

Report of On-Site Evaluation

ACEJMC
Undergraduate program
2015– 2016

Name of Institution: Murray State University

Name and Title of Chief Executive Officer: Dr. Robert O. Davies

Name of Unit: Department of Journalism and Mass Communication

Name and Title of Administrator: Dr. Robert H. Lochte

Date of 2015 - 2016 Accrediting Visit: October 26-28, 2015

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

Date of the previous accrediting visit: October 26-28, 2009

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2015 - 2016 Visiting Team:

Prepared and submitted by:

Team Chair

Name and Title: Ford Risley, Professor & Associate Dean
Organization/School: Penn State University

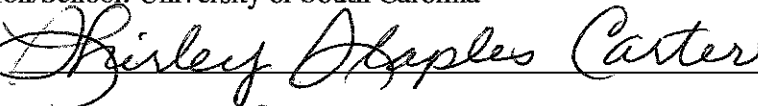
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Team Members

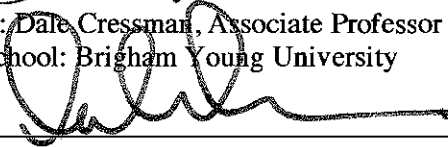
Name and Title: Shirley Staples Carter, Professor
Organization/School: University of South Carolina

Signature _____



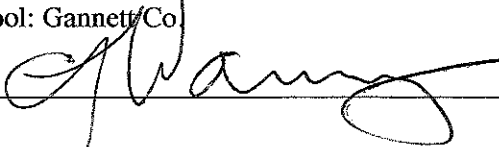
Name and Title: Dale Cressman, Associate Professor
Organization/School: Brigham Young University

Signature _____



Name and Title: Chuck Wanninger, Retired publisher
Organization/School: Gannett/Co

Signature _____



Name and Title:
Organization/School:

Signature _____

PART I: General Information

Name of Institution: Murray State University

Name of Unit: Department of Journalism and Mass Communications

Year of Visit: 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.

Murray State University is authorized to grant undergraduate and graduate degrees by the Kentucky Education Professional Standards Board under Title 16 of Kentucky Administrative Regulations as approved and amended by the Kentucky Legislature.

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: 2009

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1986

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

Department of Journalism and Mass Communications Mission Statement
Adopted by Unanimous Vote of the Faculty, April 17, 2015

The mission of the Department of Journalism and Mass Communications is to prepare our graduates to be successful professionals at the beginning of and throughout all phases of their chosen careers in mass communications.

We expect our graduates to achieve the following learning objectives as outcomes of their education in our majors and programs:

1. Understand and apply the principles and laws of freedom of speech and press as stated in the 1st Amendment to the United States Constitution and understand the meaning of freedom of expression

Self-Study Report for Accreditation Visits 2015-16

around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;

2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

7. What are the type and length of terms?

Semesters of 16 weeks

Quarters of N/A weeks

Summer sessions of 10 weeks

Intersessions of 5 weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC.

BA/BS in Advertising, Journalism, Public Relations, Television Production

10. Credit hours required by the university for an undergraduate degree.

120 semester hours

11. Give the number of credit hours students may earn for internship experience.

6 semester hours

Self-Study Report for Accreditation Visits 2015-16

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	Gill Welsch
Journalism	Leigh Wright
Public Relations	Elizabeth Thomas
Television Production	Kevin Qualls

13. Number of full-time students enrolled in the institution: 10,500

14. Number of undergraduate majors in the unit, by sequence and total:

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Advertising	48
Journalism	52
Public Relations	106
Television Production	60
Total	266

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, 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 skills courses, which also must meet the 20-1 ratio.

	<i>Fall 2015</i>	<i>Spring 2015</i>
Newswriting	16	13
Newswriting	15	13
Newswriting	16	15
Audio/Video Production	15	15
Audio/Video Production	15	16
Audio/Video Production	11	16
Advanced Newswriting	6	15
Copyediting	12	17
Scriptwriting	14	12
Scriptwriting		15
TV Studio Production	5	15
A/V Post Production	17	N/A
Reporting for Print Media	16	9
Reporting for Broadcast and Online Media	10	4
Writing for PR	17	7

Self-Study Report for Accreditation Visits 2015-16

	<i>Fall 2015</i>	<i>Spring 2015</i>
Writing for PR	8	14
Advertising Copywriting and Layout	16	11
Advertising Copywriting and Layout		8
TV Field Production	N/A	17

- 16. Total expenditures planned by the unit for the 2015 – 2016 academic year: \$1,348,000**
Percentage increase or decrease in three years: + 5.2%
Amount expected to be spent this year on full-time faculty salaries: \$890,000

17. List name and rank of all full-time faculty.

NAME	Rank
Ezumah, Bellarmine	Ph.D. Assistant Professor
Haynes, Christopher G.	M.S. Lecturer
Hedges, Joe D.	M.S., Lecturer
Hinton, Marcie	Ph.D., Associate Professor
Lochte, Robert H.	Ph.D., Professor & Chair
Magee, William	MS, Lecturer (GCM only) ¹
Norsworthy, Brent	M.S., Lecturer (GCM only) ¹
Owens, Debbie A.	Ph.D., Associate Professor
Qualls, Kevin	J.D., Assistant Professor
Shemberger, Melony	Ed.D., Assistant Professor
Thomas, Elizabeth	M.S., Lecturer
Valentine, Robert A.	M.A., Senior Lecturer
Vance, Tim	Ph.D., Visiting Asst. Prof. ²
Welsch, F. Gilland	M.S., Senior Lecturer
White, H. Allen	Ph.D., Professor
Wright, Elizabeth Leigh	MFA, Assistant Professor

1 GCM, or Graphic Communications Media, is a program in the department. It is not AECJMC-accredited and not part of this self-study. For more details, see the section on department history in Part 2 below.

