

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2015-2016

Name of Institution: Western Kentucky University

Name and Title of Chief Executive Officer: Gary Ransdell

Name of Unit: School of Journalism & Broadcasting

Name and Title of Administrator: Loup Langton, Director

Date of 2015 - 2016 Accrediting Visit: November 15-18, 2015

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

Date of the previous accrediting visit: February 7-10, 2010

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2015 - 2016 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Joe Foote, Edward L. Gaylord Chair
Organization/School: University of Oklahoma

Signature _____

Team Members

Name and Title: Vincent Duffy, News Director
Organization/School: Michigan Radio, Ann Arbor, Michigan

Signature _____

Name and Title: Joanna Hernandez, Director, Diversity Institute
Organization/School: Graduate School of Journalism, City University of New York

Signature _____

Name and Title: Kim Komenich, Assistant Professor
Organization/School: Department of Journalism, San Francisco State University

Signature _____

Name and Title: Amy Strothers, Associate Professor
Organization/School: University of Nebraska

Signature _____

PART I: General information

Name of Institution: Western Kentucky University

Name of Unit: School of Journalism & Broadcasting

Year of Visit: 2015

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

- Middle States Association of Colleges and Schools
 New England Association of Schools and Colleges
 North Central Association of Colleges and Schools
 Northwest Association of Schools and Colleges
 Southern Association of Colleges and Schools
 Western Association of Schools and Colleges

2. Indicate the institution's type of control; check more than one if necessary

Private Public Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

In 1906, the Kentucky General Assembly enacted legislation creating the Western Kentucky State Normal School. In 1922, it became a four-year institution known as Western Kentucky State Normal School and Teachers College. The first degrees were awarded in 1922. In 1930, the General Assembly removed the words, "Normal School" from the name, shortening it to Western Kentucky State Teachers College. On June 16, 1966, the College achieved university status and the name was changed to Western Kentucky University.

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: February 7-10, 2010

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

The Department of Journalism was first accredited in 1979. The Broadcasting Program merged with the Department in 1999, creating the School of Journalism & Broadcasting, which was then accredited in 2004.

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

Mission: To prepare students for a changing media environment by focusing on content, ethics and technology. (adopted April, 2014)

7. What are the type and length of terms?

Semesters of 16 weeks
 Quarters of _____ weeks
 Summer sessions of 3, 4, 5 or 8 weeks
 Intersessions of 3 weeks

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

Bachelor's degree
 Master's degree
 Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

Bachelor of Arts Degrees in Advertising, Broadcasting, Journalism, Photojournalism and Public Relations. While Advertising and Public Relations are two majors, there is one Coordinator that serves both sequences.

**10. Credit hours required by the university for an undergraduate degree:
 (Specify semester-hour or quarter-hour credit.)**

120 semester-hour credits are required by the University for graduation.

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

Students may earn 3 credits for an internship with a maximum of 3 total credits in the Advertising, Broadcasting, Journalism and Public Relations majors. Beginning in the 2015 fall semester, Journalism majors may opt to take a 1-credit internship course up to three times in lieu of the 3-credit course.

Students in the Photojournalism major are encouraged to seek internships for pay rather than credit. They are, however, able to take internships for 3 hours of credit that will not be applied to their Photojournalism major. The hours could apply to the 120 overall credit hours necessary for graduation.

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Sequence: Advertising	Cliff Shaluta
Sequence: Broadcasting	Dr. Victoria LaPoe, Travis Newton, Bradley Pfranger
Sequence: Journalism	Mac McKerral
Sequence: Photojournalism	James Kenney
Sequence: Public Relations	Cliff Shaluta

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

Spring 2015	13,036
Fall 2015	20,068

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

<u>Name of Sequence or Specialty</u>	<u>Undergraduate Majors</u>
Fall 2015	
Advertising	77
Broadcast	110
NewsEd/Journalism	22
Photojournalism	35
Public Relations	53
Pre-major	<u>452</u>
Total	749

**15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio.
(* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)**

(See attached lists)

**16. Total expenditures planned by the unit for the 2015 – 2016 academic year:
Percentage increase or decrease in three years:**

2015-2016	\$347,554		
2012-2013	<u>\$345,818</u>		
Total change	+\$ 1,736	percentage change	+ 0.5%

Amount expected to be spent this year on full-time faculty salaries:

