

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2012– 2013

Name of Institution: University of Illinois at Urbana-Champaign
Name and Title of Chief Executive Officer: Phyllis Wise, vice president and chancellor
Name of Unit: College of Media
Name and Title of Administrator: Jan Slater, interim dean

Date of 2012 - 2013 Accrediting Visit: Nov. 4-7, 2012

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

Date of the previous accrediting visit Feb. 4-7, 2007
Recommendation of the previous accrediting team: Reaccreditation
Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2012 - 2013 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Douglas Anderson, dean _____
Organization/School: College of Communications, Penn State University _____

Signature _____

Team Members

Name and Title: Douglas Boyd, professor _____
Organization/School: Department of Communication, University of Kentucky _____

Signature _____

Name and Title: Robert Jamieson, former network journalist _____
Organization/School: New York _____

Signature _____

Name and Title: Carol Pardun, director _____
Organization/School: School of Journalism and Mass Communications, University of South Carolina _____

Signature _____

Name and Title: Charles Wanninger, freelance writer and editor _____
Organization/School: Port Huron, Mich. _____

Signature _____

Name and Title: _____
Organization/School: _____

Signature _____

PART I: General information

Name of Institution: University of Illinois

Name of Unit: College of Media Year of Visit: 2012

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

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

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

- Private
- Public
- Other (specify)

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

The University of Illinois is a public corporation, the formal corporate name of which is "The Board of Trustees of the University of Illinois." It is governed by the Illinois General Assembly via Illinois statute 110 ILCS 305, University of Illinois Act:

Sec. 1. The Board of Trustees of the University of Illinois shall be a body corporate and politic, and by that name and style shall have perpetual succession, have power to contract and be contracted with, to sue and be sued, provided that any suit against the Board based upon a claim sounding in tort must be filed in the Court of Claims, to plead and be impleaded, to acquire, hold, and convey real and personal property; to have and use a common seal, and to alter the same at pleasure; to make and establish bylaws, and to alter or repeal the same as they shall deem necessary, for the management or government, in all its various departments and relations, of the University of Illinois, for the organization and endowment of which provision is made by this act.

Sec. 7. Powers of trustees.

- (a) The trustees shall have power to provide for the requisite buildings, apparatus, and conveniences; to fix the rates for tuition; to appoint such professors and instructors, and to establish and provide for the management of such model farms, model art, and other departments and professorships, as may be required to teach, in the most thorough manner, such branches of learning as are related to agriculture and the mechanic arts, and military tactics, without excluding other scientific and classical studies.

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: 2007

5. **When was the unit or sequences within the unit first accredited by ACEJMC?** 1948

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 Statement

The College of Media brings scholarship, professional expertise and social responsibility to the growing domestic and global domains of mass media. Through research, creative endeavor, teaching and public engagement, the College seeks to enhance the values of a democratic society by creating media-literate students, scholars, professionals and citizens better equipped to understand and work in the rapidly evolving media environment of the 21st century.

Vision

To create informed and knowledgeable citizens, consumers and scholars who will preserve and enhance democratic self-government and civic cohesion by contributing to intelligent, rational, compassionate and socially just public awareness, critical scholarship and decision-making.

Values

To accomplish our Mission and Vision, we value the creation of accurate journalistic and consumer content at its highest and best. This requires in practitioners and scholars a broad knowledge and an abiding curiosity, as well as a mastery and understanding of the human and documentary methods of deep inquiry, thoughtful and critical analysis, articulate presentation, popular appeal, social relevance and legal and ethical behavior toward sources, subjects and the public. All that we do in educating students and the public is in service to the consummate value we place on creating exceptional journalistic, consumer and scholarly content.

Revised August 1, 2009

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

Semesters of 16 weeks

Quarters of _____ weeks

Summer sessions of 4/8 weeks

Intersessions of _____ 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 for graduation.** Specify semester-hour or quarter-hour credit.
124 semester hours

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

Internship credit is approved for one semester credit hour. Students may earn a maximum of 3 semester hours credit for an internship.

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
Department of Journalism Broadcast News Editorial	Rich Martin
Department of Advertising	Michelle Nelson, Ph.D.

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

The University of Illinois Urbana-Champaign has a total of 40,746 full-time students
The breakdown is:

30,613 Undergraduates;
1,097 Professional degree students; and
9,036 Graduate students

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	604
Broadcast Journalism	149
News Editorial Journalism	<u>168</u>
Total	921

14. **Number of students in each section of all skills courses** (news writing, 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.

Advertising Fall 2012

Subject	Course Number	Title	Actual Enroll
ADV	350	Writing for Public Relations	20
ADV	452	Creative Concepts I	15

Advertising Spring 2012

Subject	Course Number	Title	Actual Enroll
ADV	350	Writing for Public Relations	20
ADV	454	Creative Concepts II	12

Journalism Fall 2012

Subject	Course Number	Title	Actual Enroll
JOUR	400	Reporting I Lecture	60
		Reporting I Lab	15
		Reporting I Lab	16
		Reporting I Lab	16
		Reporting I Lab	9
		Reporting I Lab	9
		Reporting I Lab	9
		Reporting I Lab	11
JOUR	410	Multimedia Reporting	16
JOUR	410	Multimedia Reporting	15
JOUR	410	Multimedia Reporting	8
JOUR	410	Multimedia Reporting	6
JOUR	410	Multimedia Reporting	2
JOUR	415	Reporting II Lecture	27
		Reporting II Lab	14
		Reporting II Lab	13
JOUR	420*	News Editing Online	26
		News Editing Lab	10
		News Editing Lab	16
JOUR	425	Graphics and Design	12
JOUR	435	Audio Journalism	17
JOUR	435	Audio Journalism	16
JOUR	440	Television Journalism I	12
JOUR	440	Television Journalism I	12
JOUR	445	Television Journalism II Lecture	17
		Television Journalism II Lab	9
		Television Journalism II Lab	8

Journalism Spring 2012

Subject	Course Number	Title	Actual Enroll
JOUR	400	Reporting I Lecture	54
		Reporting I Lab	14
		Reporting I Lab	10
		Reporting I Lab	16
		Reporting I Lab	14
JOUR	410	Multimedia Reporting	14
JOUR	410	Multimedia Reporting	15
JOUR	410	Multimedia Reporting	10
JOUR	410	Multimedia Reporting	10
JOUR	410	Multimedia Reporting	1
JOUR	415	Reporting II Lecture	22
		Reporting II Lab	8
		Reporting II Lab	8
		Reporting II Lab	6
JOUR	420*	News Editing Online	30
		News Editing Lab	15
		News Editing Lab	15
JOUR	425	Graphics and Design Lecture	22
		Graphics and Design Lab	8
		Graphics and Design Lab	14
JOUR	435	Audio Journalism	9
JOUR	435	Audio Journalism	11
JOUR	440	Television Journalism I	7
JOUR	440	Television Journalism I	10
JOUR	445	Television Journalism II Lecture	23
		Television Journalism II Lab	12
		Television Journalism II Lab	11

*These are online courses that enroll students in one rubric but two separate sections.

