

ACEJMC
Undergraduate program
2013– 2014

Name of Institution: Kansas State University

Name and Title of Chief Executive Officer: Kirk H. Schulz, president

Name of Unit: A. Q. Miller School of Journalism and Mass Communications

Name and Title of Administrator: Birgit Wassmuth, director

Date of 2013 - 2014 Accrediting Visit: Oct. 27-30, 2013

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

Date of the previous accrediting visit: Oct. 28-31, 2007

Recommendation of the previous site visit team: Re-accredit

Previous decision of the Accrediting Council: Re-accredit

Recommendation by 2013 - 2014 Visiting Team: Re-accredit

Prepared and submitted by:

Team Chair

Name and Title: Pam Luecke, Department Head

Organization/School: Washington and Lee University, Department of Journalism and Mass Communication

Signature

Team Members

Name and Title: Caesar Andrews

Organization/School: University of Nevada, Reno

Signature

Name and Title: Pat Rose, Executive Director

Organization/School: American Academy of Advertising

Signature

Name and Title: John Paluszek, Senior Counsel

Organization/School: Ketchum

Signature

PART I: General Information

Name of Institution: Kansas State University

Name of Unit: A.Q. Miller School of Journalism and Mass Communications

Year of Visit: 2013

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. (Please see the following pages.)

Kansas State University: 76-408 Chapter 76.--STATE INSTITUTIONS AND AGENCIES;
HISTORICAL PROPERTY Article 4.--KANSAS STATE UNIVERSITY

76-408. Acceptance of provisions of act of congress. Laws 1863, chapter 2, sections 1 and 2, included by reference. [Section 1 of the act follows: "That the provisions of the act of congress entitled 'An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts,' approved July 2, 1862, are hereby accepted by the state of Kansas; and the state hereby agrees and obligates itself to comply with all the provisions of said act." Section 2 provided for filing certified copy of act with federal government.] **History: L. 1863, ch. 2, §§ 1, 2; G.S. 1868, ch. 3, p. 73; R.S. 1923, 76-408**

76-409: Chapter 76.--STATE INSTITUTIONS AND AGENCIES; HISTORICAL PROPERTY: Article 4.--KANSAS STATE UNIVERSITY 76-409. Location of college in Riley county; site ceded to state. Laws 1863, chapter 3, sections 1 and 2, included by reference. [The preamble to the act cites the title to an act of congress approved July 2, 1862, "An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts" and alludes to the acceptance of that act by the legislature. Section 1 of the act establishes such a college and permanently locates same on a certain tract of land in Riley county, describing same by metes and bounds, with the provision that the location of the college is on the express condition that the Bluemont central college association cede to the state the real estate described, together with the other property of that association. Section 2 authorizes the governor to receive and cause to be recorded and filed the title papers to the property.] **History: L. 1863, ch. 3, §§ 1, 2; G.S. 1868, ch. 3, p. 74, §§ 1, 2; R.S. 1923, 76-409.**

76-410: Chapter 76.--STATE INSTITUTIONS AND AGENCIES; HISTORICAL PROPERTY: Article 4.--KANSAS STATE UNIVERSITY 76-410. Endowment; investment; use of interest. Laws 1871, chapter 13, section 1, included by reference. [This act amended and repealed Laws of

1863, chapter 4, section 16. The text follows: "The ninety thousand acres of land granted to the state of Kansas by congress to endow a college for the benefit of agriculture and the mechanic arts shall be used solely for the endowment of said Kansas state agricultural college and for no other purpose whatever, and the interest on the fund arising from the sale of said lands shall be used as the board of regents may determine, for the maintenance, support and development of said agricultural college; but the principal or the money arising from the sale of said land shall be invested according to law, and shall constitute a fund to remain forever undiminished."] **History:** L. 1863, ch. 4, § 16; G.S. 1868, ch. 3, p. 77, § 16; L. 1871, ch. 13, § 1; March 18; R.S. 1923, 76-410.

76-410a Chapter 76.--STATE INSTITUTIONS AND AGENCIES; HISTORICAL PROPERTY
Article 4.--KANSAS STATE UNIVERSITY 76-410a. State agricultural university fund. The state agricultural university fund shall at no time be diminished for any purpose whatsoever. Such fund shall be administered by the state board of regents for the benefit of Kansas state university of agriculture and applied science, and the earnings of such fund shall be subject to appropriation by the legislature. K.S.A. 58-3601 *et seq.* shall apply to the state agricultural university fund, except as otherwise provided by this section and K.S.A. 76-718a. **History:** L. 1974, ch. 294, § 10; July 1.

76-411 Chapter 76.--STATE INSTITUTIONS AND AGENCIES; HISTORICAL PROPERTY
Article 4.--KANSAS STATE UNIVERSITY 76-411. **History:** L. 1919, ch. 292, § 2; R.S. 1923, 76-411; Repealed, L. 1970, ch. 371, § 19; March 18.

76-412 Chapter 76.--STATE INSTITUTIONS AND AGENCIES; HISTORICAL PROPERTY
Article 4.--KANSAS STATE UNIVERSITY 76-412. Inspection of dairy herds. The department of dairying of the Kansas state university of agriculture and applied science, at Manhattan, Kansas, shall inspect the dairy herds of all the state institutions having dairy herds, or that may hereafter have dairy herds. Such inspection shall be for the purpose of advising with and assisting the several superintendents, in the building up and maintaining the dairy herds of these institutions to a high standard. **History:** L. 1917, ch. 300, § 1; Feb. 21; R.S. 1923, 76-412.

76-413 Chapter 76.--STATE INSTITUTIONS AND AGENCIES; HISTORICAL PROPERTY
Article 4.--KANSAS STATE UNIVERSITY 76-413. Same; scope and report; registration of cattle. In these inspections, the professor of dairying, or his or her assistant, shall make a thorough investigation and inspection of these herds, and report to the superintendent in charge of an institution, any cattle that may be infected with any disease. It shall also be the duty of the professor of dairying to inspect the registration books kept by each institution, and to see that all cattle that are eligible are registered, and upon the recommendation of such professor of dairying, the superintendent shall make such disposition of these diseased, undesirable or condemned cattle as he or she shall deem best. It shall also be the duty of the superintendent to see that proper registration is made of all cattle eligible. **History:** L. 1917, ch. 300, § 2; Feb. 21; R.S. 1923, 76-413.

(This information was copied from the State Legislative Web site <http://www.kslegislature.org/legsrv-statutes>.)

