

Report of On-Site Evaluation
ACEJMC
2008–2009

Name of Institution: Brigham Young University
Name and Title of Chief Executive Officer: Cecil O. Samuelson, President
Name of Unit: Department of Communications
Name and Title of Administrator: Brad L. Rawlins, Department Chair

Date of 2008 - 2009 Accrediting Visit: February 8-11, 2009

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

Date of the previous accrediting visit: November 4-6, 2002
Recommendation of the previous accrediting team: Re-accreditation
Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2008 - 2009 Visiting Team: RE-ACCREDITATION

Prepared and submitted by:

Team Chair

Name and Title: Beth E. Barnes, Professor and Director
Organization/School: School of Journalism and Telecommunications, University of Kentucky

Signature _____

Team Members

Name and Title: Jerry C. Hudson, Dean
Organization/School: College of Mass Communications, Texas Tech University

Signature _____

Name and Title: Kathleen S. Kelly, Professor
Organization/School: College of Journalism and Communications, University of Florida

Signature _____

Name and Title: Peggy Kuhr, Dean
Organization/School: School of Journalism, The University of Montana

Signature _____

Name and Title: Raul Ramirez, Executive Director, News & Public Affairs
Organization/School: KQED Public Radio

Signature _____

PART I: General information

Name of Institution: Brigham Young University

Name of Unit: Department of Communications Year of Visit: 2009

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.

See attachment at the end of this section.

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: 2002-2003

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

1984

6. Attach a copy of the unit's mission statement.

Mission Statement

"Recognizing the crucial need to truthfully inform and be informed, the BYU Department of Communications seeks excellence in communications by stressing personal integrity, rigorous scholarship, moral values, professional competence and ethical conduct. The Department: (1) broadly educates men and women; (2) fosters respect for free, responsible and truthful

expression; (3) champions democratic values; (4) prepares graduates who will effectively serve their professions, their communities, and their nations."

7. What are the type and length of terms?

Semesters of 15 weeks
Summer sessions of 7.5 weeks

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

Four-year program leading to Bachelor’s degree
 Graduate work leading to Master’s degree
 Graduate work leading to Ph.D. degree

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

120 semester-hour credits

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

4 semester-hour credits for required internship.
1 semester-hour credit for subsequent internship (optional).
1 semester-hour credit for practicum before required internship (optional).

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

We have only one degree program in Communications. We have emphasis areas within that degree, but we don’t have a designated position for “person in charge,” such as a coordinator or director. Faculty serving on the Undergraduate Committee have stewardship for coordinating the undergraduate affairs of each emphasis and are considered the “emphasis leaders” by other faculty in each emphasis. These positions serve for three years and rotate through the emphasis faculty. But it’s not a formal designation. That is whom we’ve identified in the information below.

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Advertising	Kevin Kelly
Broadcast Journalism	Dale Cressman
Communications Studies	Steve Thomsen
Print Journalism	Quint Randle
Public Relations	Ken Plowman

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

27,743 undergraduate full-time-equivalent students
2,694 graduate full-time-equivalent students

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

We are only reporting “active” students, meaning students currently taking classes in our department. We have a list of “inactive” students that includes students admitted to our program that are currently away from the school, such as those serving full-time volunteer missions.

Name of Sequence or Specialty	Undergraduate majors	
	Fall 2008	Winter 2009
Advertising	160	201
Broadcast Journalism	91	101
Communications Studies	38	34
Print Journalism	70	80
Public Relations	131	138
Pre-majors	742	678
Total	1,232	1,232

14. Number of graduate students enrolled:

31 students currently in our Master’s program.

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.

	Fall 2008	Winter 2009
Comms 211, Newswriting		
Section 1	18	19
Section 2	18	18
Section 3	19	18
Section 4	18	18
Section 5	18	18
Section 6	16	18
Section 7	17	14
Section 8	18	12
Section 9	16	15
Section 10	7	17
Section 11	19	18
Section 12	17	18
Section 13	18	18
	Fall 2008	Winter 2009
Comms 275, Introduction to Broadcasting		
Section 1	14	18
Section 2	14	15

Section 3	15	15
Comms 308, Research Methods for Journalism		
Section 1	21	20
Section 2	9	20
Comms 371, Advertising Research Methods		
Section 1	20	20
Section 2	11	20
Comms 318, Public Relations Research and Measurement		
Section 1	15	10
Section 2	10	18
Comms 319, Research in Communication		
Section 1	7	6
Comms 321, News Reporting		
Section 1	11	12
Section 2	12	12
Section 3	10	12
Section 4	6	11
Comms 330, Creating Advertising Concepts/Portfolio 1		
Section 1	14	19
Section 2	17	18
Section 3	n/a	15
Comms 331, Creating Advertising Concepts/Portfolio 2		
Section 1	18	n/a
Comms 365, Photojournalism		
Section 1	24	n/a
Comms 377, Feature Writing		
Section 1	7	18
Comms 385, Television News Producing		
Section 1	4	5
Section 2	4	4
Section 3	4	5
Section 4	4	6
Section 5	4	5
Comms 420, Advanced Print Reporting		
Section 1	7	12
Comms 421, Public Relations Writing and Production		
Section 1	18	19
Section 2	19	19
Comms 428, Publication Graphics and Production		
Section 1	17	n/a
Comms 433, Advanced Advertising Concepting/Portfolio 3		
Section 1	n/a	18

	Fall 2008	Winter 2009
Comms 486, Advanced Broadcast Reporting		
Section 1	5	4
Section 2	5	4
Section 3	4	4
Section 4	4	4
Section 5	6	4
Comms 487, Multimedia Journalism		
Section 1	n/a	14

16. Total expenditures planned by the unit for the 2007 – 2008 academic year: \$2,771,546 (this only includes budgeted items indicated in Table 12)

Percentage increase or decrease in three years: + 4.58%

Amount spent this year on full-time faculty salaries: \$1,983,422

17. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc., during the term in which the visit will occur.

Faculty	Rank	Teaching Load per Year
Ed Adams	Professor	None (Associate Dean)
Sherry Baker	Associate Professor	2/2/2
Clark Callahan	Assistant Professor	2/1/1 (International Media Studies director)
Mark Callister	Associate Professor	2/1/1 (Research Center Director)
Joel Campbell	Associate Teaching Professor	3/3/2
Ed Carter	Assistant Professor	1/1/1 (Associate Chair)
Dale Cressman	Assistant Professor	2/2/2
Chris Cutri	Assistant Professor	2/3/2
John Davies	Assistant Professor	2/2/2
John Hughes	Teaching Professor	3/3
Jared Johnson	Instructor	2/2/2
Kevin Kelly	Associate Teaching Professor	3/3/2
Dough McKinlay	Associate Teaching Professor	3/3/2
Ken Plowman	Associate Professor	2/2/2
Quint Randle	Assistant Professor	2/2/2
Brad Rawlins	Associate Professor	1/0/1 (Department Chair)

Tom Robinson	Associate Professor	2/2/2
Kevin Stoker	Associate Professor	1/1/1 (Associate Chair)
Steve Thomsen	Professor	2/2/1
Rob Wakefield	Associate Professor	2/2/2
Susan Walton	Associate Teaching Professor	3/3/2
Robert Walz	Associate Teaching Professor	3/3/2
Laurie Wilson	Professor	1/1/1 (Director of University Internship Office)
Anne Worsham	Assistant Professor	2/2/2

18. Number of part-time faculty teaching at least one course or part of a course during the term in which the visit will occur:

Winter 2009: 18 part-time faculty, teaching 25% of courses
 Fall 2008: 24 part-time faculty, taught 32% of courses

During the preceding term:

Winter 2008: 19 part-time faculty, taught 26% of courses
 Fall 2007: 19 part-time faculty, taught 26% of courses

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

Year	Total Graduates	semester 80 or more semester hours outside the major		65 or more hours in liberal arts/sciences	
		Number	Percent	Number	Percent
2007-2008 academic year	345	345	100%	345	100%
2006-2007 academic year	347	347	100%	347	100%

In fact, we have been 100% compliant on this requirement since our last accreditation. Full transcripts are available for review by the site-visit team.

Department of Communications Assessment Plan

Statement of Purpose for the Department of Communications

The department of communications exists to help students become professional and scholarly communicators whose messages contribute to a better society by benefiting the organizations for which they work and the audiences they reach.

Purpose of Assessment

The purpose for program assessment in the Department of Communications is to evaluate the degree to which our students are achieving our published learning goals and outcomes and to use that information to improve program learning.

The Assessment Plan

The program assessment plan follows the four-step process to assessment. First, we collectively identify our learning goals and outcomes and make them public. Second, we collect evidence of student learning, which are embedded assignments within courses identified in our assessment map. Third, we interpret and analyze the direct and indirect evidence of learning. Fourth, we make recommendations for improvements based on the analysis of the evidence.

1. Learning Goals & Outcomes

The department has identified four program goals with 16 supporting outcomes (see attached program goals and outcomes). These goals need to be published and made known to faculty and students. They should be included in course syllabi, department materials, and available online. The outcomes need to be evaluated periodically to ensure they accurately reflect the desired learning goals of the department.