15. Total expenditures planned by the unit for the 2012-2013 academic year:

The College will spend approximately \$6,273,581 in FY13. This amount does not include any payment towards the deficit. The College is slated to pay \$355,000 in FY13 towards its deficit. And, this amount does not include the state funds of \$1,195,284 that are transferred to Illinois Public Media (IPM). Including the deficit payment and IPM as an expense to the College, the total FY13 budgeted expenses are \$7,823,865.

Percentage increase or decrease in three years:

	FY12	FY11	FY10	FY09
COM Academic Units	6,314,239	6,456,031	6,225,897	6,121,108
% Inc/Dec in Academic Expenses	-2.20%	3.70%	1.71%	
Illinois Public Media	1,192,054	1,184,490	1,248,490	1,191,150
Total COM	7,506,293	7,640,521	7,474,387	7,312,258
% Inc/Dec in Total COM Expenses	-1.76%	2.22%	2.22%	

The projected amount to be spent on full-time faculty salaries this year (FY12-13) is \$2,868,681.

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

The Charles H. Sandage Department of Advertising

1. Katie Abrams, Ph.D., Assistant Professor of Agricultural Communications
2. Jason Chambers, Ph.D., Associate Professor of Advertising
3. Brittany Duff, Ph.D., Assistant Professor of Advertising
4. Steve Hall, Lecturer in Advertising (Director of Career Services in Advertising)
5. Chang Dae Ham, Ph.D., Assistant Professor of Advertising
6. Michelle Nelson, Ph.D., Associate Professor of Advertising, Acting Head
7. Peter Sheldon, Lecturer in Advertising
8. Janet Slater, Ph.D., Interim Dean, Professor of Advertising
9. Patrick Vargas, Ph.D., Associate Professor of Advertising, Director of Graduate Studies
10. John Wirtz, Ph.D., Assistant Professor of Advertising

The Department of Journalism

1. Christopher Benson, J.D., Associate Dean, Associate Professor of Journalism
2. Nancy Benson, Associate Professor of Journalism, Director of Graduate Studies
3. Janice Collins, Ph.D., Assistant Professor of Journalism*
4. Leon Dash, Swanlund Chair, Professor of Journalism; Director, Center for Advanced Study
5. Matthew Ehrlich, Ph.D., Professor of Journalism**
6. Jennifer Follis, Lecturer of Journalism
7. Walt Harrington, Professor of Journalism
8. Brant Houston, Knight Chair Professor in Investigative and Enterprise Reporting, Journalism
9. Brian Johnson, Professor of Journalism
10. Charles Ledford, Assistant Professor of Journalism
11. Rich Martin, Department Head; Associate Professor of Journalism
12. Jean McDonald, Lecturer in Journalism
13. Eric Meyer, Associate Professor of Journalism
14. John Paul, Lecturer in Journalism
15. Jay Rosenstein, Professor of Journalism
16. Mira Sotirovic, Ph.D., Associate Professor of Journalism

* To begin tenure-track appointment in the Spring 2013 term

**Sabbatical Leave; not teaching during Fall 2012

17. **List names of part-time/adjunct faculty teaching at least one course in Fall 2012. Also list part-time faculty teaching in Spring 2012.** (If your school has its accreditation visit in 2013, please provide an updated list at the time of the visit.)

The Charles H. Sandage Department of Advertising

1. William Berry, Ph.D., Associate Professor, Emeritus
2. Katrina Olsen, Visiting Lecturer
3. Jameson Hayes, Visiting Lecturer
4. Brett Clifton, Adjunct
5. Rhiannon Clifton, Adjunct
6. Heather Cupps-Miller, Adjunct
7. Ian Davis, doctoral student

Department of Journalism

1. Ian Davis, doctoral student

2. Steve Helle, J.D., Professor Emeritus
3. Mike Howie, Adjunct
4. Louis Liebovitz, Ph.D., Professor Emeritus
5. Lex Tate, Adjunct
6. Jeff Unger, Adjunct
7. Ken Erdey, Adjunct
8. Lynn Holley, Academic Programs Coordinator

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	Percent	Number	Percent
2011-2012 academic year	<u>348</u>	<u>343</u>	<u>98.56</u>	<u>345</u>	<u>99.1</u>
2010-2011 academic year	<u>326</u>	<u>326</u>	<u>100</u>	<u>325</u>	<u>99.69</u>

19. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 116 or more quarter hours outside the major and 94 or more quarter hours in liberal arts and sciences.

Year	Total Graduates	116 or more quarter hours outside the major		94 or more quarter hours in liberal arts/sciences	
		Number	Percent	Number	Percent
2011-2012 academic year	_____	_____	_____	_____	_____
2010-2011 academic year	_____	_____	_____	_____	_____

PART II — Standard I: Mission, Governance and Administration

Unit performance with regard to indicators:

OVERVIEW

The University of Illinois, which first offered journalism courses in the Department of English in 1902, enjoys a rich and proud heritage. Many of its landmarks are historically significant:

- In 1927, the Illinois Legislature passed a bill that created the School of Journalism;
- In 1946, the advertising major was established;
- In 1948, the School of Journalism was included in the first group of programs to be nationally accredited;
- In 1950, the program was renamed the School of Journalism and Communications;
- In 1957, it was redesignated the College of Journalism and Communications;
- In 1963, the Institute of Communications Research, home to one of the first Ph.D. communications programs in the country, was brought into the College;
- In 1968, the unit was again renamed, this time the College of Communications;
- In 2008, the unit changed its name to the College of Media;
- In 2009, the Department of Advertising was renamed the Charles H. Sandage Department of Advertising in honor of its founder. In addition, the Department of Media and Cinema Studies was created and the College became the new administrative home for the agricultural communications major in partnership with the College of Agricultural, Consumer and Environmental Sciences. [Both are beyond the scope of this review.]

The College continues to evolve—and a case could be made that the last five years have been the most challenging in its 110-year lineage.

