

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2013– 2014

Name of Institution: Southern Illinois University, Carbondale, IL
Name and Title of Chief Executive Officer: Rita Cheng, Chancellor
Name of Unit: School of Journalism
Name and Title of Administrator: William H. Freivogel, Director

Date of 2013 - 2014 Accrediting Visit: February 2-5, 2014

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

Date of the previous accrediting visit: 2008

Recommendation of the previous site visit team: provisional accreditation

Previous decision of the Accrediting Council: provisional accreditation

Recommendation by 2013 - 2014 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Tim Gleason, Special Assistant to the Provost and Professor of Journalism
Organization/School: University of Oregon

Signature _____

Team Members

Name and Title: Pamela B. Fine, Knight Chair and Professor of Journalism
Organization/School: University of Kansas

Signature _____

Name and Title: Patricia B. Rose, Executive Director
Organization/School: American Academy of Advertising

Signature _____

Name and Title: John Cochran, retired Senior Correspondent
Organization/School: ABC News

Signature _____

PART I: General information

Name of Institution: Southern Illinois University, Carbondale, IL

Name of Unit: School of Journalism

Year of Visit: 2014

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

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

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

- Private
- Public
- Other (specify)

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



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602 | 312-263-0456
800-621-7440 | Fax: 312-263-7462 | www.ncahlc.org

Serving the common good by assuring and advancing the quality of higher learning

August 18, 2010

HLC is moving!

As of July 9, 2010:

NCA Higher Learning Commission
230 S. LaSalle St., Suite 7-500
Chicago, IL 60604-1413

Chancellor Rita Cheng
Southern Illinois University Carbondale
Anthony Hall 116
Carbondale, IL 62901

Dear Chancellor Cheng:

This letter is formal notification of the action taken concerning Southern Illinois University Carbondale by The Higher Learning Commission. At its meeting on August 16, 2010, the Institutional Actions Council voted to continue your accreditation, as well as extend your accreditation to include the Master of Science program in Behavior Analysis and Therapy at Step-by-Step Academy in Ohio. The date of this letter is the effective date of this new status with the Commission.

I have enclosed your institution's *Statement of Affiliation Status (SAS)* and *Organizational Profile (OP)*. The *SAS* is a summary of your organization's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent (2009-10) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the *Organizational Profile*. No other organizational information was changed.

The attached *Statement of Affiliation Status* and *Organizational Profile* will be posted to the Commission website on Tuesday, August 31. Before this public disclosure however, I ask that you verify the information in both documents and inform Mary B. Breslin B.V.M., your staff liaison, before Monday, August 30 of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the *Handbook of Accreditation*. If you have any questions about how planned institutional changes might affect your relationship with the Commission, please write or call Mary B. Breslin B.V.M.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning
President

Enclosure: Statement of Affiliation Status
Organizational Profile

cc: Chair of the Board

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: 2008

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1961

6. Attach a copy of the unit's mission statement. Give date of adoption and/or last revision.

MISSION

Faced with the most rapid technological revolution in half a millennium, the School of Journalism will aspire through enhanced scholarship and improved teaching:

- To embrace the opportunities of the information age to employ the multiple tools of the media to better inform its readers, listeners and viewers;
- To think and write clearly and guard traditional values of fairness, openness and honesty.
- To exercise the intellectual freedom promised by the First Amendment, without surrendering to the weakness of self-censorship or the easy answers of orthodoxy.
- To explain the news that lies beneath the surface of the day's events, realizing that democracy depends on an informed citizenry;
- To be mindful of ethical dilemmas created by the crafts of journalism and advertising, recognizing that many ethical questions do not have right or wrong answers.
- To appreciate the power of advertising to influence the buying decisions of consumers, the election choices of voters and the social decisions of societies;
- To build bridges of understanding across the divides of culture, class, nationality, distance, race and religion.
- To recognize that the pleasant diversions of celebrity and sport must not distract a people from news vital to self-governance.
- To realize that events on the opposite side of the world can hit home with the devastation of a bomb or a market's collapse.

7. What are the type and length of terms?

Semesters of 16 weeks

Quarters of _____ weeks

Summer sessions of 8 weeks

Intersessions of 4 weeks

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

Four-year program leading to Bachelor's degree

Graduate work leading to Master's degree

Graduate work leading to Ph.D. degree

9. Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit. 120 semester hours

10. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit. 6 semester hours

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

Name of Sequence or Specialty	Person in Charge
Advertising	William Freivogel (all)
News-Editorial	
Photojournalism	
New Media News Production	
Sports Media	

12. Number of full-time students enrolled in the institution: 17,964

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

Name of Sequence or Specialty	Undergraduate majors
Advertising	95
News-Editorial	52
Photojournalism	20
New Media News Production	13
Sports Media	12
Pre-majors	30
Total	222

14. Number of students in **each section** of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.

Spring 2014			
JRNL 302	JRNL 311 Reporting	JRNL 335 Graphic	JRNL 416
Copywriting for	and News Writing:	Communication:	Critical & Persuasive
Advertising/IMC:	001,002—12	<u>Lecture</u>	Writing
001,002—17		001-008—67	001—20
003,004—14			
005,006—10		<u>Labs</u>	JRNL 419 Specialized
		001,002—18	Topics in News Rptg:

JRNL 310 Writing for the Mass Media: 001,002—17 003,004—10 005,006—17	JRNL 313 Basic Photojournalism: 001—16 002—15	003,004—14 005,006—19 007,008—16	001—10 002—8 JRNL 435 Advanced Graphic Comm: 001—Not offered sp/14
		JRNL 411 Public Policy Reporting: 001—5 (=2 grad)	

15. Total expenditures planned by the unit for the 2013 – 2014 academic year: \$49, 913
 Percentage increase or decrease in three years: -6%
 Amount expected to be spent this year on full-time faculty salaries: \$995, 226.28

16. 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.