2 Tim Vance is a Visiting Assistant Professor on a temporary year-to-year contract. He has recently completed his Ph.D. (University of Southern Mississippi) but is not on tenure track.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015.

Alessi, Ryan (S,F)	BS (MFA 2016)
Elder, Stephanie (S,F)	MS
Evans, Bill (F)	MS
Herndon, Orville (S)	MBA, Publications Systems Mgr.
Lovorn, Chris (S)	MS (GCM only)
Lough, Kyser (S)	MS
McKeel, Jeremy (S,F)	MS

Self-Study Report for Accreditation Visits 2015-16

19. Schools on the semester system:

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

Year	Total Graduates	Number	Percent
2014-2015 academic year	_75__	_71__	_94.7_
2013-2014 academic year	_55__	_52__	_94.6__

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:

Overview

Murray State is a public, regional university whose mission is to provide higher education to 18 counties in rural western Kentucky. The majority of students are from small towns within a three-hour drive of the campus. Because of its proximity to Tennessee, Illinois, Indiana and Missouri, the university also attracts students from those states. The university has an enrollment of about 11,000 students. It is accredited by the Southern Association of Colleges and Schools.

The Department of Journalism and Mass Communications is one of six departments in the Arthur J. Bauernfeind College of Business. Although it is unusual for a mass communications program to be in a business school, the self-study notes that is a good fit because of the professional orientation of all the programs. The department had been part of the College of Fine Arts until 1999 when that college merged with the College of Fine Arts and the university reassigned some units to better balance the number of students and faculty across the six colleges.

The department's curriculum dates back to 1926 when the first journalism courses were offered by the Department of English. A broadcasting curriculum was started in 1948, and over the years the department added majors in advertising and public relations. In 1989 the unit became the Department of Journalism and Mass Communications. The department was first accredited in 1987 and it has received re-accreditation at each six-year cycle since then.

- (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 mission of the Department of Journalism and Mass Communications is to prepare graduates to be successful professionals at the beginning of and throughout all phases of their chosen careers in mass communications.

The department has a strategic plan, which was adopted by the faculty in 2014. Under a new president, who joined the university that year, Murray State initiated and adopted a new comprehensive strategic plan. Each unit was instructed to use the new plan as the new structure for its own plan. Accordingly, the department made revisions to its plan. The faculty adopted the new plan in April 2015 and university administrators accepted it.

The department's strategic plan has four elements: Academic Excellence; Student Success; Research, Scholarship and Creative Thought; and Community Engagement. Strategies for achieving the strategic plan goals are designed to correspond to one of the nine standards of the Accrediting Council. For example, one of the strategies under Academic Excellence is: "The department has an inclusive program that values domestic and global diversity, and serves and reflects society." That corresponds with Standard 3 of the Accrediting Council.

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

Faculty governance is spelled out in the university's Faculty Handbook, which includes an endorsement from the Murray State Board of Regents about shared governance. The handbook explains the duties and responsibilities of the chair and faculty.

The department does not have standing committees. For most policies, the department operates as a committee of the whole. When necessary, ad hoc committees are created and they report to the entire department.

The faculty and staff met ten times during the previous academic year. The chair also sends a weekly "Monday Memo" updating faculty and staff about information from the dean or other university administrators.

(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 chair, a member of the department for 27 years, is in his second four-year term. He is an organized and effective leader and he has the support of the faculty in the department and colleagues across the campus. He is praised as a good communicator and a tireless advocate for the department. The interim dean said the chair provides outstanding leadership, noting, "On a scale of 1 to 10, he is an 11 ½."

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

Department chairs at Murray State are appointed to four-year terms. When there is a vacancy, the dean meets with the department's faculty to achieve consensus on a new chair. If there is no consensus, the department conducts a national search for a new chair. The search committee is comprised of four members plus a chair that heads another department in the college.

Evaluation of the chair has been haphazard, largely due to problems at the university level. As a result, the chair has received little guidance about how he is doing as an administrator. The university has a new system in place for evaluating administrators.

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

The department follows formal procedures established by the university for the resolution of complaints by students. When the chair receives a complaint, he logs the complaint, gathers information and seeks to resolve the issue. Both the college and university have an appeals process in the case complaints cannot be resolved at the department level.

The chair has an "open door" policy for faculty and staff and students to express complaints. Faculty members say he is accessible and listens to their issues.

SUMMARY:

The department has a mission statement and a strategic plan that sets forth its objectives and provides a blueprint for achieving the goals. Policies and procedures provide for and encourage faculty governance. The department chair provides strong leadership and has the respect of the faculty. The department follows procedures for the resolution of complaints by students, faculty and staff.

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.**

The department requires students to earn 120 credit hours to graduate. Students must earn 35 hours of credit within their major and complete 72 hours or more outside of the major. During the 2014-2015 academic year, 75 graduates, or 94.7 percent, earned more than 72 hours outside of journalism and mass communications. During the 2013-2014 academic year, 52 graduates, or 94.6 percent, earned more than 72 hours outside of journalism and mass communications.

- (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.)**

Core

Students in the department are required to complete 14 hours of core courses: JMC 100T (Transitions), JMC 168 (Contemporary Mass Media), JMC 270 (Basic Audio/Video Production), JMC 330 (Mass Media Effects), JMC 499 (Senior Seminar), and JMC 590 (Mass Communication Law). JMC 100T is a first-year seminar, JMC 270 is an introduction to audio/video production, and JMC 499 is a senior seminar. The other three are theoretical or conceptual courses.

The great majority of courses offered by the department are skills-oriented. The department does not require, nor does it offer, courses in ethics or history. However, faculty and students say the subjects are incorporated into various courses, including JMC 168 and JMC 590, as well as numerous skills courses. The department only offers one online course and no social media course. Students and faculty say these subjects are covered, but it is not apparent from a review of the syllabi.

