

Report of On-Site Evaluation

ACEJMC
Undergraduate program
2014– 2015

Name of Institution: Marshall University

Name and Title of Chief Executive Officer: Gary White, Interim President

Name of Unit: W. Page Pitt School of Journalism & Mass Communication

Name and Title of Administrator: Janet Dooley

Date of 2014 - 2015 Accrediting Visit: January 25-28, 2015

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

Date of the previous accrediting visit: October 19-22, 2008

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2014 - 2015 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Joe Foote, Dean, Gaylord College of Journalism & Mass Communication
Organization/School: University of Oklahoma

Signature _____

Team Members

Name and Title: Dale Cressman, Associate Chair, Undergraduate Studies, Department of Communications
Organization/School: Brigham Young University

Signature _____

Name and Title: Peggy Kuhr Vice President, Integrated Communication
Organization/School: University of Montana

Signature _____

Name and Title: Amy Struthers, Associate Professor Advertising & Public Relations, College of Journalism & Mass Communications
Organization/School: University of Nebraska

Signature _____

Name and Title: Jean Valin, President
Organization/School: Valin Strategic Communications

Signature _____

PART I: General information

Name of Institution: Marshall University

Name of Unit: W. Page Pitt School of Journalism and Mass Communications

Year of Visit: January 25-28, 2015

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.

Marshall University is a statutory state, public institution of higher education as defined and delineated in Chapter 18B, Article 1, Section 2 of the West Virginia Code of 1931, as amended.

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: October 19-22, 2008

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

1975

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

Mission Statement

W. Page Pitt School of Journalism and Mass Communications

(adopted 2001 – 2002) (amended 2008) (reviewed 2014)

As a degree-granting academic unit at Marshall University, the W. Page Pitt School of Journalism and Mass Communications pursues Marshall's general statement of purpose. Consequently, the program's overall mission is to provide an academic experience that seeks to enable graduates to:

- think logically, critically and creatively, and be able to recognize this ability in others,
- communicate ideas clearly and effectively, both in speaking and in writing,
- evaluate the influences that help to shape individuals, institutions, and societies,
- understand the values, achievements, and aesthetic contributions of past and present cultures, and
- perceive, investigate and solve problems by enlisting the most appropriate historical, comparative, quantitative and qualitative research methods available.

The W. Page Pitt School of Journalism and Mass Communications' programs and curricula are based on the conviction that future journalists and mass communicators are best prepared for life and for their careers when they are broadly educated in the liberal arts. The importance of preparing them for the demands of the workplace is also essential. Knowledge and skills essential to success in journalism and mass communications are also emphasized to prepare students for full participation – including leadership – in their professions. In addition, the School of Journalism and Mass Communications' program seeks to promote knowledge and awareness about mass communications among students who do not intend to pursue careers in one of the mass communications fields.

The SOJMC offers instruction for students seeking degrees in advertising, broadcast journalism, online journalism, print journalism, public relations, radio-television production and management and sports journalism. To conform to the university's mission and the role and realities of the mass media industries in the USA and world, the SOJMC uses teaching, research and service to contribute to Marshall's mission and, to that end, has adopted specific goals essential to the achievement of the University's mission.

The SOJMC seeks to:

- provide journalism and mass communications instruction for students primarily from the state of West Virginia and the areas of Kentucky and Ohio that comprise the Tri-State region,
- graduate a pool of qualified employees for the advertising, magazine, newspaper, public relations, online journalism, radio and television industries,
- provide assistance to high school media programs in the West Virginia and in the Tri-State region,
- provide information to alumni about the school's activities and assist alumni with career advancement,
- work with journalism and mass communications professionals on programs of mutual benefit, and

- make a special effort to provide opportunities for women and racial and ethnic minorities.

And to graduate students who:

- understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications, and
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts; and
- apply tools and technologies appropriate for the communications professions in which they work.

7. What are the type and length of terms?

Semesters of 15 weeks

Quarters of weeks

Summer sessions of 5 weeks

Intersessions of 4 weeks

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

Four-year program leading to Bachelor's degree

Graduate work leading to Master's degree

Graduate work leading to Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

Bachelor of Arts in Journalism

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

120 semester credit hours are required for graduation from the bachelor's
 30 semester credit hours are required for graduation from the master's program

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

Students are required to complete three semester credit hours of internship. They may take up to but not in excess of six hours of internship.

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Advertising	Allyson Goodman
Broadcast Journalism	Christopher Swindell
Online Journalism	Rebecca Johnson
Print Journalism	Sandra York
Public Relations	Terry Hapney
Radio/Television Production and Management	Charles G. Bailey
Sports (Broadcast/Print or PR)	Charles G. Bailey

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

13,718

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

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Advertising	29
Broadcast Journalism	44
Online Journalism	23
Print Journalism	25
Public Relations	82
Radio/Television Production and Management	19
Sports (Broadcast/Print/PR)	24
Undecided JMC	9
Master's of Arts in Journalism	<u>12</u>
Total	267

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

Fall 2014

COURSE	Section	Credit hours	Title	Enrollment
JMC 201	101	3	News Writing I	16
JMC 201	102	3	News Writing I	15
JMC 221	101	3	Ad Copy & Broadcast Continuity	9
JMC 241	101	3	Graphics of Communications	15
JMC 241	102	3	Graphics of Communications	16
JMC 272	101	1	Practice in Radio	5
JMC 301	101	3	News Reporting I	16
JMC 301	102	3	News Reporting I	10
JMC 303	101	3	Sports News Reporting	9
JMC 305	101	3	Copy Editing	14
JMC 321	101	3	Sportscasting	4
JMC 360	101	3	Digital Imaging	17
JMC 360	102	3	Digital Imaging	16
JMC 4/510	101	3	Magazine Editorial Practice	8
JMC 4/530	101	3	Magazine Article Writing	10
JMC 451	101	3	Television Reporting	13
JMC 4/561	101	3	Web Design for Mass Media	13

COURSE	Section	Credit hours	Title	Enrollment
JMC 241	103	3	Graphics of Communications	11
JMC 4/537	102	3	Web Design for Mass Media	9
JMC 4/561	102	3	Web Design for Mass Media	17

Fall 2014 online

Spring 2015

COURSE	Section	Credit hours	Title	Enrollment
JMC 201	201	3	News Writing I	16
JMC 201	202	3	News Writing I	15
JMC 221	201	3	Ad Copy & Broadcast Continuity	5
JMC 231	201	3	Introduction to Audio Production	10
JMC 241	201	3	Graphics of Communications	15
JMC 241	202	3	Graphics of Communications	15
JMC 273	201	1	Practice in Radio	3
JMC 301	201	3	News Reporting I	15
JMC 301	202	3	News Reporting I	13
JMC 302	201	3	Advanced Editing and Design	12
JMC 332	201	3	Introduction to Video Production	13
JMC 340	201	3	Basic Broadcast News	17
JMC 4/532	201	3	Corporate & Instructional Video	15
JMC 360	201	3	Digital Imaging	16
JMC 360	202	3	Digital Imaging	15
JMC 452	201	3	Advanced TV Reporting	10
JMC 4/562	201	3	Web Design for Mass Media	15
JMC 4/565	101	3	Multimedia Reporting	4

Spring 2015 online

COURSE	Section	Credit hours	Title	Enrollment
JMC 4/562	201	3	News Writing I	8

16. Total expenditures planned by the unit for the 2014 – 2015 academic year: \$1,129,892.81

Percentage increase or decrease in three years:

2014-2015 compared to 2011-2012: -1.12

2014-2015 compared to 2012-2013: -3.67

2014-2015 compared to 2013-2014: -3.90

Amount expected to be spent this year on full-time faculty salaries: \$712,631.16

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

Charles G. Bailey	Full Professor
Janet Dooley	Associate Professor
Allyson Goodman (sabbatical spring 2015)	Associate Professor
Terry Hapney	Associate Professor
Dan Hollis	Full Professor
Christine Ingersoll	Associate Professor
Rebecca Johnson	Associate Professor

Jason Lovins (hired fall 2014)	Assistant Professor
Robert Rabe	Associate Professor
Burnis Morris	Full Professor
Jennifer Sias	Full Professor
Michael Sheehy (2012-2014, full-time temp)	Assistant Professor
Christopher Swindell (sabbatical fall 2014)	Associate Professor
Sandra York	Assistant Professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2014. Also list names of part-time faculty teaching spring 2014. (If your school has its accreditation visit in spring 2015, please provide the updated list of faculty at time of visit.)