Professors: William Babcock William Freivogel Katherine Frith Kavita Karan Scott McClurg	Assistant Professors: Mark Dolan Dong Han N. Iyer Uche Onyebadi Aaron Veenstra Weinjing Xie	Instructors/Lecturers: Carolyn Kingcade Vicki Kreher William Recktenwald Anita Barrett Peter Lemish
---	---	--

17. List names of part-time/adjunct faculty teaching at least one course in fall 2013. Also list names of part-time faculty teaching spring 2013. (If your school has its accreditation visit in spring 2014, please provide the updated list of faculty at time of visit.)

Phil Greer, Senior Lecturer
 Chang Sup Park, Graduate Assistant

18. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

	semester	65 or more
	80 or more semester	hours in liberal
	hours outside the major	arts/sciences
Total		

Year	Graduates	Number	Percent	Number	Percent
2012-2013 academic year	__74__	__74__	__100__	__74__	__100__
2011-2012 academic year	__77__	__77__	__100__	__77__	__100__

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The School of Journalism opened its doors 67 years ago as a department of journalism. It is one of three departments in the College of Mass Communications and Media Arts, along with the Department of Cinema and Photography and the Department of Radio, Television and Digital Media. The School is well-regarded for both its undergraduate professional program and its scholarly research. The undergraduate student experience is greatly enhanced by The Daily Egyptian, the school's independent award-winning newspaper first published in 1916 and a significant number of other student publications and projects published in print and online. The School has a long list of distinguished alumni in journalism and advertising, and the program continues to have a good record of graduates hired in newsrooms and advertising agencies in the Midwest.

At the time of the visit, the school had 222 majors in its five sequences—95 in Advertising; 52 in News-Editorial; 20 in Photojournalism; 13 in New Media Production; 12 in Sports Media; and 30 with Pre-major status. This represents a 32 percent decline in enrollment since the last accrediting visit.

The College is administered by an interim dean, who reports to SIUC's provost. The School of Journalism is administered by a director, who reports to the interim Dean. The search for a dean is underway with candidates scheduled to be on campus beginning later in February.

The School spent much of the last year engaged in a strategic planning process to develop a new strategic plan for 2013-18 to replace a plan approved in 2007. The faculty approved the new strategic plan in March 2013. It emphasizes educating students for technological change and for the core values and competencies of clear thinking, clear writing, free expression and ethical conduct.

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

SIU Tenure-track faculty are represented by the SIUC Faculty Association and Non-Tenure-Track faculty are represented by the NTT Faculty Association.

The requirements of the collective bargaining agreements as well as policies developed in the Faculty Senate and the Graduate Council are detailed in a series of operating papers captured in the SIU Employee Handbook. In the period under review, the faculty reached nearly universal agreement on a major curriculum revision and all other major decisions. The School reports that no faculty grievances have been filed in the past six years.

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

Leadership in the School was a major concern in the 2008 site visit. The team found the unit to be out of compliance due to what it described as an "untenable" climate that was the result of tensions between faculty and prior leadership in the School and College and uncertainty about the School's future scholarship and research direction.

The 2010 re-visit team reported a markedly improved situation and found the School in compliance. The interim dean and interim director during the original site visit had been named to the permanent positions by the 2010 revisit. Both were strongly supported by the faculty.

The stability reported on the re-visit continues to characterize the School. The successful completion of a major curriculum revision in 2010 and the approval of a new strategic plan in 2013 are two indicators of a healthy climate. In addition, the current director has received two highly positive performance reviews with nearly unanimous support from the faculty.

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

The College's Dean undergoes a formal review at least every five years. The School's Director is reviewed at least every three years. That review is conducted by the faculty acting as a committee of the whole. It includes a detailed survey on the Director's performance on all aspects of the position and includes a vote of confidence or no confidence in the director. The Provost also provides an annual evaluation of the Dean.

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

Grievance procedures for faculty and staff are specified in the Faculty handbook and the respective collective bargaining agreements for tenure-track and non-tenure-track faculty. Policies for addressing student complaints and grievances are published in an online student handbook. Students described open lines of communication in the School and an environment in which student concerns are heard and addressed.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

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

The SOJ complies with the 72-hour rule.

(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)

Students must take at least 40 hours of instruction in the SOJ and 80 hours outside the school.

The School's courses are varied but limited and students have to go outside of the SOJ for courses in radio and TV, public relations and some photo-related skills. However, while those courses are outside of the Unit, they are counted as SOJ courses. As a result, students who want those skills often wind up taking more SOJ courses than required for graduation.

The current SOJ curriculum was revised in 2010. The Unit offers five specializations: Advertising, New Media Producer, News Editorial, Photojournalism and Sports Media. Advertising is the largest track with 95 students, followed by News Editorial with 52 students, Photojournalism with 20 students, New Media Producer with 13 students and Sports Media with 12 students. (There are an additional 30 students in the unit who are pre-majors.)