2015-2016	\$1,448,556
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17. 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
Adams-Smith, Jeanie	Professor
Bagwell, Vicki	Associate Professor
Broekema, Tim	Professor
Cherry, Jeanine	Instructor
Coppinger, Kelley	Professional in Residence
Crawford, Amanda	Assistant Professor
DeMarse, Ron	Associate Professor
Johnson, Pam	Professor
Kenney, James	Professor
Langton, Loup	Professor
LaPoe, Benjamin	Assistant Professor
LaPoe, Victoria	Assistant Professor
McKerral, Mac	Professor
Newton, Travis	Assistant Professor
Northrup, Kerry	Endowed Professor
Payne, Ken	Associate Professor
Pennington, Luke	Assistant Professor
Pfranger, Brad	Assistant Professor
Simpson, Mark	Associate Professor
Shaluta, Cliff	Professor
Taylor, Dick	Assistant Professor
Yambor, Marjorie	Assistant Professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)

Fall 2015

Cavnar, Jacqueline
 Elliott, Brian
 Halinde, Shane
 Meyers, David
 Niedwick, Josh
 Parman, Travis
 Pratt, Carrie
 Terry, Christopher

Spring 2015

Beckley, Cheryl
 Carter, Ami
 Cavnar, Jacqueline
 Clark, Chuck
 Deeb, Barbara
 Elliott, Brian
 Holinde, Shane
 Houchens, Christopher
 Pennington, Luke
 Terry, Christopher

19. Schools on the semester system:

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

72 or more semester hours outside of journalism and mass communications

Year	Total Graduates	Number	Percent
2014-2015 academic year	<u>139</u>	<u>139</u>	<u>100</u>
2013-2014 academic year	<u>130</u>	<u>130</u>	<u>100</u>

The School of Journalism & Broadcasting faculty approved the following Mission Statement, Vision Narrative and Objectives/Strategies on April 18, 2014.

Mission of the School of Journalism & Broadcasting

To prepare students for a changing media environment by focusing on content, ethics and technology

Vision Narrative

Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in teams, across platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

Objectives/Strategies

1. **Community Impact and Service:** Integrate a spirit of social awareness and consequential community service among students, faculty and staff.
 - Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity through curriculum design and implementation. Construct classes in ways that encourage students to engage in communities through storytelling and community service.
 - Invite guests who exemplify community service to the school to interact with students and faculty.
 - Present work such as films, photographic exhibits, documentaries, etc. that educate and inspire an attitude of social awareness and community service.
2. **Digital Media Technology and Responsible Social Media Integration:** Promote an integrated, interactive media approach to both education and creativity among faculty and students.
 - Continue to critically review curriculum and make necessary curriculum changes to respond to social and technological transformation. Imbue students with a sense of ethical decision-making and historical context through course design and instruction.
 - Invest in updating and upgrading professional equipment and facilities to enhance student hands-on experience.
 - Provide opportunities for faculty and students to update and learn new skills and approaches to interactive media and communication.
 - Invite leaders in new approaches to interactive digital storytelling and social media integration to interact with students and faculty.

- Provide students with a firm understanding of and equip them with the ability to perform the art of storytelling across platforms.
3. **Hands-On Curriculum:** Maintain a curriculum that emphasizes hands-on learning and reflects global professional practices.
 - Give all students a hands-on experience with the most up-to-date content gathering and digital media production tools with particular emphasis on mobile devices and multimedia techniques.
 - Continue to critically review curriculum and make necessary curriculum changes to respond to social and technological transformation.
 - Invest in updating and upgrading professional equipment and facilities to enhance student hands-on experience.
 4. **Internationally Recognized and Diverse Faculty:** Develop and support top-tier faculty members who lead their respective professions through effective teaching, creative work and active engagement in scholarship.
 - Recruit and retain high quality faculty who hold a minimum of a master's degree, with preference for a terminal degree, and significant professional experience.
 - Enhance faculty opportunities through support for travel, registration, etc. for research, creative work and professional conferences.
 - Support and fund continuing education for faculty and staff.
 - Pursue opportunities to recruit minority faculty.
 5. **Spirit of Innovation:** Promote a culture of innovation and entrepreneurial thinking among faculty and students.
 - Promote, through curriculum design and implementation and modeling, a culture of innovation by encouraging students to take chances to think big without fear of failure.
 - Invite leaders in innovation to the School to interact with students and faculty and to instill an enthusiasm for innovative pursuits.
 6. **Embrace Collaboration:** Encourage collaboration as an opportunity for innovation and strategic partnerships.
 - Encourage faculty and students to embrace cross-discipline endeavors and a spirit of teamwork.
 - Invite top people from both the professions and academia to visit with our students and faculty to instill an enthusiasm for pursuing collaboration.
 7. **Dynamic Diversity Plan:** Implement a diversity plan that has an inclusive curriculum with a diverse faculty, student population and supportive environment. The plan includes a domestic and international focus and is assessed annually.
 - Create a new diversity plan that utilizes modern technology and communication tools to tell stories about diverse communities and allows for interactivity within those communities.
 - Identify and nurture relationships with minority candidates for faculty through websites, national organizations, conferences and personal contacts.
 - Identify and nurture relationships with minority students through school-sponsored workshops, student visits and personal contacts.
 - Develop strong international relationships with international educational institutions that provide a good match for students and faculty.