Advertising

Beyond the core courses, students in the major are required to take 15 hours of courses that include Introduction to Advertising, Advertising Copywriting and Layout, Advertising Media and Sales, Advertising Media Planning and Advertising Campaigns. They also must take six credits from an array of courses that include Public Relations Principles, Research for Public Relations, Principles of Marketing and Consumer Behavior. Syllabi reflect appropriate learning outcomes.

Journalism

Beyond the core courses, students in the major are required to take 18 hours of courses that include Newswriting, Advanced Newswriting, Copyediting, Reporting for Print Media, Reporting for

Broadcast and Online Media, and Advanced Reporting. They also must take three credits from an array of courses that include Feature Writing and Opinion Writing. Syllabi reflect appropriate learning outcomes.

Public Relations

Beyond the core courses, students in the major are required to take 18 hours of courses that include Newswriting, Public Relations Principles, Writing for Public Relations, Research Methods for Public Relations, Public Relations Strategies and Advanced Public Relations. They also must take three credits from an array of courses that include Script Writing and Publication Design. Syllabi reflect appropriate learning outcomes.

Television Production

Beyond the core courses, students in the major are required to take 18 hours of courses that include Script Writing, Studio Production, Audio/Video Post Production, Television Production Operation, Television production and Television Program Development. They also must take three credits from an array of courses that include Sports Media, Introduction to Advertising and Reporting for Broadcast and Online Media. Syllabi reflect appropriate learning outcomes.

- (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.)**

Advertising

Advertising majors are required to take courses in the department's foundation technology core curriculum, receive technology instruction in skills and writing classes, and demonstrate technological competence in the capstone course. These courses include JMC 270 (Basic Audio/Video Production), CSC 125 (Internet and Web Page Design) and GCM 153 (Electronic Imaging).

Public Relations

Public Relations majors are required to take courses in the department's foundation technology core curriculum, receive technology instruction in skills and writing classes, and demonstrate technological competence in the capstone course. These courses include JMC 270 (Basic Audio/Video Production), CSC 125 (Internet and Web Page Design) and GCM 153 (Electronic Imaging). Additionally, Public Relations majors are required to take JMC 194 (Newswriting), JMC 412 (Writing for Public Relations), and JMC 444 (Public Relations Strategies), a course that often includes instruction in social media and digital public relations concepts and practices.

Journalism

The department fully incorporates the demands of new media by inserting digital and multimedia information into course curricula and making sure students understand what will be expected of them when they move to professional jobs. All students take a web design course, and students are encouraged to also look at broadcasting courses as electives. Students who have been on internships report that they were fully equipped to handle new technology demands on the job.

Television Production

Although the curriculum appears on paper to be oriented to traditional television, both faculty and students report instruction is geared toward the current media environment, with emphasis on video for online platforms, and corporate and freelance environments. Students use modern, digital equipment and methods for field production. However, the television studio is dated and equipped with analog, standard definition cameras, monitors and switcher.

- (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. (Campaigns classes are exempt from the 20-1 ratio.)**

Enrollment in the department's skills courses (Newswriting, A/V Production, Copyediting, Scriptwriting, TV Studio Production, Writing for PR, Advertising Copywriting, etc.) ranged from as low as 5 to as high as 17, with most courses in the 10 to 15 range.

- (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 department promotes internships with the view that they provide students in all the majors with the opportunity to gain professional experience. A 2015 survey showed that about 60 percent of unit's students had an internship. The department's internship coordinator provides a full packet of information about the program. Among the details: internships may be either paid or unpaid; students must work at least 240 hours; students get three hours of credit; managers at businesses hosting the interns must complete an intern evaluation form; students must complete a "case study" report about what they did during their internship.

Students speak highly of the internship experience and say they have little difficulty finding positions. The process is enhanced through the efforts of a retired department graduate who completed a career in advertising and public relations and now focuses on placing students in internships. That program has resulted in placement of about 25 interns a year with top firms across the country.

SUMMARY

The department's curriculum and teaching are generally current. Students speak highly of the faculty's work both inside and outside the classroom. The department has an outstanding internship program that places students in top firms. While there is evidence that students are learning values and competencies, such as ethics, history, numerical and statistical competencies, they are not consistently documented in catalog descriptions, learning outcomes and course outlines.

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 department faculty adopted its current diversity plan on August 14, 2015. The written plan is brief and concise and focuses on four primary objectives: (1) Recruit students from diverse, multicultural backgrounds; (2) Develop initiatives that will retain students and increase graduation rates; Develop and offer an inclusive curriculum; and (4) Recruit a diverse faculty staff.

The plan includes the University’s policy statement on non-discrimination:

“Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, disability or veteran status in employment, student admissions, financial aid, student employment and placement or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.”

Consistent with the university diversity plan, the unit defines diversity as an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Minority groups refer to those demographic groups with U.S. citizenship relating to or consisting of American Indian/Alaskan Native, Asian American, African-American/Black, Hispanic/Latino, or native Hawaiian/Pacific Islander.

According to the unit’s diversity plan, the challenge in Kentucky traditionally has been to improve opportunities for African Americans who make up 8.1 percent of the total population. Although the university has had considerable success attracting international students to both undergraduate and graduate programs, and the Hispanic population in the unit service area is increasing, African Americans remain the primary focus of the unit’s diversity plan for student enrollment, retention and graduation.

(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 review of course syllabi, discussion with faculty and student meetings reveal that students are familiar with issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. Specifically, JMC 168 (Contemporary Mass Communications), JMC 194 (News Writing), JMC 397 (Reporting for Print Media), and JMC 491 (Advanced Public Relations) all have clearly stated diversity objectives in the course syllabi. When asked about diversity issues, most students could relate a specific instance where contemporary diversity issues or case studies were discussed in class or organizational meetings.

