

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2013– 2014

Name of Institution: **University of Idaho**

Name and Title of Chief Executive Officer: **Donald Burnett, President**

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

Name and Title of Administrator: **Kenton Bird, Director**

Date of 2013 - 2014 Accrediting Visit: **October 27 - 30, 2013**

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

Date of the previous accrediting visit:

Recommendation of the previous site visit team:

Previous decision of the Accrediting Council:

Recommendation by 2013 - 2014 Visiting Team: **Accreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Will Norton, Jr., Dean**

Organization/School: **Meek School of Journalism and New Media, University of Mississippi**

Signature _____

Team Members

Name and Title: **Scott Bosley, Public Member**

Organization/School: **Accrediting Council on Education in Journalism and Mass Communications**

Signature _____

Name and Title: **Barbara Cochran, Curtis B. Hurley Chair in Public Affairs Journalism**

Organization/School: **School of Journalism, University of Missouri**

Signature _____

Name and Title: **Jan Quarles, Professor**

Organization/School: **College of Mass Communication, Middle Tennessee State University**

Signature _____

Name and Title:

Organization/School:

Signature _____

Part I: General Information

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

- Middle States Association of Colleges and Schools
 New England Association of Schools and Colleges
 North Central Association of Colleges and Schools
 Northwest Commission on Colleges and Universities (NWCCU) [formerly Northwest Association of Schools and Colleges]
 Southern Association of Colleges and Schools
 Western Association of Schools and Colleges

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

- Private
 Public
 Other (specify)

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

"The University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union." [Faculty Staff Handbook, Section 1120, A-2]

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: _____

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

6. Attach a copy of the unit's mission statement. The statement should give the date of adoption and/or the most recent revision.

MISSION

Adopted August 2009

The mission of the School of Journalism and Mass Media is to prepare students for professional employment in the media and for participation in civic life in the context of a liberal arts education. The School fosters understanding of the nature, responsibilities and effects of the mass media while preparing students for professional work, and it maintains relationships with external constituencies. It provides a holistic and integrated program that

gives students the range of skills and depth of understanding that will make them both effective media professionals and citizens of a global society.

VISION AND VALUES

Adopted August 2011

Students in the School of Journalism and Mass Media will graduate into a media world of unimagined, unimaginable possibilities. To survive and prosper in an environment in which the only constant is relentless change, they must be well-grounded in skills of the craft, able to think creatively and critically, capable of ethical decision making, capable of mastering new technologies and flexible enough to prepare for media careers that do not yet exist. Our students also will acquire a broad base in the liberal arts that will enable them to become well-rounded communicators and to practice citizenship.

7. What are the type and length of terms?

Semesters of 16 weeks [Fall: 59 instructional days, Spring: 61 instructional days]

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

Intersessions of 3 weeks

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

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-hour credits (effective July 2012)

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

Maximum: 6 semester-hour credits

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

Mark Secrist

Broadcasting and Digital Media

Glenn Mosley

Journalism

Patricia Hart

Public Relations

Rebecca Tallent

12. Number of full-time students enrolled in the institution: 9,401

Fall 2013			
Census Date: Oct. 15			
Campus	Full	Part	Total
Boise	117	248	365
Coeur d'Alene	190	643	833
Idaho Falls	28	193	221
Moscow	9,049	2,191	11,240
Twin Falls	17	36	53
Total	9,401	3,311	12,712

Source: Office of Institutional Research and Assessment, University of Idaho.

These numbers include all students registered at the University of Idaho as of October 15, 2013. The official press release excludes students taking only Study Abroad or Professional Development courses as well as National Student Exchange students, and Washington State University or Idaho State University students taking courses at UI. Therefore, these numbers will not match the university's press release announcing fall semester enrollment.

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):

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Advertising	99
Broadcasting & Digital Media	91
Journalism	96
Public Relations	100
Total	386

(Enrollment as of 18th day of fall semester, Sept. 19, 2013)

14. Number of students in each section of all skills courses (newsriting, 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.

	Spring 2013	Summer 2013	Fall 2013
JAMM 121-01: Media Writing	18	11	17

JAMM 121-02: Media Writing	16		16
JAMM 121-03: Media Writing			17
JAMM 121-04: Media Writing	17		14
JAMM 121-05: Media Writing	17		
JAMM 121-06: Media Writing	11		
JAMM 225-01: Reporting I	9		13
JAMM 225-02: Reporting I	15		18
JAMM 275-01: Introduction to Bdcst/DM	13		14
JAMM 275-02: Introduction to Bdcst/DM	12		15
JAMM 322: Broadcast News	13		18
JAMM 323: Broadcast Sports Reporting	9		10
JAMM 324: News Editing & Production			17
JAMM 325: Publications Editing	19		17
JAMM 327: Reporting II	15		11
JAMM 350: PR Writing & Production	18	3	15
JAMM 361-01: Advertising Creativity*	23	10	
JAMM 361-02: Advertising Creativity	18		
JAMM 404: Lighting: TV & Digital Media			10
JAMM 404: Non-linear Digital Video Editing	8		
JAMM 422: Advanced Broadcast News	13		
JAMM 475: Advanced Digital Media Production	14		

* Two sections of JAMM 361 were offered in Spring 2013; total enrollment was 41 students. (Morning section exceeded 20 because students needed to take the class at that time to avoid a class conflict in the afternoon.)

15. Total expenditures planned by unit for 2013-2014 academic year:

The School has three primary “X” accounts for state-appropriated funds:

ADX018: Journalism and Mass Media	\$639,224
ADX019: Journalism and Mass Media (Idaho Public TV)	\$11,942
ADX700: Journalism and Mass Media (extra sections)	\$32,900
TOTAL	\$684,066

This does not include revenues from gifts, grants, student fees, Summer Session or Outreach courses, which vary annually. Expenditures do not include employee fringe benefits, which are carried centrally.

Percentage increase or decrease in three years:

2009-2010 budget for ADX018, ADX019, ADX700: \$498,026

Change in three years: \$186,040 (37%) increase

Amount spent this year (2013-2014) on full-time faculty salaries: \$518,262

16. List name and rank of all full-time faculty (2013-2014). Identify those not teaching because of leaves, sabbaticals, etc. (Full-time faculty refers to those defined as such by the unit).