For example: The university “has suffered drastic reductions in state funding,” according to the self-study; the College has been led by three different deans, the latter two in interim status; central leadership has included several interim appointments; because of disruption in the university’s cash flow in 2009, faculty and staff members in spring 2010 were required to take specified furlough days, hiring was frozen, and the search for a permanent dean of the College of Media was suspended and later canceled; in 2009-2010, the university launched its “Stewarding Excellence” study, with an eye toward examining, among other things, financial models and academic program structures, with the College of Media being one of four smaller academic units subjected to scrutiny. Noting that the College of Media is “largely supported as a whole by the tuition [it generates],” the then interim chancellor and interim provost said in a statement issued in 2010 that the program nonetheless, under the leadership of the current interim dean, would need to determine “if the current College configuration provides the most academically sound and economically viable structure to sustain and develop the important areas of study now organized there.”

With that as a backdrop, the College finds itself undergoing its every-six-years ACEJMC review. And it gets good marks for resiliency, determination and serious introspection, as well as for converting rhetoric to reality in several areas that clearly required attention. This is a program in flux, to be sure, but one gets the firm impression that it has, indeed, emerged more cohesive.

The self-study notes: “Since August 2010, the College has developed a stronger administrative structure, reduced its (financial) deficit and encouraged strategic planning that will align the College with the university’s future.” Each of its units has engaged in self-assessment, including an examination of strengths, weaknesses and fit within the College. The College’s administration is bullish on its progress during the “re-visioning process,” citing major curricular reviews and changes, enhanced financial efficiencies, and significant centralization of key areas, including budgeting, advising and instructional technology services. The self-study notes that “the shared services model in the College has reduced the ‘every unit for itself’ mentality” and enhanced cooperation and collaboration across units.

The University of Illinois enrolls 40,746 full-time students, including 30,613 undergraduates. The College of Media enrolls 1,096 undergraduates (plus 95 master’s and doctoral students). The 1,191 students represent the highest enrollment in the College’s history. The College houses three academic units (Advertising, Journalism, and Media and Cinema), each of which is led by a head who reports to the dean. The Institute of Communications Research (ICR) administers the doctoral program in communications and media. The fifth unit in the College is the Division of Broadcasting, which includes the public broadcasting stations licensed to the university’s Board of Trustees.

The Department of Journalism and the Sandage Department of Advertising are within the scope of the College’s ACEJMC review.

Advertising enrolls 604 majors and Journalism enrolls 317 (149 in broadcast journalism; 168 in news-editorial journalism). The Advertising department lists 10 full-time faculty members; the Journalism department lists 15.

The current mission statement is straightforward: “The College of Media brings scholarship, professional expertise and social responsibility to the growing domestic and global domains of mass media. Through research, creative endeavor, teaching and public engagement, the College seeks to enhance the values of a democratic society by creating media-literate students, scholars, professionals and citizens better equipped to understand and work in the rapidly evolving media environment of the 21st century.”

Here is the draft of a new mission statement that will be considered at the January 2013 faculty meeting:

“The College of Media is committed to meeting the evolving demands of an increasingly connected global society through agile media education, cutting edge scholarship, and professional synergies, all devoted to facilitating enlightened public decision making; fair, accurate, balanced and contextual representation of all groups in our society; and the preparation of a new generation of leadership in advertising, agricultural communications, communications research, journalism, media and cinema studies, and public media. In so doing, we recognize the centrality of media in a democratic society, contributing to a vibrant, participatory culture. In reaching our objectives, we are guided by the principles of collaboration, innovation, and creativity, as well as traditional values of communications in guiding students in the development of core competencies and proficiency with emergent media.”

- (a) The unit has a mission statement and engages in strategic or long-range planning 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 College's first strategic plan was developed and implemented in 2006, as the self-study notes, "as part of the university's strategic planning process." The self-study goes on to say, however, that "while the goals were promising, the measurements lacked rigor." In 2008, efforts to review the plan and update measurements were begun, with the revised plan dated August 1, 2009. The self-study included that plan in its appendices, but noted that the plan is once again under review. The College Administrative Council worked over the summer "to refine goals, identify resources, challenges, and milestones." The self-study notes: "It is anticipated that the faculty will review the new strategic plan at the January 2013 faculty meeting." Bottom line: The College has a plan in place that it finds lacking, but it is optimistic that the plan currently being finalized will chart a firm—and measurable—course that will be viewed positively by the central administration.

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

Faculty members play active and appropriate roles in governance. The College's faculty meet regularly, as do the faculty in the departments of Journalism and Advertising. A logical—and extensive—range of committees is in place: executive committee; grievance committee; promotion and tenure committee; academic disciplinary and capricious grading committee; administrative council committee; awards and scholarships committee; courses and curriculum committee; dean's student ambassadors; elections committee; emergency operations committee; equal employment opportunity affirmative action committee; and technology committee.

- (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 chief administrative officer of the College is the dean, who currently has interim status. This is her third year as interim dean, and she is expected to remain in that position through August 15, 2013. The self-study notes that "the provost has yet to make a decision" regarding a search for a permanent dean.

By virtually all accounts, she is seen as handling the challenges facing the College with adroitness and effectiveness. She has brought a sense of order and organization to the College; she has assembled a strong broad-based administrative team; she is admired for her strategic leadership, hard work and common sense; and she has established an enviable record of consensus building. One faculty member said her combination of professional experience, administrative acumen as a department head, keen understanding of the academy and seriousness of purpose have served her well. "She is someone who sees what we need to do and she has the strength to push us forward," he said.

Members of the central administration said the College of Media is in good position to move forward and could become an important player in multi-college efforts to assume a leadership role in developing ahead-of-the-curve connections involving new media, information and technology.

The interim dean's administrative team includes the associate dean for faculty, the director of Illinois Public Media, the head of the Department of Journalism, the acting head of the Sandage Department of Advertising, the head of the Department of Media and Cinema Studies, the interim director of the Institute of Communications Research, the director of information technology, the associate dean for student services and academic affairs, the director of communications, the associate dean for advancement and the assistant dean for administration. The team meets monthly. With the exception of the department heads, all members of the team have joined the College in the past 15 months.

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

The University of Illinois Statutes call for the review of deans every five years. The College adheres to university, senate and its own guidelines or bylaws for the reviews. Reviews include input from faculty members, staff, campus leaders and external constituents. The provost conveys results to the dean. Unit heads in the College also are reviewed every five years.

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

Procedures for the timely resolution of complaints and concerns are clearly outlined in the College bylaws.

SUMMARY: The College is doing its best to cope with this challenging—but opportunistic—time. Morale is good, particularly considering the budgetary bumps in the road of the past five years and the fact that there have been three deans, two with interim status, since the last accreditation review. Faculty and administrators have worked well in tandem to revise bylaws and update plans. The interim dean gets good marks for her vision, administrative skills, hard work, ability to quickly assemble a strong leadership team, and deftness in working internally and with external constituents.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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 the unit.

