

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2013– 2014

Name of Institution: Oklahoma State University_

Name and Title of Chief Executive Officer: V. Burns Hargis, President

Name of Unit: School of Media & Strategic Communications

Name and Title of Administrator: Derina Holtzhausen, Director

Date of 2013 - 2014 Accrediting Visit: January 26-29, 2014

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

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

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2013 - 2014 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair

Name and Title: Trevor R. Brown, Professor Emeritus

Organization/School: School of Journalism, Indiana University

Signature _____

Team Members

Name and Title: Mark Hass, President and CEO

Organization/School: Edelman U.S., New York City

Signature _____

Name and Title: Kathleen Richardson, Director

Organization/School: School of Journalism and Mass Communication, Drake University

Signature _____

Name and Title: Brian Sheehan, Associate Professor

Organization/School: S.I. Newhouse School of Public Communications, Syracuse University

Signature _____

PART I: General Information

Name of Institution: **Oklahoma State University**

Name of Unit: **School of Media & Strategic Communications**

Year of Visit: **2013-14**

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.

The State board, Oklahoma Regents for Higher Education, grants Oklahoma State University the right to award degrees. Oklahoma State University also is accredited by the North Central Association of Colleges and Schools. See Appendix 1 for the accreditation letter.

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: **Oct. 28-31, 2007**

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

1948

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

See Appendix 2 for a copy of the SMSC Mission, vision and strategic plan, revised from September 7, 2012 to August 2013 and adopted for implementation at a faculty meeting Sept. 20, 2013.

Vision

Our dream is for the School of Media & Strategic Communications to be a niche program that offers cutting-edge educational programs. To do this, we will focus on a select number of programs and be the best in those. We have ceased trying to be everything to everyone. Instead, we are focused on being the early adapters in strategic communications, multimedia journalism and sports media. This requires us to be fast, flexible and responsive to the ever-changing world of media and strategic communications.

Values

Excellence – We seek excellence in all our endeavors, and we are committed to continuous improvement and the adoption of new technologies.

Integrity – We are committed to the principles of truth and honesty, and we will be equitable, ethical and professional.

Service – We believe that serving others is a noble and worthy endeavor.

Intellectual Freedom – We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.

Diversity – We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.

Stewardship of Resources – We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public's trust and are accountable for our actions.

Democracy – We support the role communication practices play in maintaining a vibrant democracy.

To accomplish our Vision, we are creating a learning environment for our students and faculty that can be summed up in three words: *Instill, Inspire, Illuminate.*

Mission

Instill: We envision a program that instills our students with cutting-edge, forward-thinking, real-world knowledge in our three primary fields of focus: multimedia journalism, strategic communications and sports media. We will do the same in our graduate programs in news media and strategic communications management. We are making constant curriculum improvement, expanding our international focus, offering more online programs, incorporating social justice into all we do and providing the finest technological capabilities so our students are learning on current platforms. We will form alliances and partnerships with external corporations, as well as with other Schools and Colleges within the University, such as the Spears School of Business.

Inspire: We want the program to inspire students to succeed by providing the finest professional and academic educational experience possible. Our professors provide a rare combination of academic and business expertise, and we are striving to be sure we have the right blend of talented faculty in the School. To do this, we plan to continue to recruit and retain the best and brightest faculty. We want to provide them with the training, support and mentoring they need to research, publish, teach and stay ahead of our ever-changing field. The faculty members are the heart of our program, and we want to be sure we have teachers who are passionate in the classroom not only for the subjects they are teaching, but also for the students they teach.

Illuminate: We want our program to provide an illuminating educational experience for our students, faculty and staff. To do this, we must have the right faculty and the right courses, but we also need something else: the right environment. As the largest School within the College of Arts & Sciences, we have outgrown the Paul Miller Building in the number of students and

in its limited ability to support today's mass communications technological needs. Our goal is to design and build a building that will provide an illuminating educational experience that will help us recruit and retain the best and brightest students, faculty and staff.

*(Strategic plan adopted in 2008-09, revisited in 2009-10 and 2010-11, and revised in 2012-13. Faculty adopted the revised plan Sept. 20, 2013. **The SMSC vision, values and mission also were revised during this period as part of the strategic planning process.**)*

7. What are the type and length of terms?

Semesters of 16 weeks
Summer sessions of three, four and eight weeks
Intersessions of 2-3 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.

125 semester hours for the bachelor's degree
34 semester hours for the master's degree

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

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

Although faculty members receive no extra compensation or release time, the School appoints them to serve as unofficial sequence heads. Their responsibilities include calling curriculum meetings within their degree program, organizing curriculum reviews and assisting the Director with teaching assignments. They also represent their programs during faculty discussions of changes in degree requirements.

Oklahoma State University -- Stillwater

Name of Sequence (degree)	Specialty	Person in Charge
Multimedia Journalism	Multimedia News	Joey Senat
	Multimedia Production	
Strategic Communications	Advertising	Jami Fullerton
	Public Relations	
Sports Media	News	Ted Kian
	Production	
	Public Relations	

Oklahoma State University -- Tulsa

Name of Sequence (degree)	Specialty	Person in Charge
Strategic Communications	Advertising	Jami Fullerton
	Public Relations	

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

College	Full-Time Undergraduate Students	Full-Time Graduate Students
Agricultural Sciences & Natural Resources	2,071	166
Arts & Sciences	4,183	387
Spears School of Business	3,587	454
Education	1,582	280
Engineering, Architecture, & Technology	3,316	362
Human Sciences	1,611	90
University Academic Sciences	1,396	0
Center for Veterinary Health Sciences	0	349
Graduate Special	0	27
Graduate College*	0	75
Enrollment Total	17,746	2,190
OSU-Stillwater (only)	16,803	1,926
OSU-Stillwater & OSU-Tulsa	557	158
OSU-Tulsa (only)	386	106
Enrollment Total	17,746	2,190

*Interdisciplinary graduate programs that do not have a specific area of specialization are reported in the Graduate College.

Note: Undergraduates are classified as full-time if enrolled in a minimum of 12 credit hours. Graduates are classified as full-time if enrolled in a minimum of 9 credit hours. All professional students are full-time.

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):

Sequence or Specialty	# Undergraduate Majors
JB* - Advertising	2
JB* - Broadcast Journalism	4
JB* - News Editorial	5
JB* - Public Relations	0
JB* - Sports Media	10
Multimedia Journalism	111
Strategic Communication ¹	341
Sports Media	152
Pre-majors	155
Total	780

*JB refers to the degree program and its sequences before the implementation of the three new degree programs in 2010. Students who were enrolled in the old program were allowed to continue with their existing degree and sequence if they so wished.