Part-time faculty spring 2014

Christopher Atkins
 William Bissett
 Ashleigh Graham-Smith
 Ruth Sullivan

Part-time faculty fall 2014

Christopher Atkins
 William Bissett
 Hanna Francis (graduate teaching assistant)
 William Rosenberger
 Ruth Sullivan

Part-time faculty spring 2015

Christopher Atkins
 Hanna Francis (graduate teaching assistant)
 Ashleigh Graham-Smith

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number	Percent
2013-2014 academic year	<u>64</u>	<u>64</u>	<u>100</u>
2012-2013 academic year	<u>56</u>	<u>56</u>	<u>100</u>

Additional updates since filing the self-study

- The Outstanding Black High School program referenced in the self-study is now called Intercultural Weekend.
- A favorable mid-tenure review can now be rewarded with a 5% raise if the candidate meets the standard of “excellent” performance. Each academic college is in the process of establishing its definition of excellence.
- The faculty senate with the president’s approval passed inclusion of “university citizenship” as a promotion/tenure/annual review criteria. Definitions of citizenship are currently being formulated.
- The School of Journalism and Mass Communications inherited the management of local education cable channel 25 when the university abandoned the channel in favor of Philo, an entertainment provider that serves only the campus community.
- Under the guidance of WMUL-FM station manager and journalism and mass communications professor Dr. Charles Bailey, the university was issued a license and construction permit for a second low powered FM radio station to operate from Marshall’s South Charleston campus. The school will be a central contributor to the operation of that station.
- Basketball Friday Night expanded from a radio only broadcast program to a simulcast television show distributed via Channel 25 and live webstreaming. It is now reaching a statewide audience.
- The sudden passing of Dr. Stephen Kopp brought a new interim administration to the university.

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The journalism program at Marshall began in 1927. A towering figure in the leadership of that program was W. Page Pitt who led the program for 44 years from 1930 to 1971. The university named the program the W. Page Pitt School of Journalism in 1980. Over the years, the school has expanded, putting WMUL FM on the air in 1961, adding advertising, radio-television and public relations in the '70, beginning an online major in 2001 and a sports major in 2010.

The program became a college in 1999 with a dean reporting directly to the Provost but became a school again in 2013 when the administration consolidated it into the College of Arts & Media as part of a university-wide budget-cutting exercise save \$500,000. The College of Arts and Media (formerly Fine Arts) comprises the School of Art and Design, the School of Journalism and Mass Communications and the School of Music and Theatre. In the new configuration, the Pitt School dean became the School's director and also carries the title of associate dean.

The university is in the midst of an unexpected leadership transition with the sudden death of its president late in 2014. An interim president, who comes from the Board of Governors, has been named and an experienced provost has transitioned into an expanded role for now. A search for a new president is in progress.

The School has a three-page mission statement that reads like a statement of purpose with accompanying goals—six for undergraduates and an additional 12 for graduate students. The School sees its primary mission is to provide instruction for West Virginia and adjacent areas of Kentucky and Ohio.

The School developed a strategic plan in 2006 and another in 2012 that was revised in 2013 and 2014. Strategic planning is a fairly informal process that takes place at the School's annual retreat at the beginning of the fall semester. The faculty work in small groups to generate areas of focus. The latest strategic plan is divided into three areas: Technology and Digital Communications, International Focus and Diversity. Subsidiary issues also are mentioned.

A noticeable void in the School's strategic plan is a forward-looking orientation to the possibilities of integration with the new College of Arts & Media. Upper administrators are already contemplating possibilities, but the School hasn't thought seriously about proactive, creative ways it can thrive in the University's new budgetary system that will reflect its own reformatting of strategic priorities.

The School is now benefitting from some of the initiatives headlined in to the 2006 plan, including a proposal for a new online master's program in new media and more blended and flipped courses.

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

The university's procedures provide detailed procedures for student and faculty grievances. In the unit, the director is available to discuss concerns and tries to resolve issues at the local level. If informal means do not resolve the problem, the college dean may ask the director to handle the appeal or refer it to the University Budget and Academic Policy 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 School's Director is an experienced administrator who was Associate Dean during the last accreditation review. She became Interim Dean when the previous dean went to the Provost's office; she became the School's Director after the consolidation. The Director is widely respected by faculty. They regard her as a committed, caring, straight-shooting manager who has brought discipline to the curricular system and led the School competently and enthusiastically during a difficult transition. The Director has good visibility and respect on campus but could be more innovative and far-reaching in positioning the School for success beyond its curricular borders.

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

The Director leads the school with the help of two division heads (one for journalism and the other for mass communication) and a graduate director. The Dean of Arts & Media appoints the Director/Associate Dean after consultation with the faculty.

When the Director served as Dean, the provost handled evaluations. Now that the School has departmental status, there is a new process that has not been fully implemented. In previous years, the director was evaluated with faculty input; that process is unlikely to change.

The most recent evaluation of the Director (Dean) in 2013-14 was a positive one with faculty rating her 4.62 on a scale of 5.0.

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

The site team found a climate of openness within the School that provided multiple opportunities for students to express their concerns.

Overall evaluation: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

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

Undergraduate students at Marshall must earn 120 credit hours for a Bachelor's degree. JMC majors must have:

- 72 credit hours of non-journalism courses
- 48 credit hours of journalism and mass communications courses

They also must meet the University's liberal arts and sciences requirements. The School reports that 100 percent of its graduates in the past two academic years earned 72 or more hours outside of the unit.

Here's an overview of what the University and the School require:

Marshall has general education courses, called the Core Curriculum, required of all students. Core I involves nine hours, taken in the first year. It consists of a First Year Seminar (three hours), and six hours of 100 or 200 level courses that have an emphasis on critical thinking.

Core II is another 25 hours of required 100 or 200 level courses. The hours must be from designated courses in these areas:

- Composition, 6 hours
- Communication, 3 hours
- Fine Arts, 3 hours
- Humanities, 3 hours
- Math, 3 hours
- Natural/physical science, 4 hours
- Social Science, 3 hours

The University also requires six hours of courses that are designated as "Writing Intensive," three hours of multicultural or international courses and a capstone project in the major.

The School offers a Bachelors of Arts in seven majors: Advertising, Broadcast Journalism, Online Journalism, Print Journalism, Public Relations, Radio/TV Production-Management and Sports Journalism. The School offers minors in advertising, journalism and public relations; each minor requires 15 hours of credit.

For JMC majors, the School's core curriculum has four required three-credit classes, plus a required three-credit internship or practicum, along with an additional six credits of upper-level JMC classes (for a total of 21). The required core JMC courses are:

- Media Literacy

- Information Gathering and Research
- Law of Mass Communications
- Mass Communications Ethics
- Internship or professional practicum. A student must work 100 hours for each hour of credit earned. Three credits are required; a student may take up to six credits.

The School also has what is called a “JMC Cognizance Area,” which requires 24 credit hours in certain areas for all majors. Some courses that students take to fulfill the University’s Core I and Core II requirements also may count for these requirements. The JMC Cognizance requirements, which help assure a broad liberal arts education, are:

- Modern language courses, 6 hours
- Cultural studies, 3 hours
- Multicultural studies, 3 hours
- International studies, 3 hours
- History, 3 hours
- Courses that carry a literature attribute, 6 hours

Finally, the School has additional required and elective courses that students must take outside JMC.

JMC students must pass a language proficiency exam with a score of 77 percent or better (or equivalent) before they can be admitted to the School’s 300 and 400 level courses. They must earn at least a C in English 201, and in all required JMC courses. They also must earn an overall GPA and a JMC GPA of 2.25 or better.