Barnes, Justin	Assistant Professor
Bennett, Denise	Senior Instructor
Bird, Kenton	Associate Professor and Director
Hart, Patricia	Associate Professor
Meeuf, Russell	Clinical Assistant Professor

Mosley, Glenn	Senior Instructor and Director of Broadcasting
Park, Michael	Assistant Professor
Rishling, Vicki	Senior Instructor
Secrist, Mark	Associate Professor
Smith, Steven	Clinical Assistant Professor
Tallent, Rebecca	Associate Professor

17. List names of part-time/adjunct faculty teaching at least one course in Fall 2013. Also list part-time faculty teaching in Spring 2013.

Hinz, Susan
 Loftus, Bill
 O'Neal, Shawn
 Remington, Steve
 Scott, Julie

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.

Year**	Total Graduates	80 or more semester hours outside the major*		65 or more semester hours in liberal arts/sciences*	
		Number	%	Number	%
2011-2012	108	107	99	107	99
2012-2013	119	118	99	118	99

*The University of Idaho adopted a minimum of 120 credits for bachelor's degrees, effective with 2012-2013 catalog. For students under that catalog, the School of JAMM set minimum of 75 semester hours outside the major and 61 or more semester hours in liberal arts and sciences. Registrar's degree audit indicates compliance with that standard for students under the 2012 and later catalogs. Compliance reports for 2011-2012 and 2012-2013 are available for the team's inspection. To make calculations easier, this requirement was changed for the 2013-2014 catalog to at least 75 credits outside the school and at least 60 in liberal arts and sciences.

** Each year's graduating class includes students who completed degrees in August, December and May.

19. Schools on the quarter system: NA

The University of Idaho

The Palouse is a region of the United States that includes parts of southeastern Washington, north central Idaho and, in some definitions, parts of northeast Oregon. It is a major agricultural area that has four centers. Three are in Washington: Colfax, Palouse and Pullman. And one is in Idaho: Moscow. Two land grant universities, the University of Idaho, in Moscow, and Washington State University, in Pullman, are just eight miles apart.

It is one of the nation's "most wired" universities. There are many unexpected events, like the four-day Lionel Hampton Jazz Festival each February.

Data on the university:

- Founded: 1889;
- Enrollment: 12,493;
- Majors offered: 130 Bachelor's, 88 Master's, and 32 Doctoral;
- Student/Faculty Ratio: 18 to 1;
- Research Funding: \$100 million annually;
- Student ratio: 54% male, 46% female;
- Grants of more than \$100 million a year; and
- Peer institutions: Clemson University, Colorado State University, Iowa State University, Kansas State University, Michigan State University, Montana State University, New Mexico State University, North Dakota State University, Oregon State University, University of Arkansas, University of Nebraska-Lincoln, University of New Hampshire, University of Wyoming and Utah State University.

Among the notable alumni of the university: Mark Felt, Deep Throat, the source for Woodward and Bernstein during the Watergate political scandal; Gen. James Amos, commandant of the U.S. Marine Corps; Ezra Taft Benson, secretary of agriculture under President Eisenhower; Carol Ryrie Brink, author of children's stories and winner of Newberry medal; Dale Bosworth, chief, U.S. Forest Service; Philip Habib, diplomat; Jack K. Lemley, CEO of the company that designed and built the Channel Tunnel (Chunnel); Gary Michael, CEO of Albertson's; Frank Shrontz, CEO and chairman of Boeing; and Theodore "Ted" Voightlander, cinematographer for *Bonanza* and *Little House on the Prairie*.

The school is highly regarded on the campus. Outstanding graduates of the School of Journalism and Mass Media include: Dwight Chapin, former sports writer and columnist for *Los Angeles Times* and *San Francisco Chronicle*, 1960; Mike Kirk, founding producer, *Frontline*, 1971; Rod Gramer, former news director, KGW-TV, Portland, and BayNews 9, Tampa; now, executive director, Idaho Business for Education in Boise, 1975; Matt Shelley, country director for International Research and Exchanges Board (IREX), media development program in the Republic of Georgia, 1975; Mary Kay McFadden, vice president of advancement, Seattle University, 1980; Kathy Barnard, executive director of university communications at Washington State University, 1981; Ed Moore, president of Davies Moore, an advertising agency in Boise, 1990; Otis Livingston, sportscaster at WCBS-TV in New York City, 1991; Brett Craig, creative director for Deutsch Ad Agency in Los Angeles, 1995; and Yvonne Wingett-Sanchez, an investigative reporter for *The Arizona Republic*, 2001.

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:

The director of the school was praised by the interim dean and by faculty. A member of the committee that evaluated the director for renewal said he could not imagine a smoother review for an administrator. A faculty member from the College of Letters Arts and Social Sciences called him one of the campus leaders. Clearly, his calm, deliberate and thoughtful style of operation has enabled him to enjoy the respect of his colleagues while his unit has made major gains.

- The director is the senior unit executive in the College of Letters, Arts and Social Sciences.
- The director has completed a one-year term as chair of the university's Faculty Senate in August 2013. Four other faculty members served on university-level committees during 2012-2013.

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

The unit previously had a mission statement that was focused on a more applied mission. Then, in 2009 during a faculty retreat, the mission was reworked to reflect the fact that the school is part of a larger university with a liberal arts mission to create graduates who are good thinkers, responsible citizens and participants in a global society. The vision statement describes rapid changes in journalism and the commitment to prepare graduates with the acumen and the ability to deal with these dramatic changes in a positive way. The school has a strategic or long-range plan that it has followed carefully as it moved toward accreditation review and beyond.

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

The university faculty sets policy for college and unit governance. The school's bylaws were adopted in 2002 after reorganization of the former School of Communication. The bylaws assign the faculty with primary responsibility for choosing the school's director, setting the curriculum and defining criteria for tenure and promotion.

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

The effectiveness of the director may be seen in the fact that he is the senior unit executive in the College of Letters, Arts and Social Sciences. He just completed a

one-year term as chair of the university's Faculty Senate. Clearly, this would indicate that faculty members on the campus think highly of his leadership.

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

In May 2003, the director of the school resigned, and the dean's office consulted with faculty of the newly formed school. Following the recommendation of the faculty, the dean appointed an interim director. During the summer of 2005, after the interim director received tenure and was promoted to associate professor, the dean removed the interim status. The faculty voted, and the dean appointed the director.

The dean conducts an annual evaluation of each administrator's performance. The administrator will present his or her annual goals for the unit at the beginning of the review year and report on his/her effectiveness in meeting last year's goals. The dean seeks input from unit faculty.