The self-study mentioned other occasions involving clearly stated syllabi course objectives and faculty discussions of global issues in JMC 400 (International Mass Communications), JMC 412 (Writing for Public Relations), JMC 426 (Advertising Media Sales), JMC 491 (Advanced Public Relations), JMC 590 (Mass Communication Law), and JMC 597 (Advanced Reporting).

(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 Department of Journalism and Mass Communications is the most racially diverse and has the second highest concentration of female faculty in the Arthur J. Bauernfeind College of Business. The department has 13 full-time faculty that includes six female faculty members -- four white, one African American, and one African, who is a naturalized citizen. -- and seven white males.

In terms of academic rank, the female faculty includes a lecturer, three assistant professors, including one African, and two associate professors, including one African American. Three female faculty members hold the Ph.D., including the African and African American females, one white female holds the Ed.D., one white female holds an MA, and the other an MFA. Of the seven white males, three hold the Ph.D., one holds the JD, and three hold the MS degree. In terms of faculty rank, two white males are the only full professors, one white male is an assistant professor, and three white males are lecturers. The department also has one white male visiting professor.

Each approved faculty position vacancy is published on the university website, advertised in the Chronicle of Higher Education and Inside Higher Education websites. Additionally, the college and department seek other opportunities to reach potential female and minority applicants. For example, the department chair makes direct contact with unit heads of universities with large terminal degree programs to find out about potential female and minority candidates and then makes direct contact with those individuals to encourage their applications. The chair asks faculty members to do likewise.

The department's five faculty searches in the past six years have yielded five female faculty hires, including one African female. Four of the new faculty positions are tenure-track. The chair and dean of the college encouraged two of the candidates—one African female and one White

female-- to apply for early tenure and promotion review resulting in one being promoted to associate professor and going up for tenure this fall, and the African female going up for tenure and promotion this fall.

(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 fall 2014 department enrollment of 361 students was 10.2 percent minority, 56 percent female and 6 percent international. The student meetings and classes reflected this diversity in terms of gender, race, and geographic region.

According to the department's self-study, the Office of Student Relations at the university coordinates all undergraduate student recruitment. The associate director of that office coordinates the university's efforts for minority recruitment including visits to high schools, community colleges, and outreach efforts to area churches and community organizations.

Beyond the university's efforts, the department relies on the activities and outreach efforts including reaching out to high schools within the region for attendance at the annual High School Media Workshop. Minority student participation in this event typically is 10-15 percent of total enrollment. The chair and members of the faculty have attended Career Day activities at Hopkinsville, Mayfield, and Paducah Tilghman high schools on a total of five occasions in the past five years, which according to the self-study report has the highest concentration of minority enrollment in the unit's service region.

Recently, the department has begun an effort to attract, recruit and retain community college graduates, such as publishing on their website two-year curriculum plans for community college transfer students in each major to facilitate enrollment in its programs. The department chair works with the Transfer Center to establish advising relationships with prospective transfer students as early as possible and to provide assistance with proper articulation of transfer credits in advance of enrollment.

Faculty and advisers in the department are attentive to student progress throughout the academic year and begin using MAP-Works, a web-based student retention and success program designed to identify at-risk students early, and the Student Intervention Program when necessary as early as the third week of each semester.

An additional retention effort cited by the department is the Emerging Scholars Institute (E.S.I.), designed to address the needs of multicultural students by paying attention specifically to their transitional experience from high school to college and provide students the help they need to gain and master the proper academic and leadership skills required for their chosen field as well as reflect the characteristics of a Murray State University graduate.

(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.

According to the self-study, the university President's Commission on Diversity and Inclusion (PCDI) has the responsibility to monitor and ensure that the Diversity Plan and its initiatives are successfully implemented. The Office of Institutional Diversity, Equity and Access (IDEA) equally ensures that the university provides a working and learning environment that is welcoming of diversity and free from discrimination and harassment. Workshops are frequently conducted to educate faculty, staff and students of their rights and responsibilities pertaining to harassment and discrimination.

The department provides a supportive climate for working and learning by investigating and processing illegal discrimination or harassment complaints. It is mandatory for the JMC faculty to add to the Non-discriminatory Policy Statement, and IDEA contact information to all course syllabi. Additionally, students with special learning needs are accorded provisions that will provide a comfortable climate both in class and during assessment.

Other diversity initiatives and resources include:

- Annual Workshop provided by the IDEA office
- Accommodation for students in class: Note-takers, taping devices, testing services
- Black Faculty and Staff Association
- Murray State University Women's Center
- African American Student Services & Ethnic Programs/Marvin D. Mills Center
- African American Recruitment and Retention
- LGBT Program

SUMMARY:

Diversity matters to the department, which has adopted the slogan, "Include everyone. Treat everyone alike," that is posted throughout the building. Indeed, the department is making progress in its efforts to diversify the student population, faculty and curriculum. The diversity plan lacks key performance indicators and tactics to correspond with strategies and evaluative measures to determine the plan's effectiveness in achieving diversity objectives. A review of syllabi and discussion with students revealed some gaps in knowledge about diversity, although many students were quite well informed.

COMPLIANCE

Group	Number	% of Total Faculty
White	12	86
Black/ African American	2	14
American Indian/ Alaskan Native	0	
Asian	0	
Native Hawaiian/ other Pacific Islander	0	
Other race	0	
Two or more races	0	
Hispanic/ Latino (any race)	0	
Female	6	43
Total	14	100%

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 department has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

Within the past four years, a number of tenure-track positions have opened up and the department has updated recruitment and selection procedures. A new document has been developed to guide tenure and promotion that has raised the department's stature in the academic community, according to the self-study.