While this array of University and School requirements may seem overwhelming, the School clearly outlines the curriculum requirements and choices in advising documents, and generally has a good advising system. The Degree Works tool the University has also can make it easier for students to know what requirements they have met and have yet to complete.

The School’s faculty and courses are fully part of the larger University offering. JMC faculty are involved in the First Year Seminar (FYS) – required of all Marshall students and intended to encourage critical thinking and other foundational knowledge and ability for future success. The School is obligated to provide faculty for two sections of FYS each semester, or four sections a year. The coordinator for the University’s First Year Seminar is a JMC faculty member. The faculty also teach courses in the University’s Honors College and are praised for their creativity and collaborative approach. A number of the School’s courses are open to non-majors and help those students fulfill general University requirements and requirements for majors in other programs.

The School has developed what it calls the Six Degrees of Education, which cover learning outcomes expected of its majors. These encompass the ACEJMC professional values and competencies.

The School’s Curriculum and Academic Planning Committee handles curricular issues. Changes in curriculum are expected to begin at the division level, then are considered by the committee and then voted on by the full JMC faculty. They then are reviewed at the College level and sent to the University curriculum committee.

(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.)

The School has few courses solely focused on theory or conceptual approaches, relying instead on having faculty include theory and conceptual approaches in professional skills courses. The curriculum in all seven majors is heavily hands-on with discipline-specific coursework, and students speak highly about that approach. The required courses for each major assure a minimal balance between theory and concept and professional skills.

Of the five core classes for all majors, two – media law and ethics – are focused on conceptual approaches and theory. The Mass Communications Ethics course is considered the senior capstone course and the student papers assigned in that course are added to their graduation portfolios. The School's first course for majors – JMC 101 Media Literacy – includes theory and history, and is intended to set the foundation for proceeding with the major.

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

The School has set itself up for a challenge in curriculum and instruction. With a full-time faculty of 13, including the Director, it offers an ambitious array of seven majors. In this integrated, digital world, dividing the curriculum among so many majors means the overall approach in curriculum is largely traditional and risks not being current. The School requires less integration in coursework than is ideal.

The School prides itself on teaching its students solid information gathering and writing skills. The Director, employers and alumni spoke highly of interns' and graduates' writing abilities. The employers didn't express concern about their digital skills. Generally, instruction in the School is demanding.

During its history, the School has added sequences, or majors, to its curriculum to reflect the changing media industry and to meet student demand. For example it added an online major early in the 21st century, and a sports journalism degree early in this decade. For the most recent faculty hire in public relations, the school retooled the position to focus on strategic communications with an emphasis on corporate video. The most recent curriculum overhaul resulted in the faculty agreeing to require a JMC Cognizance Area – a set of courses faculty agreed all their majors should take outside the School.

In sum, the School is trying to keep up with the fast-changing media world within its existing curriculum structure. Students and faculty suggested some changes to that structure. For example, most of the print and online students the team talked with and many faculty spoke of their interest in seeing the print and online majors integrated. Indeed some print students said their major was “a little back-dated” even though they added they had no criticisms of the program. Print students said they didn't receive enough online courses and volunteered that those skills generally became more developed through work at student media outlets and on their internships. These two areas seem to be making up the difference in students' preparation for the digital, integrated world of news media.

While the School meets the ACEJMC requirement regarding student-faculty classroom ratios in skills and lab classes, the team noted a number of classes this academic year with small enrollment. Six of the 20 courses offered in the fall 2014 semester had fewer than 10 students. In spring 2015, four of the 19 courses offered had fewer than 10 students enrolled. At least one major has required courses that are offered only every two years. This suggests the need for a careful review of majors and course offerings.

There is an opportunity to streamline the curriculum, align it better with market demand and make the class inventory more efficient.

The team noted that University colleagues outside the School spoke more about interdisciplinary opportunities than JMC faculty did. For example, the dean of the library told the team about the Knight Foundation grant, and specifically credited a JMC faculty member for making the connection for them between the University and Knight. The Dean of the new College and the Provost spoke with enthusiasm about possible new interdisciplinary programs, including one on visual design and JMC communications. They are excited by new possibilities and think this could give the University a distinctive area of excellence.

Regarding achievements, the School has multiple opportunities to recognize student achievements. It sponsors an annual awards ceremony to honor students for academic achievement. Recognition extends to student work for student media outlets on campus and for their work in student organizations. Some individual classes also highlight notable student work.

Marshall University offers several awards for teaching achievement. JMC faculty have been nominated and received University awards and have been recognized regionally and nationally. A faculty member was named the Carnegie and CASE professor of the year for West Virginia in 2012. In 2013 another faculty member was named educator of the year by a chapter of the Public Relations Society of America.

Advertising Major

Students in this major complete courses in Advertising and Continuity Writing (advertising and broadcast copywriting); Graphics of Communication; Introduction to Strategic Communications; Advertising Layout and Design; Advertising Media Planning; Strategic Communications Research; Advertising Strategy and Execution; and Advertising Campaigns. They also must select one elective chosen from Digital Imaging for JMC; Corporate and Instructional Video; Public Relations Writing; and Web Design for Mass Media. These required courses provide a solid, traditional foundation for the major. Students in both the Advertising and Public Relations majors spoke highly of the graphics classes, which taught them skills they use daily in internships. They expressed a desire for more courses in design and concepts. They also noted that the web design class is offered infrequently although it is one of the classes that could move the program into the digital world.

The student-run agency has potential but at this point seems to be mostly student-run as an extracurricular activity, with what students perceive as little faculty involvement. The Dean has assigned the College's special projects coordinator as an adviser to Seven Arrow. They have no clients and are struggling to re-launch the agency. The agency could provide an ideal place for majors from across the newly merged College to interact, mixing art and graphic design majors with Advertising and Public Relations students and even extend to Marketing majors from the College of Business. In addition, the agency could become a for-credit course, which would allow a faculty member to have involvement count as part of his or her load. The AAF chapter is small but active, with highly engaged student and faculty leadership. Their activities include traveling to New York City in the fall and fundraising for the National Student Advertising Competition team in the spring. The vibrancy of the club, if shared with prospective and current students, could help Advertising attract new majors.

The diminishing number of enrolled majors may be a concern for the Advertising program. While the Public Relations major is growing quickly, Advertising numbers are decreasing. Faculty and students both expressed concern and a sense of bewilderment as to why this is happening. The two majors seem to be entrenched in silos, with little interaction between the students and few common courses beyond

those required for all majors in the School. This is in contrast to the reality of advertising and public relations merging in the professional realm. Proposed new courses that bring together the two disciplines could be the start of a more integrated approach. Units in current classes that bring the two areas together would also be a way to break down the silos.

Broadcast Journalism Major

The Broadcast major is designed for students intending a career in broadcast journalism, particularly in television. The curriculum is a traditional offering, consisting of three credit hours each of News Writing, News Reporting, Basic Broadcast News, Digital Imaging, Reporting Public Affairs, Television Reporting and Advanced Television Reporting, and Web Strategies.

The Television Reporting and Advanced Television Reporting classes produce a regular, 30-minute, live-to-tape newscast for Internet and local cable television distribution. During the Fall 2014 semester the newscast was produced twice monthly; during the site visit the class was gearing up to produce once-weekly newscasts. Members of the reporting class produce television reports, as well as fill production and anchor positions. Students in this class indicated a high level of satisfaction with faculty instruction and opportunities to work together to produce the newscast. They noted particular satisfaction with opportunities to report on elections and away football games. Although acknowledging the broadcast journalism program is small, students cite numerous predecessors who have successfully landed employment in television news.

Online Journalism Major and the Print Major

The suggested semester-by-semester plan for Online Journalism majors and for Print Majors is identical for the first four semesters. Print majors and Online majors must take News Writing I, Graphics of Communication, News Reporting II and Digital Imaging for JMC. In addition:

- Online majors must take Web Strategies, Web Design for Mass Media, Multimedia Reporting and an additional JMC elective. They must select one from: Photojournalism, Magazine Editorial Practices, Television Reporting (working on the twice-monthly broadcast MU Report) or Documentary Journalism, plus a JMC elective.
- Print majors must take Advanced Editing and Design, Copy Editing, Reporting Public Affairs, Magazine Article Writing and an additional JMC elective.

