

Report of On-Site Evaluation

2002 – 2003

Draft Copy*

**Accrediting Council on Education
in Journalism and Mass Communications**

***NOTE: This copy is only a draft of the final report. It may contain errors.
School and university representatives have an opportunity
to respond and to suggest changes in the report.
The Accrediting Council makes the final accreditation decision.**

Report of On-Site Evaluation

ACEJMC

2002 – 2003

Name of Institution: Brigham Young University
Name and Title of Chief Executive Officer: Merrill J. Bateman, President
Name of Unit: Department of Communications
Name and Title of Administrator: Michael Perkins

Date of 2002 - 2003 Accrediting Visit: Nov. 4-6, 2002

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

Date of the previous accrediting visit Feb. 23-26, 1997

Recommendation of the previous accrediting team Re-Accreditation

Previous decision of the Accrediting Council Re-Accreditation

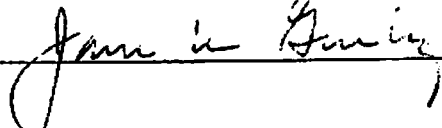
Recommendation by 2002 - 2003 Visiting Team: Re-Accreditation

Prepared and submitted by:

Team Chair

Name and Title James K. Gentry, Dean

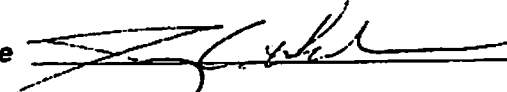
Organization/School School of Journalism and Mass Communications, University of Kansas

Signature 

Team Members


Name and Title Jerry Hudson, Director

Organization/School School of Mass Communications, Texas Tech University

Signature 


Name and Title Deborah Potter, Executive Director

Organization/School NewsLab

Signature 

Name and Title Merrill Rose, Management Consultant

Organization/School

Signature 

Name and Title Alexis Tan, Director

Organization/School School of Communication, Washington State University

Signature 

PART I: GENERAL INFORMATION

The team should include here the General Information pages prepared by the unit in advance of the visit. Some of this information was contained in the original self-study and some is updated information. The unit is expected to prepare these pages before the team's arrival on campus and print them for inclusion in the team report.

Part I: General Information
Updated November 5, 2002

Name of Institution: Brigham Young University

Name of Unit: Department of Communications

Year of Visit: 2002

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

- ☐ Middle States Association of College 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. What is the institution's type of control? Check more than one if necessary.

- ☒ Private
- ☐ Public
- ☐ Other (specify)

3. Include a statement (charter, citation of legislative act, etc.) That shows the institution has legal authorization to provide an education beyond a secondary school in your state.
See attached.

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, what was the date of the last accrediting visit?

February 23-26, 1997

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. If the professional graduate program is included in the review for accreditation, attach a copy of any separate mission statement for the graduate program also.

See attached

7. What are the type and length of terms?

Semesters of 15 weeks

Spring/Summer sessions of 7.5 weeks

9. Does the unit intend its Master's degree program(s) to be evaluated by the Accrediting Council on Education in Journalism and Mass Communications? (Note: The Council accredits Master's degree programs only if they are professional in nature rather than academic.)

☐ Yes

☒ No

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

120 semester credits

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

1.0 semester hour

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

| | |
|--|------------------|
| Name of Sequence or specialty | Person in Charge |
| Advertising and Marketing Communications | Douglas McKinlay |
| Broadcast Journalism | Kevin L. Stoker |
| Communications Studies | Edward E. Adams |
| Print Journalism | Kevin L. Stoker |
| Public Relations | Richard K. Long |

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

33,500

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

| Name of Sequence of Specialty | Undergraduate majors | | Total |
|--|----------------------|----------|-------|
| | Active | Inactive | |
| Advertising and Marketing Communications | 197 | 105 | 302 |
| Broadcast Journalism | 137 | 141 | 278 |
| Print Journalism | 70 | 79 | 149 |
| Public Relations | 204 | 87 | 291 |
| Total | 633 | 453 | 1,086 |

15. Number of graduate students enrolled:

NA

16. Number of students in each section of all skills courses (news writing, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. See attached at back of Part I: General Information

17. Total expenditures planned by unit for academic year in which visit will occur:

Percentage increase or decrease in three years:

Amount spend this year on full-time faculty salaries:

As noted in Standard 2 all budget information at Brigham Young University is considered confidential. Department and university budget officials will be available to discuss the budget with team members during the site visit.

18. 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.

| | |
|-----------------------|---|
| Adams, Edward | Associate Professor |
| Baker, Sherry L. | Associate Professor |
| Cantrell, Tania | Instructor |
| Cressman, Dale E. | Instructor |
| Egan, Kathryn S. | Professor |
| Griffiths, Thomas A. | Associate Professor |
| Hughes, John | Professor on leave serving as editor of Deseret News. |
| Long, Richard K. | Professor |
| Martin, Dennis G. | Professor |
| McKinlay, Douglas | Associate Professor |
| Mouritsen, Russell H. | Associate Professor |
| Palmer, Allen W. | Associate Professor |
| Perkins, Michael K. | Associate Professor |
| Plowman, Kenneth | Associate Professor |
| Pratte, P. Alfred | Professor |
| Randle, Quint B. | Assistant Professor |
| Rawlins, Bradley L. | Assistant Professor |
| Stoker, Kevin L. | Assistant Professor |
| Stout, Daniel A. | Associate Professor On leave at BYU-Hawaii |
| Tanner, Eliza A. | Assistant Professor |
| Thomsen, Steven R. | Associate Professor |
| Walz, J. Robert | Assistant Teaching Professor |
| Wilson, Laurie J. | Professor |

19. Number of part-time faculty teaching at least one course or part of a course during the term in which the visit will occur
Ten, including lab instructors

20. Courses outside the major and in liberal arts.
Required courses outside major: Stats 105 or 221

Schools on the semester system:

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

| Year | Total Graduates | 80 or more semester Hours outside the major | | 65 or more semester hours in liberal arts/sciences | |
|----------------------------|--------------------|--|---------|--|---------|
| | | Number | Percent | Number | Percent |
| 2001-2002 Academic year | 334 | 334 | 100% | 334 | 100% |
| 2000-2001 academic year | 354 | 354 | 100% | 354 | 100% |

21. Discuss any measure not discussed elsewhere in this self-study report that the unit has developed for assessing student's competencies, including recent reports required by the institution, state government agencies, or other accrediting agencies.