Nearly all of the graduates (about 99 percent) in the College have taken 80 semester credit hours (including 65 hours in liberal arts) outside the College by the time they have graduated.

- (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.)

Until recently, students entered the College of Media as juniors, after taking their first two years in other units while they completed their general-education courses. In 2008, a decision was made to move the College to a four-year program. With students entering as freshmen, they are now able to take media courses early in their programs, which has enhanced their overall experience. The first four-year class graduated in Spring 2012.

There is a balance between conceptual courses and professional skills courses that are required in the College. Students expressed appreciation for both. For example, one student commented that taking a wide range of courses opened her up to “all different kinds of ideas.”

Currently, there is not a common core of courses in the College so students begin as Advertising or Journalism students as freshmen. While students appreciate the strong identity they have in their particular department, they did express the desire to take courses in other majors within the College.

ADVERTISING

All Advertising students begin with the Introduction to Advertising and Advertising Research Methods courses. From there, students choose 15 hours of Advertising electives from among eight courses. They finish with 15-23 hours of electives in the College, which can be Advertising or courses outside the department. Students commented that many of the courses they would like to take are not open to them, however, because they are not open to non-majors even if they are students in the College.

The Advertising faculty revised the curriculum recently, which will go into effect Fall 2013. With the new curriculum, students will progress through the eight required courses more logically, ending with the capstone “Sandage Project” course. The students will also be able to take a number of Advertising electives as well as other courses in the College (that are available to non-majors).

JOURNALISM

The Journalism curriculum is designed to provide students with core competencies and a broader understanding of professional values and standards. A complete revision of the curriculum, which will move the Journalism program into a more converged environment, is under way and should be in place by 2013. Students say that diversity issues are discussed in all coursework and that they are properly introduced to technology changes affecting the industry.

All Journalism students are required to take Introduction to Journalism, Reporting 1, History of American Journalism, Multimedia Journalism, and Law and Communications. After the Journalism core, the students choose either the News-Editorial or Broadcast Journalism concentration.

News-Editorial

The required News-Editorial courses beyond the Journalism core are: Reporting II, News Editing, and Graphics and Design. They complete their major with at least six hours of electives in Journalism and up to ten hours of additional courses in any major in the College.

Broadcast Journalism

The required Broadcast Journalism courses beyond the Journalism core are: Audio Journalism, Television I and Television 2. Television 2 is considered the capstone experience. Students report and produce stories, shoot and edit them, then assemble and deliver a complete newscast. During Fall 2012, as part of the course, students delivered election night coverage that was carried on a local cable station.

Broadcast Journalism students finish their major with six hours of Journalism electives and up to ten hours of any courses within the College.

- (c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

Without question, the College is replete with competent instructors. Many faculty members have been recognized in multiple venues for excellence in teaching. Several instructors have won teaching awards within both the College and university.

ADVERTISING

Students spoke about the high quality of their courses. They were uniformly enthusiastic about their professors, appreciating the wealth of professional experience they brought to the classroom as well as the excellence that they demanded. In the observation of courses, it appeared that students were, indeed, challenged. It was noticed in one large introductory advertising course that many students were using their computers for other than taking notes (such as using Facebook and Twitter).

In every encounter with students, they mentioned how accessible their Advertising professors were. They appreciate their professors' knowledge and especially their willingness to open the professional

world to them. Many mentioned the annual “Advasion” (a faculty member takes students to Chicago to visit advertising agencies for the day) as a particularly memorable event.

Based on a review of the Advertising syllabi, the courses seemed thorough and demanding. There was an inconsistent reference to diversity and ethics, however.

JOURNALISM

News-Editorial

News-Editorial instructors all have solid professional experience and students appreciate what that brings to the classroom. Faculty members embrace the need to incorporate new technology into their coursework with the Multimedia course cited as a vehicle to introduce those skills. Students speak highly of their News-Editorial professors, particularly their breadth of knowledge, their acceptance of new media, and their accessibility and willingness to help students.

Broadcast Journalism

The Broadcast Journalism faculty boast an impressive record of professional accomplishments reflected by engaged and highly motivated students. Graduates, both recent and of a previous generation, report they were well prepared for the workplace, a statement echoed by many employers.

The emphasis in both News-Editorial and Broadcast Journalism is on story telling. “Wherever journalism goes,” one professor said, “we are committed to story telling because without it, it isn’t journalism.” Professors in both sequences work to keep students on the forefront of changes in the industry.

- (d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

Courses that are taught in laboratories are all within the 20:1 ACEJMC requirement. Some courses that used to be taught with laboratory sections have been moved into large lecture format. For example, in the Advertising department, Content Creation is taught in a 150-student lecture hall. The instructor still requires many hands-on assignments and uses student graders to help with the grading. This approach seems to work for the students. There is an appropriate number of small lab classes for all majors.

- (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.)

During the general meeting with undergraduates, students from each major were asked about their internship experiences. Those who spoke were enthusiastic about their experiences. Most of the

students at the meeting had had more than one internship. They said they were well prepared for each of their experiences. The College has been working to centralize many of its internship and career functions, which seems to be a welcomed development by both faculty and students.

ADVERTISING

Students have multiple opportunities for professional experiences, both locally and also in Chicago, a major media town. An abundance of alumni work in major advertising agencies in Chicago, Minneapolis, New York and other significant media cities and are very welcoming to the current Advertising students. Faculty members keep in regular contact with their alumni and keep the current students in the loop for potential internships and post-graduation jobs. Events such as the “Advason,” where an instructor takes 125 Advertising students to Chicago for the day to visit 18 different advertising agencies is one indication of the creativity that instructors use to expose students to the profession. There are currently 500 students involved in AAF (the student advertising organization), which is another indication of how engaged Advertising students are with the field.

JOURNALISM

All the Journalism students who met with the site team had either already had at least one internship or understood the importance of an internship and were planning to begin one soon.

News-Editorial

Students in the News-Editorial concentration said that they felt well prepared for the internships that they were able to land. News-Editorial faculty members maintain close ties with the industry and let students know about opportunities. Many News-Editorial students begin their news experience with the university’s independently-owned daily newspaper.

Broadcast Journalism

Broadcast journalism students said that the experience they have gained in classes, particularly Television 1 and 2, have allowed them to start out in internships with the necessary skills to contribute to the television station. Internships have ranged from small, local stations to major media outlets.