The team noted that Print majors aren't required to take multimedia reporting. Nor are they required to take web strategies or web design. At the same time, the Sports majors focused on Print and Broadcast majors must take web strategies or web design. The team wondered why print reporters aren't required to take web courses the School offers. Print majors – when asked – said they should have to take those courses. Some students said they took them as electives or got such experience working at the student newspaper or during their internships.

Public Relations Major

This sequence is one of the fastest growing majors at the School of Journalism and Mass Communications. It accounts for a third of declared majors out of 288 students registered in 2014.

A weakness identified in the 2009 reaccreditation report was the insufficient resources for teaching public relations. A new FTE was added in 2013-14 with a focus on public relations and strategic communications. In addition, an adjunct professor complements the faculty members teaching public relations. Since the last reaccreditation report, faculty resources went from 1 FTE and 1 PTE to 2 FTE and 1 PTE.

An examination of the syllabi for all suggested and required public relations courses reveals a very traditional set of courses and relatively good alignment (with one exception) with the recommended minimum five courses of the Commission for Public Relations Education's *The Professional Bond* report for public relations majors. Some recent graduates felt that the courses were not fully reflective of the needs of the market, particularly in social media strategy and measurement of public relations efficacy with respect to measuring outcomes of public relations campaigns. Adding or strengthening teaching of public relations measurement and evaluation best practices and social media strategy skills would better reflect today's expectations in the workplace.

PR majors are required to take eight courses beyond the five core JMC courses. Of these eight, four are specifically in public relations. The site team deemed this adequate with the proviso noted above.

The professor responsible for public relations has been with the program since 2008 and is well-regarded and appreciated by students. Classroom visits showed a high degree of engagement and genuine interest in the class subject, and students were inquisitive.

Reflecting a trend in the industry, advertising and public relations interests are merging. This is reflected in the School's recent hiring of the newest faculty member who teaches the importance of an integrated strategic communications role with an emphasis on corporate video. This will enable students to respond to the growing need for digital web and social media visual content. Writing proficiency is a source of pride for the unit. Rather than adding more courses, the unit embeds writing elements in virtually all classes.

Radio/Television Production-Management Major

The major is a traditional RTV program, with heavy emphasis on radio. The curriculum consists of three hours each of the following:

- News Writing or Advertising and Continuity Writing
- Audio Production
- Video Production or Corporate and Instructional Video
- Broadcast Promotion, Sales and Underwriting
- Electronic Media Management
- International Communications
- Issues in Radio and Television or Women, Minorities and the Mass Media
- Web Strategies or Web Design

Students in this major also are required to take three credit hours each in Accounting and Marketing, an additional 300- or 400-level JMC elective and one credit hour of Practice in Radio.

The major favors media management and radio production over video production. The long-running, successful radio program is anchored by the station WMUL, 88.1 FM. The radio station is not tied to the curriculum but is staffed by student and community volunteers and appears to be wildly popular. Students who show initiative and acumen in the various audio production classes can earn a role in live, on-air shifts, hosting music, news, or sports broadcasts. Many students—even those who major elsewhere in the School—are involved in the station's activities and most aspire to work for a weekly, 3-hour sports show, simulcast live to WMUL and as a video stream.

The radio station and its student volunteers regularly win awards—approximately 1,400 since 1985—notably Associated Press awards for best station and best reporting, in which Marshall was competing

against professionals in West Virginia and, more recently, both the Virginias. The faculty member who advises WMUL has been in place for 30 years and is the heart of the program.

Although students produced a semi-regular television interview program in 2014 called “Ya Herd,” television production appears to have stalled somewhat. Another successful program, “Up Late,” appears to have generated considerable excitement until the end of Spring 2012, when the faculty person who led the effort left Marshall. Most production is multi-camera with opportunities for field production.

Aside from these programs and “MU Report,” produced by the broadcast journalism students, the television studio appears to be vastly underutilized. The School recognizes the need to revitalize instruction in video production and has hired a new faculty member to teach a corporate video class. He is attempting to instruct students in video grammar and production basics for a wide range of uses, including commercials.

Sports Major

In 2011, the School began a Sports major with three different emphases: Sports Journalism, Sports Broadcast and Sports PR. There are currently 26 declared majors. In this major, one class is required of all—Sports News Reporting. For the Sports Broadcast emphasis, a Sportscasting course is required. Otherwise, all courses in the major are taken from the regular course inventory. For example, all three emphases are very similar to their print, broadcast and PR counterparts. This has the virtue of letting students glide in and out of the major with no real consequence to their academic program. Yet, without a capstone course and with only one specialized course for two of the emphases, it is difficult to make the claim that this is a complete major, especially for PR. It is more an identity that students embrace. The success of the major is most apparent in Sports Broadcasting where there are many co-curricular opportunities in sports. For example, a Sports Broadcasting major would take the two required sports courses, seek out an internship in the sports area, focus their practica classes in sports and volunteer for several of the sports programs broadcast on WMUL-FM. By graduation, the student would have molded himself/herself into a person qualified to pursue a professional position in sports.

The most impressive student initiative coming out of the sports area is a three-hour, live weekly round-up of high school basketball covering West Virginia that is broadcast on radio and simulcast on the campus television station. The program is now syndicated to eight radio stations and distributed throughout the rest of the state via YouTube live streaming. Through its website and its Friday evening radio/TV program, “Basketball Friday Night in West Virginia” faithfully covers 310 high school team outcomes weekly and interviews scores of coaches and athletes. The program has built a loyal following and listening time has increased to more than a quarter hour per visitor. That students would take on a real-world task like this that requires fidelity to thousands of outcomes over a six-month period (including school holidays) and requires hours of behind-the-scenes preparation each week is a testament to their passion about sports and broadcasting.

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

The School didn’t exceed the 20:1 requirement in any of the skills or lab courses in the current or the previous semester. Most such courses had 17 or fewer students.

(e)The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours). Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

The School requires students to complete at least three credits of an internship or professional practicum and no more than six internship credits. A student must work 100 hours for each hour of credit earned. (A professional practicum is generally with an on-campus office such as University Communications.) Most majors do an internship, which is a work experience at a professional agency or media outlet. Most students complete their internship in the summer.

At least one faculty – and sometimes two – serve as internship coordinators. The work constitutes three hours of a teaching load. The School informs students about internship opportunities in an annual meeting, on bulletin boards, in classes, on Facebook and through email messages. For the past four years, the School has arranged an internship and career fair in the spring. Students have had internships at local, regional and national outlets.

Students must arrange their own internships, which must be approved by the faculty member serving as coordinator. Students must send a weekly message to the coordinator reporting on their work, and prepare an extensive final report (seven sections) and a portfolio. The coordinator makes on-site visits to locations within several hundred miles of MU and otherwise conducts a conference call with the intern's supervisor. That intern's supervisor also completes a final evaluation form, which is 50 percent of the course grade. The School has referred to a self-diagnosed problem with evaluations by the supervisors whose mid-semester oral evaluations of the student work are much lower than the written evaluations at the end of the semester. They are discussing giving these mid-term evaluations greater weight. Students are asked to evaluate how well their classes prepared them for the internship and the internship experience and make suggestions for improving the internship program.

The team noted that some of the students it met with selected internships in areas other than their major, which helped with integrating their learning. For instance a print major had a PR internship and an online student wrote for a small area newspaper.

In addition to requiring internships, the School offers campus media opportunities and has an array of student clubs or organizations relevant to their future profession.