The department is in the second year of its transition to outcomes-based learning assessment. The 2001-2002 school year was spent defining outcomes, but methods of assessment are not yet in place.

16. Attached information regarding enrollment in skills courses by section.

Number of students in each section of all skills courses.

Fall 2002

Comms 211 News Writing (formerly 311)

| Section # | # students enrolled |
|-----------|---------------------|
| 01 | 17 |
| 02 | 17 |
| 03 | 17 |
| 04 | 17 |
| 05 | 17 |
| 06 | 17 |
| 07 | 17 |
| 08 | 17 |
| 09 | 17 |
| 10 | 17 |
| 11 | 17 |
| 400 | 17 |

Comms 321 News Reporting(formerly 313)

| | |
|----|----|
| 01 | 16 |
| 02 | 14 |
| 03 | 8 |
| 04 | 5 |
| 05 | 3 |

Comms 323 Newspaper Editing

| | |
|----|----|
| 01 | 19 |
|----|----|

Comms 329 Opinion Writing

| | |
|-----|----|
| 400 | 15 |
|-----|----|

Comms 330 Adv Concepting 1

| | |
|----|----|
| 01 | 23 |
| 02 | 17 |

Comms 335 Production/Performance for Television

| | |
|----|---|
| 01 | 5 |
| 02 | 5 |
| 03 | 5 |
| 04 | 5 |
| 05 | 5 |

Comms 365 Photojournalism

| | |
|-----|----|
| 400 | 20 |
|-----|----|

Comms 375 Broadcast Reporting

| | |
|----|---|
| 01 | 5 |
| 03 | 5 |
| 04 | 5 |
| 05 | 5 |
| 06 | 5 |

Comms 377 Feature Writing (formerly Comms 427)

| | |
|----|----|
| 01 | 17 |
|----|----|

Comms 420 Advanced Print Reporting

| | |
|----|----|
| 01 | 17 |
|----|----|

Comms 421 PR Writing and Production

| | |
|-----|----|
| 01 | 15 |
| 02 | 15 |
| 400 | 14 |

Comms 425 Advanced Broadcast Reporting (previously Comms 475)

| | |
|----|---|
| 01 | 4 |
| 02 | 5 |
| 03 | 5 |
| 04 | 5 |
| 05 | 2 |

Comms 428 Publication Graphics/Production

| | |
|-----|---|
| 400 | 4 |
|-----|---|

THE DEPARTMENT OF COMMUNICATIONS
BRIGHAM YOUNG UNIVERSITY
MISSION STATEMENT

The Department of Communications at Brigham Young University seeks excellence in its students, faculty and staff by emphasizing:

*Personal integrity,
Research and rigorous scholarship,
Moral virtues and values,
Professional competence and
Ethical conduct.*

To accomplish this mission we will:

- Be guided by the principles of the restored Gospel of Jesus Christ.
- Foster respect for free, responsible and truthful public expression.
- Embrace diversity of ideas, thought and ethnicity.
- Encourage service to campus, community, church and profession.

Areas of Focus

- International Media Studies
- Mass Media Ethics
- Media, Family and Society
- Career Preparation in Advertising & Marketing
Communications, Print and Electronic Journalism and
Public Relations

PART II: EVALUATION

The recommendation regarding accreditation. The following guidelines will be used by the site visit team, the Accrediting Committee and the Accrediting Council in making a judgment about the accreditation status of a unit.

The Accrediting Committee and the Accrediting Council will base their decisions on the information and explanations presented in this report, so the site visit team has an extremely important obligation to provide sufficient information and explanation. Teams must avoid words that can have different meanings for different people and must use clear, concrete phrases.

Accreditation status is determined by the degree to which the unit's program complies with the standards of accreditation and the degree to which the program accomplishes its stated goals. An accumulation of inconsistencies and weaknesses, or a major shortcoming in one or more of the standards, may jeopardize the accreditation status of a unit.

For certain standards, it is appropriate for the team to comment about individual sequences in the unit. IT IS NECESSARY THAT THIS BE DONE FOR THE CURRICULUM STANDARD. Most of the comments, however, should be about general unit compliance or non-compliance with the standards.

Team chairs and members must not suggest to schools or departments that they follow model curricula designed by another organization, because these curricula have not been adopted by the Accrediting Council. The site visit team may offer suggestions for improvement but should avoid stipulations about specific courses or improvements, because each unit must be free to structure its program to meet its own goals and to meet the standards.

The team must conclude its evaluations of the unit's performance regarding each of the 12 standards with either "compliance" or "non-compliance."

Standard 1: Governance/Administration

Brigham Young University was founded in 1875 under the sponsorship of The Church of Jesus Christ of Latter-day Saints. BYU is part of the Church Educational System, which serves more than 1.2 million people worldwide. The system 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 typically enrolls almost 30,00 students a year; about 90 percent are undergraduates.