SUMMARY: Students are enthusiastic about and satisfied with the education they are receiving in the College of Media. They appreciate their courses inside the major, other courses within the College, and the liberal arts courses that they have taken throughout the university. The students heaped praise upon their College of Media instructors—both for the instruction they have received inside the classroom as well as the attention they have been given, whether in locating an internship, being introduced to an alum in the industry, coaching for independent projects or general commitment to help each student succeed.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

- (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 College is operating under a diversity plan that was revised in 2006, but it is crafting a new one that parallels the institution's diversity plan. The dean is a long-time promoter of diversity and was instrumental in attracting an associate dean and tenured faculty member who, among other duties, heads the effort to attract more faculty, students and staff from underrepresented groups. In this regard, the College has the full support and confidence of the central administration. The introduction to the College's diversity plan, revised in the summer of 2006, states: "The College of Media is dedicated to the principles and goals of diversity and is continually working toward a more inclusive program with respect to curriculum development, faculty hiring and student recruitment and retention. We also are committed to encouraging students to embrace differences in reaching a higher level of social awareness as they pursue journalistic excellence in their professional careers."

- (b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

Full-time faculty members from underrepresented groups attest to the fact that the College is dedicated to diversity, as a way of helping students understand a more diverse world, but also to prepare for an increasingly diverse workplace. Course syllabi show statements regarding the importance of diversity. Required readings show that faculty members seek to inform and educate students about a world beyond their own comfort zones but more importantly offer a view of the work environment they will most likely encounter.

CU-Citizen Access is an innovative College-based online educational information and outreach project that motivates students to be boundary spanners and learn about social differences while learning more about race and poverty in Central Illinois. The website features investigative reports by students on matters including the distribution of covered bus shelters, the Latino population, poverty, restaurant inspections and so forth.

Approximately 25 percent of the institution's undergraduate students participate in a study-abroad program. However, a large number of students in the college have been abroad and were enthusiastic about the experience. Data indicate that an impressive number of College undergraduates had an international experience during the 2011-12 academic year: 43 percent. This is up from 29.9 percent at the time of the last accreditation review.

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

In Fall 2012, among the College's 25 full-time faculty members (10 in Advertising and 15 in

Journalism), there are 17 males and 8 females. Of the 25 full-time faculty members in the College, three are African-American males, one is an Hispanic male and one is an Asian male. Five of the 25 full-time faculty members (25 percent) are minority. In January, an African-American female will join the Journalism faculty.

An African-American professor of journalism holds a Swanlund Chair Professorship, the university's most prestigious endowed professorship. Awarded at the university-level, he holds one of only twelve Swanlund professorships.

The College has taken advantage of a university-level plan to assist financially with short-term salary assistance for attracting persons of color.

- (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.

One of the more effective indications of the success of recruiting a diverse student body is the presence of a more diverse faculty and student body itself. Students who visit the College are able to meet more faculty of color and see a diverse student population of underrepresented domestic and international students. The College's advising office assists in recruiting students of color. One example is AdCamp, a summer program in Chicago for high school students to introduce them to the advertising profession, but also the College of Media in general.

Some 5.45 percent of the university's enrollment is African American. However, in the College of Media 8 percent are African-Americans. The university's overall enrollment is 29.7 percent minority; the College is 27 percent.

- (e) The unit has a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Discussions with students, faculty and staff indicate that there are no known issues regarding disabilities. Gregory Hall is in the process of being renovated, but even before that, College buildings and the television studio and control rooms were refitted to accommodate those with physical disabilities.

SUMMARY: There is a strong dedication to diversity in the university and College leadership that has been embraced by College of Media faculty. There have been successes on the diversity front since the last site-team visit and with the support of the central administration, the College, soon to have a new diversity plan, is in position to continue to be a model for a diverse faculty and student body.

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 College has criteria for selecting and evaluating faculty and staff members.

Seven of the College’s 25 full-time faculty members are full professors. There is an even distribution among those with the highest earned degree: two hold doctorates, three hold master’s degrees and two have bachelor’s degrees. All are tenured, and contribute to the teaching, research and service mission of the College. Six of the seven full professors are male. The female is the interim dean of the College.

There are eight tenured associate professors, four of whom hold doctorates, and one of whom has a J.D. The other three have master’s degrees. Three associate professors are female and five are male.

There are five assistant professors; two are female. Four of the current assistant professors hold doctorates and one has a master’s degree.

There are five non-tenure-track full-time faculty members.

College faculty members possess an average of 14 years of professional experience and 12 years of full-time teaching experience.

Full professors have an average of 18.5 years of professional experience. Associate professors average 13.6 years of professional experience and assistant professors have an average 11 years of professional experience.

Full-time instructors and lecturers have an average of 17.3 years of professional experience.

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

The percentage of courses taught by full-time College faculty has decreased slightly during the last three academic years:

	Advertising	Journalism
2011-12 academic year:	89.8%	88.3 %
2010-11 academic year:	76.8%	89.3%
2009-10 academic year:	99.2%	93.7%

Given the budget difficulties of many state universities, these percentages are impressive. The College is able to take advantage of a cadre of part-time faculty from the central Illinois area, as well as from the Chicago area.

- (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.

Faculty balance between professional and scholarly experience was noted previously.

College faculty members have taken advantage of sabbatical leaves, travel opportunities, guest lecturing, and participation in scholarly and professional meetings to develop research and teaching skills as well as to represent the College nationally and internationally.

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

The College follows the university-wide policy of having students in every class evaluate their educational experience. The evaluations include standard questions but units add questions specific to Journalism or Advertising courses.

Faculty members understand that promotion to the next academic rank for those on tenure lines necessitates a strong publication and/or professional development record. However, there must also be evidence of high-quality classroom teaching for promotion and, on a year-to-year basis, an above average merit rating.

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

The involvement of faculty members in important university-wide committees, appointments and initiatives is impressive and probably reflects the faculty's university- community dedication beyond that found at many major research institutions. The site team's discussions with a wide variety of university leaders confirm College faculty involvement. They especially note the efforts of faculty to reach out to other units to foster research and educational cooperation.

SUMMARY: The College has been able to attract and retain strong and dedicated faculty members who possess an impressive blend of academic and professional credentials. The service by faculty members to the College and the university is impressive.

COMPLIANCE

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

Unit performance with regard to indicators:

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

The College and university have high and appropriate requirements for scholarship broadly defined, as is fitting for a flagship research institution.

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

The College specifies expectations for scholarship as criteria for hiring, promotion and tenure. Both the College and university expect that all tenure-track and tenured faculty members excel in scholarship. In fact, a rating of “excellent” is required for tenure or promotion.

- (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 College embraces a broad understanding of scholarship to include not only refereed journal articles, but other forms of scholarship, such as articles for trade publications and documentaries.