The dean shows the director of the school a summary of faculty evaluations, preserving the confidentiality of individual evaluations. The dean may arrange a meeting with the director to discuss the summary. The dean then destroys individual faculty members' evaluations and files a written summary in the dean's office and forwards a summary of his/her conclusions and recommendations to the provost, who makes his/her review and forwards recommendations to the president. The dean then provides feedback to faculty.

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

Students, faculty and staff are encouraged to express complaints or confidential concerns to the director. Students are encouraged to contact the instructor in writing or via e-mail about grades and other complaints about classes. If the concerns are not resolved, a student takes his or her complaint to the director. Grades may be appealed to the Academic Hearing Board, a standing committee of the Faculty Senate. Students also may contact the Dean of students and/or the dean or associate dean of the college with questions, complaints or concerns. The university's Ombuds Office also deals with complaints of any member of the university community.

Summary

The school has a respected director who has led the faculty in major advances during the last decade. As a result of these advances the school is respected throughout the campus. The unit has a mission statement and strategic plan that the faculty follow in setting policy that the director administers.

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.

Evidence:

The school offers undergraduate majors in Advertising, Broadcasting and Digital Media, Journalism and Public Relations. Students may choose a BA (with a minor in a language other than English) or a BS (which requires a minor/area of emphasis outside the school). Students accumulate a minimum of 120 hours on a semester system. At the time of the site visit, the school had 386 majors divided almost equally among the sequences. The curriculum was developed after the founding of the school in 2003 to reflect ACEJMC's core values and competencies and to offer a hands-on professional program.

Unit performance with regard to indicators:

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

- (a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of journalism and mass communications. Or, ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.*
- (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 school requires a minimum of 120 hours to earn a BA or BS degree. Seventy-five of those credit hours must be taken outside school, and 60 of those hours must be in the liberal arts.

In 2011-2012, the school had a 99 percent compliance rate with 80 or more hours outside the major and a 99 percent compliance rate in 65 or more semester hours in liberal arts/sciences for 108 graduates. The university adopted 120 hours for bachelor's degrees, effective with the 2012-2013 catalog, setting a minimum of 75 semester hours outside the major and 61 or more semester hours in liberal arts and sciences. For that year, 119 graduates resulted in a compliance rate of 99 percent in both categories.

(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.)

While the program is professional in nature, the unit does provide a range of theoretical and conceptual courses. All students in the unit must take Media and Society, Mass Media Ethics and Law of Mass Media. In addition they must choose two electives from a list incorporating such topics as cultural diversity and the media, television genres, media management, Hollywood portrayal of journalists, crime and the media and global news. This provides the core group of conceptual/theoretical courses. However, aspects of the professional skills courses also provide theory as well as practice. Students take interdisciplinary courses in their general studies and those courses are conceptual in nature (examples of Integrated Seminar [ISM] classes include Race in America, Sports and American Society, and Fire, Myth and Humanity). Faculty are campus leaders in teaching the classes.

Advertising

Advertising students take Principles of Advertising, Advertising Creativity, Media Planning and Campaign Strategy courses and The Advertising Agency. They are strongly encouraged to join the Advertising Competition team, which competes annually in the American Advertising Federation's National Student Advertising Competition.

Advertising students spoke highly of their teachers. They said they liked the classes in the school more than many classes elsewhere in the university because of the time faculty took with them outside the classroom. Some were developing portfolios, even though they were not required.

Broadcasting and Digital Media

Majors in this area take Introduction to Broadcasting and Digital Media Production and then choose 12 hours from a range of courses including news, sports reporting, several field production classes, studio program production, television genres, public radio journalism, documentary film and broadcast/cable/web programming.

Students praised the hands-on nature of their broadcasting classes, saying they learn to use cameras and other equipment early on. Several classes give them the opportunity to produce work that is heard and seen by the public. In Broadcast Sports Reporting, students work on a weekly program, "Inside the Vandals," which includes an interview with the football coach and a feature story about a university program or event. The program is shown on television stations in the Moscow, Idaho, region and distributed by a syndicator to 10 states in the West. In the Advanced Broadcast News class, students produce "Mostly Moscow," a magazine-style program that runs biweekly on the university's cable system. Students also produce news stories for the student-run radio station, which has an eclectic music format.

Journalism

In Journalism, students take Reporting, Reporting II or Broadcast News and a choice of nine credit hours from such topics as News Editing and Production, Publication Editing, Public Radio journalism, Feature Article Writing, or Narrative Journalism or Environmental Journalism. The catalog notes that journalism majors are encouraged to pursue their studies across media, including print, broadcast and online journalism.

Journalism students spoke highly of their classroom experiences. Faculty expertise and knowledge drew respect. In addition, students were pleased by the frequent tie of material to current events. They found inclusion of currency added relevance in media law and ethics classes as well as in basic skills courses.

Students were complimentary of faculty advising that went beyond charting their course work to helping point them toward internships and career opportunities.

Student media, though independent from school management, plays an important role in the learning experience for journalism majors. Most work on the newspaper, The Argonaut, and the magazine, BLOT.

They are complementary of the adviser's leadership and believe their work experience is a strong point of their time at the university and will stand them well as they enter the workforce.

Public Relations

Public relations students take Reporting, Introduction to Public Relations, PR Writing and Production, PR Case Studies and Issues Management (to be renamed Case Studies and Research in Fall 2014 to include more focus on research skills).

The School also offers a defined minor in each of the sequences.

- (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.)*

Students in interviews praised the hands-on nature of their classes and the currency of the class content. They said they learned the digital competencies they needed for their specific sequences but noted that they would like to know more software on a general basis across the unit. After an earlier external review, the school has already begun to address this need for currency by planning a new half-semester course to be related to Journalism 121, Media Writing. The new course, JAMM 121, Integrated Multimedia Strategies, will add to the currency of instruction on digital and multimedia competencies from the very beginning of the program. It will include instruction in setting up blogs and websites, taking and using images, telling stories with statistics, video storytelling, audio and interview basics, in-depth interviews and multi-media presentations. One faculty member will be piloting the course in the spring of 2014. Eventually all students will take this course. The school is facing the same issues that many programs face in maintaining currency in the classroom,

and faculty members are aware that change must be constant. They see the need for additional changes in the curriculum to free some faculty to teach more aspects of new media.

In the sequences, Journalism students work in the media labs on blogs and stories. The majority of exposure to multimedia journalism for those students who wish to pursue it will be their work in student media, where they will work across media. Advertising students take classes on using electronic and digital media. Broadcasting and Digital Media students use editing software/digital and high definition cameras, audio and lighting systems and other equipment. Public Relations students work with Twitter, Facebook, and blogs, build websites using Dreamweaver and use online survey software to conduct research. PR students praised the PR Writing and Production course, where they use many digital tools, and several said that course was the reason they decided on public relations as a career.