The university is a product of Utah's pioneer tradition. The original school, Brigham Young Academy, was established in 1875 in downtown Provo. At that time, Brigham Young was president of the church and he charged that all secular instruction should be integrated with teaching from the scriptures. That charge continues today. In 1903 the name was officially changed to Brigham Young University.

The first journalism courses were offered at BYU in 1916; in 1933 the Journalism Department was established in the College of Humanities and Sciences. In 1963 the Department of Communications was created within the College of Fine Arts and Communications, bringing together the Journalism Department, radio and television from the Department of Dramatic Arts, photography from the Art Department, and advertising from the College of Business. In the 1970s, public relations courses were added to the curriculum.

In 1992, a comprehensive new curriculum was implemented that put more emphasis on core classes and the conceptual study of mass media, and decreased the number of skill-oriented courses. And in the mid-1990s, the department brought the student newspaper and television stations together to create a converged newsroom called NewsNet.

Today the department is essentially a journalism and mass communications department that focuses primarily on teaching undergraduates. It is one of four academic units in the College of Fine Arts and Communications. The others are the Department of Theater and Media Arts, the Department of Visual Arts and the School of Music. In addition, the college contains three non-academic support units: the Division of Broadcast Services, the Museum of Art and the Division of Arts Productions. The department is highly regarded on campus for its students, its evolving commitment to scholarship and its leadership.

In fall 2002, the school had 608 undergraduate majors in its professionally-oriented program with 197 in advertising/marketing communications, 137 in broadcast journalism, 70 in print journalism and 204 in public relations, plus 25 additional students in the communications studies program, which is a theory-based, non-professional option. In addition, the department lists 453 students on what it terms "inactive" status, which includes things such as serving a church mission, part-time status, haven't completed their degree and the like.

The department's mission is threefold: to teach professionally oriented undergraduate classes in journalism and mass communication; produce laboratory media to give students mentored environments for learning professional skills, and to conduct research in journalism and mass communication, with a special emphasis in media ethics, international media studies, and media, family and society. The department appears to be fulfilling that mission.

The department meets this mission through a new curriculum implemented in fall 2002 that seeks to provide a balance between professional skills classes and the conceptual study of journalism and mass communication; giving students a strong set of media opportunities, including an award-winning newsroom called NewsNet, and a required off-campus internship program (including a program in New York City).

The department head is Michael Perkins, who is in his second year as department chair. He is assisted by Associate Chair Ed Adams. Perkins reports to K. Newell Dayley, dean of the College of Fine Arts and Communications. Dayley reports to Academic Vice President Alan Wilkins, who reports to President Merrill J. Bateman.

Before the unit was re-accredited in 1996, it went through a period in which it had at least three chairs over a period of about two years, causing the 1996 site visit team to observe that the result was "instability in organizational leadership." Fortunately for the department, Laurie Wilson then was named chair. She served for four years, bringing much-needed stability, before stepping down. In 2001, Perkins was named chair after an internal search.

The department chair is evaluated each year by the dean and serves a three-year term, which is renewable. The faculty meets the second Thursday of each month. Minutes are taken and are available in the department office. Academic and administrative issues are determined through the department's committee structure that includes the undergraduate studies committee; faculty rank and status committee (promotion and tenure); travel, research and awards committee; assessment committee, and technology committee. In addition, the faculty council meets to discuss strategic issues facing the department. This group is made up of the chair, associate chair and chairs of the committees mentioned above.

The department chair is highly regarded by campus administrators, including his dean. In general, communications faculty believe that the chair has done a good job, although some express frustration. Some feel he is still learning on the job, especially concerning how to insure faculty involvement and voices in the new decision structure that relies a great deal on the various committees. Some feel greater involvement is needed to achieve consensus, which may mean taking longer to arrive at decisions.

This is a solid program, one that is going through a period of transition in a number of areas: new curriculum, a broader focus (from primarily teaching to a mix of teaching and scholarship), many new faculty and committee-based management structure.

COMPLIANCE

Standard 2: Budget

Brigham Young University is a private institution so its budget is not made public. Significant budget information, however, was made available in interviews with university administrators.

Funding for the unit seems more than adequate. In fact, the self-study reports, "The department budget is fairly generous and offers enough discretion to the department leadership that few serious challenges exist."

All units at BYU receive the same percentage increase for supplies and expenses. They also receive the same percentage increase for non full-time faculty. With full-time faculty, administrators start with across the board guidelines regarding increases, then decide who should receive extra. Administrators say communications is funded comparably to other campus units and receives equal consideration for additional funds, although it must receive support from the dean, whose request then must compete with requests from other deans.

Administrators say equipment allocations can fluctuate, depending on needs and demands. Since the last re-accreditation, the university has funded new computers for Newsnet, and computers and some broadcast equipment have been placed on a regular replacement cycle (based on unit FTE) at university expense. At the time of the last site visit, the department was responsible for replacing Newsnet equipment and equipment in computer-lab classrooms so the change has had a significant, positive effect on the department budget. In 2001 the department received \$85,936 for computing equipment and in 2002 it received a one-time allocation of \$200,000 to buy a state-of-the-art digital news production package known as ParkerVision TV. In total, the department received \$260,986 for technology in 2002.

To determine salary ranges, BYU compares itself to the Oklahoma State survey, which provides data for 51 doctoral institutions with 20,000-plus enrollment. The majority of the 51 schools seem to be state land-grant institutions. Administrators say that the university wants to be at the market average for assistant and associate professor pay, and tends to be below market for professor rank. Communications faculty salaries actually are above average at the assistant and associate levels, and below for full professors. In addition, the dean says that communications salaries are higher than others in the college. The raise pool for academic 2001-02 was 2 – 2 1/2 percent.