Before taking upper level courses in their specializations, students are required to take two core courses in the School: JRNL 201 Writing Across Platforms, and JRNL 202 Creativity Across Platforms. JRNL 201 is designed to give students a basic understanding of journalism principles and writing skills for multiple platforms in newspapers, online news, magazines, PR, TV and radio. The JRNL 202 course introduces students to new media fundamentals and tools and is designed to teach them the basics of using text, audio, video and photography. Students are required to create online portfolios to help them get internships and jobs, and for formal assessment purposes by the unit.

ADVERTISING:

The advertising curriculum includes a mix of theoretical and conceptual courses with an opportunity for students to develop adequate professional skills. In addition to the two core courses required of all students, advertising majors must take Principles of Advertising, Copywriting for Advertising/IMC, Placing Advertising/IMC Messages in the Media, Graphic Communication, Introduction to Mass Communication Research, Advertising/IMC Campaigns, and Social Issues and Advertising/IMC. Students must also take Introduction to Public Relations, offered in the college of Liberal Arts. They then choose three journalism electives which include such classes as: Direct Response Advertising/IMC, Interactive

Advertising/IMC Advanced Creative Strategies, Sports Communication and Promotion, Account Planning and Consumer Research, and the summer studies program/internship. Note that the Capstone course of Social Issues and Advertising/IMC deals specifically with government and self-regulation as well as ethics and diversity. This combination of courses should prepare students well for their careers.

It should be noted that while course titles have been changed to incorporate Integrated Marketing Communications (IMC) students get no formal exposure to analytics, the current advertising “buzz word”. Nor do they get training in publicity, sales promotion, event planning, which are traditional public relations courses integral to IMC. While the Introduction to Public Relations course is mandatory in the curriculum, this is taught in the College of Liberal Arts.

Students can participate in a university chapter of the American Advertising Federation (AAF); students in Advertising/IMC Campaigns participate in the AAF sponsored national competition. Advertising students also produce *Unleashed*, a tri-annual magazine, as an outlet of creative expression. This publication is about to go to an online format. Students said that their coursework, coupled with their internship experience, prepared them for professional careers.

NEWS-EDITORIAL

Students interested in print, broadcast and new media careers may enroll in the News-Editorial track, although there is a separate Department of Radio, Television and Digital Media outside the SOJ and a New Media Producer specialty. News-editorial students are required to take Writing for the Mass Media, Reporting and News Writing, Editing, Journalism Law, Media Ethics; two of either Basic Photojournalism, Video for Online Journalism or Publishing to the World Wide Web; and three JRNL electives.

Many news-editorial students work as paid staffers for the Daily Egyptian, the independent student-run newspaper. Students highly value the opportunity and experience they get working for the paper. Three professors including the Director of the SOJ help edit copy on production nights at the request of student editors.

News editorial students are also encouraged to participate in the SOJ’s community-focused Weekend Workshop immersion program in which they produce soft-bound books on local communities and/or major events. The unit recently paid for students to attend an out-of-town workshop in computer assisted reporting.

PHOTOJOURNALISM:

The Photojournalism specialization integrates still photography training in a digital environment with new media skills in website development, audio and video production.

A highly committed faculty blend classroom experience with innovating workshops and other efforts that bring photo students in close contact with professionals from around the country and immerse students in the communities of the region and beyond. The published work of photojournalism students is a point of pride for the SOJ and the University.

Photojournalism students are required to take 30 credit hours from the following courses: Writing for the Mass Media, Reporting and News Writing, Basic Photojournalism, Journalism

Law, Video for Online Journalism, Images and Sound, Advanced Photojournalism, Media Ethics, Proseminar, and two additional elective courses.

The video component of the Photojournalism specialization has been greatly enhanced by the School's partnership with Nikon. The company is providing \$100,000 in camera equipment to the School on an annual basis. This equipment made it possible for the faculty to incorporate video into the curriculum.

The weekend workshops started in 2010 are a capstone for the photojournalism program. The faculty recruits well established professional photojournalists to SIU for a fall weekend. Photojournalism students and their professional mentors spend a full weekend shooting in a rural town in Southern Illinois. In the spring term the students edit the photographs and publish a book and website from the project. The SOJ has published books and websites for four communities.

NEW MEDIA PRODUCER:

In revising its curriculum in 2009, the School answered student requests for preparation in how to run a website whether for a news organization, nonprofit group, government agency or private company.

Beyond core courses, which offer minimal introduction to new media, there are courses in graphic communication, video for online journalism, multimedia publication design, and others. The goal is for the student to learn how to put audio, video, still photography and the printed word on sites.

SPORTS MEDIA:

The School answered the demand for sports specialization in 2010 by collaborating with the School of Radio, Television and Digital Media, which offers broadcasting classes. This was the first sports specialization at a public university in Illinois. Sports reporting and sports communication and promotion are offered. Internships for credit are available at the University Athletic Department.

So far, enrollment in sports courses, as with new media news courses, has been disappointing. Given their popularity at other institutions, the School thinks more marketing will solve this problem.