Procedures for filling open positions include efforts to develop a pool of qualified and diverse candidates, with searches initially focused on regional candidates. For the last five searches the department has explored the national market.

Interested candidates apply online and an internal committee evaluates those candidates. Typically, the list is pared to four or five candidates and is further reduced with reference checks and telephone interviews. When two finalists have been selected, they come to campus for a daylong interview. Once a finalist is selected, the committee's work goes to the university's human resources office for a final check.

For ongoing evaluation, the department uses guidelines from the College of Business, with each faculty member expected to have 50-70 percent of appointment in teaching, 30-40 percent in intellectual or creative activities, and 10-20 percent in service activities and academic advising. Each area is rated on 0-3 scale and then totaled. The chair conducts annual written performance evaluations of all faculty members. He also has access to student course evaluations, which can rate both the value of the course and the effectiveness of the instructor.

Evaluations for promotion and tenure are addressed in the university faculty handbook, which notes that annual evaluations will be part of the documentation tied to promotion. That document also notes that promotion and tenure involve an individualized process and that the primary responsibility lies with the department chair.

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

Full-time faculty members recognize their responsibility to meet the department's expectations for teaching, research and professional activity. Normal faculty workload is four courses — 12 hours — per session. Teaching activity clearly is the priority. Adjuncts only teach a few courses each semester. All adjuncts have professional experience and master's degrees. With just a few exceptions full-time faculty teach all the core courses.

- (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.**

All faculty members have professional experience. The students know and appreciate that they are getting an up-to-date, real-world education that will serve them in the profession. Students also recognize the value that adjunct professors bring to the table.

Faculty members add to their experience base through participation in professional and public service activities. Their involvement in the advising of campus media also helps them broaden their knowledge and stay current with industry standards.

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

Students appreciate the quality of instruction they are getting from faculty members and praise the personal attention they get from professors. They value the professional advice and their professors' commitment to staying current.

The department seeks feedback about the effectiveness of the courses and their instructors, primarily through a 31-question, computer-based evaluation form that students complete. Faculty members review the Accrediting Council's values and competencies, incorporating them into their syllabi.

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

Faculty members serve on a variety of university-wide committees. In a meeting with department heads and others on the campus, the involvement of faculty in the department was noted and appreciated.

SUMMARY:

The department has 13 full-time faculty members – all with both professional experience and academic credentials. They fully understand the need to participate in research and service activities, while teaching a 4-4 schedule and advising about 15 students each. Procedures are in place to evaluate the effectiveness of teaching and to prepare faculty members for promotion and tenure. Students have a broad appreciation for the professionalism in the classroom and for the personal attention they get from faculty members.

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

The department encourages scholarly productivity, particularly with, what the faculty describe as a recent university and college push for refereed journal articles. However, the department's support of faculty productivity is limited, particularly as it pertains to teaching load. Nearly all members of the faculty have a 4-4 load, in addition to academic advising responsibilities. Although some members of the faculty qualify for a reduced load for such things as running the graduate program or supervising the newsroom, the chair indicated that the 4-4 load is a long-standing expectation.

Meanwhile, the department travel budget is static since 2013-2014 at \$1,124—not per faculty member, but for the entire department. Fortunately, the department can draw upon other resources, such as proceeds from online course fees, to supplement college support for travel. In addition, funding is available from various university sources, such as the Committee for Institutional Studies and Research, the Office of Sponsored Research Travel Grants, and the Institute for International Studies. The chair and interim dean say they will fund travel for any member of the faculty to present peer reviewed research. Members of the faculty confirm this is the case and that they have not had to pay for their own travel. Indeed, drawing from department, college, and the provost, JMC faculty travel was supported to the level of about \$19,000 in each of the past two years, with nearly 90 percent of the cost borne by the college.

The interim dean is aware of the impact of teaching loads and travel funding on the faculty's scholarly productivity. He told the site team he is exploring the possibility of reducing teaching loads and providing academic advising support.

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

Until June 2015, the department did not have its own tenure and promotion document, relying instead upon the university's three-page tenure document, which is contained in the faculty handbook. The university document provides brief guidelines for tenure pertaining to teaching excellence, research and creative activity, and university service and professional activities. According to the chair, the university document, along with annual performance reviews provided faculty with clear expectations prior to the department formalizing them in a department-specific document. No member of the faculty had gone up for tenure review in the last accrediting cycle. One assistant professor was promoted to associate professor without tenure; two members are under review for tenure during 2015-2016.

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

The scholarly expectation set forth in the new department document is that tenure-track faculty "maintain a record of continuous work comprising of basic research in the field of their terminal degree, applied research, and creative activities that conform to the high standards of relevance, continuity, significance, impact, and scope/breadth of work." Continuing record of scholarly work is defined as "do something every year." Although recognizing textbooks, monographs, book chapters, conference proceedings, and creative works, the department gives primacy to peer reviewed journals.

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

The self-study notes "a surge" in scholarly activity in recent years and attributes it to assistant professors hired since the last site visit. In this reaccreditation cycle, the department has 12 articles in refereed journals, 46 refereed conference presentations, and one scholarly book. Of those, 11 articles, 30 conference presentations, and the scholarly book were produced by assistant professors. In addition, the faculty produced book chapters, book reviews, and non-refereed articles. Aside from magazine and newspaper articles, the self-study reports the department did not produce any creative works during this period.

No faculty member has taken a sabbatical leave in the past six years. One senior faculty member is looking forward to the tenure and promotion of assistant professors, so as to be afforded an opportunity to take a sabbatical.

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

The department is collegial and promotes a climate of openness and diversity of thought.

SUMMARY

The department has relied upon the university tenure and promotion document, but now has a supplementary, department-specific document. Scholarly productivity has risen with the addition of new tenure-track professors, two of whom are currently being reviewed for tenure. The department encourages scholarly and creative activity and the college and university have recently put a higher premium on peer-reviewed journals. Despite a nearly non-existent department travel budget, faculty members have been fully supported to present peer-reviewed research. High teaching loads present a challenge for faculty to be productive.

COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit	Individuals				Totals	13
		Full Professors 2	Associate Professors 1	Assistant Professors 5	Other faculty 5		
Awards and Honors	13			11	2	13	
Grants Received Internal	3			3		3	
Grants Received External	2			2		2	
Scholarly Books, Sole- or Co-authored	1			1		1	
Textbooks, Sole- or Co-authored	0					0	
Books Edited	1			1		1	
Book Chapters	6			5	1	6	
Monographs	0					0	
Articles in Refereed Journals	11			11	1	12	
Refereed Conference Papers	40	12		30	4	46	
Invited Academic Papers	0					0	
Encyclopedia Entries	0					0	
Book Reviews	4			4		4	
Articles in Non-refereed Publications	5			5		5	
Juried Creative Works	0					0	
Non-juried Creative Works	0					0	
Other (specified) (magazine articles, forward, newspaper articles)	19	1		18		19	

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 department faculty and chair share the responsibility for advising Journalism and Mass Communication majors. The chair assigns advising loads at a ratio of 20-30 students per faculty member, and retains a number of students in his advising portfolio that includes transfer students that need credit articulation. New faculty members receive an advising orientation and are assigned a faculty mentor to familiarize them with the advising process and university and ACEJMC curriculum requirements.

In their first semester, incoming freshmen are assigned an adviser in their major and learn the advising process as a requirement for JMC 100T (Freshman Transitions).

The department faculty and chair are also available throughout the academic year for academic and career advising. The department's fundamental objective of advising is to give students ownership of the scheduling task as quickly as possible. By their third semester, students arrive at the adviser meetings with a prospective schedule in hand and ready to spend most of the time talking about graduation and career preparation.

(b) Faculty are available and accessible to students.

Students in the department praise the faculty's accessibility and availability to advise them on career and academic issues beyond the faculty's required 10 office hours per week. The office hours are posted on syllabi and shared with unit administration to increase student awareness. Faculty also use email, social media, classes, student organization meetings and the university's Canvas course management system to enhance student-advising communication.

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

Students and faculty have access to the department's online advising platform referred to as the Racer Academic Completion Report (RACR) Audit that is explicit in graduation requirements and adequately informs students of progress toward graduation. The university has a policy that advising sessions are required before students can enroll in courses each semester, and enforces the policy by placing "advising holds" on student registration accounts that can only be lifted by the student's adviser and department chair.

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

- The department provides a variety of internships and other extra-curricular activities and opportunities that are relevant to the curriculum and develop students' professional and intellectual abilities:
- The Murray State News, student newspaper is the hands-on journalism laboratory for students.
- The Murray State cablevision service is a laboratory environment for students majoring in Television Production and Journalism.
- Kentucky Educational Television's KET2 service provides additional opportunities for students via 24-hour programming and the airing of locally produced programming weekdays from 4 to 7 p.m. and after 10 p.m. for playback of sporting events.
- The MSU Ads Club is the campus chapter of the American Advertising Federation.
- The department supports a chapter of Public Relations Student Society of America (PRSSA) that is open to students majoring in public relations and related fields.
- The MSU TV Club provides television production students opportunities to enrich student experiences.
- University Communications office provides internships and other extracurricular activity through Digital Media Services, an in-house multi-media production, and the Print Media office.
- WKMS-FM, a non-commercial, public radio station that is a part of the university's educational mission.
- Signature internship at Omnicom Group companies for advertising and public relations students.

(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.

The university publishes retention and graduation information on its website. It also publishes a book of photographs, brief biographies and contact information of all the seniors, the most recent edition of which is 2014-15. It also keeps records of placement statistics by asking for and culling information via alumni surveys, senior seminar records and LinkedIn and Facebook searches.

SUMMARY:

The department has an impressive record of advising its students. The department's faculty members perform admirably in their role as advisers, especially given their heavy teaching loads. The department provides an array of extracurricular activities for students.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The department's strategic plan was initially passed by a faculty vote in September 2014, and subsequently amended in April 2015. It includes a strategic goal to "plan for, seek, and receive adequate resources to fulfill and sustain its mission." The plan's pursuant tactics exactly match the indicators for this standard. Likewise, the college strategic plan includes the goal of "maintaining ACEJMC accreditation."

Faculty salaries have remained relatively static over the past three years, increasing barely four percent from the 2013-2014 academic year to the present year. Supplies, on the other hand, have decreased from \$5,257 in 2013-2014 to \$3,044 in 2015-2016. As the self-study states, "Operating funds within the department...are very lean."

Despite a modest operating budget, the department has managed to stay current with technological needs. Whereas the university operates on a two-year budget, the department three years ago arranged with the college to operate on three-year budget plans. This has given the department an increased measure of stability and has allowed for it to spread classroom and lab equipment purchases out over time and better predict when items can be replaced. The 2015-2016 academic year is the beginning of the second three-year budget.

(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.

The department is the second-largest unit in the college of business, with approximately 300 students, accounting for about 20 percent of the college's student body. While most departments at Murray State have seen tightened budgets over the past six years, a comparable unit, the Center for Telecommunications Systems Management has, according to the self study, a "considerably larger budget and more fiscal security" because it has been designated a "Center of Excellence." As such, it was awarded additional state money outside of the university budget. Nevertheless, the department chair says JMC is in better shape since it moved into the business college in 1999 than it might have been had it stayed in the fine arts college. The former college dean and the current interim dean are highly supportive and provide funding for initiatives deemed sufficiently justified.