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

Yes

No

If yes, give the date of the last accrediting visit: October 29-31, 2013

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1947

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

This mission statement was adopted in Spring 2006 and has been followed since then:

The mission of the A.Q. Miller School of Journalism and Mass Communications is to:

- * Pursue knowledge through creative works, scholarly research, and innovative teaching
- * Encourage professional competencies, critical thinking, ethical decision-making, and social responsibility
- * Serve our constituents as defenders of free expression in a dynamic, multicultural society

7. What are the type and length of terms?

Semesters of 16 weeks

Quarters of _____ weeks

Summer sessions of 4-6 weeks

Intersessions of 1-3 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 by the university for graduation. Specify semester-hour or quarter-hour credit. 121 Semester hours

10. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit. 1-3 Semester hours

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

Name of Sequence or Specialty

Person in Charge

Advertising

Tom Gould

Journalism & Digital Media

Andy Nelson

Public Relations

Joye Gordon

12. Number of full-time students enrolled in the institution: Spring 2013 – 18,863

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

Name of Sequence or Specialty	Undergraduate majors
Advertising	58
Journalism & Digital Media	66
Public Relations	109
Pre-majors	337
Total	570

14. 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 2013	Spring 2013
MC 200 News and Feature Writing		
Section A	18	16
Section B	18	18
Section C	18	17
Section D	18	18
Section E	18	18
MC 211 Writing for Electronic Media	12	--
MC 221 Advertising Strategy and Planning		
Section A	18	20
Section B	17	--
MC 241 Editing	18	18
MC251 Digital News		
Section A	18	17
Section B	18	--
MC 280 Public Relations Writing		
Section A	18	18
Section B	18	18
Section C	13	--
MC 290 TOPICS N MASS COMM (FALL ONLY)	6	2
Sections A, D Audio Production Basics		
Sections B, E Video Production Basics		
Sections C, I Visual Media Production Basics		
MC 316 Computer-Assisted Reporting	17	23
MC 303 Advanced News Writing	14	8
MC 331 Digital Photography	18	17
MC 385 Media Practicum		
Section A	13	10
Section B	4	5
Section C	9	6
Section D	12	11
Section E	12	1
MC 406 Advanced Digital News	16	18
MC 408 Producing Digital News	9	7
MC 416 Photojournalism	--	16

MC 426 Magazine and Feature Writing	7	6
MC 461 Web Techniques	17	18
MC 471 Audio and Video Production	16	--
MC 480 Advertising and Public Relations Design and Production		
Section A	19	11
Section B	17	16
Section C	18	--
Section D	11	--
MC 491 Mass Communications Internship	22	19
MC 557 Advertising Portfolio	16	--
MC 580 Convergence Reporting	16	16
MC 640 Advertising Campaigns	17	16
MC 645 Public Relations Campaigns	20	30

15. Total expenditures planned by the unit for the 2013 – 2014 academic year: \$202,700.00

Percentage increase or decrease in three years: Increase 22.8%

(In Fall 2012, we received a one-time allocation of funds for technology purchases from the College of Arts and Sciences. That money increased our overall budget last year. This year, we will receive \$40,000 from the newly established (\$8/credit hour) technology fee paid out in two installments, \$20,000 in the fall and \$20,000 in the spring. These allocations are subject to change. The actual operating budget has remained flat at \$45,000/year since 2004.)

Amount expected to be spent this year on full-time faculty salaries: 1,818,437.00

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

William Adams	Professor
Kimetris Baltrip	Assistant Professor
Louise Benjamin	Professor
Bonnie Bressers	Associate Professor
Barbara DeSanto	Assistant Professor
Gloria Freeland	Assistant Professor
Kelly Furnas	Assistant Professor
Joye Gordon	Associate Professor
Tom Gould	Professor
Tom Hallaq	Assistant Professor
Steve Harvey	Instructor
Jinsoo Kim	Assistant Professor
Curtis Matthews	Assistant Professor
Nancy Muturi	Associate Professor
Samuel Mwangi	Associate Professor
Andy Nelson	Assistant Professor
Katie Olsen	Instructor
Angela Powers	Professor
Debra Skidmore	Instructor
Steve Smethers	Associate Professor
Birgit Wassmuth	Professor
Vern Wirka	Instructor

Wes Wise Assistant Professor
 Stephen Wolgast Assistant Professor

17. List names of part-time/adjunct faculty teaching at least one course in fall 2013. Also list names of part-time faculty teaching spring 2013. (If your school has its accreditation visit in spring 2014, please provide the updated list of faculty at time of visit.)

Fall 2013

Shannon Krueger
 Matthew Bloomberg
 Linda Puntney
 Martin Puntney

Spring 2013

David Chartrand
 Aaron Englemam
 Shannon Krueger
 Linda Puntney
 Martin Puntney

18. Schools on the semester system:

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

Year	Total Graduates	semester 80 or more semester hours outside the major		65 or more hours in liberal arts/sciences	
		Number	Percent	Number	Percent
2012-2013 academic year	<u> 99 </u>	<u> 99 </u>	<u>100 </u>	<u> 99 </u>	<u>100 </u>
2011-2012 academic year	<u>106 </u>	<u>106 </u>	<u>100 </u>	<u>106 </u>	<u>100 </u>

19. Schools on the quarter system:

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

Year	Total Graduates	116 or more quarter hours outside the major		94 or more hours in liberal arts/sciences	
		Number	Percent	Number	Percent
2012-2013 academic year	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
2011-2012 academic year	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

Kansas State University is a large, public land-grant university in Manhattan, Kan., about two hours west of Kansas City. The attractive campus, with distinctive limestone buildings, is home to 24,581 undergraduate and graduate students. The university began offering printing in 1874 and its journalism curriculum dates to 1910. The program became a school in 1988 and it was named after A. Q. Miller, a renowned newspaper editor in Belleville, Kan. It is one of only two accredited programs in the state.

The Miller School is one of 23 departments and schools in the College of Arts and Sciences. COAS is one of nine colleges within the university, which is a Doctoral I institution. The Miller School now offers three sequences: advertising, journalism and digital media, and public relations. In addition, the school has 337 pre-majors. The school also offers a master's degree, but the latter is not part of this review.

The school also offers a minor and supports an agricultural journalism program housed in the Agricultural Education School, which is part of a different college. In addition, several faculty members teach online courses through the Division of Continuing Education.

Like many state universities, Kansas State has been operating in a tough budget environment for several years. The state funded nearly half of a student's education in the 1980s but today it contributes just over 20 percent. Faculty have not had merit raises for five years.