(c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

The curriculum has become increasingly digitally focused in the past four years. However, there are no clear standards for multimedia instruction across the SOJ curriculum and training for students is inconsistent. It's possible for students to graduate from the SOJ with minimal experience shooting and editing video. Some instructors said they would need training to be able to effectively teach these skills.

To enhance their multimedia skills, many SOJ students take courses from outside the School in the Department of Radio, Television and Digital Media and/or The Department of Cinema

and Photography. Students who are not as enterprising may miss out on opportunities to build their digital, technological and multimedia competencies.

Teaching effectiveness may be measured in a variety of ways including student evaluations, evaluations by peers, course and instructional materials development, media work experience that enhances teaching, teaching awards and grants for curricular development.

Faculty have been successful in obtaining grants to update the curriculum from the College and the University as well as from local, regional and national organizations. For example, the unit director received a \$6,800 grant from the University last year to develop an online course in ethics. In 2012, the SOJ developed an online certificate in journalism and communications, making it a campus leader in distance learning.

ADVERTISING:

Students said that they had learned a great deal from their advertising courses. Local advertising professionals reported students are prepared for entry-level jobs and think strategically, but believe they need to learn more about digital advertising. Students said faculty are available beyond their posted office hours and always are willing to help with career advice.

NEWS EDITORIAL:

Students in News-Editorial report the faculty is current, accessible and engaged outside the classroom. Students said they think they are getting instruction and experiences that will prepare them for media careers. Students value having professors with professional experience, and expressed appreciation for their many opportunities for real-world experience. Students said most upper level courses are high quality and demanding. They'd like to see less redundancy in required writing courses.

The publisher and editor of the local daily newspaper described the overall journalism program as "heading in the right direction," producing graduates who have at least basic multimedia skills. The editor recommended students get more training in filing incremental stories for online. The professionals said they have a good relationship with the School and rely on professors to provide critiques of their newspaper.

PHOTOJOURNALISM:

Instruction in the specialization is strong, with a heavy emphasis on preparing students for professional careers and a focus on current technology and technique and professional practice. Faculty are readily accessible to students, who see them as champions for student interests and careers.

NEW MEDIA PRODUCER:

Students are pleased with the addition of New Media News courses and with the level of instruction. Recent replacements on faculty have resulted in younger faculty members who are proficient in new media.

SPORTS MEDIA:

The low number of students taking Sports Media courses apparently does not reflect on the quality of instruction, which, they say, is satisfactory. The problem seems to be that so few prospective students realized the courses were available.

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

The skills classes are in compliance with the 20-1 rule.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. (If the unit has more than one sequence, address the opportunities by sequence.)

Internships are highly encouraged but not required. Internships completed for credit require approval and oversight by a faculty member. For-credit internships generally have an academic component, such as a research paper, and an evaluation of the student performance is required.

Faculty and students say many students get paid internships during the summer. Students say that although there is no central listing of internship opportunities, professors do an excellent job keeping them in the loop about opportunities and creating connections with hiring editors. Many said they receive at least one email every few weeks notifying them of an internship opportunity.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

(a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

The University's Affirmative Action Plan for March 2012 through February 2013 specifies, in great detail, the continuing commitment of SIU to provide equal employment opportunities for minority, female, disabled, Vietnam Era veteran, and disabled veteran job applicants and to ensure the appropriate utilization of such employees. It contains a plethora of procedures and definitions as well as extensive data on the SIU workforce by ethnicity, gender, salary and position. It also identifies problem areas and goals.

Established in 2002, the major faculty recruitment requirement is:

- All search committees must include a diverse representation of the faculty and staff.
- A detailed written plan using the "Faculty and Staff Hires Recruitment Strategies for Promoting Diversity" form must be submitted and approved by the Vice Chancellor and the Affirmative Action Office prior to advertising the position.
- All advertisements must include the following statement: *SIU Carbondale is an affirmative action/equal opportunity employer that strives to enhance its ability to develop a diverse faculty and staff and to increase its potential to serve a diverse student population. All applications are welcomed and encouraged and will receive consideration.*

As a corollary to this, there is a College of Mass Communications & Media Arts affirmative action plan and a School of Journalism plan. The school plan was approved in 1995 and was reaffirmed unanimously in January 2013. The core goals, for which strategies and outcomes have been set, are:

- Increasing the numbers of minorities and women on its faculty through active recruitment.
- Ensuring equitable treatment of faculty in all areas, including teaching loads, service expectations, research support, faculty development opportunities, and promotion and tenure.
- Developing a curriculum which places due emphasis on the contributions of women and minorities to the development of journalism and prepares the students for a socially responsible and successful career in our increasingly diverse society.
- Increasing the number of minority students.

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

The self-study showed that all but three of the currently offered classes discussed diversity to some extent; 14 courses show major diversity components (at least 4 on a 1 to 5 scale). Much of the diversity discussion is about African-Americans and African-American racial issues, perhaps not surprising considering the school's student population is about 30 percent

African-American. Additionally, however, since there are four Asian faculty members, diversity is discussed in a broader sense to include multi-cultural issues.

Each year the College’s Global Media Research Center holds a Speakers’ Series with diverse faculty and speakers lecturing on world issues. The National Association of Black Journalists hosts local African-American media professionals and provides networking opportunities. The other student media professional organizations host a diverse group of practitioners as program speakers and workshop leaders. A number of instructors stated that they “Skyped” in speakers. In addition, in some classes, a class project immerses the students in documenting life in all its diversity in small Southern Illinois towns.