The learning outcomes need to be mapped throughout the curriculum to determine which courses will introduce, reinforce, and emphasize the outcomes (see attached outcomes map).

2. Collecting Evidence of Learning

Each year, the department will collect evidence of learning. There are direct and indirect measures of learning that should be collected and used as part of the assessment process.

a. Direct Measures

- i. Capstone Projects: Evaluated by faculty and outside reviewers using an established rubric.
- ii. Electronic Learning Portfolios: Self-evaluation by students, and evaluation by faculty and outside reviewers using an established rubric. Electronic portfolios will be composed of embedded assignments in outcome emphasis courses.
- iii. Internship Evaluation: External evaluation of internship preparation and performance by internship supervisors.

b. Indirect Measures

- i. Learning Portfolio Essay: Self-evaluation of learning by students, required for graduation.
- ii. Senior Exit Survey: Conducted by university. Compare survey results to department learning outcomes.
- iii. Alumni Survey: Survey of third year alumni conducted by the university. Includes 10 questions on department learning outcomes.

3. Evaluating Learning

The assessment committee will:

- a. Develop rubrics for each learning outcome to evaluate direct measures of learning.
- b. Conduct a deep focus on a particular learning goal annually.
- c. Recruit outside reviewers to evaluate capstone projects and portfolio materials.
- d. Review indirect measures to identify strengths and weaknesses and report to faculty.

4. Improving Learning

During the department's spring retreat, discuss issues identified in assessment and plan for improvements in curriculum.

Improvements will be discussed in program emphasis meetings and course instructor meetings for core courses.

COMMUNICATIONS PROGRAM LEVEL DOCUMENT

STATEMENT OF PURPOSE

The department of communications exists to help students become professional and scholarly communicators whose messages contribute to a better society by benefiting the organizations for which they work and the audiences they reach.

GOALS

1. Students will be able to communicate effectively with their audiences.

Outcome 1: Students will be able to prepare mass communication messages in the appropriate style.

Components

1. Create messages that are relevant
2. Create messages that are clear
3. Create messages that generate interest
4. Create messages that show an appropriate use of language

Outcome 2: Students will be able to apply appropriate technology to the creation and dissemination of messages.

Components

1. Demonstrate knowledge of message production technologies used in field
2. Situationally analyze appropriateness of media selected
3. Understand implications of media selection on message construction
4. Understand implication of media selection on message reception

Outcome 3: Students will be able to plan communication that serves audience needs.

Components

1. Identify and assess relevant target audiences
2. Assess audience characteristics and needs
3. Tailor messages to audiences self-interests or needs

Outcome 4: Students will be able to use appropriate research methods to answer relevant questions.

Components

1. Formulate appropriate research methods for research questions
2. Make sense of data
3. Review relevant secondary research

2. Students will act professionally in their practice.

Outcome 1: Students will be able to practice communication within legal boundaries

Components

1. Identify legal constraints and defenses that shape mass media messages.
2. Employs appropriate use of others' work (in attribution, copyright, trademarks, etc.)
3. Constructs messages that meet the laws and statutes applied to free speech.

Outcome 2: Students will exhibit standards of professional behavior

Components

1. Meets deadlines and schedules
2. Dresses appropriately
3. Communicates verbally that is effective
4. Utilizes professional-level presentation skills
5. Exhibit behavior that is conducive to a group/team project task

Outcome 3: Students will be literate in the language of the media industries.

Components

1. Utilizes key industry terms in written and verbal communication
2. Identifies key figures and organizations

3. Students will be scholars of the mass communication process

Outcome 1: Students will be able to apply relevant theory to communication practice

Components

1. Identify theories by their definition and description.
2. Analyze communication practice using theory.
3. Plan communication practice using theory.

Outcome 2: Students will understand the factors that shape(d) their profession

Components

1. Understand the economic factors that shape communications professions.
2. Understand the cultural factors that shape message construction and interpretation.
3. Understand the historical developments that shaped current practice.
4. Understand technological developments that continue to shape practice.

Outcome 3: Students will value freedom of speech in the marketplace of ideas

Components

1. Know the First Amendment rights extended to press and speech.
2. Understand the historical development of free speech.
3. Recognize the legal and moral limits of free speech.
4. Apply the concepts underlying this principle to current issues.
5. Show a commitment to preserving freedom of speech, even when it may be contrary to majority views, opinions, or values.

Outcome 4: Students will be able think critically about the relationship between mass media and society

Components

1. View issues from multiple perspectives.
 - a. Critically analyze the validity of each argument.
 - b. Synthesize different perspectives into their own position and be able to defend it to others.
 - c. Identify the thesis and antithesis arguments surrounding the issues.
2. Articulate the positive and negative effects of mass media practices on society.

4. Students will be able to apply Gospel-centered values as they contribute to society

Outcome 1: Students will respect diversity and agency in a global society

Components

1. Identify cultural values and differences
2. Identify stereotypes and explain how to avoid them
3. Demonstrate respect for diverse perspectives

Outcome 2: Students will be able to demonstrate sensitivity to the ethical issues of their practice

Components

1. Be familiar with prominent cases that demonstrate ethical issues in the communications industries.
2. Identify professional values that contribute to ethical behavior.
3. Discern possible ethical complications in professional practice.
4. Define a communications situation addressing the ethical concerns of alternative actions or decisions.

Outcome 3: Students will be able to exercise moral reasoning when faced with ethical dilemmas

Components

1. Articulate the values that underline their ethical framework.
2. Evaluate current issues by applying principles and theories of ethics.
3. Resolve ethical dilemmas using moral reasoning based on Gospel-centered values.

Outcome 4: Will show a commitment to making a positive difference within their sphere of influence.

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:

Background:

Brigham Young University is part of the Church Educational System of The Church of Jesus Christ of Latter-day Saints. The system serves more than 1.2 million people worldwide. It includes the BYU campus at Provo, the BYU-Hawaii campus in Laie, BYU-Idaho in Rexburg, the LDS Business College in Salt Lake City, and elementary and secondary schools in countries that include Mexico, Fiji, Tonga and Western Samoa. The Provo campus enrolls 30,000 students a year, of which 28,000 are undergraduates. Brigham Young University seeks to develop students of faith, intellect and character who have the skills and the desire to continue learning and to serve others throughout their lives.

Journalism was first taught at BYU in 1916. The journalism department was established in 1933 in the College of Humanities and Sciences. The department of communications was created in 1963. It remains part of the College of Fine Arts and Communications. There are three other academic units in the college, the department of theater and media arts, the department of visual arts, and the School of Music. All of the college's units have in common that their work appears in the public sphere. The college also includes three non-academic units: the Museum of Arts, the Division of Arts Production, and BYU Broadcasting (which includes the television, radio, and satellite/cable services associated with PBS, BYU-TV and BYU-TV International).

The mission of the department of communications is primarily undergraduate education. The department has a small Master's program. (The Master's program is not under review.) The department has five emphases within one degree program. The professional emphases are advertising, broadcast journalism, print journalism and public relations. The academic emphasis is called communications studies. The department averages 1,300 undergraduates (800 pre-majors, 500 admitted majors) and 45 graduate students. It typically graduates more students than any other program at BYU.

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

The department has a clear mission and strategic planning is focused on that mission. The department submits its strategic plan to the college annually. The department has also developed a five-year strategic plan to cover the period 2009-2014; it was developed in 2007-08 through two retreats, the first with department leadership and the second with the full faculty.

The 2009-2014 plan has four goals: continue to improve student learning and mentoring; promote the excellence achieved by the department and continue to build a program of national prominence in undergraduate and graduate education; expand alumni relations, development and outreach activities; and improve administrative support functions to support academic excellence. Each includes a number of sub-goals, assessment elements and strategies. Related resource needs are also addressed, although the department believes it has the resources needed to accomplish the goals.

The department is viewed very favorably within the college and elsewhere on campus. It is seen as having extremely talented, hard-working students, dedicated and collegial faculty, and to be doing work that is bringing much positive attention to BYU.

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

The department operates under a strong committee system, with nearly all faculty members serving on one of the six departmental standing committees. All academic and educational issues are determined through faculty input on department committees. The chair and associate chairs can generate ideas and initiatives, but decision making and recommendations rest within the committees. All policy and procedure changes are then brought to the entire faculty, which acts as the voting body on these recommendations. The department faculty meets at least monthly. Review of faculty meeting minutes indicates very strong faculty governance, with careful discussion and deliberation on policies and personnel issues.

The department's standing committees are the Undergraduate Studies Committee, the Graduate Studies Committee, the Faculty Rank and Status Committee (performance reviews and promotion and tenure reviews), the Assessment and Learning Committee, the Travel, Research and Awards Committee and the Committee on Internship Advisement and Oversight. There are also several ad hoc committees, looking at changes in the curriculum for the basic newswriting course, planning for the department's 75th anniversary celebration, and working with the student newspaper on new media changes.

(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 department has a chair and two associate chairs. The department chair is new to his position this academic year, but is praised highly by the faculty for his leadership and work ethic.