The College recognizes (and this was confirmed by the provost), however, that it needs to improve its traditional scholarship, befitting a major research institution. For example, since the last accreditation review, faculty members have produced on average .44 refereed articles per year and .96 refereed paper presentations per year, which might be considered low for a research-focused university.

While faculty have not produced an abundance of publications in major journals recognized in the journalism and mass communications field, faculty members in the College recently have recorded some impressive successes. For example, one faculty member won the AEJMC Tankard Book Award, a highly competitive nationally recognized honor. Another faculty member’s 2011 Journal of Advertising (a top-tier journal) article was named the best article of the year—a significant accomplishment.

- (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 are encouraged to attend national conferences and present their research or creative works. Many are involved in professional organizations and enjoy national reputations for their accomplishments. Funds are provided to allow faculty members to attend relevant conferences.

Some faculty members expressed a desire for more opportunities to share their scholarship with their own colleagues within their departments as well as across the College.

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

Faculty members appeared congenial toward each other, supporting the efforts and differences that each brings to the College. Some faculty members expressed a desire for more communication between departments, particularly as it relates to scholarship. They did acknowledge, however, that the College is becoming more collaborative.

SUMMARY: While the College needs to continue to develop its scholarly output, it is a place that clearly embraces a wide swath of the understanding of research. Faculty members respect each others' scholarly strengths and appreciate the different approaches each brings to the creation and dissemination of knowledge.

COMPLIANCE

PART II — Standard 6: Student Services

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.

The College has a superb system in place for advising students of their academic requirements -- starting with a seven-person staff in the Student Services Center.

Students are required to meet with advisers in a 30-minute session at least once a semester and the advising process is always referred to as “mandatory.” The system includes a form to audit progress toward graduation, well-designed color-coded planning forms, and regular email communication between advisers and students.

For students, the advising process is ingrained from the beginning. An excellent website with a helpful FAQ page spells out requirements. A handout for freshman registration is distributed to those entering the College. A Media Mentor Program is now in place, with 54 freshmen assigned to mentors who provide guidance.

A survey designed to glean the effectiveness of the advising policy was implemented in 2011. That survey detailed a few issues to which the College has already responded. And a system is now in place to survey the effectiveness of the advising process each semester. In the works is an online students record-management program.

An academic programs coordinator in journalism watches over the internship program and tracks the careers of recent graduates. She was praised widely in a meeting with students.

In general, students endorsed the academic advising process through the Student Service Center and also the career counseling they receive from faculty members.

- (b) Faculty members are available and accessible to students.

All faculty members are required to have posted office hours and students can communicate to them through both personal and campus email.

Students said faculty members communicated well – in spite of logistical problems related to a long-running renovation project during which some professors have moved from the primary building.

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

Students have access to a website that outlines announcements – deadlines, programs, internships, seminars and so forth. The Student Services Center advisers contribute to this effort through personal emails and an “advising newsletter” that is distributed monthly.

There has been a limited effort to utilize social media for department communication – still something that is in progress. Students report that some professors use media such as Facebook for communication, but most do not.

- (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.

The Illini Media Co. (IMC) is an independent nonprofit corporation that operates student-run media on campus. Though there is no direct connection between the College and these media, many students participate and faculty members serve as advisers.

The College does not require that students participate in the campus media, but strongly advises that they do. Opportunities are available in print and broadcast journalism and in advertising. Examples of student media are *The Daily Illini*, WPGU-FM, the campus public access TV network and the university yearbook.

In addition, students are encouraged to participate in professional organizations such as: the American Advertising Federation local chapter and the Illini Public Relations Association, the Society of Professional Journalists and the National Association of Black Journalists.

Students who had worked on the *The Daily Illini* praised that experience as being a critical part of their experience on campus.

- (e) The unit must gather, maintain and analyze enrollment, retention, graduation rates, job placement and other aggregate information for improving student services and reducing barriers to student success. The unit regularly publishes this information on its website.

Because the College was a two-year program as recently as 2007-2008, long-term data relating to graduation rates are unavailable. After the switch from a two-year program to a four-year program, the Class of 2012 provided the first true look at a four-year graduation rate – 82.6 percent. With four years of data, the retention rate for freshmen who entered the program is 94 percent.

The College does not collect placement data, though it is investing in new software that should assist this process. Career advisers keep up-to-date records based on personal contacts and social media. There is a good “Alumni and Friends” page on the website and a College page on Facebook. Advisers maintain a job file list. Work is under way to develop a job board.

Academic programs coordinators keep track of recent graduates – perhaps 600 who use the social media LinkedIn. College officials also work with university-wide alumni officers in tracking and communicating with former students.

SUMMARY: The College does an excellent job of providing services to students. A Student Services Center carefully monitors the academic advising process -- helping students from the time they enter the College through graduation. Students say that faculty members are available, despite issues inherent in a

long-running remodeling project. The College keeps students aware of deadlines and announcements – primarily through electronic means. Though campus media are not operated by the College, there are ample opportunities for students to participate – and they say that they value the experience. All of the statistical data for enrollment and retention are maintained. The professionalism shown in student services is an asset to the College.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The College has a detailed annual budget. The College's current strategic plan, which was revised in 2009, does not explicitly tie goals and objectives to budget. The College is putting the finishing touches on a new strategic plan at the time of this review—and its priorities will be tied to budget. Major priorities already targeted in the soon-to-be-finished strategic plan: new initiatives for education and revenue generation, including course development and online offerings; student engagement, including funding for a new career services director, career fairs and workshops; faculty development, including course development grants; and facilities. Even though the current strategic plan does not directly tie goals to funding, expenditures clearly focus on the teaching, research and service mission of the College.

The College's budget for fiscal 2012-13 is \$7,506,293, including \$1,192,054 for Illinois Public Media. When that is factored out, expenditures directly related to the academic operation of the College total \$6,314,239. [The academic units are the departments of Journalism and Advertising, which are within the scope of this review, as well as the Media and Cinema Studies department and the Institute of Communications Research.] As is the case at virtually all programs across the country, the lion's share of the budget is spent on salaries—for full- and part-time faculty members and staff. The budget for equipment is modest for a College of this size and scope.

The College naturally follows the budget-setting procedures established by the university. The College currently has sufficient budget to meet its instructional needs and operating costs, even though it must set aside funds each year to reduce its budget deficit. The College has operated at a deficit for years, as have some other colleges at Illinois. For the first time in many years, though, the College did not run a deficit in fiscal 2011-2012, a testament to the fiscal management of the interim dean. The College still owes the university approximately \$3.2 million, which it is paying back at a rate of approximately \$350,000 a year, and which the central administration has agreed to help reduce.