Overall evaluation, compliance/non-compliance: NON-COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

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

The unit has a written “Diversity Statement and Goals” that was adopted in 2010 and revised in 2014. The unit's history also includes a diversity plan adopted in 2006 and revised in 2008, indicating an on-going commitment to developing an inclusive curriculum in a geographic service area that is 93 percent white. The plan defines diversity with the statement that the unit “welcomes diversity of race, color, culture, sex, sexual orientation, age, religion, national origin, marital status and economic, political and ethnic backgrounds.” Specific and measurable goals are defined in the plan, addressing curriculum; faculty, staff and student recruiting and retention; and faculty development and research. Also included are methods for assessing progress on these goals: specific questions on senior exit exams, periodic review of syllabi and research output, and on-going monitoring of hiring practices.

The unit invites guest speakers to campus to address issues of diversity; six such speakers have visited the SOJMC from 2012-2014, with three in 2014 alone. Increased visits from people of color in the profession would be a relatively easy way to address the challenge of recruiting full-time minority faculty. Faculty have produced research that includes nine projects focused on African Americans (six of these by the African American faculty member), two projects focused on women, one project focused on race and one focused on women, blacks and members of the LGBT community.

- (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.**

A 15-hour diversity requirement has been added to the School's cognizance area since the last accreditation. A goal of the diversity plan was to develop a diversity statement along with “an explanation of how each class will comply with it,” to be included in every syllabus. A random sample of 12 syllabi from across the spring 2014 curriculum found the diversity statement in 10 of the 12 syllabi. Only three of the syllabi, a mere 25 percent, were in compliance with the directive to list specific activities in the course intended to accomplish the diversity outcome. Students indicated that topics about diverse populations are infused in courses; they noted that consideration of different audiences is part of many assignments. Those involved in the unit's newspaper classes said that the most popular beat to cover is the multicultural and international beat. These comments all came from white students. The students of color who attended conversations with the team remained largely silent. Faculty have developed at least one new elective course, “Women, Minorities and the Media,” and two special topics courses have been offered in the past six years that address diversity issues: “Mass Media and Civil Rights” and “Race and the Media.”

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

The unit's plan includes a commitment to "aggressively recruit women and minorities to regular full-time appointments," and to do so by advertising positions "in media that specifically target women and minorities, committing to interviewing at the telephone//Skype stage qualified minority applicants, ensuring minority representation on search committees." Evidence indicates these efforts have resulted in some progress toward diversifying the applicant pool for faculty positions. The most recent search conducted, in 2013-2014, resulted in no women or people of color hired but did include two international and two minorities in the finalist pool. The previous search, in 2011-2012, had one female finalist and no minority or international finalists. There continues to be only one faculty member of color and no part-time or adjunct faculty of color. Women constitute 50 percent of the full-time and 40 percent of the adjunct faculty employed. The unit has secured an endowed professorship, The Carter G. Woodson Professorship, which is currently held by an African American who focuses his research on minority issues.

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

The unit's geographic service area is 93 percent white and about 3 percent African American, with minimal representation of other racial and ethnic groups. Marshall University has a more diverse student body, with 82.8 percent white, 5.1 percent African American, 1.2 percent Asian and 1.8 percent Hispanic students. The SOJMC has a student body that is slightly more diverse than the University, with 83 percent white students and 9 percent African American. The unit actively participates in summer high school workshops and in the "Multicultural Student Weekend," the University's primary minority recruiting initiative. An African American student holds a leadership position as president of the PRSSA chapter, but a white advertising student reports that there is only one African American student in her classes. A student of color commented that he does not see minority students in photographs used in the unit newspaper, the Parthenon, while the white students present felt comfortable that racial and ethnic diversity were well-represented in the unit's media products. The students who met with the team didn't reference any interactions with international students but did note that a beat on the Parthenon was "multicultural and international." A new program called INTO may help the unit increase the number of international students in the program. This global education partnership enrolls international students into SOJMC classes as part of a "preparatory pathway" to prepare these students for declaring a major.

(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.

To achieve a climate free of harassment, the department closely adheres to policies established by the University designed to ensure equality and fairness. Course syllabi contain statements of affirmative action and equal opportunity. All students who met with the team expressed feelings of inclusion and fairness in their interactions with faculty and staff. Interviews with faculty members also indicated a

climate free of harassment and discrimination, with individuals describing a welcoming and very collegial atmosphere.

Overall evaluation, compliance/non-compliance: 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:

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

Full-time faculty appointments are filled by following University procedures. The Director hires part-time faculty. The unit has a detailed document for evaluating faculty performance that includes review by the Director as well as student evaluations. Faculty develop a plan for the coming year each January, and in conversation with the Director determine what weights are assigned to each activity. This is the document against which the faculty member is evaluated the following January, updated with an annual activity report. The Director meets with each faculty member individually after reviewing their annual report. Tenured faculty also participate in peer reviews, which include visits to each others' classrooms and syllabi review.

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

The unit is dedicated to full-time tenure-track and fixed-term faculty teaching the majority of courses offered. Full-time faculty taught 88 percent of all courses in 2013-2014, 72% of all courses in 2012-2013 and 80 percent in 2011-2012. The standard teaching load for tenured faculty is four courses per semester. This may include teaching classes outside the unit, such as the First Year Seminar or an honors course, an obligation to the University. The unit has also had a faculty member on sabbatical and another on reassigned time for a fellowship during the past three years. The result was a temporary increased use of adjunct 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 full-time faculty of 13 includes three PhDs, one EdD, two ABDs, one MS, one MFA and five MAs. A review of faculty credentials provides evidence that they maintain ties to their professions through participation in organizations, attendance and presentations at professional conferences, and some research in relevant areas. Limited travel funding makes it possible for most faculty members to travel to one conference or professional development experience per year, although not all faculty interviewed indicated they had requested travel funding. Students commented that some faculty needed to update their knowledge and skills, noting that while fundamentals are still important, "this isn't the '90s anymore." Broadcast students were particularly enthusiastic about the currency and reliability of a graduate student teaching the advanced television reporting class. Students valued hearing from guest speakers still immersed in the professional world in order to understand more about digital, mobile and social media.

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

Student evaluations are conducted for every course. Teaching ratings generated from these evaluations are included in the faculty member's annual report as well as contributing to an overall rating that determines merit raises. In addition, the tenured faculty conduct peer reviews annually by observing each other's teaching in the classroom and reviewing syllabi. They also conduct interviews to discuss teaching methods, providing an opportunity to mentor each other. Results of the peer evaluations are submitted to the director.

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

In a meeting with members of the campus and the broader community, the consensus was that the unit is highly respected for faculty engagement and contributions, and for producing graduates who excel in the workplace. A review of faculty activities provides evidence of substantial service to the unit, the college and the University despite the heavy teaching loads.

Overall evaluation, compliance/non-compliance: COMPLIANCE

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

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

Unit performance with regard to indicators:

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

Marshall administrators acknowledge that their faculty members have a heavy teaching load of 4/4 and a heavy service load in addition to research/scholarship requirements. To be eligible for promotion and tenure, the University and the School require faculty to be evaluated in the areas of teaching, scholarship and creative work, and service. The School evaluates faculty annually in these three areas and also in the area of professional development and recognition. The evaluation is based upon goals agreed to by the faculty member and the Director of the School.

The School has improved its record of scholarship and creative activity since the last accreditation period. In its self-study, the School tracked an increase in overall productivity by 58 percent, which includes increases in the categories of grants, refereed journal articles, refereed conference paper presentations, invited professional conference presentations and non-refereed publications. During the visit, Marshall colleagues outside the School were talking about the Knight Foundation's forthcoming announcement that a team from History, the Library and the School had received a prestigious prototype grant to further develop a mobile app developed by a history professor. The site team saw this as an indicator of top-notch, nationally significant and collaborative scholarly/creative work.

To encourage research and give newer faculty, especially, the time for it, the School has aimed to lessen advising duties and lighten teaching loads. Still, the two newest assistant professors carry full advising rosters and have a 4/4 course load. The Director has worked to arrange their schedules for some lighter teaching days and time to devote to other activities.