Faculty in the school have received extensive recognition for teaching, including grants for best practices tutorials, Teaching Excellence Awards, and many UI Alumni Association Awards for Faculty Excellence. They also have attended many academic summits, been named as fellows in International Radio and Television Society seminars and other industry seminars, and attended many workshops to stay current in their respective fields.

Students are recognized for their achievements at annual awards receptions. Each sequence has an award for outstanding senior. The PBS member station on campus names an outstanding student each semester. Faculty members also nominate students for university awards.

- (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.***

For spring, summer and fall 2013 semesters, skills and laboratory courses had fewer than 20 with one exception, an Advertising Creativity course that had 23 in Spring 2013 to avoid a class conflict later in the day.

- (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.)***

Students are limited to six credits for internships. One faculty member coordinates the program. She mentors students through the internship process, works with employer to obtain reports and evaluations and grades internships on a Pass/Fail basis. A team member examined the extensive file kept on each intern.

Across the four sequences, internships are encouraged and faculty members use their extensive networks of professional contacts to help students find the right placement. Employer feedback was very positive, with employers noting the better preparation of students for the internship experience when compared to interns from other area universities. They saw this preparation as a result of the hands-on,

professional emphasis of the program. Spring 2013 evaluations for interns on numerical points averaged 4.7 on a scale of 5, and the majority were 4s and 5s. One commented that “the student set the standard higher than I planned.” Other feedback included “good interaction with diverse audiences,” “goes beyond expectations,” “understands news concepts quickly and is not intimidated by new tasks.”

Advertising students have completed placements in agencies in Lewiston, and Boise and are now seeking placements in New York and other metropolitan areas. Public relations students have worked in a variety of for-profit and not-for-profit settings, including Northwest Brewing, the Good Samaritan Society, EcoAnalysts, and on campus for Vandal Connect, Admissions and Alumni Relations. Broadcasting interns have worked in such settings as KXLY in Spokane (three graduates have been hired for jobs recently), KIFI in Idaho Falls, Peak Broadcasting in Boise and KQQQ in Pullman. Journalism interns have worked many sites including the *Lewiston Tribune*, the *Moscow-Pullman Daily News* and Idaho Media Publishing, a Boise-based publisher of magazines.

Summary

The school has active, engaged students and a faculty that cares about them. The curriculum is solid and designed to reflect ACEJMC professional values and competencies. The faculty is poised to meet new demands and remain current. Internship participation is strong. The school is in compliance with ACEJMC guidelines on class size and credit hours.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

Being located in a state where the population is overwhelmingly white presents a challenge to the school in achieving diversity in its faculty and student body. Nonetheless, the school has made progress in hiring faculty of color and in recruiting minority students. The most recent three faculty hires were men, which shifted the gender balance of the faculty to majority male. Offsetting that, the most recent three tenure and promotion decisions benefitted women faculty members. Diversity is addressed in classes offered by the school and in resources provided by the university. In interviews, students demonstrated an understanding of inclusiveness and appreciation of differences.

(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 strategic plan includes an initiative on diversity and the school adopted a written diversity plan in 2008 with revisions in 2012 and August 2013. The plan addresses recruitment of students and faculty, urges engagement with professionals of color and calls on faculty "to include issues of diversity in all courses." The university demands at least two diversity courses in its General Education requirements. The school offers classes entitled Cultural Diversity and the Media and Global Media, which can be taken by students in other parts of the university. The school's diversity plan specifically incorporates the ACEJMC competencies in the area of diversity. Objectives adopted for the current academic year set specific actions to be taken by students, faculty and administrators aimed at furthering understanding of diversity issues.

(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.

In addition to the two classes that deal with cultural diversity and global media, the school requires faculty to include diversity in all classes as demonstrated in syllabi and bios of instructors and guest speakers. The school's plan calls on faculty to promote diversity not only in the classroom but also in advising, research and service. The school brings in speakers from diverse backgrounds to address classes and to speak at campus-wide events. During the week before the site team's visit, Maria Hinojosa, host of NPR's Latino USA, made a widely publicized speech at the Student Union.

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

Idaho's population is 89 percent white, 5.4 percent Hispanic/Latino, 1.4 percent Native American, 1.2 percent Asian American, 0.6 percent African-American and 2.4 percent two or more races. At the school, the full-time faculty of 11 is comprised of nine whites, one Asian American and one Native American. With each faculty member accounting for nine percent of total faculty, the faculty is 82 percent white, nine percent Asian American and nine percent Native American, putting faculty of color in the school slightly above the university level of 16 percent. All six part-time and adjunct faculty employed in 2012-2013 are white. Although Latinos are the largest minority population in Idaho and one that is growing rapidly, the school has no Latino full-time or part-time faculty.

On gender equity, the school lost ground with its faculty in the past year. Until 2012, women were in the majority as five of the nine faculty members. In 2012 and 2013, faculty lines were added and a retiring woman faculty member was replaced. All three positions were filled by men; the faculty ratio is now seven men and four women.

In the three most recent years for recruitment, seven of 37 applicants, seven of 25 applicants and six of 33 applicants were women. One woman was considered and offered the position in 2010-11, but she declined and the position remained vacant until it was filled by a man in the 2011-12 search. In 2011-12, one woman was a finalist and two were finalists in 2012-13, but none was offered the position. There were 17 minorities in the first hiring pool and one was a finalist, but not offered the position. There were 14 minorities in the second hiring pool with none considered. In the third pool, there were 13 minorities. One was considered and offered the position, which he accepted.

Women have fared better in recent tenure and promotion decisions. The three most recent decisions resulted in three women faculty members being granted tenure and promotions.

Part-time and adjunct faculty in 2012-13 included three women and three men. Two of the women hold half-time and three-quarter time positions and fulfill important duties in the school. One teaches the Broadcast Sports Reporting class, which produces a weekly program on the football team. The program is highly popular as a learning experience with students and provides visibility for the university in 10 states. Another woman oversees the internship program and is a mentor and adviser for many students. The third woman employed part-time in 2012-13 taught a course during the summer.

The administrator and faculty say they are aware of the gender imbalance and will seek to address it in future searches.

(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.