The department chair is responsible for conducting annual evaluations of faculty and staff to include annual salary increases, overseeing the tenure and promotion process, managing the budget and finances, conducting faculty meetings, creating, reviewing and interpreting the strategic plan, engaging in fundraising and alumni relations, resolving personnel issues of faculty and staff and mediating faculty and student conflicts. The chair also serves on the College of Fine Arts and Communications College Council and the Academic Council.

The associate chair for graduate studies is responsible for chairing the graduate committee and overseeing graduate studies curriculum and admission, chairing the rank and status committee, and supervising the student newspaper, *The Daily Universe*. This associate chair also serves on the College Graduate Studies Committee.

The associate chair for undergraduate studies chairs the undergraduate committee and oversees the curriculum and admission of undergraduates, manages the assessment efforts and serves on the assessment committee, resolves student petitions regarding curriculum, oversees the internship office

and its programs, trains part-time faculty, and represents the Honor's Program. This associate chair also serves on the College Curriculum and College Assessment Committees.

Support staff within the department includes a secretary, a business manager, a three-quarter time outreach coordinator, a three-quarter time internship and career placement director, and two part-time student employees.

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

The current department chair has been in that position since Fall 2008; he was previously an associate chair in the department. He is the third chair since the last site visit. The chair at the time of the last visit died in 2003; his successor was selected to become an associate dean in the college in 2008. At that point, an internal search was conducted to select the new chair. Internal searches for chairs are common at BYU.

The internal chair search process involves a series of interviews and inquiries by the dean with the department's faculty for feedback about the performance, needs, and goals of the department. The dean then asks the faculty for recommendations for a chair. From this information, the dean consults the candidate and, if in agreement, appoints the new chair for a term of three years. There is no limit on how many times the term may be renewed by the dean. At BYU, administration is viewed as an opportunity to serve.

The chair reports to the dean of the college and is evaluated by the dean each year. Faculty members are involved in reviewing the chair if reappointment to an additional term is being considered.

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

There is an established process for addressing concerns and grievances. Informal means are tried first, but if those are not successful, then a formal procedure is followed. Written concerns or grievances go to the chair, who makes a decision. If the faculty member, staff member or student does not agree with the chair's decision, they are able to appeal the decision to the dean. The next level of appeal is to the academic vice president. Under the process, all situations are to be resolved in 30 days, and require a written response.

Most student appeals reviewed by the team concerned curriculum or policy matters (waiving pre-reqs, being allowed to take upper-division courses before admission into upper division, and the like). Such student appeals are handled by the associate chair for undergraduate studies and the undergraduate committee. The committee meets weekly and students are told the committee's decision following the meeting, so those appeals are also addressed in a timely manner.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides a curriculum and instruction 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 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit.**

The department is in 100 percent compliance with ACEJMC's rules of 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences. All 347 graduates in 2006-07 and all 345 graduates in 2007-08 were compliant with the rules.

- (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.**

The department offers a Bachelor of Arts in Communications degree, with specialization in five emphases: Advertising, Broadcast Journalism, Communications Studies, Print Journalism and Public Relations. The degree requires 120 semester-hour credits for graduation, of which 40 are devoted to the major.

The curriculum is grounded in a 24-credit core consisting of three required courses, an emphasis-specific introductory course, an emphasis-specific research course, and three elective courses chosen from a cluster system. The three required core courses, taken by students in all five emphases, are as follows: Mass Communication and Society, News Writing, and Media Ethics, Law, and Responsibility. Students take the first two core courses as pre-majors, at which time they also take the introductory course to their desired emphasis (for example, Introduction to Advertising or Principles and Philosophies of Journalism). After they are admitted to the program, all students take the third core course and a research course tailored to their emphasis. They are required to take consecutively one course from each of the following three clusters of electives: (a) Media, Family & Society, (b) Principles & Philosophy, and (c) Global Communication & Diversity. The clusters consist of four courses each, which provides students with some flexibility in their major studies while also ensuring that all students take content tied to some of the department's key learning outcomes.

The emphases share other commonalities. All five follow a structured course of study built upon prerequisites. The four professional emphases have a capstone course that draws on knowledge and skills gained in previous courses to complete a semester project. The professional emphases also require a 4-credit internship.

The curricula for the four professional emphases are well-balanced between theory and skills. In addition to separate conceptual courses, review of syllabi and classroom observation revealed that theory and principles are embedded in many of the professional skills courses. The Communications Studies emphasis, which is intended to prepare students for graduate school, consists primarily of conceptual courses.

The department has established 11 professional competencies and values that differ slightly in wording but closely follow ACEJMC's 11 competencies and values. Mapping efforts documented in the self-study show that awareness, understanding, and application of the 11 set competencies and values are strategically integrated into the department's curriculum.

Evaluations of each of the five emphases follows.

Advertising. About 80-90 students apply annually for acceptance to the Advertising emphasis. About 50-60 percent of students are accepted. Advertising majors may choose one of two tracks – Management Track or Creative Track. Only 18 students were admitted to the Creative Track for fall 2009. Students are accepted into the Creative Track based on a screening interview and their portfolio work. Students who are not accepted for the Creative Track automatically continue in the Management Track. The Art Department limits the number of students it will accept as Creative Design minors, and because the Creative Track requires a minor in Creative Design, the number of students is limited.

In addition to the department core, students choosing the Management Track must take Marketing Management in the College of Business, plus three communications courses – Account Planning, Strategic Advertising Campaigns and select one course from Advertising Concepts Portfolio 1 and Media Sales and Promotion (12 hours).

Students choosing the Creative Track must complete 12 hours of Communications courses – Advanced Creative Concepts Portfolio 2, Advanced Creative Concepts Portfolio 3 and Strategic Advertising Campaigns, plus select one course from Advertising Concepts Portfolio 1 or Media Sales and Promotion. Students selecting the Creative Track are required to complete a 15 hour minor in Advertising Design.

Advertising course syllabi indicate that faculty members include a good balance between theoretical and applied skills. Each major project includes some degree of communication theory. During student interviews, several students provided examples of the relationships between theory and professional skills. They realize the value of integrating communication theory with applied creative skills. Students said it was exciting to them when they could see the theories being used to develop class projects and campaigns.

The Advanced Advertising Lab is a student-run advertising agency that has won national and international awards for creative advertising and branding campaigns. About 100 students work in the Advertising Lab each semester. Students have completed campaigns for several national advertising agencies including Wieden and Kennedy, Chiat Day, and McCann. Students have developed campaigns for Nike, Nestle, Fox News, Burger King, Black and Decker, Verizon and Microsoft. They won an international campaign for L'Oreal. This student agency is one of the most unique college agencies in the nation.

Broadcast Journalism. The broadcast curriculum aims to prepare students for careers in television news, with a sustained emphasis on reporting and presentation. The broadcast journalism emphasis, with a winter 2009 enrollment of 101 students, has restructured its curriculum in an effort to gain better integration between reporting and production. In addition to the menu of electives, students take three television skills courses, and their work in those classes fuse into production of a half-hour weekday newscast broadcast over KBYU-TV.

By using a daily production as the hub for teaching activities, the department brings together into actual working relationships students enrolled in its beginning Introduction to Broadcasting class, its mid-level Broadcast Reporting class and its Advanced Broadcast Reporting class. Up to five students from each class are rotated into newsroom assignment each day, so that each student in each of these courses works in the newsroom at least one day a week in producing the newscast. In the newsroom, the Introduction students function as the newscast's daily reporters, the Reporting students act as line producers and the Advanced Reporting students serve as senior producers, pursue project assignments or, occasionally, work on documentary projects that might take them off campus or, with financial support from the university, overseas. Some Reporting students who speak Spanish are given class credit for their volunteer work on the department's weekly Spanish-language production of a newscast for the BYU-TV production of a 30-minute program, *Ventana al Mundo* (Window to the World). Students who are native Spanish or Portuguese speakers take advantage of this flexibility on their way to participating in the daily newscast English productions. Some expressed a desire for a more formal integration of *Ventana* into the department curriculum.

The daily program has been without a regular faculty News Director (a key assignments and instructional position) since the departure last fall of an incumbent. Hiring for the position has been frozen. At the time of the team's visit, the assistant news director, who has split the News Director work with a part-time visiting professional, planned to leave within weeks on maternity leave and not return. Students said the lack of continuity in the position is of great concern to them because of the different editorial visions and approaches of the rotating News Directors, which decreases the ongoing coherence of assignments. Students and staff both agreed that the continuing inability to fill the News Director position is weakening the effectiveness of the news program as an instructional venue.

The sequence, in the words of one professor, emphasizes "content over software" – which means that traditional production training is not part of the curriculum. Instead, production elements are blended as needed into each of the skill courses. Students say that a new menu of elective clusters allows for solid discussions of ethical, legal and communications issues with an emphasis on broadcasting. But, almost as unanimously, students said they wished for a dual track that would enable some to pursue reporting skills and some to emphasize production and other technical skills. In addition, some voiced concern that the time span between their first exposure to the Avid editing and production suites used in the daily program (during their Introduction to Reporting class) and their next experience with the system almost a year later (during their Reporting class) means that they have felt handicapped in re-entering newsroom work. While giving credit to faculty efforts to assist with the re-entry, they said they wished for formal training on Avid to smooth the transition.