The school has both a mission statement and strategic plan. The mission is to:

- Pursue knowledge through creative works, scholarly research and innovative teaching
- Encourage professional competencies, critical thinking, ethical decision-making and social responsibility
- Serve our constituents as defenders of free expression in a dynamic, multicultural society.

The university's president, who arrived three years ago, has embarked on a mission to have Kansas State recognized as a Top 50 public research university by 2025. That vision flowed to the colleges and each division has adopted its own strategic plan.

The recently completed strategic plan for the A. Q. Miller School includes several ambitious goals, such as a new building to bring all of its activities under one roof; an interdisciplinary online professional master's program with communications studies

and agricultural education; a doctoral program building on those same relationships; an online certification for high school teachers of journalism; and new endowed chairs.

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

Faculty have a central role in curriculum decisions, some of which must be approved by the college's Course and Curriculum Committee. The university's faculty Senate gives final approval before changes are forwarded to the Kansas Board of Regents.

The school has nine standing committees and the director may appoint ad hoc committees to address special issues. The school's bylaws require that the faculty meet at least twice each fall and spring semester. In the past year, the faculty met nine times.

- (c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

The school's director, Birgit Wassmuth, arrived in July from Kennesaw State University in Georgia, where she had been chair of the Department of Communication since 2006. In the past six years, the school has had two other directors: Louise Benjamin, who was interim director in 2012-2013, and Angela Powers, who was director from 2004 to 2012. Both Benjamin and Powers remain on the faculty.

The director reports to the dean of the College of Arts and Sciences. She is supported by two associate directors (for undergraduate education and graduate studies and research), as well as three sequence heads.

Most faculty members told the team they believe the new director is off to a good start and has brought the school direction, stability and fresh ideas. A few are reserving judgment, since she has been on campus only four months. Administrators and colleagues from throughout the university praised her style and willingness to collaborate.

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

When the last permanent director stepped down in 2012, the dean of the College of Arts and Sciences appointed a search committee, with school faculty representing the majority. The committee assists the dean in selecting a replacement. The initial appointment may not exceed five years. The director is reviewed annually by the dean, who also conducts a more substantive reappointment review every five years.

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

The university handbook spells out grievance procedures for faculty and staff complaints. Students are encouraged to take complaints to the faculty involved but may bring complaints in writing to the associate director for undergraduate studies. In student meetings, students seemed well aware of how to make their concerns known.

University policy also allows students and faculty to file formal grievance complaints. The team did not become aware of any active complaints.

Compliance

PART II — Standard 2: Curriculum and Instruction

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

NOTE: Revised standards were effective 2013-14 academic year. However, programs had permission to use the revised 72 credit hours outside of journalism and mass communications and the increased internship hours in the 2012-13 academic year. Indicators (a) and (e) are affected. Either can be applied in site visits this year.

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

- (a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of journalism and mass communications. Or, ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

One hundred percent of the graduating students were in compliance, in each of the two years preceding the site team visit.

- (b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)

To be admitted to the school, students must have a 2.5 grade-point average based on at least 30 credit hours at the 100-level or higher. All students must complete “Mass Communication in Society” with a C or better and pass the school’s composition skills test (CST). Transfer students have comparable requirements but may transfer in an equivalent to MC 110 with a grade of C or better. Currently the unit has 337 pre-majors.

Requirements for all majors consist of 39 hours in the Miller School. The school requires a reasonable balance of theoretical and professional courses in each sequence. It does not require students to take a course in ethics, although school administrators say that ethics are included in almost three-fourths of other required courses. This statement was corroborated by the students.

There are three core courses for all majors (nine credits): MC 110 Mass Communications in Society, MC 466 Law of Mass Communications, and either MC 200 News and Feature Writing or MC 221 Advertising Strategy and Writing.

The school requires all majors to develop an area of expertise external to journalism-mass communications through an outside concentration (a minimum of 15 credits hours in

another department or program, or a minimum of 15 credit hours of related coursework from two or more departments or programs).

The unit offers both the B.A and B.S. in journalism, advertising or public relations (the “arts” or “science” designation depends upon the nature of the student’s liberal arts coursework outside the unit). The courses are consistent with the range of competencies established by ACEJMC.

The school offers a minor for students studying other majors. It requires 18 credit hours. Additionally, all undergraduate courses are open to majors in Communications and Agricultural Education. The school works with the College of Agriculture to provide up to 24 credit hours toward an Agriculture Communications and Journalism major housed in that school.

A few of the Miller School faculty are currently teaching online courses under the auspices of the university’s Division of Continuing Education. The dean is in the process of re-organizing this reporting status so that the director will have control over who is teaching what. This could result in the eventual growth of online offerings.

Advertising

The advertising curriculum includes a good mix of theoretical and conceptual courses with an opportunity for students to develop adequate professional skills.

Advertising students must complete 24 hours of core courses that include the core plus 15 hours in advertising – Principles of Advertising, Strategic Communication Research, Advertising Media Planning, Advertising and Public Relations Design and Production, and Advertising Campaigns. Students select three hours from among four courses – Global Advertising, Advertising Portfolio, Managing Integrated Strategic Communications, and Advertising and Social Responsibility. To complete the 39-hour requirement in mass communication courses, students complete 12 hours of elective courses, of which three hours must be at the 500-level or above. These electives cover multiple creative and account management-oriented classes. The faculty and students believe that this wide choice of electives allows students to gain knowledge in areas pertinent to their individual career paths.

Students can participate in a school chapter of the American Advertising Federation; students in the capstone campaigns class participate in various competitions.

Journalism and Digital Media

Since the 2007 site visit, separate print and broadcast sequences were merged into one, now called Journalism and Digital Media. The sequence is evolving, but already offers a solid mix of theoretical and skills courses. Course descriptions point to a commitment to both foundation-building basics of journalism and expansion into the evolving world of digital media. The blended sequence still allows students to focus on either a print or electronic track. Of 87 majors in the JDM sequence in fall 2013, 58 students selected electronic, 29 print.

In addition to the three core courses, Digital News, Advanced Digital News, Computer Assisted Reporting, Media Practicum, Internship, and Convergence Reporting all are required for both print and electronic concentrations. Print, additionally, requires Editing, and Photojournalism or Magazine and Feature Writing. Electronic requires Producing Digital News or Audio/Video Production. The mandatory courses appear to follow a logical sequence, and require at least one advanced-level course for each track – news editing for print; digital editing for broadcast.

Common electives for both concentrations are: Media History, Global Communication, Ethics, Gender Issues, and Media Management. One must be selected. Print calls for six more hours of JMC electives, electronic nine more. In both tracks, three hours must be at the 500-course level.