¹ SMSC only offers the B.A./B.S. in Strategic Communication at the OSU Tulsa campus. Of the 341 students currently enrolled in this degree, 29 are located on the Tulsa campus. Students do not take general education courses on that campus and therefore only transfer in from other institutions to complete their junior and senior courses.

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 SMSC Courses and Enrollments		
Course number	Title	Enrollment
MC 2003.001	Media Style And Structure	20
MC 2003.002	Media Style And Structure	20
MC 2003.003	Media Style And Structure	18
MC 2003.004	Media Style And Structure	17
MC 2003.005	Media Style And Structure	18
MC 2003.006	Media Style And Structure	19
MC 2003.007	Media Style And Structure	20
MC 2003.008	Media Style And Structure	16
MC 2023.001	Electronic Communication	20
MC 2023.002	Electronic Communication	20
MC 2023.004	Electronic Communication	20
MC 2023.005	Electronic Communication	20
MC 2023.006	Electronic Communication	20
MC 2023.007	Electronic Communication	20
MC 2023.008	Electronic Communication	20
MMJ 3153.001	Fundamentals Of Audio And Video Production	14
MMJ 3153.002	Fundamentals Of Audio And Video Production	13
MMJ 3153.003	Fundamentals Of Audio And Video Production	12
MMJ 3153.004	Fundamentals Of Audio And Video Production	16
MMJ 3263.001	Reporting	12
MMJ 3263.002	Reporting	19
MMJ 3313.001	Editing In Multimedia	20
MMJ 3353.001	Electronic Reporting	17
MMJ 3353.002	Electronic Reporting	19
MMJ 3353.003	Electronic Reporting	20
MMJ 3823.001	Photography I	18
MMJ 3900.202	Multimedia Journalism Internship	14
MMJ 3900.352	Multimedia Journalism Internship	3
MMJ 4393.001	Data Journalism	20
MMJ 4393.002	Data Journalism	20
MMJ 4540.351	Specialized Multimedia Journalism Applications	2
MMJ 4540.352	Specialized Multimedia Journalism Applications	1
MMJ 4540.801	Specialized Multimedia Journalism Applications	7
MMJ 4540.802	Specialized Multimedia Journalism Applications	10
MMJ 4953.001	Advanced Production Practices	11
MMJ 4960.001	Live Field Production	18

SC 3353.001	Persuasive Writing For Strategic Communicators	20
SC 3353.002	Persuasive Writing For Strategic Communicators	19
SC 3353.003	Persuasive Writing For Strategic Communicators	20
SC 3353.004	Persuasive Writing For Strategic Communicators	15
SC 3600.201	Strategic Communications Internship	28
SC 3600.351	Strategic Communications Internship	7
SC 3603.001	Copywriting And Creative Strategy	18
SC 3753.001	Graphic Design For Strategic Communication	20
SC 3753.002	Graphic Design For Strategic Communication	20
SC 3753.003	Graphic Design For Strategic Communication	19
SC 3753.004	Graphic Design For Strategic Communication	15
SC 4493.001	Advanced Public Relations Writing	18
SC 4493.002	Advanced Public Relations Writing	18
SC 4493.003	Advanced Public Relations Writing	15
SC 4493.801	Advanced Public Relations Writing	5
SPM 3500.202	Sports Media Internship	7
SPM 3500.203	Sports Media Internship	2
SPM 3500.352	Sports Media Internship	1
SPM 3863.001	Electronic Sports Reporting	17
SPM 3863.002	Electronic Sports Reporting	14
SPM 3863.003	Electronic Sports Reporting	16
SPM 4053.001	Sports Announcing	14
SPM 4560.351	Specialized Sports Media Applications	2
SPM 4813.001	Sports Media Production	15

Spring 2014 SMSC Courses and Enrollments

Course number	Title	Enrollment
MC 2003.001	Media Style And Structure	15
MC 2003.002	Media Style And Structure	15
MC 2003.003	Media Style And Structure	15
MC 2003.004	Media Style And Structure	15
MC 2003.005	Media Style And Structure	15
MC 2003.006	Media Style And Structure	15
MC 2023.001	Electronic Communication	18
MC 2023.002	Electronic Communication	18
MC 2023.003	Electronic Communication	18
MC 2023.004	Electronic Communication	18
MC 2023.005	Electronic Communication	18
MC 2023.006	Electronic Communication	18
MC 2023.007	Electronic Communication	18
MMJ 3153.001	Fundamentals Of Audio And Video Production	16
MMJ 3153.002	Fundamentals Of Audio And Video Production	16
MMJ 3153.003	Fundamentals Of Audio And Video Production	16
MMJ 3153.004	Fundamentals Of Audio And Video Production	16
MMJ 3153.005	Fundamentals Of Audio And Video Production	16
MMJ 3263.001	Reporting	18
MMJ 3263.002	Reporting	18
MMJ 3263.003	Reporting	18
MMJ 3313.001	Editing In Multimedia	20
MMJ 3313.002	Editing In Multimedia	20
MMJ 3313.003	Editing In Multimedia	20
MMJ 3900.001	Multimedia Journalism Internship	0
MMJ 3913.001	Field Production	16
MMJ 3913.002	Field Production	16
MMJ 3943.001	Photojournalism	18
MMJ 4313.001	Public Affairs Reporting	16
MMJ 4313.002	Public Affairs Reporting	16
MMJ 4393.001	Data Journalism	18
MMJ 4393.002	Data Journalism	18
MMJ 4553.001	Broadcast News Writing II	18
MMJ 4973.001	Multimedia Journalism Capstone	17
MMJ 4973.002	Multimedia Journalism Capstone	17
SC 3353.001	Persuasive Writing For Strategic Communicators	20
SC 3353.002	Persuasive Writing For Strategic Communicators	20
SC 3353.003	Persuasive Writing For Strategic Communicators	20
SC 3353.801	Persuasive Writing For Strategic Communicators	18
SC 3600.201	Strategic Communications Internship	0
SC 3600.801	Strategic Communications Internship	18

SC 3603.001	Copywriting And Creative Strategy	18
SC 3753.001	Graphic Design For Strategic Communication	20
SC 3753.002	Graphic Design For Strategic Communication	20
SC 3753.003	Graphic Design For Strategic Communication	20
SC 3753.801	Graphic Design For Strategic Communication	18
SC 4493.001	Advanced Public Relations Writing	18
SC 4493.002	Advanced Public Relations Writing	18
SPM 3500.201	Sports Media Internship	0
SPM 3853.001	Sports Writing	20
SPM 3853.002	Sports Writing	20
SPM 4883.001	Sports In The Newsroom	12
SPM 4883.002	Sports In The Newsroom	12

15. Total expenditures planned by the unit for the 2013 – 2014 academic year: \$1,821,373

This amount includes budget items not reflected in the budget table in Section II. Standard 7, such as income from endowments, existing scholarship funds located in the college, salaries for both campuses, etc.