(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

Of the 16 full-time faculty positions, seven are women. Two of the five tenured faculty are women. Of the full-time faculty members, two are Black/ African-American, and four are Asian. The unit took extraordinary steps to retain an African-American woman when a budget cut would have eliminated her job; the faculty agreed to use part of the “Other Than Salary” funds – giving up telephones, travel funds, etc. to provide funds for her salary. This has ultimately been resolved with state funds giving her continuing status.

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

Approximately 95 percent of the students in the unit are from Illinois. The School has a larger percentage of female than male students and reports a larger percentage of female students than the university. The school is above the University average in the percentage of African-American and Hispanic students, and below the University average in percentage of Asians.

GROUP	School	University	% of Illinois population (2011)
White	56.6 %	63.6%	72.5%
Black/ African American	29.4%	18.7%	14.5%
American Indian/ Alaska Native	0	0	0.2%
Asian	0.1%	1.9%	4.7%
Native Hawaiian/ other Pacific Islander	0	0.2	0
Other/Unknown	0.4%	2.68%	5.1%
Hispanic/Latino (any race)	7.2%	3.2%	16.1%
Female	67%		51.6%

Faculty has taken a role in actively recruiting students from underrepresented groups. The school also participates in University-wide recruitment efforts, holds multiple open houses,

and participates in the weekend workshop for African-American students in St. Louis. In the past 10 years, the enrollment of minority students in the School of Journalism has risen from about 7 percent to about 24 percent in 2012.

Data from the last four years show that retention was higher for minorities than non-minorities in two of the years, and lower in two. The 2012 data show a retention rate of 60 percent Black, 50 percent Hispanic, and 77 percent non-minority.

Academic mentoring plays a role in retention, as do the college chapter of National Association of Black Journalists and the work of students at the *Daily Egyptian*. Data shows that more than 25 percent of the *Daily Egyptian* newsroom staff are minorities; the business office of the *Daily Egyptian* has a similar percentage of minorities. Additionally there is a Peer Advisor Program through which each student is assigned to an upper-level student in the student's area of concentration.

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

The Department nurtures an environment that is inclusive of all forms of diversity and easily adheres to University standards on diversity in curricula, student body and faculty. Faculty members are sensitive to the special needs of some students and accommodate these needs. A sexual harassment policy is included in both the university and SOJ diversity plan. In talking with minority students, several mentioned that the SOJ was a place where they felt very comfortable, accepted – and at home.

COMPLIANCE

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

Unit performance with regard to indicators:

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

The School follows written University guidelines for hiring and evaluating faculty for tenure and promotion, and has its own supplemental guidelines for both. The SOJ guidelines for tenure and promotion are notable for recognizing and accommodating creative activity in tenure and promotion considerations.

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

The SOJ has 16 tenured, tenure-track and non-tenure-track full-time faculty. Five are professors, six are tenure-track assistant professors, two are non-tenure-track visiting assistant professors, and three are instructors/lecturers.

The normal workload for full-time tenured and tenure-track faculty is 2/2. Half of their time is expected to be devoted to research/creative activity and service. For non-tenure-track faculty, the workload generally is 6 courses for the academic year.

The SOJ reported that the percentage of courses taught by full-time faculty was 94 percent in 2012-2013; 93 percent in 2011-2012; and 91 percent in 2010-2011.

The unit is conducting a search for an assistant professor in advertising. The School currently has no associate professors. Two assistant professors are up for tenure and awaiting the Provost's determination on their applications. While the faculty already provides considerable and valuable service, it is expected that with tenure, the new associates could add even more value in that regard, especially through service on College and University committees.

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

The SOJ faculty has a good balance of professional and scholarly experience. Of the 16 full-time tenured, tenure-track and contract faculty, 10 have a Ph.D., one has a J.D., four have an M.A. and one is listed as "other." Half have more than 15 years of professional experience relevant to their teaching or research. The three full-time instructors/lecturers with academic appointments in Fall 2013 had a combined 79 years of professional experience. In Fall 2013, there were 4 part-time lecturers including two with more than 35 years of experience each.

(d) The unit regularly evaluates instruction, using multiple measures that include student input.

The unit uses multiple indicators in formal evaluation of instruction, including student evaluations and peer reviews. The director provides each tenure track and non-tenure track faculty member with an annual written evaluation of his or her performance. Tenured professors may receive an annual review when bonus money is available. That hasn't happened in four years.

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

The SOJ faculty is well respected for its citizenship and was described by University administrators as highly “collegial,” “helpful” and “adaptive” to change. Several administrators and professors from other units on campus said the SOJ and its faculty are important assets to the school and to the region. They said SOJ students are among the best students in their classes.

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

The SOJ highly values scholarship and creative work. While the SOJ travel budget has been drastically cut in recent years as part of University-wide cutbacks, both the Dean of the College and the SOJ Director found additional funds to support faculty research travel. Recent tenure-track faculty hires received modest start-up packages to support purchase of computer software and other materials needed for research and creative work. The standard teaching assignment is two courses per term. Tenure-track faculty are contractually promised a 2-2 teaching schedule as they move toward tenure.