Public Relations

The public relations curriculum is broad and deep reflecting the expanse of the contemporary public relations profession. The curriculum is in accord with the recommendations of “The Professional Bond – Public Relations Education and the Practice” (Commission on Public Relations Education 2006).

Public relations majors must take these required three-credit courses (MC 280 Public Relations Writing, MC 380 Public Relations Research, Strategy and Planning, MC 382 Public Relations Case Studies, MC 396 Strategic Communications Research, MC 480 Advertising and Public Relations Design and Production, MC 645 Public Relations Campaigns, and (for one-to-three credits) Mass Communication Internships. In addition, the school offers an array of elective courses that are relevant to public relations. They include MC 539 Fund Raising in Non-Profit Organizations, MC 625 Media Relations, MC 662 International and Intercultural Public Relations, MC 665 Managing Integrated Strategic Communications and MC 682 Seminar in Public Seminars.

Public relations is the largest JMC sequence with about 50 percent of the school’s majors, and the sequence has grown appreciably since the last accreditation site visit. Some class sizes are larger than normal, raising the question of the need for additional faculty. Current faculty are well prepared to provide and integrate theoretical-conceptual and skills courses; two are tenured professors or assistant professors, one is tenure-track, and two are adjunct instructors -- one of whom is on annual contract.

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

A review of course syllabi confirms that the courses’ academic demands are consistent with their stages in the students’ undergraduate development. Visits to classes in all three sequences indicate that instructors provide coverage of current trends in the practice. Faculty said they consider instruction a hallmark of school culture. Skills courses are plowed with hands-on assignments. Commendable examples were observed during random stops in classrooms during the site team visit. One class featured analysis of social networks and how traditional print and broadcast news are being affected. One instructor

coached a broadcast student through detailed options for trouble-shooting a tough story about a terminal illness.

Most faculty incorporate the use of social media in their classes. While not actually teaching social media, one instructor used Twitter and Facebook for assignments and class information. Students praised the quality of instruction they receive in the school.

The unit offers recognition for those seeking to excel in both teaching and learning. Teaching is considered in the annual evaluation of faculty members and pedagogical scholarship is encouraged. Faculty clearly value instructional quality; at least seven faculty members attended professional development programs over the past six year. Several have taken certification courses for online instruction, and several others have won course-development grants from the university. Two faculty members won major awards for teaching since the last accreditation visit: one won the Presidential Award for Excellence in Undergraduate Teaching and the other received the William L. Stamey Undergraduate Teaching Award from the College of Arts and Sciences.

Students generally had high praise for the quality of their instruction. Advertising students said they believe they are receiving a well-rounded view of the field and like the hands-on approach of many of the assignments and class projects. Students generally rated their journalism instructors highly when asked about academic experiences. Public relations students generally felt that they are well prepared to enter the profession. They endorsed the pedagogy as well as the care and “hands-on” style of the faculty. They also appreciated faculty practical experience integrated into the instruction.

Faculty members acknowledged that efforts to upgrade the curriculum have not yet caught up to demands for even more concentration on new forms of media communication. But they also cite progress in working digital trends into at least some classes. They also point to recent faculty hires and the evolving expertise of the faculty as encouraging signs.

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

None of the current skills classes exceed 20 students. Most sections of skills courses are capped at 18 each. Overall, class sizes are appropriate.

- (e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. (If the unit has more than one sequence, address the opportunities by sequence.)

The unit has a strong commitment to internships; curiously, however, the advertising sequence does not require an internship. The team was told by advertising faculty and students that internships are encouraged and that faculty are considering a curricular change to require at least a one-hour internship.

The school has a three-credit limit on internships for any student. Internships range from one to three credits; students are required to work 120 hours for each credit. Internships may be paid or unpaid.

The program is well resourced and managed. The school identifies internship opportunities via its website and Facebook and Twitter postings; it also sponsors a JMC Networking night for this purpose. The school ensures that students work under professional and faculty supervision. Its internship coordinator maintains contact with internship providers, oversees student experiences and assigns a final grade based largely on a series of evaluations by the on-site supervisor.

A thorough procedural document for MC 491 – Mass Comm Internship – is provided for students at the beginning of their first semester. This guide provides detailed information ranging from how to obtain and complete a successful internship to the evaluation and oral presentation summary. Some internships are also undertaken outside of the formal school internship program.

Active internship providers contacted before the site visit were supportive of the program although a few potential providers were not familiar with the program. Professionals, including some School of Journalism alumni, largely described students as capable and hard-working. A few industry contacts raised concerns about some applicants' readiness for work.

But this comment characterizes more favorable impressions: "I have a high regard for the K-State journalism school and believe that it prepares its students well for the professional world. It has made some changes in recent years that I believe has improved the program."

Compliance

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

- (a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

Overall, the Miller School achieved commendable results in several areas of diversity over the past six years, including sustaining hiring goals for faculty and staff and receiving university recognition for efforts in 2009.

The school revised its diversity plan in 2007, following initial adoption in 1993. The document spells out action plans with 10 targeted outcomes. Goals cover an inclusive curriculum, recruitment of a diverse faculty and staff, and student enrollment reflecting the “socioeconomic makeup of our state.” The self-study states eight of 10 were fully or partially achieved. No explicit statement regarding a supportive climate was found, though the plan does discuss mentorships for faculty and retention efforts for students. Additionally, the self-study includes several passages on efforts to create a welcoming campus environment.

The diversity plan focuses on domestic population. International demographics are not referenced in the plan, but are addressed amply in other parts of the self-study. Most of the document refers to minorities and women as the focus of diversity efforts.

The school’s Diversity Committee promotes a “multicultural learning and social environment.” Committee tasks include student recruitment, encouraging mentorships for faculty, plus other retention efforts.

- (b) The unit’s curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit’s curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

The curriculum includes the following courses to help fulfill diversity objectives: Gender Issues and the Media; Communications, Diversity and Social Change; Global Mass Communications; Issues in Mass Communication (with emphasis on sex and violence in media); Global Advertising and Culture; International and Intercultural Public Relations; Advertising and Social Responsibility.

Most courses offer students exposure to diversity issues, according to the school’s audit of 373 syllabi between fall 2009 and spring 2013. Diversity is included about 63 percent of course descriptions and about 73 percent of learning objectives.

Visiting speakers covered a range of diverse topics, among them religion, Muslims in media, issues related to Native Americans, and black community media.

Faculty are associated with other academic programs within the college that add to diversity impact: African Studies, American Ethnic Studies, and Women's Studies.