Percentage increase or decrease in three years: an increase of 1.01 percent

Amount expected to be spent this year on full-time faculty salaries: \$964,377.

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.

Faculty Member	Rank
Matt Elliott	Visiting Assistant Professor
Jami Fullerton	Professor
Jack Hodgson	Associate Professor
Shane Hoffman	Visiting Asst. Professor
Derina Holtzhausen	Professor and Director
Stan Ketterer	Associate Professor
Ted Kian	Associate Professor
Kenneth Kim	Assistant Professor
Marc Krein*	Associate Professor
Bobbi Kay Lewis	Associate Professor
Kathleen McElroy***	Assistant Professor
John McGuire	Associate Professor
Lori McKinnon	Associate Professor
Allison Mejia	Visiting Assistant Professor
Ray Murray	Associate Professor
Nicole Nash**	Visiting Asst. Professor
Cynthia Nichols	Assistant Professor
Gina Noble	Clinical Assistant Professor
Joey Senat	Associate Professor
Danny Shipka	Assistant Professor
Mike Sowell	Associate Professor
Hillary Speed**	Visiting Assistant Professor

Notes:

*Marc Krein left OSU employment on Dec. 6, 2013. A search for his replacement is currently in process.

**Hillary Speed is on maternity leave in spring 2014 and Nicole Nash serves as her replacement for the semester.

***Kathleen McElroy has accepted the position of tenure-track assistant professor from fall 2014.

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.)

Spring 2013	Fall 2013	Spring 2014
Barbara Allen	Barbara Allen	Barbara Allen
Billy Berkenbile	Amanda Clinton	Shane Bevel
Shane Bevel	Daniel Crutcher	Amanda Clinton
Bonnie Cain-Wood	Jeremy Davis	Jason Collington
Amanda Clinton	Dave Hunziker	Daniel Crutcher
Jason Collington	Nicole Nash	Jeremy Davis
Lisa Frein	Juliana Nykolaiszyn	Nicole Nash*
Dave Hunziker	Andy Wallace	Juliana Nykolaiszyn
Juliana Nykolaiszyn		Erin Smith
Lorene Roberson		Amanda Thrash
Andy Wallace		Andy Wallace
Joe Williams		Joe Williams
Jack Willis		

*Nicole Nash was moved to the table in number 16 above because she is replacing Hillary Speed for the spring 2014 semester.

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	80 or more semesters outside the major		65 or more hours in liberal arts/ sciences	
		Number	Percent	Number	Percent
2012-2013 academic year	144	144	100%	144	100%
2011-2012 academic year	153	153	100%	153	100%

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.

Background

In May 2008, ACEJMC accredited the School of Journalism and Broadcasting. At the end of that academic year, the director stepped down after seven years in office. In 2008-09, the new director assisted the faculty in a comprehensive review of the curriculum that reduced the degree specializations from five to three: Multimedia Journalism, Strategic Communications and Sports Media. In fall 2009, the name was changed to the School of Media and Strategic Communication. In spring 2014, it was one of two schools and 22 departments in the College of Arts & Sciences and enrolled the largest number of students (768).

Unit performance with regard to indicators:

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

The School's vision is to establish a niche program of distinction, focused on three degree programs: Multimedia Journalism, Strategic Communications and Sports Media. Its mission is to prepare students to excel in these fields as ethical, responsible practitioners, knowledgeable and professionally and technically skilled across media and adept in communicating in words, images, numbers and sound.

The vision and mission statements have shaped the School's strategic planning. The faculty approved a three-year plan in 2008, annually reviewed and adjusted through 2012 as the School achieved objectives and responded to changes in technology and professional practice and the availability of resources. The School adopted a new strategic plan in September 2013, with annual priorities for action.

The planning process has clearly given purpose and focus to the life of the School and stimulated a culture of aspiration, improvement and accomplishment.

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

The School reports to the dean of the College of Arts & Sciences. The School's administration is made up of a director, an associate director of undergraduate studies (as of January 2014), a coordinator of graduate studies and a program coordinator for each of the three specializations.

The University's Faculty Handbook defines principles and policies that guide faculty governance in each academic unit. The School's faculty participate in governance through three standing committees -- Curriculum, Assessment and Student Services Extension -- and through faculty retreats and discussion and vote in monthly faculty meetings.

(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 consensus of the faculty was that the director is a leader of vision, commitment and action who has helped define the School's aspirations and potential, argued effectively with the College and the University for resources, supported the faculty's teaching and scholarly activities and raised the profile and reputation of the School across campus. Administrators and faculty from other disciplines strongly endorsed this evaluation.

As in many schools of journalism and mass communications, focus on multimedia knowledge and skills in accord with dramatic change in digital media and professional practice is stressful in even the most harmonious and collegial programs. The coincidence of this change with the decline in state funding for public universities and the increasing dependency on tuition and enrollment has contributed to stress. The School's programs, particularly its new Sports Media program, have produced rapid enrollment increases, stretching the teaching resources of the faculty and the facilities and equipment of the School at the same time as expectations for scholarly productivity have risen. The apparent push at the University and the College levels for growth in student numbers has tautened the tension between access and academic and professional rigor. While the faculty admire the director's drive, forcefulness and energy, some have concerns about her tolerance of disagreement and of demanding standards that require students to repeat courses and take longer to graduate.

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

The College of Arts and Sciences adopted policies for selecting and appointing unit administrators in 2004 that define the role of the faculty in the process. The process is largely advisory to the dean, who appoints and re-appoints directors and chairs.

The dean conducts an annual survey of faculty evaluating the director's performance in leadership, administration and communication.

In 2012-13, the dean reviewed the director for re-appointment in accord with the College's procedures. The process and faculty vote resulted in the dean's renewing the director's term for five years. The dean's summary of the evaluation, included in the self-study, praised the director for the vision, strength and effectiveness of her leadership and for enhancing the status and reputation of the School.

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

Students may express their complaints and concerns to the director, who seeks to resolve them through discussion and arbitration with the faculty involved. If this process does not resolve the issue, students may take their concern to the University's standing committee in Academic Affairs.

Faculty and staff address their complaints and concerns to the director, who seeks to resolve them through discussion and negotiation.