A total of 84 percent of the student population is white, slightly above the university level of 81 percent. The largest minority group among the school's 412 students, as reported in Fall 2012, is Latino at six percent. The majority of the students are female at 57 percent.

The school uses a number of strategies to recruit students of diverse backgrounds. They travel to the Nez Perce and Coeur d'Alene reservations and also conduct a multicultural journalism workshop for high school students in the summer. Advising is an important part of the retention efforts and includes providing information about scholarships and internship opportunities. A Native American professor was cited as making special efforts to mentor students of color. The school also makes use of university resources, including a program for students with a migrant farm work background.

(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 university and the school have policies to ensure a climate free of discrimination or harassment and to accommodate those in need of additional assistance. Among other initiatives, faculty participate in "Stop the Hate" and SafeZone programs. Faculty and students reported an atmosphere of respect for differences and free of discrimination. They noted the lengths to which the university goes to accommodate those with disabilities. Students from the majority population said they had learned information that "opened their eyes" to diverse cultures and religions. They expressed strong interest in being prepared as journalists and communicators to interact with those who are different from themselves.

Summary

The school has policies that promote and value inclusiveness and has undertaken a variety of initiatives to attract a more diverse student body, especially among Native American and Latino populations. Students develop an appreciation for diversity that they can apply in their careers. The issue of gender equity will require vigilance in future faculty searches.

COMPLIANCE

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

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

Unit performance with regard to indicators:

Professional experience is a strong element in the hiring process. The faculty is well balanced in terms of the school's scholarship, teaching and service, and faculty members' professional experience is important. Four of the 11 full-time faculty members are tenured. Four more are on tenure tracks, and there are no full professors. Two are senior instructors who are not eligible for tenure. One is a clinical assistant professor and three are adjuncts. Students expressed great enthusiasm about the personal attention they receive from faculty.

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

The school has written criteria for selecting and evaluating full-time and part-time faculty and follows university hiring procedures for full-time faculty:

- The unit's faculty and director discuss and determine the need for new faculty or re-filling a vacant tenure-track line.
- The director selects a search committee -- at least two full-time faculty members, a student and a full-time faculty member of another department or school.
 - Every effort is made to construct a committee that is diverse in its makeup. Search committee membership always includes a faculty member from outside the school and a student from within the school.
 - Professional colleagues from relevant external constituencies often are invited to serve in the process.
 - Diverse representation on search committees also includes a mix of male and female members, as well as individuals from different ethnic backgrounds.
- The position description describes both "minimum qualifications" and "preferred qualifications." The broad description is intended to attract a diverse initial pool, including international candidates and to avoid discouraging other possible candidates from related disciplines who might not otherwise consider applying.
- The director opens an official search process, usually for at least two months.
- The search committee reviews all applications for the position and recommends semi-finalists for telephone or Skype interviews. Interviews also are conducted with professional references.
- From that group, two to four finalists are invited for a campus visit, subject to the approval of the director and the dean of the college.
- Finalists meet with the dean, school director, faculty and search committee. They also are invited to teach at least one class (which the search committee, students and faculty are invited to attend) and give a research or creative presentation.
- Faculty members are invited to provide feedback to the search committee, and students from the class taught by the candidate also provide feedback. The director meets with the search committee to discuss the candidates and to review feedback.

- The director then recommends a top candidate to the dean, who determines whether to extend a contractual offer to a candidate. The director confers with the dean to determine salary and other details.
- The director contacts the chosen applicant and makes an offer.

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

Each tenure-track and tenured faculty member is expected to be an excellent teacher, adviser and mentor. Each also is expected to attain and maintain recognition for scholarship -- research or creative activity. In addition, each is expected to engage in service contributing to the well-being of the school, the college, the university, national and international professional organizations and the extended community. Each academic appointment and adjunct faculty member is expected to perform teaching and other duties that meet high standards. Most full-time faculty responsibilities are assessed according to the following percentages:

- 65-75 percent teaching;
- 5-10 percent student advising and mentoring;
- 10-25 percent scholarship and creative activities; and
- 5-10 percent university service and leadership

The school added two full-time faculty members since 2010, and a decline in enrollment during 2012-2013 resulted in fewer sections of Media Writing, predominantly taught by part-time faculty.

(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 professional experience of candidates is a priority for search committees. The 11 full-time and six part-time and adjunct faculty members represent more than 300 years of media experience in the professional fields in which they teach. They show a focus on being balanced in terms of the school's scholarship, teaching and service. Tenure-track and tenured faculty hold degrees from prestigious universities. They have received awards recognizing their teaching strength and service to the industry.

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

Near the end of each fall semester, faculty members are sent their position description forms listing their responsibilities for the academic year -- planned activities in teaching, course development, scholarly/creative activity and service. In January, each faculty member provides the director with a list of activities and accomplishments for the previous calendar year. The director then reviews student course evaluations, his own observations about a faculty member's teaching, as well as any published articles, papers or creative work. The director then recommends a numerical rating to the dean using a five-point scale.

Once the dean approves the director's numerical score and comments, the director meets with individual faculty members to discuss the evaluation and identify ways to improve performance.

The university oversees student evaluations of all courses, conducted through the university's online system.

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

In an era of tight money in a land grant university that brings in \$100 million in grants each year, the school has received two new positions based on the respect it has on the campus and on its potential.

The school "has a central role, and its reputation has been enhanced by the restructuring," the Provost told the site-visit team. The interim dean called the school "one of our stronger programs." The Dean, the Provost and faculty from other units praised the school for its collaboration with other units.

Summary

The faculty is well balanced in terms of the school's scholarship, teaching and service. Tenure-track and tenured faculty hold degrees from prestigious universities. All have received important awards recognizing their teaching strength and service to the industry.

Faculty members' professional experience is important. The 11 full-time and six part-time and adjunct faculty members represent more than 300 years of media experience. Four of the 11 full-time faculty members are tenured. Four more are on tenure tracks. One is a clinical faculty member on a three-year contract, and two are senior instructors who are not eligible for tenure. There are no full professors.

Since 2008, the dean of the college has reassigned two permanent faculty lines for tenure-track positions to the school.

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:

University of Idaho tenure and promotion policies support both traditional scholarly research and creative activity. From fall 2007 to Fall 2013, the eight faculty members who engaged in scholarship and creative activity as part of their position requirements produced two books, one textbook, 12 book chapters, 16 articles in refereed journals, 41 refereed conference papers, 13 invited academic papers, 25 articles in non-refereed publications, and three books edited. Creative activity included 17 juried creative works.