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

The self-study indicates recruitment of racial, ethnic and gender diversity is a standard expectation in job searches for faculty and staff. The diversity plan's goal of sustaining at least 35 percent female faculty and staff, and 10 percent minority faculty and staff, was achieved.

As of fall 2013, the full-time faculty totaled 24, including 11 females (46 percent); three African Americans (12.5 percent); and one Asian male (4 percent). Of four total part-time instructors this fall, two are females.

Of six staff members, four are female (66.6 percent), two are from racial or ethnic minority groups (33.3 percent).

Over the past four years (through fall 2013), 117 applicants sought full-time faculty positions. Fifty-seven females applied, 11 were considered finalists, two received job offers, and both of those accepted. The report shows 19 minorities applied, three were considered finalists, two received job offers, and one accepted.

In the same four-year period, 10 of 17 applicants for part-time/adjunct roles were female. Three were considered finalists, two received job offers, one accepted. No minorities applied for part-time/adjunct faculty.

The school says affirmative action guidelines established by the university are followed during searches within the unit. Recruitment outreach includes job-posting forums associated with female and minority candidates.

The school points proudly to a legacy of female representation on the faculty. It stakes claim as the first U.S. program to employ a woman as a full-time journalism professor. Three of the four preceding directors were women, as is the current unit head.

(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.

Minority groups are just over 21 percent of the population in the state of Kansas. The 2010 census shows Hispanics are 10.52 percent of total population; African Americans, 5.7 percent; Asians, 2.35 percent; and American Indians/Alaskan natives, 0.11 percent. A small but growing number of residents designates race as "other" or "multiple."

The Miller School's 19.5 percent minority student enrollment in 2012-13 was roughly parallel with the university's. When international students are added to the minority total, the percentage is 22.8 percent. The breakdown for students in the school is: Hispanics 5.26 percent; blacks/African Americans 5.87; Asians 0.61 percent; American Indians/Alaskan natives 0.61 percent; students declaring two or more races, 3.85 percent; other race, 2.02 percent; international students (of any race), 4.45 percent.

The self-study says that planned efforts in recruitment were minimized by persistent cuts in funding and restrictions on unit visits to high schools. The two areas of the diversity plan not achieved involved student recruitment and re-establishing fully functioning support groups for students, though revitalization of the latter began in spring 2013.

Retention analysis was sparse, in part because records are compiled outside the unit and classifying the status of students can be an imprecise odyssey. But one cohort is covered in the self-study, and information was posted on the Miller School website. The report for 2007 counted 15 minority students in that year's cohort. Six, or 40 percent, ended up graduating; 60 percent left KSU.

(e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Efforts to create a culture of inclusiveness are not spelled out in the diversity plan, but can be found in various parts of the self-study. The Diversity Committee meets three or four times per semester, working on issues such as finding scholarships for students from targeted groups. In addition to addressing racial, ethnic and gender inclusiveness, the school interprets diversity broadly:

- Three faculty members participated in a program creating safe areas and support for anyone threatened by homophobia.
- Faculty served on search committee for assistant dean of diversity; helped review nominees for a community diversity award; and participated in task force on gay issues.
- Syllabi reference accommodations for those with physical and learning disabilities. Twenty-three students taking journalism courses had certifiable disabilities.
- The journalism/electronic track was pairing journalism majors with international studies students whose native language is not English. In this experiment, the pairs were to work on news stories that provide experiences in cross-cultural understanding and yield more culturally rich story ideas.

In conversations with site team members about their understanding of diversity, students identified excellent examples of global diversity, primarily centered on how cultural practices can differ from country to country. Knowledge of race, ethnicity and gender in media was unevenly demonstrated in discussions. A few students cited specific examples that match the categories at the heart of Standard 3. Most students did not talk about race and gender as media challenges.

Faculty members expressed commitment to diversity, both as an aspiration for the entire school and as a principle reinforced in their individual courses. Several noted the challenge posed by the less diverse region of the state that is home to the university. But they also identified opportunities that merit more attention. An example: One KSU administrator pointed to a growing Hispanic population in western Kansas. Intensified outreach, hiring searches and activities across the school are bound to help build upon current diversity strengths.

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.

Sound written criteria govern job searches within the school. Documents indicate appropriate procedures are in place for evaluating the performance of individual faculty members.

Self-study materials describe expectations of job candidates and an exacting process for search committees and for administrators who provide oversight and make final decisions.

K-State requires academic units to comport with the University Handbook outlining the process for faculty tenure review and other promotions and appointments. Accordingly, when someone seeks tenure, the director consults with already tenured faculty, and then provides a recommendation to the dean of the college.

Searches include tactics for increasing the diversity of applicant pools. Oversight by the university's Office of Affirmative Action helps maintain awareness of diversity goals.

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

Full-time faculty taught more than 90 percent of classes over the last three years. The routine teaching load is 3/3. For tenure-track hires, who are expected to accelerate research productivity, the load tends to be 2/2.

Research and creative activity are presented as priorities throughout various manuals and other documents. Faculty members are "expected to make original intellectual or artistic contributions through scholarship." The school recognizes a range of options for fulfilling aspirations, from traditional scholarly research, to contributions in media industry venues, to other meaningful creative projects that play to individual expertise and interests.

Service expectations are clearly articulated, targeting benefits to the campus, community and profession.

- (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 Miller School faculty offers a range of experience, expertise and academic interests:

- Of 24 full-time faculty members, 10 are tenured, five are on tenure-track, and nine are on non-tenured lines.
- 15 faculty members, 54 percent, have at least 10 years' professional experience; 23 worked in professions two or more years.
- 23 faculty members earned advanced degrees, including 16 doctorates (one J.D.) and seven master's degrees.
- 4 part-time instructors were listed for fall 2013.

Expectations for teaching, research/creative activities and service are spelled out in tenure and promotion documents. They describe multifaceted options for earning research recognition.

Expertise and experience, whether scholarly or professional, are apparent in achievements across varying areas of interests listed for faculty. Discussions with faculty and details in the self-study demonstrate recognition of dynamic changes driving all forms of professional communication.

Vitae and other compilations of faculty activities show frequent involvement with academic and industry associations.

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

Annual evaluations are a primary means of measuring performance and communicating expectations of faculty. Policies and procedures are established and forms are available for maintaining a consistent system of evaluations.

- Each faculty member submits a summary of achievements and an updated vita.

- The director completes an evaluation of each faculty member, ranking performance in individual categories, as well as overall. Four designations are possible: meritorious; exceeds expectations; meets expectations; and needs improvement.