8. **Excellent Learning Facilities:** Maintain and enhance physical infrastructure to provide state-of-the-art learning.
 - Identify and pursue internal and external funding sources to update and upgrade School’s equipment and infrastructure.
 - Identify and prioritize equipment and infrastructure updates and upgrades.

9. **Graduate Program:** Develop a graduate program to contribute to the overall excellence of the School, its faculty and students.
 - Identify, research and create a niche graduate program that will offer a unique approach to international journalism.

Spring 2015 Skills Courses Enrollment

AD 343 001	Print Design/Prod/Typog	17
AD 348 001	Interactive Media	14
AD 348 500	Interactive Media	18
AD 444 001	Adv Interactive Ad Design	16
AD 445 001	Advanced Copy & Layout	18
JOUR 202 001	Intro to Media Writing	13
JOUR 202 002	Intro to Media Writing	16
JOUR 202 004	Intro to Media Writing	16
JOUR 202 005	Intro to Media Writing	18
JOUR 202 006	Intro to Media Writing	19
JOUR 302 001	Intermediate Reporting	14
JOUR 302 002	Intermediate Reporting	10
JOUR 325 001	Feature Writing	11
JOUR 426 001	Advanced Reporting	12
PJ 131 001	Intro to Digital Photography	17
PJ 131 002	Intro to Digital Photography	17
PJ 233 001	Intermediate Journalism	10
PJ 233 002	Intermediate Journalism	11
PJ 334 001	Picture Stories	11
PJ 334 500	Picture Stories	9
PJ 362 001	Short Documentary	9
PJ 436 001	Photojournalism Projects	11
PR 358 002	PR Writing & Production	18
PR 456 001	PR Management	11
PR 456 002	PR Management	17
SJB 102 001	Media Collaboration	20
SJB 241 001	Data Visualization	11
BCOM 264 500	Basic Digital Video Production	17
BCOM 265 001	Basic Broadcast News	18
BCOM 265 002	Basic Broadcast News	19
BCOM 266 001	Basic TV Production	33*
BCOM 266 002	Lab for BCOM 266	8
BCOM 266 003	Lab for BCOM 266	8
BCOM 266 004	Lab for BCOM 266	8
BCOM 266 005	Lab for BCOM 266	9

BCOM 325 001 Writing/TV/Radio	21
BCOM 325 002 Writing/TV/Radio	20
BCOM 326 001 Radio & TV News Performance	13
BCOM 329 001 Broadcast Weather Data	9
BCOM 335 001 News Discovery & Selection	14
BCOM 361 001 Adv Radio Performance	12
BCOM 365 001 News Reporting & Producing	11
BCOM 366 001 Video Editing	18
BCOM 366 002 Video Editing	18
BCOM 367 001 Field Production	15
BCOM 367 002 Field Production	14
BCOM 368 001 News Videography & Editing	13
BCOM 465 001 Adv Broadcast News	18
BCOM 480 001 Adv Post Production	14
BCOM 482 500 TV Prog Production	15
FILM 250 001 Screenwriting	17
FILM 250 002 Screenwriting	18
FILM 250 003 Screenwriting	18
FILM 376 001 Cinematography	12
FILM 376 002 Cinematography	12
FILM 376 003 Cinematography	12
FILM 378 001 Film Directing	13