Communications Studies. The Communications Studies emphasis is recommended for students who plan to go on to law school or some other graduate program, and students in the emphasis understand and appreciate this focus. In addition to the core, Communications Studies students take courses in Mass Communication Processes and Effects and Advanced Communication Studies. In place of the internship required for the other sequences, they take a one hour research practicum, working with a faculty member on a research project. They are also required to take two courses from each of the cluster areas rather than the one course per cluster required for the other emphases.

Print Journalism. The department has not been afraid to change or update the curriculum – and the Print emphasis has been through several significant changes since the early 1990s. The program was one

of the earliest in the country to incorporate a converged curriculum for Print and Broadcast in the mid-1990s. Then in the early 2000s, Broadcast and Print diverged and separate skills classes were created again. Now, within the Print emphasis, there are two tracks for students and one is focused on multimedia.

In addition to the core for all Communications students, all Print students take Research Methods for Journalism and News Reporting. In the research class, print students learn about databases, and how to access public databases and use them for stories. The News Reporting course is required for all Print and Public Relations students. The course puts them into the Daily Universe newsroom as beat reporters for the daily newspaper.

Print students also must complete either the News-Editorial track:

- Feature Writing
- Advanced Print Reporting
- News Editing and Judgment

Or the News Design and New Media Track:

- Photojournalism
- Publication Graphics/Production
- Multimedia Journalism

The News Design and New Media track was intended to prepare students for a career in multimedia journalism and design. About 12-14 students are admitted each year, and the professor who oversees this track says a few additional slots are left open for other Print students who want to take a course or two. Now, given the changes in the news media, the Print emphasis again seems on the verge of significant curricular change.

Already, classes in the News Editorial track incorporate some multimedia reporting/storytelling approaches. The Advanced Print Reporting class includes a multimedia aspect to the major project that students complete. Also, the News Reporting class that all Print and Public Relations students take together now includes assigning students to shoot pictures or work with the student newspaper's multimedia editors on developing multimedia additions to their print stories.

Print faculty all mention that more change is coming and they are frank about the need to revisit convergence/multimedia in a more major way. In the words of one faculty member, what they have now is a "patch" designed to get by. At this point, there appears to be a great deal of conversation but no timeline or strategic plan for changing the emphasis. Print students we talked to are eager to see the news-editorial and new media tracks combined.

Public Relations. In addition to the core courses, Public Relations students are required to take four communications courses: News Reporting, Strategic Planning & Problem Solving, Public Relations Writing & Production and Strategic Public Relations Campaigns – the capstone course. They must earn a "C" or better in the first three courses before they can take the 4-credit required internship. As part of their emphasis requirements, they must also complete two business courses: Principles of Accounting and Marketing Management.

Applications of digital media are integrated in both conceptual and skills courses. A unique and praiseworthy feature of the emphasis is the Rulon L. Bradley Agency, the student-run public relations lab that provides students with paid and volunteer experience in working with real-world clients. The

lab is staffed by a full-time director with professional credentials, who recruits clients and mentors students in conducting a full public relations campaign or steps in the process, such as research, execution or evaluation.

The emphasis in Public Relations is comprehensive and exemplary. Students are provided with a solid foundation in strong writing and technical skills that equip them with necessary tools for early career success. Their course work in theory, research and measurement, and strategic planning prepares them to advance to managerial positions. The required courses in accounting and marketing give them a competitive advantage that will serve them well throughout their careers. The Public Relations curriculum at BYU addresses the profession's priority needs and desires regarding future employees. Few public relations programs can make the same claim. Both students and the profession will benefit from the thoughtful and informed planning that built and continues to improve the Public Relations emphasis at BYU.

(c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.

The department's faculty members take their teaching responsibilities seriously, and their commitment to quality instruction is evident. Class visits and review of syllabi demonstrate that instruction is rigorous and current. Visits to both large lecture and small seminar-type classes mainly found students who were prepared and actively engaged in the learning process. In meetings with the visiting team, students overwhelmingly praised the quality of instruction they receive and the dedication of the faculty to student success. They cited numerous examples of faculty providing out-of-class assistance, and said that instruction in the department was more "personal" than in other departments.

To ensure currency and consistency of standards in multiple-section courses, a course leader from the full-time faculty is assigned to periodically meet with section instructors to discuss materials and teaching methods. All four of the professional emphases have at least one teaching faculty member, who – because of their professional experience and ties to industry – help ensure that instruction is current and relevant to industry standards.

Teaching is weighed heavily in annual evaluations and salary raises. A record of quality teaching also is necessary for tenure and promotion. The department supports quality teaching by providing faculty with generous funding to attend workshops and conferences. Most of the faculty stay current in their disciplines through their involvement in academic and professional associations related to their disciplines, such as AEJMC, PRSA, and BEA. Approximately one-third of the faculty attended workshops and seminars specifically related to teaching in the past two years.

Evaluations of each of the five emphases follows.

Advertising. Advertising students indicated that the course requirements are very time consuming and difficult. Some students compared their workload to the workload of students in other majors such as engineering and business. Their friends comment about all the extra work that must be accomplished in advertising compared to their workload. However, advertising students stated that course requirements should be very demanding and challenging. Syllabi reflect a strong commitment to providing students with assignments and lab exercises that expand student learning and performance. Faculty members strive to develop assignments that are similar to the expectations of industry professionals. Students are

very impressed with faculty members' professional experience and faculty members' personal interest in their success.

Broadcast Journalism. Students give universally high marks to the quality of the instruction, the effectiveness of the newsroom experiences, and the support of faculty and of more senior students in bringing along newcomers.

Communication Studies. Student comments and visits to several Communications Studies classes indicate that instruction in this area is very strong. There was excellent rapport between students and faculty members, and a great deal of interaction and engagement.

Print Journalism. Faculty are aware of the fast-changing print news media environment and work to keep up with technology and new ways of reporting and writing. While print faculty members say they are behind the curve on this, print students report that they think the faculty is up-to-date – and ahead of their professors in other departments on campus. Students appreciate the professional experience that the faculty members have and that they incorporate into their teaching.

Most of the classes are highly interactive and discussion-based. While the coursework is demanding, students said they didn't think the print curriculum was too high-pressured because it was high-touch, with a great deal of group work and help from the instructors.

Public Relations. Public Relations is one of the department's two largest emphases in enrollment, with 138 students in 2009 Winter Semester. Five tenured/tenure-track faculty have primary teaching responsibility for the emphasis: one full professor; three associate professors, of whom one is tenured; and one tenure-track associate teaching professor. The two tenured faculty also are department and campus administrators (for example, the department chair) who have reduced teaching loads.

The public relations faculty are nationally known for their scholarship in public relations and for their service to the profession. They also are excellent instructors, according to their students. Public relations students had nothing but accolades to offer when discussing the quality of instruction they receive. They particularly appreciated the faculty's active involvement in the profession and their use of personal networks to bring in guest speakers and help students find internships and jobs. The students complimented the faculty for their commitment to providing cutting-edge instruction.

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

Sections of skills and laboratory courses enroll 20 or fewer students. Two exceptions were found from the past two semesters when class size slightly exceeded 20.

The communications major is a limited enrollment program to which students must apply. Before they apply, they must earn a grade of "B" or higher in a freshman writing course, two core courses of the major, and the introductory principles course of their desired emphasis. The application process includes common elements, such as a letter of intent, but varies by emphasis (for example, three of the emphases require interviews with faculty and the broadcast journalism emphasis requires a video news package). Regardless of variations, all five emphases base acceptance on a 300-point system. The

rigorous application process resulted from past student demand that outstripped the department's resources.

The department builds on its limited enrollment program status to manage enrollment and enhance instruction. For example, it sets lower enrollment caps on upper division courses and offers five large-enrollment courses online. As a result, class sizes are appropriate for facilitating effective teaching and learning.

(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.

The department requires majors in all professional emphases to complete a four-credit internship. Students must fulfill emphasis-specific prerequisites before taking the internship. The four credits require students to work 280 hours, or 70 hours per credit. With department approval, students may take an additional internship for one credit, before or after the required internship. The additional internship credit is in addition to the 120 credits required for graduation.

The internships are supervised by on-site professionals with close faculty oversight. Faculty are assigned to one section of Academic Internship with approximately 20 registered students. The course is counted as part of the faculty member's teaching load. Faculty receive weekly e-mail reports from students, review assignments, and evaluate student performance using supervisor evaluations and portfolio reviews. If possible, faculty visit internship sites to assess student performance and the quality of the internship. The telephone is used when visits are not possible.

A three-quarter time administrative staff member directs the internship program as part of her duties as director of the department's internship and career placement center. The director, who reports to the associate chair for undergraduate studies, manages the registration and grade process. Her office, which includes two student assistants, disseminates information about internship opportunities through such tactics as a weekly newsletter and a Web site. Students, however, are ultimately responsible for obtaining their own internships.

