course. It is also where the CMCI dean and administrative staff relocated in 2020.

The television studio is housed in the ATLAS (Alliance for Technology, Learning and Society) building and is used for the video production News Team capstone classes. After a broken irrigation pipe flooded and destroyed the existing studio, this studio was opened in 2021 with a green screen, studio cameras, teleprompters, switchers and a fully renovated control room.

The distance between the Armory and the central campus, where CASE and ATLAS are located, was a complaint heard from students, who have to travel to the Armory to ferry heavy equipment needed for class assignments back to the central campus. The chair and the dean said there are plans to relocate some journalism classes and the Vault to the more centrally located Cristol Building, which is being vacated by the Department of Chemistry and will be renovated for CMCI use in 2028.

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

The college provides the hardware and software needed to support multimedia journalism education. Technology used by students and faculty are supported by the CMCI technology team of four. Faculty said they are able to get new equipment needed for classes. Students said the equipment is readily available, of professional quality and ample for their needs.

SUMMARY:

(Undergraduate)

The department's budget is adequate for current needs. The process of determining the budget is collaborative with the college administration and promises to become more transparent under the university's new budget system. The dean indicated willingness to support department ambitions, such as an additional tenure-track faculty position. Facilities are scattered mainly among three buildings, but classrooms, studios and labs are up-to-date and well-equipped. Faculty and students say the department provides the equipment needed to support the curriculum.

Overall evaluation (undergraduate program): COMPLIANCE

(Professional Master's)

Master's students studying environmental journalism benefit from the resources of the well-funded Center for Environmental Journalism. They use the same facilities and equipment as undergraduate students and also have access to more advanced cameras and other equipment reserved for the master's program. Two rooms in the Armory are used as lounges for graduate students. Students described the equipment as "fantastic," the audio booths as "awesome," and cameras as "industry standard."

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The college communicates with alumni through CMCI Now, a publication launched in 2018. This provides a venue for alumni to stay connected, to network, and to highlight news from the college. The college also produces CMIC Insider, a publication produced by the college's advancement team. The frequency of production is consistent and production values are high. Journalism is well represented in both fora.

The department has a professional advisory board with membership consisting of alumni and friends of the department. These professionals contribute feedback on curriculum, share professional opportunities with faculty and students, and provide internship opportunities in the area to help students develop the skills necessary to succeed in a professional environment after graduation. In a concrete example of alumni contributions, a team comprising three alumni provides assessment of the curriculum for the capstone project each semester. They judge student work, providing feedback according to rubrics with input that not only helps improve student work, but that also supports the department's regular assessment process.

(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 issues of public consequence and concern.

The self-study reports that the department engages in these activities but provides few details. In the course of conversations with the faculty, however, the scope of this engagement became clear. Several faculty members remain active contributors to various media outlets, local, regional, national and beyond. Other faculty members serve as consultants, providing training for major media outlets including NPR, Atlantic Media and Bloomberg. Others are engaged with NGOs and serve as freelance producers. In conversations with both undergraduate and graduate students in the department, the site team heard again and again about the support they receive from full-time faculty and adjunct instructors. This support takes the form of close editing of projects to help ensure production of pitch-ready work, sharing professional contacts, alerting students to internship and full-time employment opportunities, and more. The generosity of the faculty in providing professional support to their students was a common theme of these conversations.

The self-study also notes that guest speakers frequently visit classes in the department, but here, too, no specifics were provided. When asked, the department chair indicated that this is not information they track. One faculty colleague, however, shared a list they maintain independently. This list reflects a wide range of diverse speakers, including a Latina reporter, members of a visiting U.S. State Department Edward R. Murrow fellows delegation, and representatives of indigenous people's advocacy groups.

Students say their instructors frequently discuss ethics and say they are learning to incorporate those insights into their coursework, their internships, and into the careers they hope to pursue after graduation.

The Center for Environmental Journalism and its Scripps fellows program offers a particularly rich source of journalistic expertise and professional inspiration for students in both undergraduate and graduate programs in the department. Fellows often visit undergraduate classes, including Reporting II, Reporting on the Environment, and Audio Journalism and students report benefiting from these interactions.

One example is emblematic of how CEJ contributes to the professional education of students in the department. Partnering with an MA student, one Scripps fellow traveled to Alaska to report on climate change, producing a season of podcasts that went on to win a Peabody and national Edward R. Murrow award. The Center's fellows interact closely with journalism's MA students, and until recently, the college supported assistantships for two MA students, although that has since been reduced to one as the college redirects resources to doctoral education. It was clear from conversations with MA students in the department that the Center, its staff, its fellows, and its network are at the heart of the master's program. One MA student indicated their work is not focused on environmental interests and that they felt a bit adrift. Another student reported they had arrived on campus not intending to focus on environmental reporting, but they found the coursework, the community and the potential applications so inspiring that they changed the focus of their studies.