Like all programs of this scope and stature, it must rely increasingly on private fundraising to establish a cushion for excellence. The current market value of the College's permanent endowment is \$12 million, not overly impressive for a program with a 110-year lineage. The permanent endowment generates a little more than \$500,000 in annual income for the program, including scholarships. The College is well aware that it needs to beef up its fundraising efforts, which never, for all intents and purposes, have been considered a priority for its administration. The College naturally has worked closely with the university's centralized annual fund efforts (direct mail and telemarketing), but it realizes that landing major gifts, for the most part, requires a more strategic effort.

The self-study notes that "Beginning in fall 2012, the College will ramp up its efforts in building a comprehensive development program with a strong emphasis on major gift fundraising." It notes that "the Chicago area represents a significant opportunity, with two of the wealthiest ZIP codes in the country, and approximately 20 percent of College alumni residing in those areas."

Since the last accreditation review, the College has raised \$8,240,393 in private funds. In addition, it has brought in \$1,857,000 over the past five years through its annual fund. And it is determined to do better in the years ahead.

The advancement (development) staff includes an associate dean for advancement, who has been in her position since August; a director of advancement; and a full-time staff assistant. A search is under way for a director of alumni relations. The College strategically has decided to beef up its advancement efforts—and the energy that flows from the new development team is apparent. Working in concert with the interim dean, it has outlined ambitious major fundraising priorities for the next three to five years. The targeted areas for fundraising: students, faculty, technology and facilities.

The College recognizes that it must be increasingly aggressive in raising private funds in the years ahead—and it is committed to doing so.

At the end of the day, though, the College has sufficient budget—from university allocations and private funds—to provide a quality education to its students.

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

The College, by all accounts, is treated fairly within the institution.

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

The facilities, particularly Gregory Hall, its home for 73 years, underscore a College in transition.

The College controls 47,000 square feet of the aging facility. While the exterior is architecturally attractive the interior was described as “dismal” by the last accreditation report. A renovation of Gregory Hall began in 2010, including new lighting and windows, new heating and cooling systems. Classrooms, offices and labs will be refurbished on a rotating basis. The second stage of renovation continues today and is scheduled for completion in early 2013.

Many of the classes, faculty offices and labs in Gregory have moved to other buildings, disrupting the normal rhythm of the College and student – faculty interaction. Some faculty members are even working from home offices. “You can’t renovate without disruption,” one said, “and we are willing to put up with it to get the better building.” Students and faculty say they have worked together to minimize the disruption. Many faculty use social media, particularly Facebook, for greater communication and have become flexible in scheduling conferences and advising sessions.

Other campus buildings have long been utilized, including the Armory, but much of its space is unusable. Richmond Teaching Studio, which was opened in 1999, contains nearly 2,000 square feet of television studio and control room space. However, its major equipment is not digital, but analog, as old as or older than the facility. The first high definition studio cameras are not expected until the summer of 2013.

(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.

Burdened by the State of Illinois’ financial troubles and budget constraints at the university, the College has moved slowly to expand and update equipment, particularly for broadcast and multimedia use. Since academic year 2009-2010, however, the College has more than doubled its equipment purchases.

Fed in part by a per student differential of \$780 per year, the College is planning to accelerate the expansion and updating of equipment. For example, an important computer lab in Gregory Hall was updated in the summer of 2012 with 24 new iMac computers and appropriate new software. New digital high definition cameras and associated equipment have been added to the Broadcast Journalism section and digital editing equipment has been expanded. The most urgent needs are more digital video equipment and current generation digital still cameras for multimedia work.

Both faculty and students report that they are satisfied with the *quantity* of equipment available for course work.

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

The University of Illinois Library and its Communications Library, serving the College, have won rich praise from the Association of Research Librarians since the last accreditation report. The university library was ranked the best on a U.S. public university campus, second only to Harvard overall and the Communications Library the best on any campus.

Located in Gregory Hall, the Communications Library houses 16,000 volumes and an extensive collection of periodicals, journals and reference material. The library also has special collections, some rare, related to advertising. The Communications Library's collection is so extensive that some holdings are housed in two other locations.

Since the last report the Library has added satellite access to broadcasts from eight different regions in the world and archives of those broadcasts, viewable in the library or viewed elsewhere on flash drive.

Since the College moved to a four-year program the library has four times as many classes on library use as well as one-on-one instruction to aid student research and to promote use of the library instead of lesser tools on the internet.

SUMMARY: The College has dealt reasonably well with a series of budget challenges since the last accreditation review. It is on sounder financial footing now than in the past several years and, by all accounts, has significantly enhanced its financial management system. It is poised to step up its private fundraising. Its main building is under renovation, which, once completed, will provide faculty and staff with a better, but far from ideal, environment in which to work. The equipment is adequate, at present, to meet the program's instructional needs.

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 alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

The College regularly communicates with its 11,000 alumni in a number of ways, starting with an excellent website called “Alumni & Friends.” It also has some presence on Facebook, Twitter and LinkedIn.

The College has four boards comprised of professionals who lend advice. The National Advisory Board has regional committees in Chicago, New York, Washington and Los Angeles. They meet twice a year. A member of the Washington board felt his service was appreciated and that concerns of the professionals were being conveyed to the College. The James Webb Young Board focuses on advertising professionals. And there is a Chicago Alumni Board.

The College produces an e-letter that features campus activities and announcements. The self-study notes a 20-page newspaper for alumni, but was replaced by the electronic version in 2008.

Among other efforts: A tailgate booth for the College, a “Young Alumni” event in Chicago, a “Senior Saturday” event focusing on resumes and job-seeking, Homecoming week activities and so forth.

- (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.

There is a university-wide expectation that faculty members participate in “public engagement.” Though that activity is not measured in a precise way, it is clear the faculty members within the College do their share – providing service within the unit, the Champaign-Urbana community and the professional community.

The self-study provides a comprehensive list of faculty members’ involvement with professional and public service groups – including roles as conference speakers and judges for annual media contests.

Faculty members also contribute as advisers and board members for the campus media.

- (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.

College faculty members play full roles in university committees and activities. The self-study provides a long list of faculty members’ involvement. Some examples of contributions by faculty: Provost Advisory Board, Liaison to Illinois Board of Higher Education, University of Illinois Council of Directors, Faculty Senate Budget Committee, Community Foundation Knight Grant Committee, Illini

Media Co. board member, Education Technology Board, Provost Search Committee, Environmental Steering Committee.

In a meeting with university professionals from across the campus, the work of College faculty members was praised.