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

The University of Idaho considers faculty research, creative activity and professional activity essential and all faculty members must contribute in some way. In turn the university encoded into policy the support it must give faculty to fulfill that responsibility. Support for research and creative activity comes in the form of internal grants, travel funds and sabbaticals for those eligible (for instance, one sabbatical is planned for Spring 2014 and two have been taken since 2010). The school does not have funds to support these activities but the monies are found in the college or elsewhere in the university or from private funds donated for that purpose. The program is professional in nature, but many tenure and promotion decisions are based on traditional research. A recent change is the hiring of one professor, a veteran news professional, as a clinical appointment.

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

The school delineates its specific criteria for hiring, promotion and tenure in an extensive "Scholarly and Creative activity" document outlining the elements of what it calls the scholarship of discovery. It addresses the diverse nature of faculty activities and notes that continued productivity is expected throughout a career. The document extensively addresses measures to assess research, criteria for research, indicators of meritorious performance and indicators of excellence in research. The policy then addresses the same areas in what is called the scholarship of integration and application, or creative and professional work and addresses the same measures. The Provost noted that more work is now in process campus-wide on the policies to more clearly define what "counts" in each kind of scholarship.

- (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 encourages and supports both academic research and professional practice. All faculty members must make intellectual contributions throughout their careers. At present the faculty is a mix of professionals, older faculty with some research, some who do no research but contribute in other ways, and new faculty members who have been hired to lift the traditional research profile of the school in the eyes of university tenure and promotion committees and administrators. Varying interests in the school are accommodated, from sports to film production and from John Wayne and celebrity to Native American press. Often, internal grants have been awarded to support activities. However, the level of traditional scholarship in the school at present meets only the minimum required. While a few faculty members have very good research records, not all do. It is expected that as more new faculty work their way through the promotion and tenure process, this will change. It should be noted that university standards also recognize the importance of work produced before a faculty member joins the University of Idaho. The addition of the one clinical professor has been praised.

- (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.***

Faculty members have disseminated the results of research, creative and professional activity widely. In the last six years, as a group they have produced refereed journals and conference papers regionally, nationally and to a lesser extent, internationally. Creative works have been accepted for film festivals. They have received external grants for research into Idaho communities, presented at many relevant conferences and served on professional and academic panels. All of the activities are in line with the university's mission.

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

The faculty is small and conversations and collaboration occur on a daily basis. The director works with the dean to find funding to support research and creative activity, and several university programs are available to support collaborative research. Faculty members often have research partners at other universities who share their interests. They report that they feel supported in their endeavors.

Summary

The school collectively meets the minimum standard for productivity in scholarship and creative activity.

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:

The school helps its students succeed both inside and outside the classroom. Faculty members are available to students. They provide outstanding advising and are committed to placing students in internships and other opportunities. They encourage work in Student Media and nurture connections with alumni and professionals. Students repeatedly talked about Student Media being the place where they learned multiple platform journalism.

(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.

The school's faculty members make advising a priority. An advising hold is placed on every student record each semester, blocking students from registration until they have met with their adviser. Students are taught to use the Degree Audit feature in their online student account, so they can verify that they are taking appropriate coursework.

Academic advising in the school is considered among the best at the University of Idaho. In a 2012 university-wide Advising Satisfaction Survey, 94 percent of the school's students (who responded) indicated Average, Good, or Excellent to the question about their adviser providing accurate academic guidance. The correlating response of all students in the university (who responded) was 87 percent.

Advising usually begins with an advising specialist in the College of Letters, Arts and Sciences. Her duties include initial advising of prospective, first-year and new transfer students in the school. The director and the advising specialist also visit all 100-level classes early each semester to ensure students are aware of the advising structure and other resources at the university. Starting no later than a student's first semester, the advising specialist works with students.

After students have completed the school's core requirements (JAMM 100 and JAMM 121 with grades of C or better), they are assigned an adviser in their chosen major.

Advising usually takes place a week after mid-term and several weeks before students register for the next semester's classes. Sophomores and transfers are informed of the requirements for their sequence. They are advised concerning their university core requirements. The progress of each student is noted in files in the school's office and in the degree audit system.

Faculty advisers explain the requirements that students complete at least 75 credits outside the school, of which 61 must be in the liberal arts and sciences and maintain a GPA above the required 2.5 for graduation. Students are given a check sheet and/or educated on the university's online Degree Audit that tracks their progress

as they fulfill requirements and complete classes. The check sheet is updated each time students meet with their advisers.

In addition, students are notified several times by email before official advising begins each semester and they are encouraged in classes to sign up for an advising session. Those sessions are individual meetings that average about 20 minutes. Students new to the program often spend longer. Each faculty member makes an effort to know his/her advisees, their academic interests and their career goals.

The school's advising success is the result of attention afforded each student in the program and the mentoring throughout their time in the school. Faculty actively participate in Vandal Friday, an institutional program for transfer students new to the university and incoming freshmen who have declared a major in one of the sequences. This often involves one-on-one advising concerning the school's requirements and the university's core requirements.

Additional resources are provided to transfer students. They often are advised by the director to facilitate their progress toward graduation.

(b) Faculty are available and accessible to students.

All faculty members are required to keep regular office hours. These are posted outside the office of each faculty member and posted with the administrative assistant for student convenience. Nearly all teaching faculty make themselves available beyond those hours by appointment, and many allow drop-ins during the week. Adjuncts also are required to offer times at which students can meet.

All faculty members who do advising have additional hours available for students throughout the two official weeks of advising. Sheets with advising time slots – from 15 to 30 minutes in length – are posted outside offices for student sign-up. Many faculty members are available at the beginning of each semester to help students with questions and problems. The school's administrative assistant also helps students when faculty members are unavailable.

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

Students are kept abreast about a variety of important dates, coming events, speakers, club meetings and activities and other school-related issues primarily by email. "Fresh JAMM," a newsletter, is e-mailed to students nearly every week. In it, the director and other faculty members inform students of activities and important dates.

Guest speakers and events hosted by the school often have printed posters, which are distributed on bulletin boards at various locations throughout the campus. A poster board outside the school's office lists major events in the school.

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

Student Media serve as a training ground for future media professionals and produce content meant to inform and serve as a catalyst for campus discussion. Student Media entities often are the only source of news for stories specific to campus life, including information on ASUI, Residence Life, Greek and other student-specific issues often not covered by local professional outlets.

Student Media provide professional development/training sessions for students. The adviser/manager is an active professional journalist with more than 20 years experience writing, editing and managing publications and websites. He teaches one course each semester for the school.