Summary

A focused vision and mission, vigorous leadership and faculty collaboration have directed significant curricular change and planning for achievement and resource allocation. A result has been rapid increase in enrollment, perhaps outpacing the teaching capacity, equipment and facilities of the School, if not immediately then very soon, and challenging some relationships in a period of adjustment. In recognition of her accomplishments in the School's rise in stature in the College and University, the director has been re-appointed for another five years.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

(a) The unit requires that students take a minimum of 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.

The School reported that 100 percent of the graduates in 2013 and 2012 met the requirements for both coursework taken outside of the unit (80 semester hours) and for liberal arts and sciences classes (65 semester hours).

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

The School has rewritten and institutionalized the core values and competencies of Standard 2 as The O-State 8. These eight competencies are included in all syllabi, promoted on posters throughout the SMSC's building and evaluated through the School's assessment process.

The School conducted a program review and introduced a new curriculum in 2010 that focuses on three "niche" areas: Multimedia Journalism, Sports Media and Strategic Communications. (Multimedia Journalism students can specialize in News or Production. Sports Media students specialize in Multimedia Journalism, Production or Strategic Communications/Promotion. Strategic Communications students can focus on Public Relations or Advertising.)

All students must complete five core courses, three of which are more conceptual (Media in a Diverse Society, Ethics and Issues in Mass Communication, and Mass Communication Law) and two of which are more skills oriented (Media Style and Structure, the introductory writing class, and Electronic Communication, which introduces students to the basics of audio, video and web communication applied to hands-on storytelling projects).

Assignments in these introductory classes, combined with required classes outside of SMSC, address the core competencies and lay the foundation for development and mastery in subsequent coursework. For example, issues of diversity, inclusiveness and ethics are discussed in all of the core classes. The skills and technologies introduced in Electronic Communication are developed in subsequent audio and video production, electronic reporting, graphic design and social media courses in the degree programs. All SMSC students are required to take a statistics course, which provides the basis for subsequent data journalism and research methods classes. The faculty map the desired values and competencies against all courses to ensure that all competencies are covered multiple times over the course of the curriculum. (Indeed, during the site team's visit with students, the students themselves recognized that they could map the competencies against the courses they had taken.) The curricula for the three degrees cover all of the required values and competencies at multiple points, building to a capstone course. The School has

institutionalized a process that ensures that the competencies are assessed through portfolio reviews, internship evaluations, surveys and other tools.

Multimedia Journalism:

Multimedia Journalism and Sports Media students with a Multimedia Journalism focus share many of the same classes in audio and video production, reporting, editing and data journalism. Multimedia Journalism students also take Public Affairs Reporting. Students on the Multimedia Journalism Production track take Field Production and Advanced Production Practices. Both Multimedia Journalism tracks collaborate on projects in a Multimedia Journalism Capstone.

Sports Media:

The coordinator and faculty emphasize that the purpose of the program is to develop professionals who are serious and knowledgeable about sports and their role in society rather than to cater to the journalism and public relations interests of sports fans. Sports Media students specializing in Multimedia Journalism also take courses in sports writing and reporting, and classes that focus on understanding the role of sports in society. Sports production students take Sports Media Production and share a Sports Media Newsroom class with the journalism-oriented students. The Sports Media students with a public relations focus take writing, design and research classes in the Strategic Communications curriculum as well as their sports classes.

Students in both the Multimedia Journalism and Sports Media programs say that faculty stress the importance of good writing, reporting and critical thinking. They indicate that the requirement that all students become competent in and comfortable with both writing and electronic production makes them more broadly educated and more employable.

Strategic Communications:

Students take classes in communication theory, persuasive writing, management, media planning and research. They also take a graphic design class aimed at strategic communication in both traditional and new media. Students may elect to compete in the National Student Advertising Competition or the Bateman Case Study Competition.

- (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.)**

All students in the School are expected to develop multimedia competencies, as well as basic written communication skills and the competencies required of their disciplines. Students say they respect faculty members for their professional expertise and describe them as comfortable with new technologies and social media. They say professional use of social media is integrated into class assignments and receives in-depth, specific evaluation. Students say they have felt well prepared for their internships and are confident about their ability to succeed in the workplace. “[Our teachers] give you the confidence to be your own person,” said one student. “They teach you how to stand out.”

Faculty have been recognized with numerous awards for high-quality teaching. The School has offered faculty workshops on incorporating diversity into the curriculum, and teaching multimedia journalism and database investigative journalism. Faculty members have also

attended off-site workshops to keep their skills current (AEJMC, Poynter Institute and Investigative Reporters and Editors, among others). Demonstrated effectiveness in the classroom is a requirement for tenure and promotion and spelled out in both the School's policies and the College of Arts and Sciences procedures.

Outstanding students are recognized through the School's "Ambassadors" program, at the School's Annual Awards Banquet, and through College and University honors.

More than one person interviewed on campus mentioned that SMSC students are "disproportionately represented" among the ranks of "outstanding seniors" and other exceptional students honored by the University every spring. Faculty and administrators say SMSC students have a strong reputation on campus and faculty members are respected for working to keep their curriculum "vibrant."

Multimedia Journalism:

Internship employers at area newspapers and TV stations see the School as a good source of talented interns and new graduate hires. They report that the students have strong basic and multimedia communications skills and are facile in professional uses of social media. Area professionals frequently interact with SMSC faculty as guest lecturers; they say the professors are current in their knowledge and the program is well respected around the state. Said one television producer: "We currently have a few OSU students working as interns. They seem to be knowledgeable, well rounded and equipped with effective news-gathering skills. I have found them to be particularly skilled in dealing with databases for news gathering. They are typically well read on open records rules and ethics issues, as well."

Among teaching recognition the Multimedia Journalism faculty has won in recent years: Advertising Club "educator of the year."

Sports Media:

Enrollment in the Sports Media degree, one of the first such programs in the nation, has boomed in recent years. Employers who hire Sports Media interns say they have a good handle on the industry, and the curriculum tries to cultivate an understanding of the significance of sports in current society. Employers praise students' writing and multimedia skills, and say they are hard-working and have a "good demeanor." They are characterized as bright, eager to learn and social media savvy. "I can't say enough good things" about OSU students, said one public relations manager for a professional sports team. However, faculty have expressed concern that growth in the program is outstripping resources and that the program is attracting students who want to be sports "fans" instead of sports professionals.

Among teaching recognition the Sports Media faculty has won in recent years: College of Arts and Sciences Teaching Award winner and nominee; Teacher of the Year from Oklahoma Society of Professional Journalists.

Strategic Communications:

The advertising and public relations curricula have undergone major changes as they have been incorporated into a single strategic communications program with opportunities to specialize in either of the disciplines. This has led the unit to make decisions that have helped put the program closer to the leading edge of what is happening in the world of professional communications today.