- (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 College sponsors a number of activities that promote the program and promote professionalism for those now employed in journalism and advertising. Examples include:

- Social Media Week in Chicago
- Advertising Week
- CU-Citizen Access project, done in conjunction with Illinois Public Media
- Ebertfest, an annual event featuring film critic Roger Ebert
- TEDx, a wide-ranging forum for discussion of media issues

These events promote public exposure for the College and the faculty. And they add to the public's understanding of issues facing the industry.

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

The College promotes scholastic journalism through a number of programs. It plays host to the fall conference of the Illinois Journalism Education Association, which attracts 400 students and has been held on campus since 1921. The College oversees the state's scholastic journalism contest – handling the judging and providing feedback to high school journalists.

In 2010, the College developed AdCamp Chicago with the American Advertising Federation. This two-week program for high school students focuses on high school students interested in exploring careers in advertising – and is particularly successful in reaching out to inner city young people.

SUMMARY: The College and its faculty members meet their responsibilities to serve the advancement of the professions, to interface with alumni and to assist in meeting the needs of its greater community. There are good systems in place to communicate with alumni. Faculty members meet their responsibility for “public engagement,” participating in campus, community and professional activities. The College conducts activities that promote the school and the professions. And it takes the lead in promoting scholastic journalism.

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 College has done a good job of thoughtfully and systematically defining goals for student learning. The College does not have a single assessment plan. Rather, the Department of Journalism and the Sandage Department of Advertising each have assessment plans. Both were adopted in 2008. Both plans align learning objectives with the values and competencies of ACEJMC. In addition, the Advertising department’s assessment plan lists these goals: readiness for entry-level employment in an advertising-related field; subject matter expertise, including research, media, creative and management; ability to communicate effectively in written form and orally; broad education outside of advertising that students are able to link to their major in advertising; and critical thinking skills. The Journalism department’s assessment plan lists these goals: write well in a variety of news forms; report well by formulating cogent questions and distilling principled conclusions from diverse interviews and research sources; demonstrate an appreciation of the theory and practice of good visual communication; understand the history, principles and responsibilities of a free press; and recognize what constitutes outstanding journalism and develop a commitment to the values associated with it. The College has made very good strides in its assessment process, particularly compared to where it stood at the time of the last accrediting review.

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

The written assessment plans for the Advertising department and the Journalism department are thorough and thoughtful. Data constantly are gathered and analyzed—and steps are taken to enhance student learning. The Advertising plan contains these indirect measures: employer internship survey; admission/retention/graduation rates; syllabi audit (to monitor consistency of learning objectives in each course); survey of graduates; student competitions; and alumni survey. The direct measures in the advertising plan: freshman/senior pre-/post-survey and the portfolio/project assessment. The Journalism plan’s indirect measures: student surveys; student contests; internship surveys; student interviews; alumni surveys and placement; and employer surveys. The direct measures in the Journalism plan: portfolio assessment and pre-/post-student testing.

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

The College—in its Journalism and Advertising departments—clearly involves professionals and alumni in the assessment process. Professionals and alumni are sought out during curriculum reviews to discuss changes within industries; professionals are involved in portfolio reviews and evaluation of student work in selected courses.

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

As noted above, the College makes good use of professionals and alumni, drawing particularly effectively on the professional expertise of agency executives and journalists in metropolitan Chicago.

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

The College notes that, unlike the case during the last ACEJMC review, it now completes the loop in its assessment process. Both the Department of Advertising and the Department of Journalism have made significant curriculum changes that flow logically from, among other measures, surveys of alumni about industry trends and surveys of undergraduate majors concerning the content of their courses.

In Advertising, for example, students reported that three different courses in the curriculum were overly repetitive in terms of history and culture. Course syllabus audits confirmed that assertion. One course was phased out; a second course was replaced with a course that dealt with ethics, social responsibility, economics, regulation and the cultural aspects of advertising; and the advertising history course remained solidly historical. Students also reported that they were not prepared for the work required in the advertising management plan course. A new course--Content, Contact Connection—was created. At least a half-dozen other significant curricular changes were made as a result of assessment, including the creation of a new capstone course that allows students to work in small teams to engage with community clients and apply their research, strategic thinking and skills to produce a final project.

In Journalism, as a result of surveys and discussions with industry professionals, the faculty made several additions and revisions to the curriculum. For example, to beef up its multimedia offerings, a new course, Multimedia Storytelling, was developed and is now required of all journalism majors. Several other courses were altered, including Audio Reporting, which transitioned from being a radio-only focus to reporting for online, and News Editing, which now includes editing for online and other media, in addition to print.

SUMMARY: Faculty in the Department of Advertising and Department of Journalism have worked exceptionally hard since the last accreditation review to revise and bring new rigor into their respective assessment plans. Clearly, the departments have assessment plans that use multiple direct and indirect measures to gather information. That information is then synthesized, analyzed and systematically applied to make needed and significant curricular adjustments.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

The program has several strengths:

- Strategic let's-move-forward leadership by the interim dean and her executive team during a particularly challenging period.
- Strong and committed faculty members who possess an excellent blend of professional experience and academic credentials.
- A respected faculty record of university good citizenship that is much more widespread than normally would be expected from one of the smaller academic colleges on campus.
- Exemplary, dedicated teaching within the environment of a major research university, with some 90 percent of its course sections taught by full-time faculty members.
- Impressive, bright, well spoken and enthusiastic students who are passionately positive about their program and the education they are receiving.
- An enviable culture of care for students, stretching from the cadre of full-time academic advisers, to the faculty, to upper-division student peer mentors.
- An engaged and loyal alumni base.

The program has some challenges:

- It needs to build from a newly-found enthusiasm and commitment to private fundraising and convert that energy to increased and sustained tangible private support.
- It needs, like most programs, to continue to teach the time-honored fundamentals while moving more aggressively to provide students with enhanced instruction in digital applications and emphasis on convergence.
- It needs to continue to enhance faculty research and creative activity, in line with growing expectations of a major research university.
- It needs to continue to improve its facilities and equipment.

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

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

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

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

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.

In the previous accreditation review, the College was found in noncompliance on assessment. The report noted: “The College needs to achieve an assessment program, particularly in developing and applying direct measures, that is ongoing, manageable and equally effective in Advertising and Journalism. The Advertising department needs a direct measure applicable to all graduates.” The Department of Journalism and the Sandage Department of Advertising each now have assessment plans. The plans contain both direct and indirect measures and a system is in place to gather, analyze and apply information.

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 candid and contextual, but the writing of various sections was uneven. The report, in parts, was long on philosophy and short on precise information and numbers. The College was, however, responsive to requests for additional information while the team was on campus. The self-study also could have benefited from tightly written executive summaries for each standard. Bottom line: At the end of the day, though, the site-visit team was provided with all the information it needed.