Student Media are *The Argonaut* newspaper, *Blot* magazine, KUOI 89.3 FM, the Photo Bureau and Student Media Advertising.

The Argonaut has been the independent student voice of the University of Idaho since 1889. It is published twice weekly and is produced independently by UI students who receive compensation for their work through student fees and revenues raised by advertising. *The Argonaut* also provides news — including video and audio — through UIargonaut.com, a web service. *The Argonaut* also is present in social media, disseminating information to students and the community at large through constant updates on Facebook and Twitter.

The Argonaut includes “rawr,” a weekly alternative entertainment publication and the web/interactive sports site of Vandal Nation. It provides sports coverage, including live tweets of sporting events both home and away.

Blot has been the university’s student-run magazine since 2004, replacing the *Gem of the Mountains* Yearbook. It publishes twice each semester as a contemporary look at the lives of students, covering off-beat events and trends and taking a deeper look at the things that make the time period interesting and vibrant. Like *The Argonaut*, *Blot* is planned, produced and published entirely by students.

KUOI 89.3 FM is UI’s independent, free-format, non-commercial radio station, offering music, issues-based programming and news to students and the community at large. The station is on-air 24 hours a day and students or organizations can apply to host a show. KUOI DJs receive training in technical matters and Federal Communications Commission law as it pertains to decency, rules of publicity and Emergency Alert Systems protocol.

KUOI’s mission is to serve as training ground for future media professionals and to provide an alternative source of music, news and information for the community. KUOI 89.3 FM also can be accessed on the web and Vandals all over the world use KUOI.org to connect with campus, either by listening to live sports, news or music.

Photo Bureau is the independent photojournalism arm of *The Argonaut* and *Blot*. The service also provides photography services to the campus at large, offering affordable photo services to campus events and renting studio space to students.

The service is run by students who work with publications and book shoots while gaining experience behind the camera.

Student Media Advertising employees sell advertising space in *The Argonaut* and *Blot* and also raise underwriting funds for KUOI 89.3 FM's non-commercial mission. Sales representatives work with clients to reserve ad space, create marketing materials and ensure client satisfaction from the time an order is placed until the account is settled through the professionals in the business office. Students learn marketing and sales techniques and also how to work within the university business structure, following protocols in order to collect commissions. Revenues are combined with student fees in order to support the community service and professional development mission of Student Media.

(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.

Appropriate data are gathered and published on the unit's website.

Summary

The school helps its students succeed both inside and outside the classroom. Faculty members are available to students, provide outstanding advising, work to place students in internships and other opportunities, encourage students to be active in Student Media and nurture connections with alumni and professionals for the benefit of students.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

The school operates on a tight budget but has been opportunistic and creative in overcoming challenges to deliver on the promises of its mission.

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

A substantial investment in faculty, including two added lines and two promotions, has driven a 36 percent increase in the school's budget in the past three years. The value of this commitment cannot be overstated; it has allowed richer course offerings and smaller class sizes.

A dearth of operating funds, however, limits the school's ability in other important areas. Technology updates are not uniformly timely. Faculty development, student travel and outreach to alumni must rely on small and stressed gift accounts.

Raising funds to support the school is challenging. A development director at the college normally devotes some efforts in support of JAMM; that position is currently vacant. In the interim, the school's director is making contacts with donors and potential donors. Ad hoc fund raising has been successful in meeting most current needs.

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

The university appears to treat the school evenly when compared to other departments.

Classrooms, labs and faculty office space afford tools for teaching and learning that enable the school to fulfill its mission.

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

The school utilizes classrooms throughout the campus and the majority of faculty offices are located on the third floor of the Administration building where room 225 is used for teaching Media Writing, Reporting 1, News Editing & Production, and Publications Editing. The room was reconfigured in 2012 to enhance student learning. The school has a dedicated space for Broadcasting and Digital Media production courses in the Radio/TV Center, where the control room and studio were recently upgraded with digital equipment by Idaho Public Television.

Most classrooms are equipped with Internet access, DVD/Blu-Ray players, document cameras and overhead projectors and serve the teaching function adequately.

The scattered classroom arrangements and lack of centralized common space make creating a sense of unity a challenge. The school's administration and faculty, via email, office hours and one-on-one contact work diligently — and with success — to overcome these limitations.

The result is an effective learning environment.

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

The faculty's technological needs are met, as are those of the Broadcasting and Digital Media majors and others taking BDM courses.

Though labs are equipped with computers and technology for Advertising, Public Relations and Journalism classes, both hardware and software needs lag behind the currency that would be optimum to meet the school's vision statement of producing students "capable of mastering new technologies and flexible enough to prepare for media careers that do not yet exist." Students report they have not been severely affected because of the availability of updated equipment in student media facilities.

The imbalance in hardware and software availability exists because course fees for BDM provide for upgrades and no such fee or budget exists elsewhere in the school. Many other pieces of the learning equation are in place and working; this shortfall needs attention.

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

Library services are supported by the university's central budget. Faculty and students indicate they are pleased with availability of resources whether printed or online. The library has appointed liaisons to serve various constituencies, including the school. The arrangement has been particularly beneficial, students say, when library representatives have worked directly with some classes on projects or research.

Summary

Added faculty lines coupled with creative faculty and administrative leadership underpin a substantial base of support for the learning environment. The school has overcome resource issues with sustained creative efforts and leadership is aware of the long-term need for development efforts.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

The school maintains robust communication with alumni and professionals and makes an imprint regionally as leader in the professions. Faculty are active in academic associations, campus life and in support of student professional organizations and endeavors.

(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.

With alumni, the school maintains an alumni listserv that widely distributes information about school activities and news. In addition, "JAMM Session," an annual newsletter supplemented by email bulletins, is an important connection.

The school's Professional Advisery Board brings together media practitioners from Idaho and the region who represent all disciplines taught in the school. The board meets twice annually and individual members are consulted frequently on issues ranging from fund-raising to curriculum. Members who spoke with the accrediting team spoke warmly of their affection for the school, the opportunity to engage with students and appreciation for the leadership and faculty.

In addition to the advisory board, alumni and professionals are invited to programs offered by the school on and off campus and often speak with classes. Students appreciate the connections made during these opportunities.

(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 takes leadership in the professions seriously, leaving a substantial footprint.

The Oppenheimer Ethics Symposium, underwritten by University graduates, is a centerpiece of the school's outreach on professional issues, and is held each fall in Boise or on the campus. The program brings together students, media professionals and ethicists and is webcast live and archived by Idaho Public Television.