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

CU News Corps is the department's capstone course. This class is built around project-based, long-form multimedia reporting. The course has professional partners to whom students pitch their ideas at the start of the semester and to whom they present finished work at semester's end. Partners include members of Colorado Community Media and Bucket List Community Cafe. This is an experiential learning course for students and they can seek funding to help support their research in support of the story. Since 2017, CMC has raised almost three million dollars in support of this course. Reporting sometimes focuses on issues of importance to Boulder and surrounding areas, as well as on stories that have a broader scope.

The university's commitment to the environment is evident in student work and in the professional work of faculty as they remain engaged with the industry. One faculty member is a national trainer as part of the OpEd Project, a well-recognized program dedicated to training new voices for the world of public scholarship and engagement in public debate about critical issues in the realm of their academic expertise.

Faculty research on current trends also provides a service to the discipline and in many cases, to the community as a whole. Research focused on the impact of covering trauma, for example, has implications for the profession and for consumers of the content journalists produce.

(d) The unit supports scholastic journalism.

The department sponsored the Colorado Scholastic Media Association (CSMA), reporting support for workshops in 2018 and 2019 and scheduling workshops in 2024 and 2025 after a Covid-induced pause.

Developing workshops and supporting efforts undertaken by CMSA throughout the year could offer new opportunities for engaging with high school media advisors and their students. This kind of outreach can play a key role in development of the next generation of journalists and storytellers and can help create a recruiting pipeline for the unit and the college overall.

SUMMARY:

(Undergraduate)

The department serves its students well by modeling engaged behavior in the profession. Undergraduate students benefit from the expertise of their instructors and from the example of their continued professional work in addition to their teaching responsibilities. The faculty furthermore serve their community (geographic and professional) by contributing their insights to research, creative work, and professional journalism focused on the issues they care about most.

Overall evaluation (undergraduate program), compliance/noncompliance: COMPLIANCE

(Professional Master's)

MA students benefit from the example of professional engagement and service provided by their faculty.

Overall evaluation (professional master's program), compliance/noncompliance: COMPLIANCE

**PART III: Summary by site visit team
of the undergraduate program**
(A separate summary is required of the professional master's program)

1) Summarize the strengths and weaknesses of the unit.

Strengths

- A cohesive and collaborative faculty, admired by students, with strong research and professional skills and productivity.
- Strong assessment protocols that directly impact and lead to curricular changes.
- The Center for Environmental Journalism, led by a director who is an active journalist himself, brings five renowned journalists to campus for an academic year as part of the Ted Scripps Fellowship program.

Weaknesses

- A strategic plan in need of updating to guide future plans.
- Failure of full-time faculty members to teach a majority of the required courses.
- A concern that some students are not job-ready when they graduate, particularly in the area of broadcast journalism.

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

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation. 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 that 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 2017 report noted two “challenges” or weaknesses:

1. A need to “make do” with spartan working quarters.
2. A need to further diversity the ranks of full-time and adjunct faculty.

On the space question, the department moved some faculty and the capstone News Corps course to the CASE building, a spacious modern building that also houses the college's administrative offices. Meanwhile, the experience of working remotely during the Covid pandemic led to a reconsideration of the possibility of faculty sharing office space and using video links for meetings with students, bringing in guest speakers and so on. The Armory building space has been refreshed and the move of the college's administrative offices to CASE freed up more space in Armory.

On faculty diversity, new hires during the period under review increased full-time faculty diversity from 9% to 24%. Adjunct faculty now are 50% female, but more can be done to hire diverse adjunct faculty.

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

The self-study provided a well-written overview of the past six years and addressed the eight ACEJMC standards. However, too many specific details were lacking from the report, forcing team members to spend a great deal of time gleaning that information from various faculty. For example, the report fails to note a number of faculty accomplishments. There is no list of guest speakers.

PART III: Summary by site visit team of the professional master's program

1) Summarize the strengths and weaknesses of the unit.

Strengths

- The nationally recognized Center for Environmental Journalism has served as a magnet to attract highly motivated master's students.
- The small annual cohort – about 10 students per year – allows individualized instruction from well-regarded faculty members who act as mentors.
- A flexible curriculum that allows master's students to learn fundamental journalism techniques and dig deeper in an area of interest.

Weaknesses

- Four of the five core courses are limited to master's students and there are several MA only electives, but graduate students complained about sharing a number of their courses with undergraduates.
- A lack of internship opportunities.

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

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

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 that recommendation. N/A

6) If the unit's professional master's program was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the master's program 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.

There were no significant deficiencies noted in the last report though several challenges were listed. Among those challenges were providing more course electives, providing more one-on-one advising,

providing more opportunities for student funding and providing more in-person, hands-on technology training in classes.

The department addressed those challenges by creating a technology bootcamp for incoming master's students, providing more elective courses, offering more one-on-one advising and providing more student funding for travel.

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

The self-study provided a well-written overview of the past six years and addressed the eight ACEJMC standards as they applied to the master's program. However, too many specific details were lacking from the report, forcing team members to spend a great deal of time gleaning that information from various faculty. For example, the report underreported a number of faculty and student accomplishments. There is no list of guest speakers. And the department failed to explain how it closed the loop in its master's program.