The department boasts a 30-year internship program in New York City, which it describes as one of its "jewels." A similar program was started three years ago in Chicago. Advertising faculty members visit agencies in the major markets and present student portfolios to agency representatives as examples of student work. They have secured arrangements for student internships with several impressive agencies. Recent funding has been allocated to financially assist students with unpaid or under-funded internships in such major media markets as Chicago and Los Angeles. Before beginning their internships, students, in consultation with their employer, must set three major objectives for their internships. The objectives are selected from a modified list of the department's values and competencies, which ties the internships to learning outcomes and facilitates assessment.

Clearly, the internship program is excellent, one of which many units would be envious.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has a diverse and inclusive program that 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 unit's Diversity Plan, revised in August 2008, acknowledges that the department's goal of helping students "become professional and scholarly communicators whose messages contribute to a better society" ... "necessarily requires an appreciation for a diverse workplace and social environment, and skills to ensure inclusiveness in personal and professional life." The plan emphasizes the value of international experiences and backgrounds and cites among its objectives that of creating "a diverse educational environment by recruiting (within the university's established parameters) diverse faculty and students."

The clause citing the university's "established parameters" alludes to practices that severely limit the potential effect of the Diversity Plan. Among other things, university officials told the visiting team, the parameters mean that hiring pools at BYU are effectively limited to members of The Church of Jesus Christ of Latter-day Saints.

The team was concerned that, with the exception of student recruitment, the goals expressed in the Diversity Plan do not appear in the department's five year strategic plan. If the latter document is to be the blueprint for decision-making during the 2009-2014 period, it is not clear that diversity issues will receive any greater attention than they have in the past.

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

The Diversity Plan encourages faculty to include issues of diversity in their courses as they relate to content and to reflect that value in course syllabi. An inspection of department course syllabi showed a number of them reflecting class assignments, exercises and/or readings that touched on issues of gender and/or racial diversity, particularly as it concerns international diversity and, domestically, Hispanic individuals.

During class visits across the curriculum, members of the visiting team heard occasional discussions that touched on issues of diversity. During individual interviews, many faculty described class assignments and projects aimed to enhance student appreciation of the role of women or minorities in journalism and mass communication, about the importance of an inclusive approach to reporting and storytelling, and about the complexities of international and inter-cultural communications.

A recent curriculum revision mandates students to choose one elective course from among three clusters of offerings. One, the “Global Communications and Diversity” cluster, includes a course on gender, race and class, two on international media issues and a fourth class on media and world religions.

Some students and faculty said that many department students first experience diversity during church missions overseas, and that the church’s worldwide ties attract a good number of foreign-born students to the campus. The department has supported development of a Spanish-language broadcast produced on campus by volunteer students and a faculty adviser. The 30-minute weekly newscast is distributed via satellite to 60 million homes worldwide via BYU-TV.

In addition to curriculum components that address diversity, the department notes, it seeks to bring to the campus speakers who reflect the nation’s diversity. In the past year, the department hosted nine minority guest speakers, including four African-Americans, two Hispanics and three Asian Americans – all professionals in a variety of communications fields.

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

The department’s reality when it comes to the recruitment, hiring and promotion of women and faculty of color remains far removed from the goals articulated in its diversity plan. The numbers have changed little since 1997, when a visiting team noted that four out of 21 faculty (or 19 percent) were women -- or since 2002, when another team reported that the department had five women faculty out of a total faculty of 23 (22 percent). Since the last report, due to retirements, deaths and the addition of one position, the department has hired 11 new faculty. Despite these opportunities for increasing diversity, the department’s proportion of women faculty has further decreased to 15 percent (20 men and 4 women).

The department faculty includes one Hispanic faculty member, or 4 percent of the total faculty.

The university’s policy of giving preference in hiring to Church members appears to make these outcomes inevitable. Some faculty who have served in the hiring process noted that, despite faculty interest in interviewing women and minority candidates for faculty and professional staff positions, the university has refused permission to interview the candidates either on grounds that the applicants were not Church members or that the candidates did not meet ecclesiastical requirements. The latter situation was the case in two instances of minority Mormon females, one an African-American and one Asian, and of several white males.

The impact of this policy is visible in the hiring record of the past four years. In the academic year of 2004-2005, when the department set out to hire three faculty, it received a large number of applications (37), including 9 females, 16 minorities and 12 international applicants. Only five applicants were interviewed, all white males. Three were hired. A year later, with a hiring pool of 57 applicants for another three positions, 10 females were among the applicants, but the minority applicant pool had dropped to one. Two of the female applicants were interviewed and hired, along with a white male.

Since before the last accreditation visit, the department reports that it has sought to identify potentially promising candidates among students in its undergraduate and master’s programs and to support them in

doctoral programs. These efforts have failed to yield the intended results for a variety of reasons, as the potential candidates moved on to other jobs, some of them with the Church.

The department says another factor affecting efforts to improve the faculty gender balance is that many potential female candidates choose a traditional path of marriage and raising a family.

The department has fared slightly better in hiring women as adjuncts – an approach used by many schools looking to change the diversity reality in the classroom. The department says the imperative to hire only Church members is relaxed somewhat when it comes to adjuncts. The percentage of part-time faculty who are women increased from 17 percent in the winter of 2008 to 32 percent last fall and then dropped slightly to 25 percent in the 2009 winter semester.

The opportunity to diversify the adjunct faculty, which teaches 26 percent of the department's course offerings, has not extended to minorities. All 20 adjunct faculty for the 2009 winter term are Caucasian.

Another opportunity for diversity, the department's development council, has been better utilized. The 2008 12-member council included three women and one African-American male.

When students were asked about the lack of gender and racial diversity among the full-time faculty, many said it was not something that they had thought about. Many, though, including a number of female students, noted once the issue was raised that more diversity among the faculty might be desirable.

(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 diversity of the department's student body has increased since the last team visit. In the context of the university's ethnic and racial student composition, the department fares well, with an overall minority student population of 13.9 percent, compared to slightly more than 10 percent for the university. The 95 Hispanic students enrolled in 2006-2007 (the most recent year for which the department had complete figures) represented 6 percent of the department's 1,482 students. Asian/Pacific Islander students numbered 81, or 5 percent, and African American students numbered 20, or 1 percent. The overall population of Utah is nine percent minority; Utah's high school population is 20 percent minority.

In its self-study, the department takes issue with the Accrediting Council's diversity standard: "As a department we view ACEJMC's approach as narrowly defined in terms of how diversity standards should be met. Diversity is a lifelong learning experience." The department says many of its students returning from church missions overseas arrive on campus with experiences that enhance understanding of peoples, cultures, races and ethnicity. It observes that more than a quarter of the unit's students have lived abroad for 18 months or more in a total of 63 countries. This makes the department a place where diversity is common by the department's expanded definition, with an emphasis on international perspectives rather than U.S. minority issues.

Some steps that the department reports address ACEJMC's definition of diversity, which focuses on gender and on the domestic ethnic and racial minority groups that journalists and other communicators are most likely to encounter when working for American institutions and in the nation's major cities.

The department notes it has supported a student initiative to create a chapter of the National Association of Hispanic Journalists, whose members includes both international and native students. The department also points to the weekly production of *Ventana al Mundo* and a department scholarship endowment specifically designated to support minority students with two annual \$2,500 scholarships.

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

Both faculty and students knew of no instances of discrimination or harassment based on status or disability. The team did not hear any complaints from faculty or students about any issues of discrimination.

Overall evaluation, compliance/non-compliance:

NON-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.

Performance criteria for faculty are clearly spelled out in the written “rank and status policy” for the department. Newer faculty in the department report that the department administration makes certain they know what the expectations are for citizenship (service), teaching and scholarship. Junior faculty say they typically get great support on requests for release time while working toward tenure. While the expectations are understood and they feel they get needed support, some junior faculty also reported a high level of anxiety about achieving continuing status (tenure) at BYU.

All faculty are reviewed each year by the Faculty Rank and Status Committee and by the department chair. They must show accomplishments in all three areas – citizenship, teaching and research – although the specific balance can vary among faculty members, and even may vary with any one faculty member from year to year. The university collects “productivity reports” each year to track faculty members’ research and creative work productivity.

Students evaluate faculty members for each course they teach. Junior faculty also receive peer faculty reviews, typically as they go up for their third-year review and work toward tenure/continuing status. For example, one faculty member explained receiving peer evaluations twice during the first six years. Each time, several other faculty members attended classes and wrote up letters outlining strengths and weaknesses. Faculty members produce a teaching portfolio for their third and sixth year reviews.

Part-time faculty and instructional staff are interviewed and evaluated once a year.

The university has an extensive orientation process for new faculty. It holds an optional year-long seminar for new faculty, who also attend a two-week session the summer after their first year. The yearlong seminar is intended to help them understand and begin to plan their academic careers and handle citizenship, teaching and research demands. New faculty members also are assigned a mentor, who receives a stipend.

In its position advertising, the department establishes clear requirements for applicants regarding required degrees, required and desired experience and anticipated duties. BYU strongly prefers hiring members of the LDS church, the sponsoring church, and the position announcement makes that clear.