The department has access to several funds that can be used for faculty research, travel and general support. They include the Scripps fund, which generates \$25,000 - \$40,000 a year; the Ashton fund, which generates more than \$30,000 a year; the Madsen fund, which generates about \$20,000 a year, and the Wall fund, which generates approximately \$5,000 a year. In 2002-03, the department will start presenting the Forsyth Scholar award to recognize faculty research. The recipient will receive a \$2,500 salary stipend each year for three years and

\$1,000 in research support each year for three years. In addition, the department is able to award a sizable number of scholarships.

A recent development is the effort to cultivate alumni and other donors to the program. To enhance this effort, the department employs a three-quarter time development assistant. In addition, two liaisons from the university's foundation arm are assigned to the College of Fine Arts and Communications, and one works with the department, splitting her time between the department, Theater and Media Arts, and the Broadcast Services division of the college.

COMPLIANCE

Standard 3: Curriculum

The departmental curriculum consists of four undergraduate professional emphases: Advertising and Marketing Communications, Public Relations, and Print Journalism and Broadcast Journalism. Communication Studies has been moved to the Department of Theater (Mass) and Media Arts. — only public speaking moved to TMA. We still have Comm. Studies

The department has made several changes to its curriculum since the last visit. Most of the changes have been or will be implemented during the fall 2002 and 2003 semesters. The total number of hours required for graduation is 120 semester hours. Students must complete a minimum of 80 credit hours outside of their major including 65 credit hours in liberal arts. Student must complete a minimum of 40 credit hours in communications courses. Only students majoring in the creative advertising track must select a minor area of study.

The core in the new curriculum has been streamlined to 12 credit hours from 18 credit hours. The new core includes (1) Mass Communication and Society, (2) News Writing, (3) Media Ethics, Law and Responsibility, and (4) Research in Communication. This smaller core has fewer prerequisites and will allow students more flexibility and help them move through the program more easily and to choose more elective courses.

Students will choose 12 hours of electives from several courses that encourage critical thinking, deeper learning, and research with mentoring faculty in the three areas of emphasis in the department's new mission statement, which are international media studies, mass media ethics, and media, family and society. All students must complete at least one credit hour of internship.

The department has implemented new admission criteria for all majors. Students must complete all prerequisite Communications courses with a grade of "B" or higher, complete the freshman English requirement with a grade of "B" or higher, pass the department's 30-minute writing test and pass the department's current affairs test. A letter of intent must be filed by the student explaining why they want to pursue a particular major, what they will bring to the program and any extenuating circumstances the review committee should know about the applicant.

The department says its curriculum teaches media convergence, but several faculty members said that in practice it's more like "co-location." There is undeniably some benefit to having TV, Web and newspaper students working out of the same newsroom, where they are exposed to the practices of other media. However, apart from an introductory class in which students write print and radio copy, broadcast students do not learn how to write and produce news for different platforms. The department's planned capstone course in multimedia journalism, beginning in winter 2003, will not require this either. Students will work in teams that include TV, Web and print reporters, but each group will produce content only for its assigned medium.

The professional emphases have also undergone curriculum revisions.

Advertising and Marketing Communications: The term "Advertising" has been added to the Marketing Communications name (MC). This change was made to make the program more

readily recognized by students. Students may select one of two tracks in the Advertising and Marketing Communications emphasis – Management or Creative. The creative track was developed in response to requests from students, alumni, and professionals for a more creative emphasis in the advertising program. Students who select the Creative Track must select a minor in either English or visual arts. The emphasis now allows students to take several of the upper division courses to be taken simultaneously. Students enrolled in the Strategic Advertising Campaigns class during the spring semester work on the AAF competition team. Students in both tracks must complete the introductory to Advertising and Strategic Advertising Campaigns courses.

Broadcast Journalism: The broadcast curriculum is designed to prepare students for careers in television news. Students take three TV skills courses in the department. They also must take two broadcast production courses (4 credit hours total) in the Theater and Media Arts Department. Since the department's last accreditation, hands-on opportunities for broadcast journalism students have declined. Students formerly produced live daily TV newscasts on the university's public television station, KBYU, which were seen statewide. Plans call for the resumption of a daily newscast on the station at noon, beginning in January 2003, but this is not guaranteed. Students no longer do news updates on the public radio station, although they do write and record stories that may be used by the station's professional news hosts. There is some tension and philosophical differences between the faculty and the paid staff in the TV studio, which is part of the department's multimedia newsroom, NewsNet. Faculty members say there is some disarray, but they hope the revamped curriculum will resolve the problems.

I have the commitment from Rein

Print Journalism: The print journalism emphasis requires a core of professional courses including reporting, editing and feature writing. A new capstone course on Multimedia Journalism has been introduced that will encourage integration of reporting, writing, producing and editing for print, broadcast and online media. The 12 hours of electives provide students with conceptual skills to support professional knowledge.

Public Relations: The public relations curriculum provides students with the conceptual framework and critical skills to pursue careers in the profession. With a strong emphasis on writing and strategic program planning and management, the public relations curriculum is consistent with the PRSA guidelines for public relations education. Public relations students also work with print and broadcast students in the converged newsroom, NewsNet, providing them with a valuable perspective for developing media relations skills. Ethics is a strong theme throughout the curriculum.

COMPLIANCE

Standard 4: Student Records/Advising

Academic and career advising are handled separately with students having access to both professional advisors within the college and faculty advisors within the department. The College Advisement Center maintains student records, assuring their accuracy and security, and its director serves as academic advisor for all communications majors. The associate chair of the department serves as liaison with the College Advisement Center and is a resource for students with advising issues and concerns. Students access their records electronically via their own computers and kiosks available on campus.