The department has several funding mechanisms to enable it to keep technology current: a \$9,500 per year grant from a franchise agreement with the local cable system; proceeds from undergraduate student fees; and a recent policy shift that allows departments and colleges to share 70 percent of fees for online courses, as well as a share of proceeds from a new professional MBA program.

The department does almost nothing in the way of fundraising, leaving that to the university's development department. In the past, department employees participated in a "phone-a-thon" program,

trying to reach alumni to ask for support. However, the development department has now taken over that activity.

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

The department is housed in two buildings: Wilson Hall and the Price Doyle Fine Arts Center. Wilson Hall houses all of the department except the broadcast production facilities and faculty and staff associated with those facilities, the latter of which are in the fine arts center. Built in 1928 and renovated in 1985, Wilson Hall has five classrooms and two computer labs. The computer labs are also used as classrooms and feature enough iMacs to accommodate 18 and 19 students, respectively. All computers are licensed to run the latest version of Adobe Creative Suite and Microsoft Office.

Each classroom is equipped with an additional computer connected to an overhead projector. Students say they are able to access these labs for projects and homework whenever the rooms are available. Some students say even if a class is in session they might be able to access a computer if a computer is available. During 2015-2016, the department spent \$30,000 to replace iMacs in one of the two computer labs; it has budgeted an additional \$23,731 to replace iMacs in the other classroom the following year. According to the self-study, the college provides office and classroom presentation technology, as well as technical support for installation and maintenance.

Wilson Hall is also home to offices and the newsroom for the *Murray State News* newspaper, in addition to a reading room, a conference room, and the department office and work room.

Fulltime faculty members have spacious and generally comfortable offices. Students, while expressing satisfaction with the department's technology, commented that Wilson Hall was out of date; a few complained of the building's temperature sometimes being too hot.

The department shares the eighth floor of the Price Doyle Fine Arts Center with Digital Media Services and WKMS-FM, the University's public radio station. The floor includes one faculty office, two staff offices, two classrooms, one of which is also a computer lab containing 18 iMacs with Adobe Creative Suite, and Final Cut Studio. The iMacs were updated in 2013. The room also contains an overhead projection system. The department converted one classroom into a demonstration studio, in which students can practice lighting and other studio and field video recording techniques. The room has a chromakey wall and floor. In addition, the floor hosts a television studio and control room, cable master control room, engineering workspace, voiceover booth, and two edit bays.

Both buildings are equipped with fast wireless networks.

(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.

Faculty computers are changed as regularly as every two years. In 2015-2016, the department budgeted \$12,000 for faculty computer replacements. Often, classroom computers are refurbished for faculty use. All members of the faculty have two computer monitors on their desks. Members of the faculty expressed satisfaction with the department's support of technology.

Aside from lab and classroom computer expenses, broadcast production equipment is the department's other main expense. Broadcast field equipment is ample, current, and in excellent condition. Students have access to a range of entry-level to advanced prosumer video cameras: six JVC 150, four Sony EX1, and four Sony PMW300. Advanced students may acquire video using one of four DSLR kits that feature Canon Rebel T5i bodies, with Tascam digital audio recorders and Zacuto viewfinders. Kits include lighting components, tripods, as well as lavalier, wireless, or shotgun microphones. Students indicate there are enough cameras for the program to ensure they do not have to wait to access one. The department plans to spend \$8,000 in 2016-2017 to add four more DSLR cameras and associated kit parts.

The television studio in Price Doyle Fine Arts Building is considerably dated. It features two reasonably attractive set pieces, which were donated by a television station in Paducah, as well as three studio cameras, a switcher with two mixed-effects buses, a 12-channel audio mixer, and a Chyron character generator. The switcher is the newest piece—only several years old. However, the model has been phased out after the manufacturer was sold. All equipment is analog. Student projects are acquired in the field on high definition cameras, in 16 by 9, then down-sampled to standard definition, in 4 by 3. Video degradation resulting from this conversion is significant enough to negatively affect the quality of student portfolios. The studio is shared with Digital Media Services (DMS), a division of the university's public communications operation. DMS uses the studio for various projects, including a student-hosted magazine show, "Roundabout U." However, DMS brings portable digital equipment into the studio to tape the program, and has no immediate budgetary plans to upgrade the studio. The interim dean of the college of business, Gerry Muuka, told the site team that he is personally interested in upgrading the studio to high definition and that such an upgrade is under consideration.

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

The university library is housed in two buildings—the historic Pogue Library, which contains mostly special collections, and the Waterfield Library, which is the main facility. The Waterfield Library has book collection of nearly 400,000, an e-book collection of more than 150,000, as well as 256 print journal subscriptions and electronic access to 729 journals. It maintains ample access to electronic databases, which students told team members they access regularly. Students were also able to provide the name of a librarian who is assigned to assist JMC students with their research, noting that she visits classes in Wilson Hall and assists with research in the Waterfield Library. In addition to traditional library services, the library hosts a writing center to assist students with writing projects, and an oral communication center in which students can learn and practice interviewing skills.

SUMMARY:

The department operates with very tight operating budgets, yet has managed to keep technology current for students and faculty. Department and college leadership plan strategically and creatively to make do with limited resources. Broadcast field equipment is of sufficient quality and quantity. Although classrooms are generally adequate, Wilson Hall and the television studio are dated.

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 self-study notes there has been insufficient progress in interacting with alumni and the site visit confirmed that. There are some successes, such as drawing alumni to an annual “Meet the Pros” networking event and also getting some alumni professionals into the classroom. The study noted 15 such visits since Fall 2011.

The department produces an annual magazine for alumni, *JMC Journal*. It is mailed to about 3,500 graduates and is also online. A check of recent issues shows a selection of updates on department news and an “alumni notes” section.

Department members mention interaction with alumni as they return to campus for football games and other events. An annual Homecoming event, the “Tent City Reception,” draws alumni and professionals.