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

Full-time faculty are clearly responsible for the curriculum, and have primary responsibility for teaching, research/creative activity and citizenship. The department has a complement of professional and scholarly faculty members for all five of its emphases. A faculty member on an eight-month

contract would carry a 3/3 load; but in reality, all full-time faculty currently have chosen a 10-month contract because of the higher salary. Thus a standard teaching load for the department is 3/3/2 (3 courses fall semester, 3 winter semester, and 2 courses spring or summer term). Faculty may receive course reductions for administrative positions and to work on research. Many faculty choose to teach an evening class, for which they are paid additional money.

Part-time faculty have taught an average of 26 percent of all courses since the last accreditation visit. The department reports that it hires an average of 18 part-time faculty per semester. Since Fall 2005, the department has held orientation meetings for part-time faculty, who learn about department policies and learning outcomes. Most part-time faculty are paired with a full-time faculty member as lead instructor for the course they're teaching.

(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 department has two tracks for its full-time faculty, which encourages its keeping a balance between professional and scholarly expertise. Among full-time faculty, it has 18 in the professorial track, and six in the professional track.

For the professorial track, a doctorate or another terminal degree (J.D., MFA) is expected. Since its last accreditation, the unit has hired four faculty who were ABD. All but one has completed the degree, and the fourth new faculty member just came to BYU this past fall (Fall 08). For the professorial track, experience within the media industry is not required but is desired. BYU faculty in this track do have industry experience, some of them significant experience. The department reports the experience levels for these faculty range from 23 years to none, with the average being eight years of industry experience. Several of these faculty members not only contribute to major academic journals, but they also serve on journals' editorial boards.

For the professional track – which covers four of the five curricular emphases - faculty members are expected to have at least 15 years of professional experience and maintain current networks in the industry. A master's degree or other advanced degree is desired, but not required. Three of the six professional faculty have master's degrees. The level of experience ranges from 15 years to 52 years. Each professional track emphasis has at least one faculty member who has at least 15 years of experience. The department has found opportunities to hire three top, nationally recognized professionals in recent years: the former editor of the *Deseret News* and of the *Christian Science Monitor*, a female former director of corporate communication for three Fortune 500 corporations, and a former senior partner from Ogilvy & Mather in New York City, who came for a one-year appointment and then was hired after a competitive search. Professional track faculty members are specifically expected to keep current in their fields, and receive faculty development funds for that.

Most of the department's full-time faculty members belong to professional and/or scholarly associations, and are active in those organizations. Support for travel, training and research is generous. The university and the department have funds to help faculty attend scholarly or professional conferences, get professional development, and conduct research. This certainly helps faculty keep current in their academic areas, and in the industry. Most recently, professional faculty have been encouraged to attend workshops on new media.

Professional track faculty report that they feel valued and have equal status to their professorial track colleagues. Some faculty members from both tracks told the site team that the definition of acceptable performance for creative work needs more clarity.

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

Near the end of each semester, or term, students have access to an online survey that collects quantitative data and also allows room for them to comment on the course and the instruction. Some faculty said they also arrange for additional student evaluations during the semester or term.

Several junior faculty noted a change since the previous re-accreditation in the weight given to student teaching evaluations in tenure and promotion reviews. They explained that there is such a heightened emphasis on the student course evaluations that they just need to make sure students are happy. That could push faculty not to be as demanding of student performance, some said.

As noted above, peer evaluations also are used to evaluate instruction.

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

The communications faculty is known on campus for its work – both scholarly and professional; and there are alliances with film faculty and the BYU Broadcast operation, among others. The dean of the College of Fine Arts and Communications and the university's academic vice president are very aware of the quality of student work as well – and can speak in some detail about how competitive and compelling the work is and the positive attention it has brought BYU.

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.

The department continues to make great strides in faculty scholarship. In the six years since the last accreditation visit, faculty collectively have published 135 refereed journal articles, 3 books, 39 book chapters and reviews, and 44 creative works. They also have made 178 conference presentations. This represents a total productivity of 399, or an average of 66.5 publications, creative works, and presentations per year. A comparison with scholarship output during the previous accreditation cycle demonstrates desired growth. For example, the 2002-03 site team report provided figures showing that faculty had produced 63 refereed journal articles, as compared to the 135 reported here, which represents a 114 percent increase in refereed journal articles.

Related to this trend, the last accrediting team stated in its report, “The department has begun to promote a culture that values traditional and professional scholarship.” Six years later, the culture permeates the department. Traditional research and creative activities are required of professorial and professional faculty, respectively, for tenure and promotion, as well as for satisfactory annual evaluations and pay raises. Scholarship is supported through generous funding for travel; graduate student research assistants for 10 to 20 hours per week; one-course teaching load reductions for research, available each semester by request; and research grants from multiple internal sources. Providing just one example of types of support, in 2007-08, the university, college, and department spent more than \$137,000 for department faculty and staff travel.

Interviews with full-time faculty found that, generally, faculty believe they receive strong support for their scholarly and creative endeavors. Formal and informal mentoring systems and high collegiality among department faculty encourage and promote scholarship. Sabbaticals, which fall under professional development leaves, are available for research and creative work. Leave for one semester generally is funded at full salary, whereas two-semester leaves are funded at half salary. Nine faculty were granted a total of 13 semesters of professional development leave in the past six years. Leave for three of the faculty was for research and writing purposes. Unfortunately, the university currently is discouraging sabbaticals due to its hiring freeze.

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

Interviews with faculty found that both professorial and professional faculty believe expectations regarding their research or creative activities have been made very clear to them; they know what they are supposed to do. The department’s document on tenure and promotion, termed *rank and status* at BYU, clearly describes the unit’s requirements for research and creative activities. It was revised in 2004 to provide clearer guidelines for professional faculty. All three of the professional faculty who

have applied for tenure and promotion since 2004 have been successful. Mentoring programs reinforce expectations and assist faculty in meeting them.

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

Evaluation criteria account for activities appropriate to faculty members' specializations. The department Rank and Status document addresses variations due to sub-disciplines and contains separate sections on scholarship by professorial faculty and creative work by professional faculty.

The department's Faculty Rank and Status Committee is responsible for evaluating faculty, including their scholarship, through annual reviews, third-year reviews, final tenure reviews, and reviews for promotion in rank. The committee makes recommendations to the department chair and the full faculty for action.

At the time of the site team visit, 10 of the department's 24 full-time faculty are tenured and 14 are on tenure track. Four faculty members are being reviewed for tenure this year, which means the faculty majority likely will switch soon from junior to senior members.

(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.

Department faculty are engaged in a wide range of scholarship and creative endeavors. Productivity figures given earlier attest to dissemination of their research results and creative activities. A review of each faculty member's vita and a listing of research/creative works showed that all faculty members are active participants in some form of scholarship. Regarding quality, faculty made presentations at national and international conferences of the leading academic associations, such as AEJMC, ICA, and NCA. Their research appeared in influential and peer-reviewed journals, such as *Journalism and Mass Communication Quarterly*, *Journal of Mass Media Ethics*, *Journal of Current Issues and Research in Advertising*, *Journalism History*, *Newspaper Research Journal*, *Journal of Broadcasting & Electronic Media*, and *Journal of Public Relations Research*. Creative works included directing high profile commercials, such as "Scan Me" for the Office of National Drug Control and Policy, and articles on the public relations profession for the national trade publication, *PRSA Tactics*.

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

The department does foster such a climate, as described above. The faculty enjoys an academic home characterized by high collegiality and academic freedom.

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.

Students have ample opportunity for advising from faculty members and from the College of Fine Arts and Communications Advisement Center (CAC), located in the fine arts building where the college administrative offices are located.

All BYU students track their progress with the university and department requirements electronically on what is called MyMap. Faculty and the advising center have access to students' MyMap accounts. Pre-communications students meet with staff at the center who know the communications department requirements. Staff help them determine what they need to fulfill before applying to the program. These staff members are experienced with advising, and seem highly engaged with the communications program, with the students and with their mission to help make it easy for students to get the classes they need toward degree completion. Indeed, the woman who was the center's supervisor and worked on campus for 33 years before retiring late last year, came back specifically to talk with the site visit team. The office is open from 8-5, Monday-Friday. One student said the advising center offered help that was just "perfect."

Once admitted to the program, communications students attend an orientation, where they hear from faculty and from the advisement center. The department holds orientations for new students to the program two times a year. The advisement center has career advising materials and students report that faculty are enormously helpful in helping them shape their career plans. About 75 percent of students who apply to enter the communications program are admitted.

(b) Faculty are available and accessible to students.

The department asks faculty to schedule a minimum of 2-3 hours a week for students and they post their hours outside their offices. In reality, faculty members are available and accessible beyond that. They respond to e-mails, text messages and phone calls; students seem to be able to stop by anytime, even outside of office hours, and they do. The university's 2006-07 Senior Survey also shows high satisfaction with communications faculty.

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

The internship/career placement office publishes a weekly newsletter, keeps a Web site up to date with internship and job listings, and has professional directories and guidebooks available. Students can find a listing of scholarships online, with clear explanations of who may apply, deadlines and the forms, and scholarship information is available in the chair's office as well. Most students access this information online.

The department has clear explanations of how to declare a major and then what students must do to prepare to apply for the communications program. The step-by-step instructions in written materials and on the web site – and on a large bulletin board in the Brimhall building – are well-done. The department has a fairly complex point system of figuring students' eligibility to get into the program. All students we talked with said they fully understood the point system.