Advertising and public relations have been re-imagined as pieces of the same whole of “persuasive communications.” With that in mind, the focus is on target audiences and strategic objectives that can be responded to by a number of tools, some of which are from traditional advertising, some of which are from traditional public relations, and some of which are new and beyond categorization in one area or the other. Categorization has now become more about paid, owned, and earned media as outcomes than about outdated labels for what to call the inputs.

Students are being challenged to use research, insights and quantitative techniques to validate their thinking and creative ideas, and to place those ideas in an ethical and legal context. They are also expected to become proficient with multimedia storytelling techniques. Excellent writing is still being emphasized in the classroom, but so is the ability to shoot and produce video, do design and use sound effectively.

Faculty engage with one another about course content and look for ways to evolve their teaching based on the best practices and ideas of others. They also maintain connections to professional membership organizations and have their students take part in national public relations and advertising competitions that help connect them and their students to the working world outside the university.

In total, the School is asking many intelligent questions about the current state and future context of strategic communications, and this is benefiting its students.

Among teaching recognition the Strategic Communications faculty has won in recent years: a national advertising education award; Advertising Club educator of the year; outstanding faculty adviser for Women in Communications National Organization; Outstanding Teaching Award for OSU Non-Traditional Students; College of Arts and Sciences Teaching Award nominee.

(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.

Enrollment in skills and laboratory courses for Fall 2013 and Spring 2014 was capped at 20.

(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.)

Internships are not required but highly encouraged by both faculty and advisers. The School maintains a Facebook page to alert students to internship opportunities and hosts an annual Career Networking Expo. Students also connect with internships through faculty members and visiting professionals. Each program area has a faculty member who serves as an internship adviser. Students may count no more than three hours of internship credit toward graduation. Students who wish to obtain credit for internships must complete an application, submit weekly reports to a supervising professor, compile portfolio items, submit a final paper and obtain a written evaluation from a supervisor.

Multimedia Journalism and Sports Media:

Area internship employers for students interested in both news and sports multimedia journalism and production include the Oklahoman newspaper and KWTW News 9 in Oklahoma City, and KTUL Channel 8 and the Tulsa World in Tulsa. Students interested in sports public relations have worked for the Oklahoma City Thunder NBA team and the OSU athletic department.

Strategic Communications:

Organizations that have hired OSU Strategic Communications students include Vann & Associates, Children's Hospital Foundation, Pearson Public Affairs Group and Ackerman McQueen in Oklahoma City, and Acrobat Ant marketing and advertising agency in Tulsa.

Summary

The School has aggressively reviewed, re-imagined and retooled all aspects of its curriculum within the past few years to address the rapidly changing media environment, to build on its niche strengths and to position itself among journalism and mass communications programs nationally. Multimedia competency is expected across all disciplines. Internship employers and other professionals speak highly of the OSU program. They say OSU students have a solid grasp of the basics, and also have current technology and social media skills necessary to be successful in the industry. The students themselves are very proud of the education they are receiving and perceive their faculty as hard-working, professional and current.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

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

The School has a written diversity plan with specific action items. It is important to note that this diversity plan was being implemented against a backdrop of a 2012 voter-approved measure to eliminate affirmative action programs in the state. The new legislation does not allow any program to give preferential treatment based on race, color, gender, ethnicity or national origin.

Despite this, significant improvement has been made in undergraduate student diversity and faculty gender diversity in the past six years. Recruitment of qualified minority faculty and adjunct faculty has been significantly more challenging, yet noticeable progress has also been made here, particularly after the aforementioned legislation, which is to be commended.

- (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.**

All students must complete "Media in a Diverse Society," a course that studies media and their effect on our culture, with an emphasis on media's role in racial, gender and sexual orientation issues in the United States. Diversity issues (e.g., race, gender, sexual orientation, religious beliefs, global perspectives, disabilities) are included in many other core courses and multimedia journalism courses. Students are consistent in their feedback that these issues are discussed consistently, and in detail. Students also believe that diversity discussions are handled quite effectively by their professors.

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

The School has made great strides to improve the balance of male to female full-time faculty members. Within the six-year period since the last assessment, the ratio has changed from 75 percent male: 25 percent female to 53 percent male: 47 percent female. Part-time/adjunct professors are similarly distributed. Further, the director and associate director for undergraduate studies are female, as is one of the occupants of the two endowed chairs.

Since the last site visit, the School hired an Asian male and an Asian female (who was not retained). Recruitment statistics for full-time and part-time/adjunct faculty over the past few years reflect a disappointing record of consistently recruiting a qualified minority candidate pool. However, the School has recently hired an African-American tenure-track professor, who will start in the Fall semester, and has recently interviewed an African-American candidate and a candidate from India for another open position. Given the geographic challenges the School faces in recruiting ethnically diverse professors, and against the backdrop of the latest affirmative action legislation, the School has recently succeeded very well in creating a more

ethnically diverse faculty. The faculty in the Fall semester will have, for example, minority representation, international representation, disability representation, and a fine balance of gender representation. The School is to be commended for its recent progress against difficult headwinds.

A recent decision about transforming visiting professor positions to clinical positions will give the School even more hiring flexibility going forward, as might current discussions about potential Professor of Practice positions.

As for part time/adjunct positions, a total of just one minority candidate was in the pool for the last 23 positions from 2010 to 2013. However, this one candidate was made an offer and did join the faculty. In general, there is room for much improvement in the process of identifying a diverse adjunct pool in advance of immediate need.

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

The School has done a good job of improving diversity of student enrollment in the last six years. Undergraduate ethnic diversity has grown from 15.4 percent to 20.9 percent over the period. The enrollment numbers compare well to the ethnic profile of the geographic area that the School supports, which is a stated goal of the School's diversity plan. Going forward, the only student population that appears low is Hispanic enrollment. Long term, whether these numbers will slip due to the 2012 legislation against affirmative action remains to be seen. The School should be proactive here.

The School provides academic counselors who pay close attention to troubles that might be experienced by students from underrepresented groups. There is a Multicultural Student Center in the Student Union and the School encourages membership and participation in organizations that cater specifically to minority mass communication students. As a result, minority retention as well as representation has continued to grow. Separately, the School is considering the creation of a PhD program, which would help bring in a more diverse and international student population.

(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.

The site team met a number of ethnically diverse students who all reported that harassment or discrimination within the School was not a significant issue. Regarding disabilities, the University has an office of Student Disabilities that notifies professors of accommodations that are needed for specific students.