Students are generally satisfied with advising, although there has been some frustration with academic advising during the transition to the new curriculum. Although academic requirements and other planning forms used in advising were adjusted to correspond to the new catalogue, it appears changes in the curriculum and their implications for current and incoming majors were not clearly communicated and many students were left confused.

Growth in enrollment has strained the professional advisors somewhat and resulted in some delays in the time it takes students to obtain appointments. To help address this challenge, the College Advisement Center has instituted a 24-hour response program in which students can present a specific question to the advisor and receive an answer within this time period.

Students are assigned faculty advisors, yet are only required to meet with their advisors for approval of internships. Most students tend to proactively seek career advice and assistance with internships from faculty members with whom they have established relationships. They report that faculty are generally accessible and provide valuable guidance. Faculty appreciate the opportunity to focus on providing career counsel and related advice to students while relying upon professional advisors to assure students understand and meet academic requirements.

Student records are computerized and well-maintained. The department had been in full compliance with the 65/90 rule and subsequently made necessary adjustments in the curriculum to be in full compliance with the current 65/80 rule.

COMPLIANCE

Standard 5: Instruction/Evaluation

With a strong heritage of quality instruction, the Communications Department is undergoing some changes in its approach as it introduces a new curriculum. As part of a University-wide initiative to focus on learning outcomes, faculty members worked together over the past year to define learning outcomes for the new curriculum as a whole as well as for multi-section and individual classes. In addition, they developed a corresponding plan for assessing student learning that is being implemented in the 2002-2003 school year.

Previously, the department has used the standard university instrument to evaluate instruction and mean scores have been very similar to those of the college and university. Following a successful pilot of online student evaluations last year, this method is being implemented to assess learning outcomes and teaching.

During the transition to the new curriculum, some class sizes have increased substantially. Although the department anticipates that these exceptionally high enrollments will be temporary, faculty teaching these courses have had to adapt their teaching techniques in order to assure students will still meet learning objectives under the circumstances.

Lecture topics listed in the syllabi are generally consistent with the course descriptions and titles.

Examining the sequences individually, there is some variation in the both the nature and quality of instruction. All combine theory with practice and offer numerous opportunities to apply learning within and outside the classroom.

Public Relations. Several public relations faculty have received teaching awards and been recognized nationally as leaders in the profession. Although the four full-time faculty members in the sequence have very different backgrounds and teaching styles, they are all respected and admired by students who feel they benefit from the faculty's diversity of experience and expertise. Faculty members also mentor students as they are developing and applying their professional skills outside the classroom through internships, the award-winning PRSSA chapter and the student public relations agency.

Broadcast Journalism. The broadcast faculty consists of three full-time members, one of whom is a new hire on the professional track. These faculty members teach the three required broadcast classes, and also teach other journalism requirements and electives. Many skills class assignments are fulfilled as part of a lab section. Students rate the broadcast faculty as caring and approachable, but some say they learn more from their lab sections where they receive direct feedback on their work from staff rather than faculty members.

Advertising and Marketing Communications: Five full-time faculty teach in the Advertising and Marketing Communications sequence. One of the full-time faculty members was on leave

during the 2002-2003 academic year. Students and local professionals rate the quality of instruction as good to excellent. However, only one faculty member teaches four of the five courses in the creative track. Faculty members provide numerous opportunities through class assignments and group projects for students to develop professional advertising skills. Advertising students frequently compete in and win the district AAF competition. Faculty members also mentor students and assist them in securing internships and jobs.

Print Journalism. The print journalism faculty consists of three professorial faculty and one professional faculty. These faculty members teach the required journalism skills classes and conceptual classes. The professional track faculty member also supervises the instructors teaching the lab sections of the beginning newswriting class. Students give some mixed reviews of instruction, yet most say faculty deserve high marks.

COMPLIANCE

Standard 6: Faculty: Full-Time/Part-Time

The department faculty profile has changed somewhat since the last reaccreditation visit regarding faculty ranks, research productivity, and length of employment. The department has been successful in its goal of increasing the proportion of female faculty and decreasing the proportion of faculty with their last academic degrees from BYU and the University of Utah; however, there has been no change in ethnic diversity.

The current self-study indicated that the department would like to increase the proportion of full-time faculty at the assistant professor rank and decrease the proportion of faculty at the full professor rank. Ten full-time faculty members who were on staff during the last visit are no longer with the department. Seven faculty members retired, two did not receive continuing employment and one left to accept an endowed chair position at the University of Texas. Since 1999, the department has hired 12 new faculty members. } ? unclear & false I think

There are currently 23 full-time faculty members. Eighteen are male and five are female. Five faculty members hold the rank of full professor, while there are 10 associate professors, six assistant professors and two instructors. This compares to nine full professors, four associate professors and eight assistant professors during the previous visit. Since 1997, one female faculty member was promoted to full professor and three faculty members were promoted to associate professor.

Sixteen faculty members have Ph.D. degrees, one is ABD, one has a J.D., four have master's and one has a bachelor's degree. Three of the four faculty members with master's and the one faculty member with the bachelor's are in the professional track. The remaining faculty member with a master's is an instructor and the faculty member who is ABD is an instructor. Therefore, of the 17 professorial track faculty members, 16 have Ph.D. degrees and one has a J.D. Five of the 16 professorial track faculty members have Ph.D. degrees from the University of Utah. The faculty member with the J.D. earned his law degree from the University of Utah.