(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 emphasizes offering students learning experiences that are close to or *are* real-world experience. The labs for each professional emphasis offer opportunities for students to do work that goes beyond required coursework. These labs are run by full-time personnel and they hire many part-time students. For instance, students may work:

- At the Daily Universe, the student newspaper is published five days a week. Public relations and print students in News Reporting have beats and write two stories a week for the paper. Students in some other print classes also write at times for the paper. The rest of the editorial work is done by about two dozen part-time, paid student editors. On the business side, there are about 30 part-time student employees. The newspaper has eight full-time staff members, three of whom oversee the editorial operation. Salaries are paid through the newspaper's revenues, which have ranged from a high of about \$1.8 million about four years ago to around \$1.2 million today.
- The Advanced Advertising Lab is a student-run advertising agency that has won national and international awards for creative advertising and branding campaigns. About 100 students work in the Advertising Lab each semester.
- Rulon L. Bradley Agency, the student-run public relations lab, provides students with paid and volunteer experience in working with real-world clients. The lab is staffed by a full-time director with professional credentials, who recruits clients and mentors students in conducting a full public relations campaign or steps in the process, such as research, execution or evaluation.
- Broadcast students produce stories for the Daily News Show, which is broadcast live weekdays on KBYU-TV, a PBS station. Broadcast students also may report and tape stories in Spanish for *Ventana al Mundo*, a weekly news broadcast in Spanish, distributed internationally on BYU-TV and BYU-TV International.

The department is home to several student professional groups, and has students active nationally in some of these groups. Notably, two students in the public relations emphasis are on the national board of PRSSA. The Society of Professional Journalists student chapter was revived just this semester, and has about 20 active student members. Two years ago, a broadcast student started a chapter of the National Association of Hispanic Journalists which has about 8-10 members today.

(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success.

The department keeps and tracks enrollment figures for each of its emphases. It receives data twice a year from the College Advisement Center showing the number of active majors, inactive majors and pre-communications majors. Retention and graduation rates are less clear, because the university only

classifies students as active or inactive, and the department reports that it is difficult to know if a student changes majors. Tracking retention is complicated by the fact that many students attend BYU for a year and then leave for a two-year LDS mission. Young men typically leave on a mission at age 19. At the request of the site visit team, the department had the advisement center run a report on the number of students admitted into the program and their graduation rates within two years of admission. Data for four semesters since fall 2004 showed that 85 percent of all students admitted into the communications major graduated within two years.

Summary

Students rave about the support and faculty contact they have – which ranges far beyond the coursework and advising. One student explained that the faculty “are tireless in helping us.” Another said “they look out for us.” Students say faculty stay in touch with them even after the students are no longer in their classes. The labs and the student professional chapters offer a wealth of opportunities beyond the curriculum to practice professional work and leadership. The department keeps and tracks enrollment data. Student records, transcripts and files are kept at the college advisement center and are available to administrators and faculty electronically.

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.

There is no pressing need for additional budget from the dean. The department forwards its request to the dean in March/April each year with a five-year strategic plan. A new five-year plan has been written for 2009 – 2014. The dean allocates the department's budget during the summer months.

The university's budget for the past 35 years has been consistent in its allocation of resources. However, the budget for 2008-2009 is about flat with no promise of increased budget for 2009-2010. The faculty travel budget has been reduced by about 20 percent. The department chair indicated that if there is a faculty salary increase for 2009-2010, the increase will be less than 2 percent and that faculty development leaves most likely will not be approved. Comments from the faculty indicate that they have no real needs for additional resources for equipment, travel and research.

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

The university has been fair in its allocation of resources and financial support. Since the last visit, the department has received new FTEs at a time when the university restricted additional FTEs. The department receives ongoing support from the university with a three-year computer replacement plan for all labs and faculty offices.

Faculty raises during the past six years have ranged from 3.5 percent to 4.2 percent. Salaries for assistant professors are about 10 percent higher than the national average, 5 percent higher for associate professors and within 10 percent at the professor level. These faculty increases are consistent with salary increases throughout the college.

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

The department moved into its own, renovated building in 2005. Spacious faculty offices, classrooms, media labs and conference rooms are located in one building. About 90 percent of the classes are scheduled in the Brimhall building. The department increased its administrative and instructional space from 27,400 square feet in its previous building to almost 40,000 square feet. Every classroom is equipped with projectors, television, Internet and DVD technology. The new technology and additional space enhance opportunities for faculty scholarship, effective teaching and professional activities. There are five classrooms that seat between 36 and 48 students and a 16-seat seminar room. There also are two 20-seat computer labs, two 12-seat computer labs, two audio booths, and individual rooms to accommodate the lab newspaper, the broadcast news lab, the Advertising Lab and the Bradley Public Relations Agency. The building next to the Brimhall building has auditoriums that can seat 100 - 150 students, and the department has secondary booking for those rooms.

The student Advertising Lab and Bradley Public Relations Agency are equipped with new computers and video editing systems. Computer replacement is scheduled at three-year intervals. In 2007, the broadcast labs were updated and in 2009, new furnishings will be installed in the new student clubs area.

The department notes that the lab newspaper needs a new content management system to be able to handle more multimedia work and to connect with the broadcast lab to import content. A new content management system is expected within the year.

The quality and quantity of equipment/technology for print and broadcast journalism students are very good. Students report that equipment and technology are always available. They have no problem in securing equipment for assignments and the equipment always works.

(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.

The department has made significant and impressive improvements in facilities and equipment since its previous re-accreditation. During the last accreditation visit, faculty offices, classrooms and labs were scattered throughout the campus. A \$4.5 million renovation of the Brimhall building was completed in 2005. About 90 percent of all classes are taught in the Brimhall building. There are no pressing needs for space or equipment within the foreseeable future. The department did not have any conference rooms prior to the renovation; however, it now has two large conference rooms equipped with the latest in audio visual technology. The department also has equipped three focus group rooms with recording capabilities, a lab with eye-tracking hardware/software, and a 20-computer unit research room.

The department has several sources of income from endowments and gifts to support faculty research, travel and professional development programs. These include the Scripps Fund, the Ashton Fund, the Madsen Fund and the Wall Fund. While the travel budget may have been cut 20 percent for 2008 – 2009, the department's endowments and budget for travel are adequate. The department's faculty members seem pleased with the budget for these purposes.

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

While there is no reading room in the Brimhall building for students, there is wireless Internet throughout the building. Most databases used by students are accessible online. Students also have access to two excellent libraries. The university librarian indicated that the library strives to provide all resources requested by the department. Faculty members said the library provides all essential resources. The department subscribes to MediaMark, Standard Rate and Data, The Gallup Brain, New York Times Historical, Christian Science Monitor, Wall Street Journal, LexisNexis, ProQuest, Newslink, Harris Polling, Rope, Zogby and others. More than 10,000 people visit the Harold B. Lee Library daily. In 2004, The Princeton Review listed the library as the #1 library in the nation and #4 in 2007.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit advances journalism and mass communication professions and fulfills its obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

(a) The unit is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The department seeks to maintain communications with alumni and to engage alumni in a variety of ways, including some that bring alumni in touch with current students. In the past few months, a new Outreach Coordinator has launched efforts to update an outdated alumni database of 14,000 listings, and to survey alumni on their interest in becoming involved with the department as mentors, internship providers, for visiting lectures and other support activities. The department has created a LinkedIn account for alumni networking, and more than 200 have already linked to it.

In addition, alumni engagement activities have included:

- + Publication of a yearly magazine distributed to alumni and others. In addition, in January 2009 the department published the first edition of an electronic newsletter which it plans to distribute quarterly to students, faculty, alumni and others.
- + Pursuit of a goal that every communications major have a personal contact with an alumnus per semester. These “touches” range from hearing an alumnus speak in class or elsewhere on campus, to meeting an alumnus who sponsors a scholarship, or personal meetings that result from mentoring relationships.
- + Holding “mentor days” twice yearly, when alumni and other professionals visit the campus and are available for students to consult on a wide range of student interests.
- + Alumni gatherings in New York when faculty visit the city to develop internships for students as part of an ongoing effort in collaboration with a variety of institutions. The chair says the department will look for opportunities to replicate this approach in other cities.
- + Membership by nine alumni on a 12-person department Development Council that meets annually.

The department also invites alumni to visit the campus for special gatherings, such as its annual awards banquet.

(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 department offers five continuing education courses through BYU Independent Study and either

teaches or supervises another five courses through the BYU Salt Lake Center that are attended by students and others. The department offers on the average 18 to 22 courses through evening school, taught by faculty or local professionals under faculty supervision.

Every faculty member belongs to at least one academic or professional organization, and faculty vitas reflect active involvement in a wide range of professional organizations, including the Society of Professional Journalists (SPJ), the Public Relations Society of America (PRSA), the American Advertising Federation (AAF), and a variety of AEJMC divisions. Faculty serve or have served on these and other professional organizations both regionally and nationally. The faculty includes a former president of the American Society of Newspaper Editors who also has been a member of the Pulitzer Prize Board.