School administrators encourage sabbaticals and faculty members are successfully applying for them. A faculty member may apply for sabbatical leave after six years of full-time faculty employment. Four faculty members during the accreditation period applied for and were granted leaves. Three received sabbaticals and one received a distinguished Drinko Fellowship, which MU awards annually. The Drinko fellowship gives the faculty member a reduced teaching load, a stipend and other financial and clerical support for two academic years. Faculty receiving these leaves used them to learn new material to bring to the classroom or conducted original research. Faculty members received sabbaticals in fall 2011, fall 2014 and spring 2015.

The School and the University also offer travel funding and small grants to encourage scholarship and research and to enable faculty to participate at academic and professional conferences. Eight of the School's faculty have received such funding in the accreditation period. Not all faculty apply for such funding. To further encourage and reward scholarship/creative work, the College and the School might find new opportunities to recognize and publicize JMC faculty accomplishments in this area.

In the accreditation period, four faculty members were promoted, and four earned tenure.

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

The University's Board of Governors policy on faculty tenure states that tenure is awarded for past achievements and expected future contributions in all areas of responsibility. Applicants and newly appointed faculty members are notified about promotion and tenure guidelines, including research expectations.

A record of scholarship and creative work is required for promotion and tenure. To be considered for promotion from assistant to associate professor, a faculty member must be evaluated as professional in all three areas (scholarship/creative work, teaching and service) and must be evaluated as exemplary (or excellent) in one area – either scholarship/creative work or teaching. In rare instances, a faculty may propose service as the single exemplary area for promotion to associate. For promotion to full professor, a faculty member must receive an evaluation of professional in all areas, and must be exemplary (excellent) in two areas. The individual faculty member declares the areas of excellence.

For scholarship and creative work, the School specifies a full range of work products and activities that qualify. The list ranges from books and journal articles to conference presentations, grant projects, digital productions and a faculty member's dissertation. For the annual evaluation, a faculty member may suggest the percentage of time devoted to research/scholarly activity. For fall 2014, the percentage ranged from 5 percent (for the Director) to 60 percent.

Faculty translate their annual goals and the percentages of time they spend on administration, teaching, scholarship and creative work, service, professional development and recognition, and media advising (as appropriate) into a rating, called the OCR, Overall Composite Rating. In determining the rating for scholarship and creative work, their output is given a numerical value and each type of research activity is weighted. Receiving the highest weighted values for scholarship are: grants of more than \$25,000, books, extended documentaries and peer-reviewed journal articles. The Overall Composite Rating is used to determine merit raises.

A faculty member seeking promotion or tenure compiles a portfolio, which is submitted to the Director, who forwards it to the School's personnel committee. Promotion and tenure applications are reviewed and recommendations made at the School level and then at the College level, where applications may be accepted or rejected. Since the College of Arts and Media is new, no applications from JMC faculty have yet gone through both levels of review. The College's seven-member Personnel Committee includes at least two full-time tenured faculty members from the School. From the College, applications move to the Provost and then the President. The University now has a third-year review for tenure-track faculty members. A JMC assistant professor successfully went through that process at the College level in the previous year. As of 2015, all mid-tenure reviews will take place at the School level and again at the College level.

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

Both the College and the School specify activities appropriate to faculty members' areas of expertise and professional experience. For example, within the College overall, performances and creative productions (such as a dramatic or a media production) qualify as scholarship and creative work. The School has flexibility in allowing faculty members to define their areas of excellence, and it has no specific definition of what constitutes exemplary work. The University explains that an exemplary rating is for individuals who consistently exceed MU's standards of professional performance.

(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.

JMC faculty are very aware of the need to accomplish scholarship/creative work and the need to communicate the results. Some faculty do much more scholarly work than others; one faculty member pointed to having no time for scholarly work because of teaching so many overload classes, but overload courses are done only by volunteers and faculty receive extra pay for teaching those courses.

Faculty present their work and serve as chairs and panelists at academic and at professional conferences. They write for academic journals, conduct workshops and present academic papers. They write for area news media and produce videos and other digital media. Some are accomplishing scholarly and creative work that ranks nationally.

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

Marshall University overall encourages a vibrant scholarly climate. Its mission statement specifically mentions that faculty will remain current in their fields, contribute to knowledge and be actively involved in student learning process. In the School, a number of senior and junior faculty are teaming up to work on research projects, and senior faculty are sought out as research mentors. The School has an open atmosphere of helping one another with scholarship/creative work. The fact that all but one faculty office is in the same hallway makes it easy to seek and receive advice.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

The advising process is comprehensive and robust. The model is evolving into a hybrid staff/faculty model.

Freshmen and sophomores are assigned a faculty adviser before registering for classes. In practice many juniors see the college staff adviser more often but also avail themselves of the advice of other faculty members. A graduation audit before completion of the 90th credit hour helps identify pending issues that could deter matriculation. Computer analytics such as the Student Success Initiative and Degree Works assist in identifying at-risk students and course requirement missteps before these grow into larger issues. Both parties sign the check sheet listing all requirements. Several tutoring and assistive services are available to help students with course work. Virtually all students we met felt supported in their studies and in making the right decisions.

Helpful advising documents are available online and in print. The “Red Book” is the key tool to emphasize the importance of student course selections.

Students can take advantage of the college-level Student Success Center, staffed by a full-time adviser and the University-wide Student Resource Center.

All students typically see a front line staff person now within the new College whose job is to triage cases requiring more engagement with faculty. All students have an assigned academic adviser who is a faculty member. With this new hybrid, tiered system, there have been some instances where faculty have had to “clean up” situations of misadvising in the first year of this new system, but these appear to be isolated cases. Student advising starts at freshmen orientation with delivery of advising folders and advising guides that provide curricular plans, adviser contact information, graduation checklists, explanations of probation and suspension, information about student media and student professional organizations and other guidance to assist with successful degree completion.

As the School self study noted, it is questioning the evaluation methodology of its advising performance because results rarely show deviation from a 5/5 score. As a result, the School does not discover areas for potential improvement. This is an encouraging development as the site team’s random interviews with recent graduates found two instances where students were misadvised in their freshman year due to ineligible choices, resulting in additional classes needed to graduate.

(b) Faculty are available and accessible to students.

Communication between faculty members and students is easy and without too much formality at the School. Many students said it is common for faculty to provide cell phone numbers and answer calls or texts from students outside work hours and on weekends. A few faculty members designate some time

for online office hours. Students appreciate the fact that they are able to establish a personal and lasting connection with faculty and are known by name.

Faculty must maintain a minimum availability of five office hours per week. Hours are posted on office doors and are listed in course syllabi. This was lowered five years ago from ten hours to free up faculty time allowing for more research endeavors. Many faculty members keep more than five hours per week. The Student Success Center, which is part of the College of Arts and Media, is staffed with a full-time adviser who is actively involved in student's academic life.

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

Visits with students provided evidence they feel well-informed and current with regard to the school's policies, procedures and activities.

Students are generally aware of scholarship availability. Many scholarships are offered in partnership with the local community.

The Director uses an email list generated by the database of students to notify majors of all important activities and dates. Students are told that this is the University's official notification of key events in their academic life. An optional texting service is offered and appreciated by students.

Social media is becoming a dominant method of interaction among students, alumni and faculty. This engagement is initiated by faculty and by students.

(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.

Extra curricular activities appear robust and plentiful. The School plays host to three student media, four student/ professional organizations and a student-run advertising and public relations agency.

Students can get hands-on, real-time experience with the School's media and with professional associations. The School boasts a healthy media environment with a 24/7 FM radio station, a daily campus newspaper and a broadcast quality TV studio used for various productions, including MU Report, a student-produced television news show.

Discipline-specific professional societies appear active to varying degrees but certainly available to students, including SPJ, NBS, AAF and PRSSA.

Students in advertising compete in regional and national ad competitions including the National Student Advertising Competition (NSAC) and allow for interaction with professionals in the field. They tour agencies, attend career conferences and annually produce a homecoming football program for fundraising.

The PRSSA chapter works with the campaign class to stage a major fundraising event for local charities such as the Huntington Area food Bank and the River Valley Child Development campaign.

Students gain hands-on experience at WMUL, the student-run radio station on air 24 hours a day. One sports program, “Basketball Friday Night in West Virginia”, was syndicated in 2014 to six commercial radio stations and two public stations. The station also launched web streaming of all its broadcasting.