In an effort to increase faculty professional experience, the department reassigned or changed four professorial-track positions to professional-track faculty positions, one in each of the department's professional majors. Four of the new faculty members filled the four new professional-track positions. The professional track faculty members have taken a strong leadership role in developing internships and advising student organizations

The department has written promotion and tenure criteria for the professorial and professional track faculty members; however, a few professional track faculty members suggest they do not fully understand the requirements expected of them for promotion and tenure.

Among the 12 new faculty appointments, one is a female, all are Anglo or white and 50 percent hold their last academic degree from the University of Utah or BYU.

The reliance on part-time faculty has been reduced dramatically. The transfer of the public speaking course to the Department of Theater and Media Arts in fall 2002 has resulted in a reduced reliance on part-time instructors. The nine part-time faculty members represent a 60 percent reduction in part-time faculty from the last site visit. These part-time faculty members bring a valuable professional experience to the classroom.

The new professorial track faculty members have significantly improved the department's research and publication productivity. Many of the faculty's publications have appeared in the tier-one journals.

The department places a high value on teaching effectiveness. Faculty members are evaluated by students, faculty peers and the department chair. The typical teaching load of three and three may be reduced for administrative or research assignments. All but one professorial track faculty member teach a two and two load in the 2002-2003 year. Most of the students and local professionals contacted by the site team tend to agree that faculty members are very good lecturers and provide good practical and applied assignments. However, some faculty members suggest that teaching is not rewarded or emphasized as much as it should be. These same faculty members suggest that the department's focus has changed from an undergraduate teaching emphasis to a research and publication focus.

All of the new faculty members participated in the BYU Faculty Development Series. The 18-month series is designed to include a fall seminar, peer mentoring, a spring seminar and the development of teaching, scholarship and citizenship. The seminars consist of discussions and presentations about the resources available to new faculty.

The department appears to have made some progress regarding attempts in equalizing the number of senior and junior faculty, reducing the proportion of faculty with their last academic degree from BYU or the University of Utah, increasing research productivity and increasing the proportion of female faculty members in the professorial track.

COMPLIANCE

Standard 7: Internships and Work Experience

Every student in the department is required to complete an internship for one credit hour, and some take as many as three. The department operates an internship office managed by a 30-hour-per week coordinator. This office serves as a clearinghouse for internship information, with more than 700 internship providers currently on file, but it is not a placement office. It is up to the individual student to secure an internship.

Students may not begin a required internship without completing prerequisite courses and receiving prior approval from a faculty advisor. Some students say it is difficult to meet the internship requirements until late in the program. They are expected to work the equivalent of 40 hours per week for 8 weeks and must be supervised by a professional who evaluates the student at the end of the internship. The hours required are far in excess of the requirements of other departments and schools at BYU offering internship credit. At the end of an internship, the student evaluates the experience and the employer evaluates the intern. Students are requested to provide progress reports to faculty during the internship, but this is not required.

The department acknowledges the need to improve its oversight of internships. Committees are working to revise the employer and student evaluation process. The department has funds for faculty travel to solicit and review internships, but these funds are not being used at the rate they could be.

A keystone of the department's internship program is the New York semester each spring, which places 20 to 30 students with major media companies, public relations firms and advertising agencies. The students are accompanied by a faculty member, and meet weekly. A similar program is being arranged for Mexico City. Students also can take part in the University's Washington Seminar program.

COMPLIANCE

Standard 8: Equipment/Facilities

Space continues to be a problem for the Department of Communications. Since the last site team visit, which found the department in non-compliance on this standard, the school has acquired some additional space in its home building and the neighboring student center. To meet its needs, the department must use classroom space in 11 other buildings. The self-study calls this "adequate," but concedes that in some cases, space is so tight it compromises teaching and student learning. The biggest squeeze is in the Newsnet lab, which the department says is only half the size it should be. Newsnet serves as a working classroom, is home to the student newspaper, and also houses a TV news set and master control. Video editing stations are in the same open space—there are no edit rooms. There is only one audio tracking booth, and lines often form as students wait for access. Better scheduling has helped to relieve some of the strain on Newsnet, but it remains overburdened.]

The university offered to move the department into another campus building in 1997, which would have been refurbished for its use, but the faculty rejected the offer, preferring to wait for a new building to be constructed. It is now clear that the department will not get a new building, and it hopes to move to a refurbished building in 2006.

Since the last accreditation visit, the department has made great strides in improving its computer technology, which was described six years ago as "woefully inadequate." The department is now on a three-year replacement schedule for computers, and tech support is provided by the college, improving the level of service and relieving strain on the department budget. The department has two computer labs – one PC and one Mac – with 19-20 workstations in each. These computers are loaded with essential software, such as Word, Quark, Dreamweaver and Photoshop. The labs are not open 24 hours a day, but students can access other labs with the same software elsewhere on campus. Many students say they simply buy the software they need so they can work on their own computers.

Students, faculty and local professionals rate the department's broadcast equipment as excellent. They work with DVC-Pro cameras and laptop editors. They also have access to Final Cut Pro for non-linear editing. A recent upsurge in enrollments has strained resources for lower-level classes. Plans call for the purchase of mini-DV cameras to relieve that strain. The recent purchase of a ParkerVision system will limit students' experience with TV production, which will now be performed by a central operator. The department believes this is a positive change, as it will free students to focus more on journalism and less on production.

The department is located just steps away from the university's central library, which houses a large and current collection of communications books and periodicals and serves the department's needs. Major online databases and other resources are also available. The school's lab newsroom receives newspapers and magazines for students, and some periodicals are available in the faculty lounge.