(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 faculty pursues and publishes an impressive range of scholarly research, and faculty members are frequent presenters at professional and academic conferences. As noted above, every faculty member is active in at least one professional organization, altogether covering virtually every major national professional group, and many have served as officers and on boards and committees. In recent years, faculty have served as heads of five divisions in AEJMC – including Ken Plowman in public relations, Tom Robinson in advertising, Mike Perkins in law, Ed Adams in media management and economics and Ed Carter in the law division.

(d) The unit contributes to its communities through service projects, internship and job placements, and faculty involvement in civic activities related to journalism and mass communication.

Individual faculty vita reflect significant faculty engagement in the civic, religious and service life of their communities. The bulk of this involvement is outside the realm of the professions. Examples of faculty involvement in community activity include the work of public relations faculty who help link students to local non-profits, efforts to encourage students to become involved in community service through student organizations such as PRSSA and the volunteer work and mentoring by faculty at some local schools.

Faculty also provide training at events sponsored by a variety of local, state and national organizations, including several faculty who joined a recent PRSA workshops for non-profits in the Salt Lake City and southern Utah County areas.

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

The department and individual faculty members support scholastic journalism in a variety of ways. For the past four years, the department has co-sponsored the High School Writers and Photographers Workshop in collaboration with the University of Utah. The department provides a cash stipend of \$1,500 towards workshop expenses and faculty teach a variety of sessions to many of the 600 students drawn to the workshop.

In 2003-2006, The Daily Universe campus newspaper and the department hosted a yearly “Free Lunch Seminar” – a day-long event where hundreds of college student editors, staff and advisers from Utah, Idaho and Wyoming participated in training sessions. In 2005-2007, three faculty participated in a “Journalism Camp” summer program held on campus for two dozen high school students who attended newswriting and photography training and visited local broadcast and print newsrooms. In partnership with the Las Vegas Review Journal, the department co-sponsors the Las Vegas High School Journalism Workshop in Nevada.

Over the past decade, the department has contributed \$10,000 a year toward a \$100,000 commitment to co-sponsor annual ethics colloquia aimed at bringing together senior and junior scholars for conferences throughout the country -- from Hawaii to Colorado, Illinois and Virginia. The last of the colloquia was to focus on “Ethics and the New Media Frontier.” The series led to a number of papers published by the Journal of Mass Media Ethics.

Summary

The department and individual faculty show a commitment to public service. At the high end, it has devoted significant funding to a collaborative national series of ethics colloquia, and the sustained record of scholarly productivity by many faculty. Both on and off campus, the department and individual faculty have supported the training of high school students. Looking ahead, the department’s five-year strategic plan for 2009-2014 calls for creation of a media summit to examine current trends in media. The faculty maintains a good record of participation in the academic and professional lives of their respective disciplines. Faculty community involvement takes many forms and is encouraged by the sponsoring church and the university. Some faculty assist students in providing volunteer and pro-bono support to non-profit organizations and some provide mentoring through scholastic organizations or individual contact. The unit offers information services to the region via publication of a 18,000-circulation campus paper published on weekdays and a weekday half-hour news program broadcast on a local PBS station. Although individual faculty involvement in these activities varies, taken as a whole the department demonstrates a good level of engagement in providing public service to the campus, the community and the professions.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and uses 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 departmental assessment committee developed the initial assessment plan in February 2001. Following year-long discussions, the department identified its learning outcomes in spring 2002. Since 2002, the departmental assessment committee has modified its learning outcomes and assessment methods periodically to reinforce ACEJMC’s desired core values and competencies and to refine its data collection methods. The department has implemented an assessment plan that follows a four-step process. Faculty members identify learning goals and outcomes, collect evidence of student learning within courses, interpret and analyze the direct and indirect evidence of learning, and make recommendations for improvements.

The department has identified four program goals with 16 supporting outcomes. The four goals include (1) students will be able to communicate effectively with their audiences, (2) students will act professionally in their practice, (3) students will be scholars of the mass communication process, and (4) students will be able to apply Gospel-centered values as they contribute to society. At least one of the ACEJMC values and competencies is listed under each goal. The department developed a grid listing every course in its inventory in the left margin and the 11 values and competencies at the top. The grid includes the level of competency (awareness, understanding, application) for each course as it relates to the 11 values and competencies. Not all goals and outcomes are assessed each year.

The current assessment plan was revised in fall 2008 to reflect the goals of the department to complete the portfolio and capstone evaluations as direct measures, and to continue to use indirect measures to identify areas needing improvement.

To publicize the goals to faculty and students, the goals are included in course syllabi and department materials and are available online. The learning outcomes are mapped throughout the curriculum to determine which courses will introduce, reinforce and emphasize the outcomes.

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

The department uses three direct and indirect methods for assessing student learning. Included in the direct methods are capstone projects, electronic learning portfolios, and internship evaluations. The capstone projects are evaluated by faculty and outside reviewers using an established rubric. The electronic learning portfolio is self-evaluation by the students and evaluation by faculty and outside reviewers using an established rubric. Electronic portfolios are composed of embedded assignments in outcome emphasis courses. Internship evaluations are external measurements completed by the professional internship supervisors.

Included in the indirect measures are learning portfolio essays, senior exit surveys and alumni surveys. The self-evaluation of learning by students is required for graduation. The senior exit survey is conducted by the university. The department compares the responses by their alumni to those responses of other university alumni. The university conducts the third-year alumni survey that includes 10 questions submitted by the department.

The data collected from faculty, alumni and professionals are used to identify the strengths and weakness of the program compared to the ACEJMC 11 values and competencies. The data also serve as benchmarks to evaluate trends of these values and competencies.

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

In addition to the annual alumni survey, the department has a 12-member professional development council including nine alumni. The council meets annually and provides feedback to students regarding student portfolios/work. Alumni are frequent guest lecturers/speakers and make suggestions for improving curriculum and instruction. The department also distributes a printed alumni publication and an electronic newsletter. In some cases, alumni make suggestions for improving curriculum.

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

Several communications professionals visit the campus each year as guest speakers, reviewers of student work and workshop participants. Professional internship supervisors also evaluate student work and performance in the work environment. Using a scale of 1-5 with one being poor and 5 being excellent, the average three-year (2006-2008) internship rating on 12 performance areas is 4.73.

All of the student media – newspaper, radio, and television – are evaluated by peers and professionals via a variety of contests and awards programs. In 2008 alone, a typical year, students won 14 awards from the National Newspaper Association. Students won other professionally judged competitions at BEA, Utah Press Association, American Women in Radio & Television, IRTS Minority Career Workshop, PRSSA, SPJ and Hearst Journalism Awards. Advertising students won the International First Prize and International Best Communication campaign at L’Oreal Brainstorm competition in Paris and advertising students won awards at the One Show Competition in New York and the Art Director’s Club. Students also won advertising awards at the Utah Press Association.

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

The departmental faculty members review their syllabi annually to compare course assignments to the data collected from students and alumni. The assessment committee analyzes the data more critically than do faculty members. The departmental faculty participated in an assessment retreat in 2007 and reviewed assessment data tied to ACEJMC’s 11 values and competencies. Faculty determined that the research courses should be taught in a different order, that some elective courses were not the same when taught by different faculty members, that more emphasis needed to be placed on critical thinking,

and that maybe too many group projects restricted individual critical thinking. Among other recommendations based on the data, faculty decided to introduce critical thinking earlier in the curriculum and include more exercises to encourage individual critical thinking processes. Faculty also decided to introduce research assignments earlier in the curriculum.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

Excellent facility that promotes a sense of community

Very good departmental morale

Talented, enthusiastic students who are competing successfully on national and international platforms

Significantly improved departmental scholarship and good support for research

Weaknesses

Limited diversity within the full-time faculty

No racial diversity within the adjunct faculty

Diversity emphasis within the curriculum is focused far more on international issues than the diversity issues within the U.S. population

Conflicting perceptions among faculty members and administration about the relative importance of teaching and research in tenure decisions

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

Standard 3: Diversity and Inclusiveness

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

Improve the diversity of part-time faculty, and – as the unit has the opportunity to hire full-time faculty – improve diversity of full-time faculty as well.

Increase curricular attention to issues related to diversity within the U.S. population.

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

Not applicable

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

Not applicable

- 6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them.

Insufficient resources applied to increasing diversity – the unit’s response to diversity continues to be a problem, as discussed in Standard 3. This is the third consecutive report that has noted significant weaknesses in this area.

Continued space shortage – as discussed in Standard 7, the unit’s new location has turned a long-standing deficit into a highlight of this program.

Uncertainties related to faculty and curricular change – the department has stabilized in terms of both faculty and the curriculum that had just been introduced at the time of the last review. While curricular tweaking is still going on, it is of the sort most programs engage in regularly.

Disconnect between student broadcast curriculum and professional outlets – the department’s daily student broadcast has a good local reach and the *Ventana* program reaches a global audience.

- 7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members’ judgment of the self-study.

Some needed information was not included in the self-study, although it was provided to the team when requested during the site visit. Overall, the self-study provided an accurate picture of the program’s strengths, weaknesses and challenges.