To set objectives going forward, certain steps are expected each year:

- A "Relative Emphasis Form" is drafted by faculty members. It summarizes goals and estimates how time will be allotted over the next year. Teaching, scholarship, creative activity, internal service and external service are addressed.

- The director signs off on plans, consulting first with faculty member if necessary to iron out agreement.

University forms are used in students' evaluations of instructors. A Teacher Evaluation form and short and long versions of an Individual Development Educational Assessment are the primary tools. Approved customized evaluations also can be used.

Tenure-track and part-time faculty receive student evaluations for each course they teach. Tenured faculty are evaluated at least once during the calendar year for each course taught.

Guidelines caution against narrow interpretations of evaluation results, particularly for just one semester. Nevertheless, student input is expected to be analyzed, and used along with other evaluative instruments to refine instruction and improve upon classroom outcomes.

A more informal approach prevails for part-time faculty. The director reviews course material, and has the option of adding mid-semester follow-ups.

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

Representatives from other units at K-State said the School of Journalism and Mass Communications has value across the campus. Faculty members are active in numerous committees – search, events, assessments, awards, career fairs, planning, library. They also serve as board members, task force participants, faculty leaders and dissertation reviewers.

Some KSU colleagues said the school could stand to sharpen its profile. Journalism faculty asked about visibility also recognized potential for creating a higher-octane image with more campus impact. Collaborative efforts already in place were praised.

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 unit considers extending knowledge about mass communications as one of the principal obligations of the professorate. All faculty members holding tenure-track or tenured appointments are engaged in research. In addition, many non-tenure track faculty are active in research or creative activity. The school's tenure and promotion policy emphasizes and rewards scholarship. The school has supported faculty research efforts through the payment of membership dues, travel funding, small research grants, and reduced teaching loads for active researchers.

During the past six years, two faculty members were awarded sabbaticals and/or leaves with resulting research publications and presentations. Faculty have also received outside research grants totaling more than \$3 million.

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

The school and the university list expectations for research, creative activity and/or professional activity in their respective hiring, promotion and tenure documents. Ads for jobs specify expectations for research, creative activity and/or professional activity. As detailed in the department's Tenure and Promotion Policy document, the unit's full-time faculty members are expected to meet standards in the areas of teaching, scholarly and creative activities, and service. Full-time tenure-track faculty generally carry 3/3 teaching loads, and the general breakdown of expectations for teaching/research/service is 60/20/20 (with half the service expectation consisting of community outreach, and the other half university and professional service).

During the interviewing process, university administrators carefully review faculty productivity records and outline specific expectations for research, creative activity and/or professional activities.

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

The school's tenure and promotion policy clearly states that:

Communication research is not a narrow, or even easily defined, endeavor. Our discipline encompasses scholars in law and the medical sciences, as well as all of the social sciences. Research and creative endeavors in our discipline routinely appear not only in mass communication outlets but also in professional and scholarly outlets in related fields, such as, business, law, medical, health,

history, psychology, art, education and in other social science and natural scientific venues.

In addition, our discipline has a strong professional orientation with many prominent faculty who do not have research degrees but who do have extensive and distinguished professional backgrounds in journalism, public relations, advertising, web and electronic media. Consequently scholarship in our discipline can also constitute creative endeavors in any of the mass media.

Faculty research activity is evaluated as meritorious, exceeds expectations, meets expectations or needs improvement. Faculty members are informed of their productivity in annual reviews. Since 2006, two school faculty members have been tenured and promoted from assistant professor to associate professor. Two faculty members have been promoted from associate professor to professor.

(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.

School faculty members are engaged in a wide range of scholarship and creative endeavors. A review of each faculty member's vita and the listing of research/creative productivity provided evidence of some form of scholarship by all tenured or tenure-track faculty members as well as five non-tenured-track faculty. Faculty members have authored or co-authored 51 different refereed publications, 53 refereed conference papers, six books and 16 book chapters since the last re-accreditation visit. Many of these have been worked on collaboratively by unit faculty.

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

During the past six years many of the faculty have worked collaboratively on refereed journal and conference papers. This collaboration has helped nurture a strong research culture within the school. Overall, this is a productive faculty in terms of scholarship and professional activity, and one that is willing to engage in conversations about the future of the profession and the best ways to prepare students for professional lives. They seem well prepared to work toward the university's goal to be recognized as a Top 50 Public Research University by 2025.

Compliance

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

The school's advising program begins when students enroll in classes as pre-majors and it continues throughout their progress to graduation. Incoming freshmen must take an orientation class MC 010 Pre-Major Orientation and can obtain the comprehensive JMC Curriculum Guide, which outlines all program requirements, course requirements and graduation guidelines. A pre-major adviser manages guidance for all of the 337 pre-majors.

When the major is chosen, a faculty adviser in the student's sequence is assigned for guidance on sequencing, electives and related subjects. An advising meeting is required each semester. Informal ad-hoc meetings occur frequently. Students report that these meetings generally meet their needs for academic and career guidance throughout their JMC experience although this varies with the teacher's experience and load. There is a significant imbalance in faculty advising loads between public relations and the school's other sequences. Public relations enrollment has increased steadily since the last site visit, so some public relation faculty members are responsible for 30 or more students. The large class sizes for some courses have generated a student perception that the public relations faculty should be increased and advising loads decreased.

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

Faculty are committed to their advising responsibilities and available for student needs. Faculty publish their office hours as well as their email addresses and office phone numbers on their course syllabi; during peak demand times, faculty extend their office hours. Some professors maintain websites that provide links for students. In interviews, students provided examples of adviser support in sequencing for on-time graduation; several students said they will delay graduation partly because of sequencing, but also to further enrich their intellectual portfolio with stimulating electives.

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

The unit requires all students to have a copy of the JMC Curriculum Guide, which is updated regularly and outlines guidelines and regulations including course requirements for sequences and for the College of Arts and Sciences. The required Pre-Major Orientation class, MC 010, supplements this information and also offers career advice and potential alumni contacts. The school's website conveys information pertinent to curriculum and announces initial dates and deadlines for the Composition Skills Test (CST), scholarships, internships and special events.

Upcoming events are also discussed in advising sessions. They are also communicated via emails, JMC social media sites and the JMC advising blog. Student list-serves, as well as the A.Q. Miller School Facebook and Twitter accounts, are also used for this purpose.

- (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 unit supports a wide range of extracurricular activities, student organizations and outreach to professional sources. Student media are strong, visible, and provide a range of opportunities for pre-professional development. Students can experience hands-on training in radio, television and client-based audio, video and web production with campus outlets in print (newspaper, electronic news and yearbook) as well as in advertising and public relations venues.