There is little effort with alumni fundraising, though a university-wide “phone-a-thon” has been used in the past. The department lists an advisory board with 30 members from a variety of professional experiences. However, the board seldom meets.

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

The self-study notes that the department’s “most common connection to the professional and public communities is via campus media.” The annual “Meet the Pros” event also provides a forum for interaction between faculty members and area professionals.

Faculty members contribute to professional media through regular interaction with local media outlets — participation in media organizations and events and regular interaction through work with the internship program. And, they participate in professional organizations with meeting presentation and by judging competitions.

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

The self-study provides a full listing of professional and public service activities. These include being the keynote speaker at a black history month celebration, serving on an advisory board at Samford University, and presenting at an open government law workshop. Faculty members also have been involved in many university-wide committees. Faculty members understand the need for service activities, despite the fact that most carry full four-course teaching loads.

The department feels strongly that its involvement in developing its internship program helps spread an appreciation for journalism as an academic discipline. Also, the department's "Meet the Pros" event serves as a way to interact with professionals and to preach the value of journalism.

The department has affiliations with a variety of scholastic and professional organizations, including the Kentucky Press Association, College Media Advisers, Public Relations Society of America, Broadcast Education Association, and Kentucky Broadcasters Association. In addition, students can participate in the campus chapters of the American Advertising Federation, the Public Relations Student Society of America and Kappa Tau Alpha.

(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 department's most visible outreach activity is probably the "Meet the Pros" session in which alumni and other regional professionals come to campus to interact with students. Both faculty members and professionals made note of this project.

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

Kentucky has a strong scholastic journalism program, with up to 300 students attending an annual workshop. Murray State faculty members participate fully in the workshop — assisting with sessions, critiquing student newspapers and serving as judges for scholastic journalism competitions.

With a focus on recruiting regional minority students, the department makes special efforts to assist those students in attending the annual workshop by waiving student fees and providing travel grants. The self-study says minority participation in this event typically is 10 to 15 percent of total enrollment, in line with regional high school populations.

SUMMARY:

Faculty members appreciate their responsibility to participate in service and professional activities. They are committed to furthering the values and skills of professionals and supportive of educational efforts that assist in that. Faculty members also endorse the goals of scholastic journalism, coordinating an annual high school workshop and assisting local high school media efforts.

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 department adopted the Accrediting Council’s 12 “Professional Values and Competencies” as its learning outcomes for students. The values and competencies are set forth in the department’s assessment plan and they appear on the website. Each of the values and competencies has been mapped to specific courses, both core courses and skills courses specific to each major.

The department has learning objectives for each course. The objectives are listed in the course syllabi.

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

The department has been systematically assessing its curriculum since 1994. The assessment plan has been revised periodically since then and the current plan was adopted in 2015. At the same, there has been some overlapping with university-wide assessment required in preparation for an accreditation review by the Southern Association of College and Schools.

The department uses a mix of direct and indirect measures to assess student learning. The direct measures include pre-tests / post-tests in core courses and evaluations of final projects in capstone courses. The indirect measures include evaluations of student performances on professional internships and regional and national competitions and scholarships.

The department measures outcomes for four of the learning outcomes each year, thereby completing a full assessment cycle every three years. The goal is to complete two full assessment cycles between each accreditation review.

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

The department collects the data from the assessment program each year. The chair then discusses with the faculty in each major what has been learned and how it can be used to improve the curriculum. Among the changes that have been made:

- Creating a new course, JMC 270 (Basic Audio/Video) that is now part of the core
- Requiring students to make formal presentations in JMC 456 (Ad Campaigns)
- Adding blogging and Twitter assignments to various courses in the journalism major
- Requiring students in JMC 597 (Advanced Reporting) to use Excel for data reporting

- Adding a live Tweeting assignment in JMC 412 (Public Relations Writing)
- Requiring students in JMC 336 (Basic Video Production) to add scripts with recordings
- Refocusing JMC 448 (TV Operations) to emphasize the media production industry

The self-study did not note any changes made to the core courses as a result of assessment.

(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 department conducts a regular survey asking alumni about their employment status and the value of instruction they received. Alumni are among the industry professionals who critique student work in the department's capstone courses. Alumni participate in the department's annual "Meet the Pros" event with graduating seniors. The department publishes an alumni newsletter, *JMC Journal*, once a year.

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

Industry professionals assess the work of students in the capstone courses. Advertising and public relations students present their work to invited guests for their critiques. Work by journalism and television students is sent to professionals for their critiques.

SUMMARY:

The department defines the goals for learning that students in its majors need to achieve. It systematically assesses learning outcomes using both direct and indirect measures and has used the data to improve the curriculum in numerous ways. The department also maintains regular contact with its alumni and includes them, as well as other industry professionals, in the assessment process.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

Caring and dedicated faculty members
Passionate students who are enthusiastic about the program
An excellent advising system
A systematic assessment program that yields data to improve the curriculum
An outstanding internship program that places students in top companies
A supportive academic environment in the College of Business

Weaknesses:

Heavy teaching loads that prevent the faculty from being more productive as scholars
Values and competencies are not consistently documented in course syllabi
Dated equipment and facilities, especially the television studio
Little outreach with alumni outside the immediate area

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

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

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

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

No significant deficiencies were noted in the previous report, but it cited four weaknesses. The self-study responded to them.

- The chair has been able to work our release time for faculty taking part in research projects, but illnesses by two faculty members limiting the flexibility in granting release time.
- The department has filled four tenure-track positions and one lecturer position since the last review. All five are female and one is African American.
- Faculty who teach classes in the common core have instruction materials on serving diverse audiences.
- Alumni and professionals are more frequent guests in classes and at special events.

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 generally thorough and provided a solid basis for understanding the department. Some information was missing or difficult to find. However, the department chair promptly provided the information.