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

The CMCMA tenure and promotion policies and the SOJ strategic plan place high value on the production of high quality scholarship, creative and professional work. Faculty moving toward tenure and promotion are expected to produce a record of peer-reviewed scholarly or creative activity that has contributed to the discipline or field of study. The Director and the Deputy Directors meet annually with each untenured tenure-track faculty member to review the past year's work and to provide direction for future work.

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

The School tenure and promotion policy recognizes the range of work produced by a faculty of scholars and professionals. The criteria weight publication in peer-reviewed journals most highly, but also acknowledge professional and creative work. The 2011-14 collective bargaining agreements for tenure-track and non-tenure track faculty provide for across-the-board salary increases but no merit increases.

(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

The scholarly, creative and professional productivity of the SOJ faculty during the years under review is impressive. The faculty activity included 40 book chapters, 57 refereed articles, 172 conference papers, 31 professional publications, and 3 books. A series of books published out of photography workshops organized by a SOJ assistant professor that engage students and professional photographers in local communities in the region is frequently cited across the SIU campus and in the region as an example of outstanding professional work and public service.

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

The SOJ is dedicated to providing a diverse student community with an educational experience that fosters critical thinking and research skills. The SOJ's commitment to the values of freedom of speech and press and of free inquiry are seen in the range of speakers invited to campus, the research, creative and professional activities of the faculty, an impressive number of student publications and a commitment to preserving the editorial independence of the Daily Egyptian, the campus student newspaper.

COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

Advising can start as early as a high school senior's final semester. The University provides campus visits and off-campus receptions. Advisers come from the University Admissions Office and the College of Mass Communication and Media Arts. Students requesting information about the program receive the requirements for School sequences and the University core curriculum. The same forms are found on the web and the catalog, which is readily available at the School. Under a new program begun in fall of 2013 students transferring with 26 or more credits or scheduling courses for their second year as Journalism majors meet with the School's full-time academic adviser, an experienced professional. This continues until graduation. Students may consult the University's Career Services Office at any time. The office provides job fairs, resume workshops and the like. Students participating in a spring of 2013 Academic Advising Survey expressed great satisfaction. The self-study supplies the results of the survey. Students who met with the site team felt advisers were helpful and conscientious.

(b) Faculty are available and accessible to students.

The Director has an open door policy, and faculty maintain office hours. The small size of skills-based classes (capped at 18) enables good access to faculty, according to students. Faculty also advise registered student organizations in the School. An unusual feature is the Kellogg Residence Hall for the College of Mass Communication, located five minutes walk from the School. It is considered a living and learning facility. Faculty regularly visit, make presentations, and generally take an active role in the Hall's activities. The School notes with pride that students in Kellogg have a higher average GPA than other students. Tables in the self-study substantiate this.

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

The School provides familiar ways of informing students: the catalog, bulletin boards, the website, classroom announcements, and a listserv used for disseminating all of the above kinds of information. Some faculty also use D2L, the successor to Blackboard.

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

Students may take advantage of the campus newspaper, a magazine, two radio Stations, a TV station, and numerous projects. School organizations include the National Association of Black Journalists and the National Press Photographers Association.

(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.

The University is responsible for gathering and processing enrollment, retention and graduation rates. The most recent data show that the School is slightly ahead of the overall University in retention and graduation rates, all of which is published on the School's website. Still, retention is not at the level that the School would like. As a University that serves a largely first generation population in a rural, economically challenged region, the problem is largely endemic. The School tries to help in marginal cases with small scholarships. The College of Mass Communications has a full-time Recruitment and Retention Coordinator who is part of a commitment to improving these areas.

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.

All colleges in the University follow a similar centralized budgeting process. The College submits a budget report to the Provost after the annual appropriation from the State is determined. The Provost adjusts the proposed budgets and sets the annual budgets for the colleges. Within the CMCMA a management council that includes the SOJ Director provides advice to the Dean. Based on the allocation from the Provost, the dean determines the budgets for the four units in the College, including both the budget for faculty and staff lines and "OTS," other than salary expenditures. All requests to the Dean for faculty lines must be tied directly to the School's strategic plan.

(b) The resources that the institution provides are fair in relation to those provided other units.

SIU has experienced severe budget cuts in recent years as a result of state budget contractions and a decline in enrollment. While the cuts to the School have been substantial, all units in the CMCMA have shared equally in the belt tightening. The CMCMA and the School have done an admirable job in maintaining programs in the face of the budget cuts. The School has reallocated existing funds to maintain faculty lines while cutting support positions, faculty travel, equipment purchases, and taking extraordinary measures, such as the Director foregoing several months of summer salary in order to preserve a faculty position. In this fiscal year, the CMCMA is launching four searches for new faculty, one of which is a tenure-track position in the SOJ.

The School has successfully managed a difficult budget climate on the SIU campus, but the current circumstances are not sustainable and the lack of resources is constraining the School's ability to achieve the vision outlined in its strategic plan. For example, at present, the School does not have instructional technology staff and the computers in its instructional labs are not being replaced on a regular schedule. At the same time, the computers in faculty offices are aging and in some cases not able to run current software.

The Daily Egyptian's budget is not part of the School's formal budget, but its financial well-being is an integral part of the School's operation. Some of the paper's professional staff teaches courses in the SOJ and the paper is integral to the training of SOJ graduates. Advertising revenue has fallen sharply and operating reserves have been reduced in order to operate the paper. The School and central administration provided stop-gap funding to maintain the paper for the short term. A proposal for a new student fee to support the paper has been proposed and should be through the state approval process within the year. It is receiving wide support.