Summary

The School has made significant improvements in the ethnic diversity of its student body as well as gender and ethnic diversity of the faculty against the backdrop of a difficult geography and new Oklahoma state legislation against affirmative action. It has also done an excellent job of including discussions of diversity in its curriculum.

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.

The School's Reappointment, Promotion and Tenure Policy (RPT) clearly articulates performance expectations for full-time faculty, part-time faculty and instructional staff. Recent revisions to this document (2012-13) have been made for the first time in 15 years; they provide more specificity on evaluative performance criteria, avoiding the vagueness of the earlier edition.

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

There are 20 full-time faculty and 13 part-time/adjunct faculty. The School has gained two endowed professorships over the past five years. About 70 percent of courses are taught by full-time faculty members.

(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 faculty has a solid balance of professional experience and academic credentials. Historically, the School has been weighted toward professional experience. Recently there has been a rebalancing toward academic qualification and PhDs, in part to improve the research productivity of the faculty overall.

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

Each course is evaluated through the Student Satisfaction with Instruction system (SSI). Student comments play an important role in the Annual Appraisal and Development process. In addition to student teaching evaluation scores, instructional evaluation also comes from a biannual Alumni Survey. Further, a faculty member's ability to improve existing courses or develop new courses that improve the overall curriculum is an important factor for evaluating teaching performance. Student feedback to the site team consistently emphasized student satisfaction with the high quality of instruction and the healthy balance of professional experience to educational and theoretical foci.

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

Individual faculty members serve on major University committees, including the University's Strategic Planning Committee, Enrollment and Recruiting, Campus Committee on Access, Student Conduct Committee, and many other University and School governance committees.

Discussions with professors from other parts of the University, and professionals close to the University, confirmed that the School's faculty members have a strong reputation on campus and off campus.

Summary

The School has an appropriate mix of full-time and part-time faculty with a significant percentage of courses taught by full-time faculty. Criteria for evaluating performance of faculty are clear and have been recently updated to add clarity. Faculty members have a healthy balance of professional experience and academic credentials, as well as a strong reputation as a group on campus and off.

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.

Research and creative activity have increased significantly in the School over the past five years. Peer-reviewed journal publications have increased 250 percent, from 20 to 70. Faculty members have presented 166 peer-reviewed conference papers, a 230 percent increase in five years. One of the goals of the School's 2008-11 strategic plan was to create a climate that would stimulate research and research interest. Many successful steps were put in place to make this a reality. One key example: travel funding was increased considerably, and faculty members were encouraged to submit papers to national conferences.

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

The role of research and creative activity is clearly stated in the School's Reappointment, Promotion and Tenure Policy (RPT). The School has made great strides in clarifying expectations for research/creative endeavors by reviewing and revising the policy, which was adopted in 2013. Additionally, in the 2008-11 strategic plan, positive steps were made to decrease the teaching loads of tenure-track faculty and tenured faculty with research assignments, and to increase teaching loads for faculty members with no research assignments.

(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 RPT Policy is clear in outlining appropriate professional activities. One of the most significant recent revisions to the policy updated specific performance criteria, such as the recognition of faculty multimedia projects as creative work. The policy states, for example: "Because our discipline has a strong professional orientation, scholarship in our discipline can also constitute creative endeavors in any of the mass media." This is appropriate in a school that mixes faculty with strong professional experience and those of high academic qualification.

(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.

Faculty members communicate the results of a wide array of research, creative and/or scholarly activity, including peer-reviewed articles and chapters, journal editorship, refereed conference papers, books, panel participation, invited research presentations, monographs, grant activity, etc. However, it must be noted that the research productivity of the unit has gone from very poor six years ago to just adequate today. Much improvement in publishing, for example, is planned by the School and is needed going forward.

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

The School has made intellectual curiosity among its faculty, and the resulting research and creative work, a priority since the last accreditation report. This focus, combined with increases in diverse students, diverse professors, discussions of diversity issues, and significant changes to curriculum (in the strategic communications track, for example, versus separate streams of advertising and PR), has led to critical analyses that include many new points of view for students and faculty alike.

Summary

The School has put a significant focus on improving the faculty's productivity in research and creative activity. This focus has led to significant improvements, and has been supported by tightening the language of—and expanding the definitions of—such work in the newly revised RPT document. There has been noticeable success, yet more work is clearly necessary.

COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

Students must have at least a 2.5 GPA and successfully complete a Language Proficiency Examination in order to enroll in upper-level courses. They must maintain at least a 2.0 GPA after being admitted to the School. Pre-majors are advised by Arts and Sciences counselors. SMSC employs two professional academic counselors to work with its students. These advisers have won both University and state awards for their advising, and students were lavish with their praise for their advisers as being efficient, helpful, responsive and caring. Each program area also has a faculty member who serves as an internship adviser. Students are required to have at least one meeting with their adviser each semester, during which the student's graduation worksheet is updated. Students report that their advisers help them plan their academic progress and help them keep on track.

(b) Faculty are available and accessible to students.

All faculty are required to hold adequate office hours. SMSC faculty also are in contact with students as advisers to student groups. Students report that faculty are accessible and helpful, even the adjuncts ("it's hard to tell the difference").

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

The advising staff sends frequent emails to students to keep them up to date on academic requirements and opportunities. Students also receive information via Facebook, Twitter, print material, posters and the School website. Students report that they feel adequately informed by communications from both faculty and advisers.

(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.

Students can participate in a variety of relevant media and professional experiences on campus. The student newspaper, *The Daily O'Collegian*, publishes online and print editions weekdays during the school year and weekly during the summer. The newspaper is separate from the SMSC but many SMSC students work on the *O'Colly* and it is housed in the SMSC building. KXZY, the student-run cable radio station, is also independent of the School but housed in the building. It is in the process of moving its offices closer to the newspaper to encourage more collaboration. OStateTV provides opportunities for students to produce online video content. There are campus chapters of Association for Women in Communications, Public Relations Student Society of America, Association for Women in Sports Media, Sports Media Club, National Association of Black Journalists, Photography Club, Ad Club, Broadcasting Club, and the National Broadcasting Society / Alpha Epsilon Rho.

(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.

Data gathered by the School indicate success in supporting student retention and graduation. The School boasts the best retention, promotion and graduation rates in the College of Arts and Sciences. The School credits this to the entry-level GPA requirements (2.5 GPA) and strong advisers. This information is published on the School's website.

Summary

Advising and student services are a point of pride for the SMSC. Students report that the School's two professional advisers "care about us as people" and they are credited with contributing to the School's strong retention and graduation rate.