The Seven Arrow student-run agency has worked to promote organ donation and go-to-class efforts in the region. At the time of our visit, the agency was in re-launch mode due to increased demands on students for extra curricular activities.

An annual Internship Fair and an active Internship Facebook page facilitate internships. However, some students questioned the matching process because internships did not always provide a good fit with their workplace experience needs. A majority of internships are unpaid despite the School’s efforts to encourage paid internships. Many employers, who are responsible for 50 percent of the grade, are often swayed at the completion of the internship to give a better final score given the access to free labor despite their criticisms at the mid point. A rebalancing of the scoring system might alleviate this unintended consequence and provide a more effective grading process.

The School also hosts on-campus job interviews with potential employers from the catchment area.

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

The unit regularly publishes retention and graduation information on its website.

Policies and procedures are in place to maintain the confidentiality of student records. Student records are kept under lock. A password-protected portal also can be used to access records electronically.

Graduation and retention rates at the School surpass the Marshall University averages but are still below national averages. These statistics are posted on the University’s website in a clear and attractive presentation. The School’s administration is clearly aware of the trends and implication these statistics reveal and discussions about remedial strategies are ongoing.

Undergraduate students whose overall grade point average drops below 2.0 are placed on academic probation, and they are notified via certified letter. The Director intervenes to invite the student to an appointment to discuss a plan for improvement. Students report a high level of practical and personal support from faculty and administration to support their academic progress throughout difficult periods.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The University has a detailed, well-established budgeting process that allows departments and colleges to formulate a budget and send it upward to central administration. The University is now moving toward a multi-year budgeting process that would give units more flexibility in terms of the metrics used for budgeting. The University is working on a new funding formula based principally on credit hour generation. The School and other allied units that have enrollment-limited skills classes pushed back against this broad stroke formula. A revised formula is being considered that disciplines, such as journalism and fine arts hope will not discriminate against them and will recognize the benefits these units provide beyond credit hour generation. A final decision on the budget formula has not been made, but the School has been assured that its funding will not be hurt by a new process. As the Arts & Media Dean, who is on the committee devising the formula, said, “numbers alone cannot drive the funding model.” There is growing evidence that the administration may be relaxing demands to implement a student credit hour budget model.

The School’s strategic emphasis on providing up-to-date technology to students is hindered by a static \$50 technology fee for laboratory courses that does not meet current needs. Yet, the unit has managed its computer purchases and usage well; each machine is moved in three-year cycles to labs needing less sophisticated technology. The Provost indicated the new decentralized budgeting structure may consolidate lab fees into differential tuition. The School will need to be vigilant about the ramifications of change that could influence its vital technology funding.

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

Providing adequate funding for a curriculum that touches so many bases is a challenge. It is difficult to imagine the School attempting any further expansion given its limited resources. The School has managed its resources well, providing more than adequate technology to students and supporting a variety of co-curricular activities. Yet, its budget is increasingly strained. Fortunately, the School did not lose funding during its consolidation into the College of Arts & Media.

The School’s budgeting situation is helped by having its two flagship student media organizations (The Parthenon and WMUL-FM) supported by student fees. Additionally, the Parthenon is printed by the local newspaper—at no cost to the University—in exchange for advertising revenue. This stable funding undergirds a variety of quality experiences for students.

Until last year, the School used excess funds from an endowed professorship to support nearly \$60,000 of faculty travel. When a University foundation audit questioned the use of these funds, the School suddenly found itself with less than \$10,000 annually to devote to travel. The Director has scrambled to

find alternative ways to provide travel funding at a time when the faculty is achieving a significant increase in research/creative activity.

Technology fees provide \$10-12,000 per year in revenue. Because the fee is assessed only when students take laboratory classes, the \$50 per course fee falls short of the School's needs. Profit from summer school provides \$6-7,000 annually as does annual fundraising.

The School's highest priority personnel need is a manager for the School's television facilities. Despite having high quality, digital equipment, the potential for video production falls short. The addition of this staff member would be a vital connector to enhance both student experience and production output. Both the Director and the Dean see this position as a way to serve the broader University community by opening doors to other academic and service units, bringing to life a variety of video initiatives.

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

The School has first priority access to general-purpose classrooms and a large theater-style classroom in Smith Hall. It has four computer labs featuring Mac computers under the School's control. A digital imaging lab and a graphics lab each have 18 Mac Mini computers with 27" Thunderbolt monitors equipped with Adobe Creative Suite. Similarly, a writing lab is equipped with 18 iMacs. The Parthenon newsroom has 15 Mac Mini computers with 27" Thunderbolt monitors and a full complement of multimedia software products. A small video-editing suite has four iMacs equipped with Adobe Premiere. Computers are replaced every six years, with the newest computers being installed in the digital imaging lab, and computers passed on every two years, in turn, to the graphics lab, then to the writing lab. The School is hoping to reclaim a wet photography darkroom that is no longer used and repurpose it as a space for multimedia production and graduate research.

(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.

All but one of the faculty offices are located on the first floor of the Communications Building, adjacent to the School administration office and near the television production facilities. Faculty computers are on a three-year replacement cycle and many professors are equipped with video cameras for instruction and creative works.

Students are currently able to check out equipment for audio and video acquisition. WMUL has 20 Marantz digital audio recorders with microphones for student use. However, only four digital video cameras are available for student checkout. Students producing the "MU Report" television broadcast share the cameras and their accompanying tripods, stick microphones and wireless lavalier microphones. The "MU Report" students seem to be happily sharing these cameras among themselves and note that faculty members sometimes lend their assigned cameras in a pinch. Nevertheless, they do wish they had lighting kits. Since the corporate video class is being revived, the school has ordered five low-end Cannon Vixia camera kits (with tripods and microphones) for student use. The general lack of video cameras and a centralized checkout system seems suggestive of an undeveloped video curriculum.

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

The University is served by two large libraries, the Morrow Library and the Drinko Library. The Morrow Library was built in 1930 and expanded in 1967. Much of the library has been recently renovated and is undergoing technology upgrades. The library hosts the Morrow Stacks, which contain two-thirds of campus' book collection, as well as its periodical collection. Additionally, the Morrow holds the campus' collection of government documents and special collections. The Drinko Library, opened in 1998, combines traditional library services with modern computer and advanced educational facilities. The library houses a 24-hour reading room and computer lab, as well as an information commons, study rooms and offices for numerous University services.

The campus libraries offer a full range of online resources and librarians indicate that JMC faculty and students make extensive use of these resources for their research.

Overall evaluation: *COMPLIANCE*

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

The School attaches great importance to service. It is one of the three areas required for promotion and tenure.

The School stages a number of public forums. Community professionals often call on the School for assistance with media-related events and issues. Alumni input and assistance is solicited to help conduct workshops, to provide speakers and to suggest internships and curricular adaptations.

The MUJMC Facebook page has become the most immediate form of communication with alumni. In addition, many professors have created a professional Facebook page where they stay in contact with alumni. This type of presence on Facebook allows for alumni-to-alumni engagement as well as faculty announcements of events and activities on and off campus. Alumni use the page as a jobs board almost daily.

In addition, the site team was made aware of several student-led alumni Facebook pages in several cities used to keep alumni in contact with each other.

Many faculty members maintain their own lists of graduates with whom they communicate, LinkedIn has become a reliable and attractive source to locate and contact graduates of the program.

A more formal link with alumni is the School's Alumni Board of Advisors. Graduates across disciplines are seen as a reliable and informed sounding board on curriculum and technology issues facing the program. Currently 14 graduates of the School serve on the board. Through the board the School has established some important internship opportunities.

Twice a month students produce a 15-minute television program, which is syndicated on public television statewide. One of its radio programs on WMUL, "Basketball Friday Night", is syndicated to eight radio stations in the area.

The site team noted an average of 12 annual or unique events are staged per year ranging from homecoming activities to specific and timely events such as the United High School Media event and the Open Government panel.

(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.