Although the school does not control campus publications – they are operated by the Collegian Media Group, a non-profit corporation with its own director and governing board – many Miller School students staff the publications: *The Collegian*, an award-winning daily newspaper and website; and *The Royal Purple* yearbook, the first college yearbook to include audio and video highlights of an academic year. About 160 students work in the Collegian Media Group. Other campus media outlets, which are not governed by Collegian Media Group, include KSDB-FM, the oldest continually operating FM station in Kansas; *Wildcat Watch*, a student-operated video production organization, which creates daily webcast updates of activities and upcoming events around campus; and the campus low-power television channel, KKSU-LP-TV. In cooperation with Cox Cable Channel 8, the student-staffed station produces “*Channel 8 News*,” seen regularly on the Cox channel. The school also supports a spectrum of pre-professional clubs and organizations. The Advertising Club offers insights on the workings of advertising agencies and related career fields. The newly revived Diverse Mass Communicators serves the interests of student representatives from various national minority journalists’ organizations. Journalism Ambassadors helps in recruiting students to the school. The Public Relations Student Society of America, one of the most active PRSSA chapters, provides networking opportunities with professionals in conjunction with professional chapters’ regular meetings featuring speakers from local and regional public relations firms. The Society of Professional Journalists also provides network opportunities with professionals, with emphasis on the First Amendment and social responsibility. And the Student Journalism Education Association serves students’ interest in supporting and promoting scholastic journalism.

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

Inspection of the unit’s administrative records confirms that it collects and retains information needed for improving student services and their likelihood of academic success – and that it publishes these reports regularly on its website. The university’s Office of the Associate Vice President for Student Life administers the tracking for this vital data for all colleges and schools within them. The most recent key reports for JMC are in several categories – enrollment statistics, retention rates and graduation rates. Enrollment is reported to have increased from 525 in fall 2010 to 606 in fall 2012. Data for retention and

graduation are also detailed. Overall, the report concludes, without data, that students are increasingly taking more than four years to graduate.

Compliance

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The school's annual budget of \$2.5 million in 2013-14 is a 37 percent increase over 2010-11. In each of the four years, about 92 percent of the budget is salaries. This year's operating budget is 45 percent higher than in 2010-2011, in large part because of a technology fee which took effect this fall. Of the \$202,700 in budgeted operating funds this fiscal year, only \$45,000 (22 percent) comes from the state, a level that has remained unchanged since 2004. Fortunately, the school has considerable resources from private funds and endowments, which support both operations and student scholarships.

The school shares development officers with several other units in the college. Foundation staff have identified numerous alumni and friends who are potential major gift donors.

In the past, the school had to negotiate with the college for its technology budget. This fall, the college implemented a new credit-hour fee which gives the school more certainty over such funds. The school expects \$20,000 per semester from this fee and may request additional funds for special projects from the dean's office.

Faculty have not received merit raises for five years, but they will receive raises averaging 2 percent in January. In addition, the college is allocating funds for directors to reward high-performing faculty and address issues of salary compression.

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

The school appears to receive its fair share of university resources.

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

Previous site teams have criticized the school's facilities, which are spread over three buildings and rely to some extent on facilities not totally under its control. The arrangement may not be ideal, but the faculty and students make it work.

The school's primary space is Kedzie Hall, built in 1897 and located near both the administration building and student union. The building is functional but dated, with classrooms, multimedia labs and offices spread over three floors. Kedzie also houses offices for the independent student newspaper and yearbook. Since the last site visit, the school has renovated several spaces within Kedzie and replaced window air conditioners with a completely new HVAC system, an important comfort improvement. Of particular note is the building's new Think Tank, built in the space that previously held the school's wet dark room. The room contains comfortable furniture as well as work space and is a gathering place for campus organizations and students working on group projects.

The school's audio production courses are taught on the top floor of McCain Auditorium, the university's performing arts facility, a three-minute walk from Kedzie. There are four production studios, a classroom and the master control room that supports KSDB-FM, the campus' quasi-independent student radio station. (The radio broadcast studio is in a prominent location in the nearby student union.) The school's two television studios and eight production stations are in Dole Hall, a 10-minute walk from Kedzie.

One of the school's strategic goals is to bring all of the school's activities and programs under one roof. One option is an expansion of Dole Hall, which also houses three faculty offices and one classroom. That possibility is included in the university's master plan and the dean said 2016-17 would be the earliest he could imagine a groundbreaking. Another option would be renovating Kedzie Hall, which enjoys a more central campus location and holds fond memories for many students and alums. The new director plans to survey students and alumni about these options. The bulk of the funds for either project would need to be raised privately.

Dole Hall's relatively remote location discourages casual interaction between the broadcast faculty and others. However, because the building also houses the university's division of communications and marketing, there have been opportunities to draw on that staff's engineers and expertise.

(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 school's equipment is current and appears to be well maintained. Dole Hall offers students a chance to produce programming for Cox Cable Channel 8 and a low-power broadcast station. Students have access to new camera kits, which are replacing older mini-dv cameras. Students had some complaints about the older equipment but said access is not a problem. They edit video on Adobe Premiere.

Kedzie labs and classrooms are adequately outfitted for today's teaching and learning needs. Most labs have up-to-date Macs with current software. A few research labs have PCs to support SPSS, Qualtrics and Media Lab software for data analysis. One lab is equipped with a one-way mirror to allow students to conduct focus groups.

Classrooms are equipped with overhead projectors and faculty can plug in their personal laptops to display PowerPoint presentations and other material. Internet access is available throughout the building and the campus is upgrading its wireless network to support growing demand.

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

The school has a small, comfortable library within Kedzie Hall with six Macs, several tables and a modest collection of newspapers, magazines and journals. Kedzie is a five-minute walk from Hale Library, one of the university's main libraries. Hale is a spacious, attractive building with ample study space, many newspapers and periodicals, long hours, and an Einstein Bagel shop on the first floor. Both the book and database offerings appear adequate. Some students

expressed a desire for the Kedzie library to be open later (it now typically closes at 5 p.m. and is not accessible on weekends). The new Think Tank is open longer hours.

Compliance

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

Key elements of the unit's alumni relations are managed by the Kansas State University Alumni Association, an independent entity. The association maintains the database of all 180,000 university graduates, including those of the Miller School. It distributes all alumni communications developed by the school. The school's magazine, *Update*, is one of several publications distributed regularly to alumni. The school recently conducted an alumni survey with useful findings; for example, 74 percent said they would recommend the school, but responses related to facilities were less favorable. The school recently hosted two special alumni events celebrating milestones in the program's history.