The school also sponsored a 2011 symposium dealing with media and citizen access to information about giant truck/trailer shipments on a scenic highway in the region. A student-produced video documentary was the program's centerpiece.

Short courses for students and professionals have taken advantage of regional expertise. Noted Native American journalist Mark Trahan led short courses of editorial writing and social media use. Denver advertising executive Bob Taber's one-week program dealt with ad research and strategy.

Members of the faculty have been active in judging professional contests for regional and national organizations.

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

Faculty members are active in an extensive range of organizations that encompass professional and academic disciplines. Some serve also as faculty advisers to student chapters of professional organizations on campus.

Students say their experiences have been enriched by the involvement of faculty in these organizations.

- (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 faculty has been active in campus leadership. The school's director is completing a one-year term as chair of the Faculty Senate; four other faculty members served on university-level committees in 2012-13.

Outside the academic environment, faculty members are involved in a substantial variety of civic endeavors -- working with youth programs, film festivals, arts organizations, diversity program and others. Some carry their professional interests to the general public, speaking before civic groups and addressing topics ranging from ethics to freedom of information to multiculturalism.

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

The school operates a long-running (2001-present) Multicultural Journalism Workshop that exposes high school journalists to college-level instruction and to practicing professionals. In addition, a simultaneous, parallel program exists for high school journalism instructors new to the assignment. In discussions with students, some said the engagement with the workshops led them to the university and the journalism program.

The school's faculty members are frequent guest lecturers and often participate in school career days.

Summary

The school's touch with the professional communities and alumni is a strength. Programs on campus and regionally allow engagement with professionals, alumni, students and a broad range of citizens. In addition, faculty members are active in campus leadership.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

The school has clear goals for learning outcomes that embrace the Council's Professional Values and Competencies and an assessment plan with direct and indirect measures. The administrator and faculty employ findings from those measures to implement changes in curriculum, facilities, internships and other student preparation. The school uses its relationships with alumni and employers to evaluate student work and to direct changes in its program.

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

The University of Idaho has established an assessment process and requires every program in every college to participate. The university sets five broad learning outcomes and each program submits specific objectives that will fulfill those broad outcomes. The Journalism and Mass Media School lists eight areas in which its students are expected to be competent and specific expectations for each of its four majors. The eight areas meet the university requirements and overlap in many respects with the ACEJMC competencies.

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

The school has had a written assessment plan since 2007 to meet university requirements. The school's timetable for assessment is coordinated with university deadlines. The plan includes direct measurements through a knowledge survey of new students taken each semester in the required Media and Society course, common assignments and exercises in all sections of the required Media Writing course and an aggregate assessment of internships. The knowledge survey was first conducted in Fall 2012 and revised before being conducted in Fall 2013. The follow-up knowledge survey will be conducted with the same cohorts of students in their senior years in 2015 and 2016 when they take the required Media Law course. Students are also tested at four points in the Media Writing course on grammar and punctuation and writing assignments.

Indirect measurements include a university-administered survey of graduating seniors, focus groups with seniors and a review of curriculum and capstone courses by the school's advisory board. The school conducted a curriculum mapping exercise to ascertain which ACEJMC competencies are taught in which courses. Syllabi for every course include learning outcomes, expectations and assessment measures. In interviews, students demonstrated they are aware of the learning outcomes set for each course.

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

Results of the school's assessment activities appear on the university's assessment website along with documentation of curriculum changes. Data are collected from both the direct and indirect measures and presented to the faculty at its annual retreat. Among the changes that have resulted because of assessment are modernization of broadcast facilities and a computer lab, division of a law and ethics course into two separate semester-long courses, new prerequisites for internships, additional courses in cultural, historical and ethical subjects, and the creation of one-week seminars taught by visiting professionals to address current topics. A chart included in the self-study appendix gives 13 examples of changes instituted since 2008. The chart delineates the desired outcome, the method of measurement, the finding and the action taken.

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

The school initiated a survey of alumni in 2012, when graduates from 2007-2008 were asked to provide contact and employment information, with a 50 percent rate of return. In 2013, a survey of 2009-2010 graduates produced a better rate of return of 72 percent, but did not measure satisfaction. A survey in 2014 will ask that question.

The school organized an advisory board in 1999. Its 34 members include alumni and regional media and communications leaders representing all four major areas of study. The advisory board meets twice a year, once on campus and once in Boise in the southern part of the state. Among other activities, the advisory board provides information about current professional practices, reports on experiences with interns and job applicants and reviews curriculum. The assessment chart lists several changes that resulted from the advisory board's input. Minutes of advisory board meetings reflect discussions about curriculum and preparation of students.

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

In addition to the advisory board review, professionals assess student work in selected classes. Broadcast Sports Reporting is critiqued by a broadcast professional. Reporting II portfolios are reviewed by editors from the *Spokane Spokesman-Review* and *Moscow-Pullman Daily News*. Public Relations Campaigns is critiqued by local professionals. Advertising Campaign Strategies is critiqued by local ad professionals, and the Advertising Competition Team is judged by professionals at the regional and national levels.

Summary

Operating within a university climate that strongly supports assessment, the school has set goals, created a plan, established direct and indirect measures and is using those measures to make changes in its program. With more direct measures, such as the knowledge test of

seniors, coming on line in future years, the school has established an assessment structure that will inform future adjustments in its program.

COMPLIANCE

PART III: Summary by site visit team

- 1) Summarize the strengths and weaknesses of the unit.

Strengths

- Advising: Every faculty member seemed to be an enthusiastic adviser;
- Quality instruction that provides hands-on, practical media experience from the first day students enroll in the school;
- Excellent teaching: faculty are eager to devote time to teaching in and out of the classroom;
- Serious, capable students;
- Cordial collaboration with units throughout the campus;
- Exceptional faculty morale that spans the spectrum of faculty ranks; and
- A detail-oriented director who sees the big picture while doing a myriad of tasks.

Weaknesses

- Lack of an independent structure to facilitate robust development efforts;
- Location requires extra attention to diversity;
- Lack of faculty at the full professor rank; and
- High student/faculty ratio that impedes scholarship because of the intense individual attention faculty members provide students.

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

Not Applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

- 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.

Not applicable.

- 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 was well done. It covered the points it needed to cover and did it in clearly written prose. It did not include any unnecessary verbiage and dealt with issues, strengths and weaknesses with candor. The document prepared the team well for the visit and for writing the report.