COMPLIANCE

Standard 9: Faculty Scholarship/Research/Professional Activities

In its mission statement, the department states that "research and rigorous scholarship" is to be emphasized as it seeks "excellence in its students, faculty and staff." The emphasis on scholarship is reiterated in faculty performance expectations. Professorial faculty are expected "to engage actively in scholarly research and publication," while professional faculty are expected "to identify and pursue a vigorous agenda of professional and/or creative work consistent with their professional expertise." These expectations are defined in terms of what publications, presentations and other activities are to be considered under scholarly research and publication, and under professional and/or creative work, and are consistent with definitions commonly used in our field.

In the last accreditation assessment, the department was found to be in compliance, although it was noted that the record is "mixed," with some faculty clearly being very productive while others were not.

Scholarly productivity has increased since the last accreditation visit. For example, the number of peer-reviewed journal articles in 2001 was 21, compared to 6 in 2000, 12 in 1999, 8 in 1998, 8 in 1997 and 8 in 1996. Also, faculty have published more books, book chapters, encyclopedia entries, and other professional publications. They have also presented more papers in regional and national academic and professional conventions. Faculty are publishing articles and presenting papers in respected venues, including some of the most rigorously refereed journals in our field, and these activities are spread more evenly among the faculty, with almost everyone participating.

The department and college encourage scholarship and professional activities by providing research grants (e.g., the Ashton Research Fund) and travel support to conferences, workshops and conventions. For example, the department reports that all requests to attend AEJMC, ICA and BEA were funded. Release time for research (a one course reduction per semester) was given to most faculty who requested it. Overall, the department has begun to promote a culture that values traditional and professional scholarship. It should be noted, however, that some professional faculty said they were unclear as to criteria for professional scholarship. Additionally, the department recognizes that the challenge will be to "create a permanent culture of scholarship, creative and professional productivity that goes beyond the tenure decision." Most non-tenured faculty – professorial and professional – expressed the motivation to continue their scholarship beyond tenure.

COMPLIANCE

Standard 10: Public Service

The department has a strong record of public service work with area high schools. The school offers an annual journalism workshop for high school students in Utah, and recently expanded its reach by co-sponsoring a high school workshop in Nevada. The Utah workshop recently was reconfigured to accept fewer students in order to offer participants a more hands-on experience. Instead of reaching up to 800 students each year, the school will work with about 80. In addition, the faculty has spent three years helping BYU's small satellite campus in Hawaii create a journalism curriculum.

Public relations students provide community service by producing campaigns for area non-profit groups and other campus units through the student public relations agency. The department uses its multimedia lab to stream Webcasts of campus conferences and symposia, making them available to outside audiences. The self-study does not indicate any outreach or offerings of continuing education opportunities to alumni or professionals in the state.

Most faculty members are involved in academic organizations and several are active on editorial boards of peer-reviewed journals. Membership and service in professional organizations is more limited. Fully half the faculty's vitae list either no professional memberships or none that are current. The department pays for one membership for each faculty member, so multiple memberships are theoretically affordable. A similar split is reflected in public service activities undertaken by individual faculty members. Almost half list no such activities over the past six years. Those faculty members who are involved in outreach have continued the school's international engagement, taking part in activities in the Philippines, Germany, Bolivia and Israel.

COMPLIANCE

Standard 11: Graduates/Alumni

BYU first granted degrees in Communications in 1935 and in Journalism in 1938. Since then, the Alumni Association has recorded 9,053 graduates with degrees related to the department's program. The department relies on the university's Alumni Association to track graduates and can use information gathered by the Alumni Association, but has no tracking system itself. When requested, the Alumni Association provides all communications alumni data to the department. However, many faculty members have kept in touch with a considerable number of alumni.

The department does not produce a publication that is distributed to all alumni. The department's newsletter, Commworld, is published several times a year and distributed via mail to about 3,500 selected alumni and major donors. The publication is not designed specifically to inform alumni, but to develop positive relationships with prospective donors, media representatives and other academicians. It is currently being reassessed. Currently, the only vehicle accessible to all graduates is the department Website, which includes information about departmental activities, students, faculty and alumni.

Since the last visit, the department's National Advisory Board (NAB) has been reorganized to better help the department's relations with alumni. A separate department Alumni Board has been organized as a distinct group under the direction of the NAB's alumni committee. While the NAB emphasizes fundraising and development, the Alumni Board is responsible for mentoring students, organizing local alumni events, and developing internship and job-placement opportunities for students.

The department hosts alumni receptions or dinners in cities where faculty might be attending a professional convention or conference. Alumni receptions have been held in Las Vegas, Atlanta, Phoenix, Washington, D.C., and Miami. These receptions have been very well received by graduates, who expressed appreciation for the chance to reconnect with the department.

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The department will initiate a Communications Week in March 2003, with one objective being to give alumni a chance to return to campus to mentor students. Students will have an opportunity to network with alumni who may provide internships and jobs. Even though most of the speakers will be alumni, some of the speakers will be professionals who are not BYU graduates. Students indicated that alumni are valuable sources for information, internships and jobs.

The department periodically conducts alumni surveys to inquire about their employment, their emphasis in the communications major, and whether they would like to help the department with alumni relations, recruiting/placement, program advisement, guest lectures, mentoring, internships, etc. This information is maintained in a database by the department's development assistant. In 2002, the department solicited information from alumni to assess the curriculum.

According to a 2000 survey, about 80 percent of BYU Communications students found full-time employment. This employment rate is about the national average among mass

communications graduates. The average salary of employed BYU graduates was \$33,000, while the national average salary was about \$28,000.

Some additional information is available from the Alumni Association's placement office, though that service tracks only those graduates who choose to use it. Of the 18 graduates from December 2001 who signed up for the service, seven are still looking for a job, one is in law school, one has a paid internship, and nine have jobs with an average salary of \$33,285. Of the 27 graduates from April 2002 who use the service, 11 are still looking for work, two have gone to graduate school, two have internships, and 12 have jobs with an average salary of \$38,000.