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 plans to spend \$1,821,373 in the 2013-2014 academic year. That amount has increased modestly (1 percent) annually over the past three years. Despite enrollment increases, there is no connection between the growing needs of students and the budget process. More students and more credit hours being generated at the School have not translated into additional budget for teaching and student services.

In that environment, the director has led a robust annual budgeting process that relies on input from faculty and strategic direction from the School's long-term plan. The process itself is crafted to meet the complex budget requirements the School faces from the College of Arts and Sciences and the central University, which require that the School piece together from multiple sources the funds needed to meet the needs of students and faculty. Two separate processes provide the School's maintenance budget, for example, and funds for technology and capital improvements are drawn from three separate sources, each with its own set of rules.

The basic maintenance budget from the College of Arts and Sciences has been flat for the past six years, and the opportunity for the School to receive additional funds for costs such as travel and obligations to professional organizations is tied to the number of outreach courses taught by School faculty. The College returns a percentage of the fees it earns from outreach and online courses to the School and the faculty who teach them. This has allowed the School to double its maintenance budget during the past two years. Yet, it is problematic, because the allocation is based on faculty overload teaching and presents little opportunity for the School to do long-term budget planning.

The School's robust budgeting process has also helped the School acquire funds to meet its significant technology needs; the College of Arts and Sciences dean said the School has received 70 percent of its requested technology funding in the past two years.

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

There were two University-wide salary increases, which included School faculty, during the past five years, and the School has been treated equitably in regards to accessing funds from outreach and online courses. It has also, according to the College of Arts and Sciences dean, benefited disproportionately from technology grants, given the unique and growing needs of students in the communications field.

A number of departments that enroll significantly fewer students, however, enjoy similar or larger budget support from the College of Arts and Sciences and have larger tenured faculty ranks. The Geology Department, for example, had 135 students enrolled in the last academic year, versus 768 at the School. Yet, both had 14 tenured faculty, and the School operated with a

budget only 5.5 percent higher. Similar or worse discrepancies exist with the Art, Political Science, Music and Sociology departments.

It is difficult to make direct comparisons to other departments in the College, however. A number of issues determine budget, such as grant funding, whether the department has a doctoral program and the number of general education courses a department teaches, as in the case of English and Mathematics. Research funding from research grants is included in the budget figures noted above, and it is also clear that the lack of grant funding is hurting the School's budget. Additionally, not having a doctoral program hurts the School in terms of the number of research faculty who can generate research grants.

But the School has been successful raising non-research outside funds, especially for scholarships. Those include a \$1 million living trust bequest and another similar bequest that is pending. It has also raised funds for two endowed chairs. The School's director has started new initiatives with the help of the dean of Arts and Sciences to create donor relations committees in Tulsa, with others planned for Oklahoma City and Dallas, the three major metropolitan areas with OSU alumni. In total, the School is the third most successful fundraising entity in the College of Arts and Sciences.

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

The facilities of the School are a dichotomy. The building, while adequate, is problematic in many ways; the technology infrastructure and equipment in the building, however, are much more sophisticated and meet the needs of the students.

The School is in the Paul Miller Journalism and Broadcasting Building. Built in 1918, it is the third oldest building on campus. In addition to the expected classrooms, offices and four laboratories, the School also houses the campus student newspaper, the campus cable radio station, five digital audio-editing workstations, a small television studio and control room, two video editing suites, a newsroom containing the AP wire service and computers capable of digital video editing, all with internet access. The School is a CNN affiliate.

The building, even with an addition in 1978, is straining to meet the demands of a modern communications and journalism education, and it is clear to all that the School needs a new building better suited to instruction and research in a discipline that is being rapidly altered by technology and new collaborative techniques.

Despite these limitations, the School has effectively managed both the educational challenges presented by the building and the expectations of the students who use it. During a 90-minute discussion with a group of students from the three specialty tracks, the quality of the building arose only at the end of the session in response to a direct question. While they envy universities with newer, more impressive facilities, they say the building is adequate for the larger task of educating them and, oddly, has provided a rallying point around the School's culture and community. As one student said: "It would be wrong to pick a School because it had a nice building. We came here because of the teachers and the other students. It's a great place to be."

The College of Arts and Sciences dean acknowledges the building needs significant upgrading or replacement, but notes that, absent any health or safety issues, two major building projects are higher on the University's priority list: a performing arts center and new labs for science

education. He predicts that without state funding, which is highly unlikely, the University will need 12 to 15 years to raise the \$20 million to replace the building. This timetable effectively leaves the School on its own to identify potential donors with the resources to lead a fundraising effort in a shorter time frame, because the current building will not meet the needs of its students for a dozen more years. This critical need should be addressed with at least an effective plan prior to the School's next accreditation.

(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.

As a result of curriculum changes, the School has made considerable investment upgrading camera and lab equipment, and making sure that equipment and facilities are available to meet the rigorous multimedia demands of the academic programs.

An important technology hurdle remains: upgrading the broadcasting infrastructure from standard definition to high definition and the related purchase of news automation software and mobile production equipment. A near-term funding plan is in place to acquire the \$605,000 needed through one of the University's technology funding initiatives.

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

The University library is located in the center of the Stillwater campus close to the Paul Miller Building and easily accessible to students and faculty. In addition, students and faculty can access, read and download complete texts of articles and other material via the University's Anywhere Library Access program.

Summary

The School's robust budgeting process is inclusive of faculty and attentive to its strategic plan. The School operates effectively in the University's complex budgeting environment and receives adequate resources. The building needs major renovation or replacement, but the School has managed to provide compelling educational programs despite this shortcoming. The School has also done a very good job providing students with the technology for up-to-date instruction and learning in a curriculum rich in multimedia requirements.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

Faculty and staff in their self-assessment listed alumni relations as a weakness. No one is designated as the single point of contact to manage interactions with alumni for networking, fundraising and other purposes, and the School recently suspended the distribution of its alumni newsletter, prepared by students, because of quality concerns.

Clearly, improvement here presents an opportunity in several contexts, including fundraising, and progress has recently been made, including the commitment to appoint an alumni relations coordinator.

The School and faculty have done a better job engaging with professionals and professional organizations on behalf of their students and as a method to keep faculty connected to practice. Faculty and students are actively involved in organizations such as PRSSA and AdClub, for example, and there have been regular class visits by area professionals.

Also, the Advisory Council was strengthened in the past year by adding more professionals and alumni, and its members were asked to serve as external reviewers of student portfolios. The School also stages an annual networking event led by a faculty member in which students and area practitioners meet. Students organize the event in the context of an event-management class. In 2013 50 practitioners took part. Another faculty member manages a Facebook page accessible to students and alumni, where job opportunities and other information are shared.