Individually, faculty members are active within their professional bodies and serve on regional and statewide committees. Most also are serving on community boards and initiatives; some are quite involved in issue-specific initiatives.

The School's record shows participation or involvement in a meaningful array of activities including media broadcasts, event management and workshops.

One of the University's major events is the annual First Amendment "Freedom of Speech" event that often garners national media coverage.

Each summer the School offers a journalism workshop for high school students in the tri-state area. The School works with the state bureau of the Associated Press to present a public event: the annual "Legislative Look Ahead".

Every semester since 1927, high school students from the region have attended the United High School Media event. This is a prime opportunity to showcase the School's student work and have it judged by respected members of the community.

(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 are members of several professional associations and are active locally or regionally. Several serve as judges in professional awards programs.

Travel money from both University and foundation sources is available on a limited basis and can be used for activities related to broad-based academic and professional organizations such as NBS, NCA, SPJ, IRE, AEJMC, AAF and PRSA. However, the site team noted that not many faculty members had recently requested funding for this type of professional activity.

(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 University and School are deeply embedded in the psyche of the tri-state area and even more so in Huntington. This close symbiotic relationship is reflected by a vast array of community-based initiatives and mutual support on community issues.

Faculty members help identify local community needs and match it to extra curricular or internship opportunities. The student-run communications agency helps raise funds for the Huntington Food Bank through the Empty Bowls event. It also helps raise awareness about organ donation through its work on the Donate Life campaign.

There is a healthy level of faculty participation in community and state civic life.

Marshall graduates fill many local and regional media and journalism positions or perform communications functions in business and public administration.

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

Each summer the School offers a journalism workshop for high school students. Students between 12 and 15 years old learn on campus over four days the basics of writing, photography, design, sports reporting, ethics and law. All expenses, except travel, are paid using grants from several sources.

In 2014 the School conducted an 18-month high school outreach and rapid response program. Teams of students and faculty conducted workshops based on publishing problems showcasing ethics and law issues. Eleven schools were visited in the area and 275 students participated.

Overall the School is quite present and active, rendering meaningful service to the community. In a sparsely populated region, this type of presence reflects well on the University's reputation and prestige.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

The unit defines its learning goals for students. Its assessment plan provides a curriculum map that shows which classes seek to cover the specific values and competencies of ACEJMC.

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

The unit’s written assessment plan was adopted in September 2007 and revised in May 2010 and May 2014. It describes 15 measurements: six direct, six indirect and three protocols related to curriculum review. The plan contains relevant procedures, instructions, rubrics and surveys.

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

The unit collects and reports a wide range of data, derived from direct and indirect assessment evidence, as well as evaluations of curricular material. Direct measures include a graduation portfolio, an evaluation of students’ writing, results from course and program entrance and exit exams and reviews of internships and the capstone. Indirect measures include administration of student focus groups, alumni surveys, internship surveys, grade distributions, awards and contests, and analysis of student retention, probation and dismissal. While this range of data is impressive, the team thought it may be more than needed and that perhaps time could be better spent on interpreting data to effectuate curricular improvements.

Graduating seniors are required to submit an electronic portfolio during the final week of the semester in which they plan to graduate. The site team’s examination of a sample of electronic portfolios confirmed that students are asked to provide a statement of philosophy, career goals, expected overall and major GPAs, activities in professional organizations, awards and scholarships, a copy of their capstone paper, three examples of work produced during their internships and two examples of work produced from their course work. Each December the faculty as a whole, along with several local, volunteer professionals, review a sample (33 percent) of portfolios and use rubrics to rate students’ overall program-level competencies as either “accomplished,” “proficient,” “developing,” “novice” or “unacceptable.” The resultant ratings are compared year to year and inter-coder reliability is calculated to assess degree of consistency. Faculty members also write reflective reviews to identify perceived aggregate weaknesses and suggested ameliorative actions. The most recent report, dated January 2014, notes weaknesses in writing, critical thinking and concerns about the overall quality of the portfolios. Ongoing concerns with the quality of students’ writing led to the implementation of a new grammar class.

Meanwhile, conversations about the quality of portfolios led faculty to question whether students are taking enough time and care on them—particularly since the portfolios are not tied to a grade or a class—or if they truly reflect student learning. The review team agrees that more insight could be gained from meaningful portfolios to effectuate curricular change.

An entrance exam, administered each semester in the introductory Media Literacy course, followed by an exit exam, administered each semester in the 400-level Mass Communications Ethics class, measures student competency in the areas of press and speech freedoms, writing, working and thinking ethically, history and diversity. Overall scores are collected annually to compare year-to-year changes, as well as a cohort's learning from freshman to senior year. Student competencies in the areas of press and speech freedoms, writing, gathering, evaluating and synthesizing information, critical thinking, and applying the tools and technologies of the profession are directly assessed through the evaluation of a 2,000-word paper assigned in the 400-level Mass Communications Ethics class. The instructor of the class evaluates each paper. A sample of these papers is again reviewed as part of the graduation portfolio described above. According to the Director, these reviews revealed a need for students to think more deeply and critically, leading to conversations about overhauling the capstone ethics course, possibly merging it with media law.

The faculty review course syllabi, capstone course grades, overall grade distributions and student retention, probation and dismissal reports. Each December the School randomly selects three members of the faculty to conduct course syllabi reviews from three courses taught the previous semester by their peers. A checklist is provided to review syllabi to assure inclusion of program and course outcomes. Additionally, grade distributions are tabulated and analyzed annually to detect changes in aggregate academic performance. Each semester, the faculty examines lists of students on probation or suspension to help individual students and to analyze potential ongoing problem areas. Finally, the University conducts student course ratings for each class. Individual instructors use results for course-level improvements, while aggregate ratings for individual faculty members are included as part of annual faculty evaluations.

Overall it is clear the School has a thorough assessment plan that collects multiple dimensions of direct and indirect evidence of student learning of ACEJMC's values and competencies. Furthermore, it appears the unit has developed a culture of assessment in the sense that the entire faculty is involved. Many faculty mentioned regular assessment "parties" to which the Director had invited them, and that it engaged in some level of reflection. However, it appears assessment activities are leading to modest and incremental adjustments, rather than impactful and transformational change. This appears to be a lost opportunity for a curriculum that is overly ambitious and largely traditional.

(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 both solicits the opinions of its alumni and includes alumni in assessment activities. Each spring faculty members solicit "two or three" student representatives from each major to participate in a focus group. An alumna or alumnus conducts the sessions and endeavors to stimulate student dialogue concerning the School's strengths, weaknesses and suggestions for change. A summary of the discussion is provided to faculty. Additionally, every three years faculty deploy an online survey, soliciting graduates' opinions on the value of their education, as well as suggestions for program improvements.

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

The School solicits feedback from professionals to measure the success of student internships and it regards the results of student and professional contests as professional feedback. Data from each of these are maintained and analyzed yearly to assess student learning in the areas of presentation of images and information, writing correctly, conducting and evaluating research, critically evaluating students' own and other work, synthesizing information, applying numbers and statistics, thinking critically, creatively and independently, and applying the tools and technologies of the profession.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

- Strong reputation and visibility of the program in the tri-state area and beyond.
- A passionate and dedicated faculty known for outstanding teaching.
- A cohesive student body with a strong work ethic that seizes multiple co-curricular opportunities within the School.
- Focused, competent management of the School, especially in handling the recent integration into a new college.
- An over-achieving student FM radio station that offers high quality professional opportunities to students.

WEAKNESSES

- A curriculum that lacks vision, currency, and integration.
- Limited capability to support seven different majors.
- An assessment protocol that emphasizes data collection over analysis that contributes to meaningful change.
- Lack of vision to realize the School's potential within the College of Arts & Media and within the broader university.

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

Standard 2: Curriculum and Instruction

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

The School should strive to make its curriculum more current and integrated, match its resources with the majors that it offers, take advantage of its unique position within the College of Arts & Media and be responsive to the University's strategic priorities.

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

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

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

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

The self-study was well organized and clear. Some team members noted numerous typos and gaps where there were small amounts of missing information.