The school's Advisory Council, composed of alumni who are leaders in media and other fields, is committed to strengthening the school's short-term and long-term learning, research and outreach programs. Members' contributions come in the form of service and financial support. They also work with faculty and students to develop curriculum, provide mentoring and promote alumni networking.

- (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 school helps advance professional practice and addresses communication issues of public consequence and concern with varied initiatives and programs. Faculty participation and leadership in professional societies results in contributions to professional development generally and gives special attention to subjects such as ethics, certification and the role of journalism and mass communications in society. Significant and timely public issues have been addressed by members of the faculty -- mainly in books and media seminars. Subjects have included the social dimension of AIDS, risk communication and retirement guidance.

- (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 school supports faculty participation and leadership in academic associations and related activities. This generates recognition for the Miller School as its faculty engage in the advancement of professional development and certification in forums on seminal and timely subjects such as ethics, privacy and the First Amendment. Faculty also encourage and expedite student attendance at these professional venues. For example, at a recent PRSSA

international conference, the school's chapter faculty adviser accompanied seven public relations majors.

- (d) The unit contributes to its communities through *unit*-based service projects and events, service learning of its students, and civic engagement of its faculty.

The school's self-study documents much evidence of contributions to its communities through service projects. Both faculty and students have made such commitments to civic engagement. A few of many examples in which the unit has played an important role: The Huck Boyd National Center for Community Media annual lecture series in community media; the annual Great Plains Radio History Symposium; and the Diverse Mass Communicators program to give voice to historically underrepresented groups in newsrooms

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

The school supports scholastic journalism in several dimensions. It has hosted the national headquarters for the Journalism Education Association for many years, pays half of director's salary and provides administrative space. (The other half is paid by the Collegian Media Group.) Each year the Collegian Media Group and the school co-host two regional conferences for the Kansas Scholastic Press Association, drawing 350 high school journalists from around the state. The school and the Collegian Media Group also cosponsor the Flint Hills Publications Workshop, a summer program to develop scholastic journalists' capabilities in advanced design, editorial leadership and advanced writing.

Compliance

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

The school’s assessment plan was drafted in 2004 and defined learning goals as ACEJMC’s 11 values and competencies at the time. The plan has not yet been updated to reflect the 12 values and competencies adopted by the Accrediting Council in 2010 and, the self-study candidly notes, the plan “is no longer adequate to meet the needs of a dynamic curriculum.” In recognition of this fact, the school established a new faculty committee in fall 2012 to focus exclusively on assessment. Before, that responsibility had been part of the Curriculum Committee. The new committee is revising the plan to update learning objectives and establish a way for more objectives to be reviewed each year.

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

The current plan includes both direct and indirect measures. Indirect measures are: an annual senior exit survey; focus groups; alumni surveys; and review of enrollment trends, retention and graduation rates, course syllabi and student awards.

Direct measures include: review of student production and writing samples by advisory council members; supervisors’ evaluation of interns; and annual embedded assessment of particular courses depending on which learning objectives are being reviewed that year. The writing objective is reviewed annually.

The school’s plan calls for two learning objectives to be reviewed each year, along with the writing objective.

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

The university requires annual assessment reports to be filed by each unit and the school uses that deadline and report as its own. Because of turnover in the associate director’s position and a change in deadlines for reports, the school acknowledges that it has had “varying degrees of thoroughness in data collection” in the past few years. Neither diversity nor theory has been assessed in the past six years.

A major shortcoming of the plan is the fact that elective courses were used in several cases, including ethics, history, and critical thinking, to assess a learning goal. Because students self-select whether to enroll in electives, such courses do not serve as an adequate sample for assessing an entire program. And while the school consistently collects evaluations from intern supervisors that address several learning objectives, the school has not analyzed that data by cohort or sequence.

Despite these shortcomings, the self-study details curricular actions that grew out of assessment data, including the addition of more quantitative assignments in all courses and more emphasis on philosophical theory in ethics instruction. The school demonstrates a willingness to take assessment seriously and to improve its curriculum based on data, but it has neither been collecting appropriate data consistently nor utilizing the data it has in the most effective manner.

(d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.

The school has extensive contact with its alumni both at the school and university level. It keeps alumni informed of activities via “Update” magazine and the school’s website. The 42-member advisory council is exclusively alumni. The council typically meets on campus once a year and conducts other work via committees.

The school had not surveyed alumni for several years but did so this past summer as part of its self-study and assessment plan. Based on the 102 respondents, graduates expressed less satisfaction with the school’s production equipment and facilities than with the quality of its overall education. The survey also showed some dissatisfaction with advising. Overall, though, 74 percent of the respondents said they would recommend the Miller School to future students.

Going forward, the school plans to piggyback on the university’s annual alumni survey and senior exit surveys so it will receive regular feedback.

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

Advisory council members and internship supervisors are used in the school’s assessment process. As mentioned above, data from the intern evaluations are not analyzed by cohort or sequence, and the school’s annual assessment reports do not consistently refer to internship feedback.

Non-compliance

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Engaged, motivated students who express satisfaction with and affection for the school
- Caring and well qualified faculty with an impressive mix of professional and scholarly skills
- Impressive support from private donors, which funds both student scholarships and operating expenses
- Strong student media and co-curricular activities that give students many opportunities for hands-on experience
- Several long-standing relationships and programs that connect the school to the professions and high school journalism
- A promising new director who brings fresh ideas and energy to the school

Weaknesses:

- Uneven advising loads
- Decentralized facilities, which reduce opportunities for collaboration
- A chilly state budget climate that shows no signs of warming
- Too-few faculty members for the largest sequence: public relations
- An assessment plan in need of updating and more consistent administration

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

Standard 9, Assessment

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

The school must:

- Update its assessment plan to incorporate ACEJMC's 12 professional values and competencies
- Ensure that its assessment measures are applied to required courses rather than electives
- Analyze internship supervisor responses by cohort and sequence

- 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 the 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. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

The school was found in compliance on all standards in 2007-2008 but several areas for improvement were mentioned. The site team said that Kedzie Hall needed “revamping,” and there has been substantial renovation since that visit. The team also noted that the school could not predict its technology budget, and that has been resolved with a new student technology fee.

A few concerns mentioned in the last report remain: a heavy reliance on private funds for operating expenses and a reliance on radio and broadcast facilities in buildings not completely under the school’s control.

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

The self-study was clearly written and well organized. Administrators and staff promptly provided additional information requested by the team.