COMPLIANCE

Standard 12: Minority and Female Representation

Brigham Young University's Equal Opportunity Policy says it seeks to "provide equal opportunity to all qualified personnel and qualified applicants for employment without regard to race, color, sex, national origin, age, veteran status, or disability," and to "provide personnel with a work environment free from any type of unlawful discrimination, including freedom from any form of unlawful sexual harassment or inappropriate gender-based behavior." Following university policy, the department states in its diversity and inclusivity plan that it is "committed to achieving greater diversity and inclusivity in its faculty and students."

As a practical matter, the university's policy of "hiring faculty almost exclusively who are members of the sponsoring church" limits the pool of applicants. Also, the department's report points out that "the religious nature of the university and the lifestyle expectations of students at BYU limit the interest of prospective students who are not members of The Church of Jesus Christ of Latter-day Saints." With regards to the pool of female applicants for faculty positions, the department chair said that an additional limitation is a "subculture" among women church members in which marriage and raising a family are often the top priorities.

The last accreditation assessment found the department to be in compliance, pointing to programs that have led to "impressive strides" in ethnic diversity, while identifying problems in female faculty representation, including the observation that women have a more difficult time than males in seeking tenure and promotion.

Since the last visit, racial and ethnic minorities continue to be under-represented on the faculty and student body, compared to the population as a whole. In 1997, four out of 21 faculty (instructor through full professor) were women (19 percent); in fall 2002, there were five women faculty (instructor through full professor) out of 23 (22 percent). The university average is 15 percent. In Fall 2002, the department had two female full professors, one associate, one assistant professor and one instructor. All female faculty are white.

Faculty Hires Since 1997: Twelve faculty were hired since 1999, including one woman. Seven women were finalists and one Hispanic male. Of the women in the pool who were not hired, one withdrew because her husband was finishing a doctorate in Boston and another withdrew because she was "high-priced talent on local TV and couldn't afford living on an academic salary." The Hispanic male candidate also withdrew for financial reasons.

Minority students comprise 7.9 percent of department students. Females are 41 percent of the department's students.

Programs to Increase Diversity: The department has initiated a "Grow ~~Your~~ Own" program to increase female and racial minority representation on the faculty. The program identifies minority and female professionals and students and then encourages, mentors and supports them for advanced graduate work with the intent of hiring them on the faculty (after competitive searches) when positions open up. Two female candidates for this program have been identified. One is now teaching as a temporary instructor. The other was an unsuccessful candidate for a broadcasting search because her expertise was mostly in public relations. This candidate will be supported by the department in graduate school – about \$2,000 per semester for tuition and fees. Both candidates also are racial minorities.

The Howard University exchange program, which was cited in the previous accreditation report as a strong point, has been inactive in recent years. The department chair is continuing discussions with the dean at Howard to expand the program from the Department of Journalism at Howard to other communication units.

For students, summer workshops, scholarships and recruitment strategies (e.g., direct mailings) directed at minority students have been implemented or continued. Expansion of an exchange program with BYU-Hawaii seeks to bring minority students, primarily Pacific Islanders to the Provo campus.

Diversity in the Curriculum: It is the department's policy to integrate multiculturalism and diversity issues in all courses, rather than exclusively in a few courses. The list of department speakers and syllabi indicate that gender and racial issues are included in the curriculum.

Students paint a mixed picture of how diversity issues are handled. Some say racial and gender issues are covered regularly in their classes. Other say such topics are rarely or never discussed.

Likewise, students of color report mixed experiences. Some students of color say they feel comfortable on campus and others report unpleasant experiences.

One way in which students are expected to gain broader perspectives is through serving missions abroad, in which they live in other countries for 18-24 months as part of their service to the church.

COMPLIANCE

PART III: Evaluation of Professional Master's Program
(complete only if applicable)

Not evaluated

PART IV: SUMMARY BY SITE VISIT TEAM

Institution and Unit:

1) Summarize the strengths and weaknesses of the unit.

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- Excellent student body
- Climate of curricular risk-taking and change
- New faculty and improving record of scholarship
- Resources to support faculty scholarship
- Faculty accessibility
- Public relations faculty and sequence
- Great improvement in technology and support

Weaknesses

- Insufficient resources applied to increasing diversity
- Continued space shortage
- Uncertainties related to faculty and curricular change
- Disconnect between student broadcast curriculum and professional outlets

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

3) Summarize the problems or deficiencies that must be corrected before the next evaluation.

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

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

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

Facilities – Since the last accreditation, the department has made a number of improvements, including creating a high-tech lecture room, redesigning classes, receiving additional square footage and the like. Facilities, although still a bit cramped, are much better.

Lack of consensus among faculty regarding the underlying philosophy of the program and the appropriate balance needed between the strong professional heritage of the curriculum and the newer focus on greater faculty scholarly productivity – With a number of new hires and the departure of some faculty, much improvement has been made, although more discussion still needs to occur.

Some inconsistent instruction in multiple sections of the same course and uneven quality in syllabi – Lead instructors now meet with faculty teaching in multi-section courses to achieve consensus about the focus of courses. Department faculty also participate in several programs designed to improve overall instructional quality.

Some lack of depth in research productivity – The department has made enormous strides in this area with its new hires.

Instability in leadership – Former chair Laurie Wilson and now Michael Perkins are giving the department a great deal of stability.

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 below.

The self-study was a clear and useful in most respects. Some material was missing, however, including Tables 6-8. All information requested by the team was quickly provided.