(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 excels in a number of ways regarding its commitment to professional practice. Among its faculty is the state's authority on use of Freedom of Information laws as a reporting technique. It is also committed to creating a database-reporting center at the University and engages with professionals around the country in this area. Finally, it takes part in the College of Arts and Sciences social science seminar series, bringing prominent communication and journalism academics to campus.

(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's faculty members are active in multiple professional and academic organizations, serving as journal editors, speakers at academic and professional meetings, curriculum reviewers for institutions in the U.S. and abroad, and as members in a full array of groups relevant to their work.

(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.

Service is a core part of OSU's land grant university mission, and it is one of three criteria upon which faculty tenure decisions are made. The expectation of the University is that faculty members achieve a level of "excellent" as a teacher and researcher and achieve a level of "good or higher" in the area of service.

Most faculty members include community activities in their service portfolios, with many reaching out to underserved groups in the state.

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

The School is the leader in supporting journalism at the high school level in Oklahoma, hosting an annual marquee event of the School's creation, High School Journalism Day, on its campus, which last fall attracted 269 students from across the state for workshops and mentoring activities.

The School is committed to improving the quality of scholastic journalism across the state. In addition to physically hosting the OSU student newspaper in its building, it also hosts the Oklahoma Collegiate Media association's annual meeting on its campus, and has done so since 1975.

Summary

While the School would benefit from additional outreach to its alumni community, it very effectively satisfies its service expectations. It allows faculty ample opportunity to engage across their communities and their academic disciplines, encourages students to take part in professional member organizations, opens up its classrooms and lecture halls to visiting professionals and academics, and leads in supporting high school journalism in Oklahoma.

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 has expressed ACEJMC’s 12 professional values and competencies as The O-State 8 and posted them prominently throughout the Paul Miller Building:

Demonstrate an appreciation of the relevant constitutional freedoms, legal issues and ethical principles involved in mass communication.

Demonstrate an understanding of the relevance of human diversity in mass communications.

Demonstrate an understanding of the history and social role of mass communications.

Demonstrate critical, creative and individual thinking.

Demonstrate an understanding of the relevant theories and concepts of mass communications.

Demonstrate an understanding of the methods and techniques of research and information gathering.

Demonstrate appropriate writing, editing and production techniques in mass communication.

Demonstrate an understanding of relevant planning and management methods in mass communication.

To ensure that courses prepare students to master The O-State 8, the School compiled a matrix identifying which of these learning outcomes each course addresses.

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

To reflect the new curriculum, the School revised and adopted a new assessment plan on October 12, 2012, identifying an electronic portfolio as the main direct measure and internship evaluations and student and alumni surveys as indirect measures.

Students create their portfolio sites, using WordPress, to upload portfolio pieces throughout their student career. Final portfolios are reviewed in the capstone course for each degree program, and they are a requirement for graduation. Faculty members review portfolios throughout the student’s career and in the capstone course, and SMSC Advisory Council members and industry professionals evaluate these portfolios annually.

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

The School selects 20-25 percent of portfolios for assessment, depending on the number of portfolios in a graduating class, and assesses them with a rubric that quantifies the extent to which each of the eight learning outcomes was satisfied. Statistical analysis using SPSS provides year-to-year performance data.

The self-study reports the findings from analysis of the 2011-12 and 2012-13 portfolios and

from the student and alumni surveys. It also reports the School's actions to address weaknesses in student learning and in the direct and indirect measures. An example of this process was a finding that students scored comparatively low in their understanding of law, ethics and history. That finding revealed a flaw in the validity of a portfolio for analyzing student knowledge and understanding rather than a weakness in student learning. As a consequence, the School is considering the development of a comprehensive examination or test for administration in the final week of the capstone course of each degree program.

(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 incorporated the results from its alumni surveys in its annual assessment reports to the University and included the findings in decisions about the actions it took to address weaknesses in student learning.

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

The School involved working professionals and members of its Advisory Council as assessors for the 2012-13 assessment cycle.

Summary

To address the effects of its new curriculum on student learning, the School revised its assessment plan and program in October 2012. At its core is the building of an electronic portfolio by each student, from entry to exit, and the commendably systematic analysis of the findings from this direct measure. As it has done annually since administering the new assessment program, the School is refining its measures to produce more reliable findings about student knowledge and understanding to complement the findings on student competencies.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

Visionary, ambitious leadership that has raised the aspirations and status of the School

The development of a focused, multimedia curriculum across three degree programs that strives to stay abreast of professional and technological change

Effective strategic planning that harnesses faculty talent and secures funding from the College and University for upgrading technology

A faculty nicely balanced in professional and academic credentials and experiences and dedicated to teaching and mentoring students

Well-informed, devoted, and tireless advisers who contribute decisively to the welcoming, nurturing culture of the School

Increased diversity of the student body, gender balance in the faculty, and progress in diversifying the faculty

An array of campus media, student clubs and associations and accessible labs for students to practice the skills learned in class

Weaknesses

Rapid growth in student enrollment that stretches the capacity of the faculty and advising staff and the availability of technology and equipment for teaching, learning and practice

Underdeveloped relationships with alumni and professional constituencies, at the expense of professional opportunities for faculty and students and for fund raising

An aging building ill-suited for instruction with contemporary communications technology, inadequate in classroom and office space for booming enrollment, and unreflective of the aspiration and accomplishment of the School

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

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

A new building may not be possible within six years but concrete progress in University planning and fund-raising should be accomplished by the next visit.

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

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

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

The 2007 site team found the School out of compliance on Standard 3, Diversity and Inclusiveness

The School has made measurable progress in each of the requirements of this standard.

The School has developed “Media in a Diverse Society” as a core, required course for majors in all three degree programs; the course also fulfills a General Education requirement for all OSU undergraduates. All core courses address diversity issues.

Diversity in the student body has increased from 15.4 percent to 20.9 percent over the past six years.

Gender balance has significantly improved, from 75 percent male and 25 percent female six years ago to 53 percent male and 47 percent female at the time of the visit; the director and associate director for undergraduate studies are female as is one of the occupants of the two endowed chairs.

Since the last visit, the School hired an Asian male and female. It has hired an African-American female on tenure-track, starting in fall 2014; of the three candidates interviewed for a new line in 2014-15, one is an African-American male and another is a male from India.

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 informative, clear and concise with an effective balance in content and tone among information, self-criticism and celebration. It was nicely organized and elegantly presented, with intelligent inclusion of evidence and data in the main narrative and accessible documentation in separate appendices. The team had little need for additional information on site, freeing it to focus on meetings with administrators, faculty and students. The probings of these encounters confirmed the accuracy and honesty of the self-study.