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

All faculty offices and most classrooms are housed in the Communications College building, home to the College of Mass Communications and Media Arts, a relatively well maintained older building. The SOJ has four digital media classrooms, each with 18-20 networked

Macintosh computers for students, one for the instructor and a video projector. These four classrooms support 49 scheduled class sections and offer open access in between classes and in the evenings. There are two lecture classrooms augmented with Smart Podium Systems, and a Communication Resource Center containing periodicals, computers, and an equipment checkout desk.

The building also houses the Daily Egyptian consisting of a newsroom, business office, advertising sales office, advertising production facilities and a pressroom housing a Goss offset press. This complex, while spacious, is deteriorating. The building does not house a lecture hall or large classroom. These are in another building and must be requested.

It is anticipated that a major building renovation will take place within the next couple of years. The School would then hope to have both a lecture hall and to create a multi-platform newsroom within the renovated building.

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

For the short-term, all equipment is adequate. Student computers are relatively new as a result of instituting a student technology fee. Unfortunately, that fee is currently allocated to rebuild of the campus-wide Wi-Fi infrastructure.

All lab computers are installed with Adobe Creative Suite 5. Based on the efforts of one faculty member, Nikon is loaning the school approximately \$100,000 worth of photo equipment which will be updated this coming summer with newer equipment. Accordingly, the school has 14 Nikon and 16 Cannon DSLR cameras. Other equipment available for student check out from the SOJ include some 2007 Mac laptops, older video cameras, iPods, several types of microphones and audio recording equipment, and lenses, remote timers and strobes. In addition, the MCMA equipment check-out room has similar equipment and is available to Journalism students.

However, while student equipment is good, many of the faculty computers are outdated as is their software. Equipment in the two lecture classes are aging. There have been continual problems with the digital projectors. Additionally, the unit does not have the budget for a technical assistant. The SOJ is also concerned with Adobe's recent announcement that they will be changing their delivery system of Adobe products to their Creative Cloud service. This will increase the cost parameters of all software and may not be affordable under the unit's budget.

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

The School has a small, comfortable media lab within the Communications Center housing 12 Macs and a modest collection of newspapers, books and magazines. The School is a five-minute walk from Morris Library. Morris is a spacious, attractive building with ample study space, holding more than 2.6 million volumes, 200,000 e-books, 43,000 current periodicals and serials, and more than 3.6 million microfilm units. Morris provides access to [I-Share](#) (the statewide automated library system) and to a comprehensive array of databases and other electronic data files Database access includes First Search, Academic Search Planner,

EBSCOhost, JSTOR, MegaFile, Journalism and Mass Communication Abstracts, ProQuest and Lexis Nexis. Not available either in the unit or library is MRI, an information source, imperative for students in both media planning and campaigns. A university subscription to this would also serve the College of Business and the College of Liberal Arts.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The School has an advisory board comprised almost entirely of alumni. It comes to campus to advise, to be briefed, and to examine student work. The School annually invites to campus former reporters and editors on the campus newspaper. The School has also invited young alumni who are making their mark with news and advertising firms.

Faculty also maintain contact with Midwest newsrooms, especially with former employers. Many also attend meetings of professional organizations such as AEJMC, National Press Photographers Association, and the International Communications Association. The School is in fairly regular contact with alumni through social media, newsletters and other mailings.

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

The School values professional and public service. The School is home to the Gateway Journalism Review, which publishes press criticism in a 16-state region. It is the successor to the St. Louis Journalism Review. It is now a redesigned magazine with an online presence and a newsletter distributed to 2,000 news professionals each week. The magazine is published quarterly. The Director is publisher, and a professor is editor. Both have wide experience in issues of journalism competency, ethics and press freedom.

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

The School has a current travel budget of approximately \$4,000 with tenured and tenure-track faculty getting top priority, especially when they have been asked to present papers or participate in academic conferences. Cuts have limited travel over the past four years. The high point was a budget of about \$22,000. In order to save a faculty position, the Director and faculty agreed to a considerable cut in the travel budget.

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

The School's list of community service projects involving both faculty and students is lengthy, substantive and a model for such contributions including a special report in the St. Louis Beacon (co-founded by the Director) by faculty and students on racial issues stemming from fatal shootings at the Kirkwood, Mo. City Hall. Multimedia media classes have undertaken reports on racially and economically troubled Cairo and also on the nearby Shawnee National Forest in an attractive coffee table book aimed at publicizing the little known scenic area. The School collaborates with the Paul Simon Public Policy Institute whose director is David Yepsen, a distinguished journalist and a School faculty member. The School published a book of student work on a 2012 tornado that devastated two nearby communities. Additionally, the School has published several glossy soft-back books, heavy on pictures, produced during

Weekend Workshops by students and professionals. The books focus on visits to neighboring communities and have been eagerly purchased by the public.

Outside the community, faculty and students working with the Centers for Disease Control and Prevention, traveled to the Pacific island of Palau to gather primary research data on the impact of climate change on the health of islanders. The School took a leading role in the formation of an association of Midwestern journalism schools that publish and broadcast investigative stories.

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

The School has long hosted the Southern Illinois High School Association's annual spring conference, usually attended by about 300 high school students and advisers from southern Illinois. They come to compete in various categories and attend workshops offered by faculty. The Director has made a standing offer to visit any school in the association to speak to students about possibilities in journalism.

Additionally, the School hosts the state high school association's journalism sectional competition judged by faculty, graduate assistants, top seniors and professionals in the area.

The Director speaks annually at a journalism workshop in suburban St. Louis and participates in a winter weekend workshop in that city.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

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

The School’s goals align with the Council’s goals for values and competencies.

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

The School’s assessment plan was adopted in 2007 and updated in 2013 and incorporates several direct and indirect measures. Direct measures include quantitative pre- and –post tests in grammar, writing, ethics and law. Indirect measures outlined in the plan include portfolio assessments, internship evaluations, various surveys, and tracking awards and graduates’ success as professionals.

The SOJ is considered a leader in its College and on campus in assessment. The University, under a relatively new Provost, began efforts in earnest to increase assessment about two years ago.

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

The SOJ has used assessment data to address deficiencies in writing and grammar, ethics and law but is still in the early stages of systematic portfolio assessment outlined in its assessment plan.

In 2010, as a result of assessment tests in writing, grammar, ethics and law, the unit overhauled the curriculum. Two new core courses were developed: JOUR 201 Writing Across Platforms and JOUR 202 Creativity Across Platforms in which students create a portfolio for use during their school career and for assessment nearer to completion of the program.

In 2012, as a result of its writing, grammar, ethics and law test, the SOJ beefed up law and ethics instruction for advertising students. Changes were also made to JOUR 201 to provide an even greater focus on grammar.

However, due to inconsistencies with student portfolios, the SOJ hired an outside professional to address problems. This led to a system redesign and development of a new portfolio assessment tool. By December 2013, the School had conducted formal assessment of portfolios created by JRNL 202 students from the spring and summer 2013 semesters. It had not conducted portfolio reviews of upper level students. Of the 42 JOUR 202 portfolios assessed, 4 “exceeded expectations,” 28 “met expectations,” 8 were “below expectations;” 1 was “unsatisfactory, “ and one was given two different grades (2/3) by the two evaluating professors.

Assessment of the fall 2013 JRNL 202 course has not been completed. The Director said he plans to present the results from all three semesters to the faculty this spring for review and discussion.

There has been sporadic assessment by outside professionals of portfolios by students in the advertising campaigns class.

(d) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.

The School has an outside Advisory Board, created after the last accreditation cycle that is scheduled to meet annually to provide feedback and advice. Only one of the board's current 15 members is not an alumnus of the School. The 2013 meeting of the board focused on revenue strategies of the student newspaper, according to the Director. The School has communicated with alumni on a variety of subjects in recent years.

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

The unit has sporadically included professionals in the assessment processes primarily through its campaigns course and advisory board.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- An engaged faculty with a strong commitment to the undergraduate student experience.
- A director who is well respected by his faculty and staff and highly regarded across campus and in the region.
- The University's endorsement of the School's mission and future as demonstrated by the proposed major renovation of the Communication Building. It is in architectural review and ranked near the top of the state capital construction budget.
- Students who express great enthusiasm for the SOJ
- A student newspaper that is a central part of the SOJ and is viewed on and off campus as an essential part of the SIU and the Carbondale communities.
- A diverse faculty and student body.

Weaknesses:

- A budget that has contracted over the last three years and will not sustain the vision and potential of the SOJ over the long term.
- Curricular and institutional structures that do not facilitate collaboration across media and digital platforms at a time when collaboration is essential in the communication fields. One result is the need for students to take a range of courses outside their major fields in order to gain essential skills.
- The lack of an adequate equipment budget and technical support is of special concern in a School preparing students for careers in a digital environment.
- The School made significant progress in assessment planning but implementation is not yet complete.

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

3) Summarize the problems or deficiencies that must be corrected before the next evaluation (i.e., related to non-compliance with standards). N/A

4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected before the provisional status can be removed. N/A

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

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

The last accrediting team found the School out of compliance on Standard 1, Mission, Governance and Administration and Standard 9, Assessment of Learning Outcomes. It recommended provisional accreditation. On a re-visit in February 2010, the team found the School in compliance on both standards.

On Standard 1 the re-visit team found that changes in leadership and a major turnover in tenure-track faculty resulted in a healthy climate and a productive unit. In the years since the re-visit the School's leadership and faculty have worked collaboratively to advance the mission of the School.

On Standard 9 the revisit team found that the School had revised an assessment plan first developed in 2007 and started implementation. It said "the next challenge is to devise testing and assessment at the point of graduation for the purpose of evaluating whether the overall curriculum and instructional program have enabled the graduating class to master learning objectives at an appropriate level" Since that review the School has continued to refine its assessment activities, in part to respond to a new University assessment initiative, and has partially instituted a graduation portfolio review. After an initial start with portfolio review was less than fully satisfactory, the School sought outside expertise to revise the process. This led to system redesign and development of a new portfolio assessment tool. Even with some implementation challenges the SOJ assessment program has improved since the revisit. The School is viewed on SIU campus as being among the leaders in adopting an assessment program.

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 detailed report on the SOJ that was informative and well organized. As is frequently the case, the SOJ needed to provide some additional and clarifying material during the site-team visit.