**Lecture and lab course. Labs break down into small groups for hands-on experience.*

Spring 2015 Online and On Demand Skills Course Enrollment

PR 358 700 PR Writing & Production	20
BCOM 325 970 Writing/TV/Radio	3

Fall 2015 Skills Courses Enrollment

AD 240 001	Advertising in a Digital World	18
AD 240 500	Advertising in a Digital World	18
JOUR 202 001	Intro to Media Writing	18
JOUR 202 002	Intro to Media Writing	13
JOUR 202 003	Intro to Media Writing	18
JOUR 202 005	Intro to Media Writing	18
JOUR 202 006	Intro to Media Writing	19
JOUR 302 001	Intermediate Reporting	12
JOUR 302 002	Intermediate Reporting	9
JOUR 323 001	Multiplatform News	15
JOUR 323 002	Multiplatform News	14
JOUR 325 001	Feature Writing	8
PJ 131 002	Intro to Digital Photography	18
PJ 231 001	Intro to Photojournalism	18
PJ 231 002	Intro to Photojournalism	18
PJ 231 003	Intro to Photojournalism	19
PJ 330 001	Multimedia Storytelling	16
PJ 336 001	Picture Editing	12
PJ 362 001	Short Documentary	15
PJ 432 001	Photojournalism Practicum	11
PR 356 001	Digital Tactics	18
PR 454 001	PR Strategy & Planning	13
PR 454 002	PR Strategy & Planning	15
SJB 102 001	Media Collaboration	20
SJB 102 002	Media Collaboration	20
SJB 102 003	Media Collaboration	20
SJB 102 004	Media Collaboration	20
SJB 102 006	Media Collaboration	20
SJB 102 007	Media Collaboration	20
SJB 102 008	Media Collaboration	20
SJB 102 009	Media Collaboration	20
SJB 102 010	Media Collaboration	20
SJB 102 011	Media Collaboration	20
SJB 102 012	Media Collaboration	20
SJB 210 001	Software Studio	17
SJB 210 002	Software Studio	16
SJB 340 001	Programming for Media Platform	19
SJB 495 001	Collaborative Journalism	7
BCOM 264 500	Basic Digital Video Production	18
BCOM 264 501	Basic Digital Video Production	18
BCOM 265 001	Basic Broadcast News	15
BCOM 265 002	Basic Broadcast News	17
BCOM 266 001	Basic TV Production	23*
BCOM 266 002	Lab for BCOM 266	7
BCOM 266 003	Lab for BCOM 266	8
BCOM 266 004	Lab for BCOM 266	8
BCOM 266 500	Basic TV Production	19

BCOM 266 006 Lab for BCOM 266	9
BCOM 266 007 Lab for BCOM 266	10
BCOM 325 002 Writing/TV/Radio	19
BCOM 325 003 Writing/TV/Radio	18
BCOM 326 001 Radio & TV News Performance	17
BCOM 335 001 News Discovery & Selection	19
BCOM 365 001 News Reporting & Producing	13
BCOM 366 001 Video Editing	18
BCOM 366 002 Video Editing	18
BCOM 367 001 Field Production	16
BCOM 368 001 News Videography & Editing	15
BCOM 463 001 Producing & Directing	20
BCOM 480 001 Adv Post Production	17
FILM 101 001 Basic Film Production	14
FILM 101 002 Basic Film Production	14
FILM 250 001 Screenwriting	18
FILM 376 001 Cinematography	12
FILM 376 002 Cinematography	12

**Lecture and lab course. Labs break down into small groups for hands-on experience.*

Fall 2015 Online and On Demand Skills Course Enrollment

PR 356 700	Digital Tactics	18
SJB 102 005	Media Collaboration	19
SJB 330 700	Interactive Design	11

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.

In 2016, the School of Journalism & Broadcasting will celebrate its 50th year, much of that history spent as one of the university's premier academic programs. The program first became accredited in 1979 and Broadcasting became part of it in 1999. That same year, the Commonwealth of Kentucky designated the School of Journalism & Broadcasting as a "Program of Distinction," a designation that not only provides prestige but an annual discretionary grant that equals almost half of the school's non-salary operating budget. The professional focus of the school fits very comfortably into the mission of the university, which is a primarily undergraduate institution with a strong teaching mission and service to Kentucky. The university has grown significantly in recent years and has increased its emphasis on international engagement, development and sponsored research.

The school is one of 12 departments in the Potter College of Arts and Letters. The school is the best funded of the units and widely seen as the College's crown jewel. The Dean of the Potter College, who has overseen the School of Journalism & Broadcasting for many years, recently became Provost.

In 2013, with a new Director, the school undertook a major planning effort to integrate the various majors, provide a multimedia focus, encourage cross-platform storytelling and provide a strong technological backbone to the curriculum. The school's strategic plan, approved in 2014 reflects this effort very clearly and appears to be the guiding light for leadership of the school. The School of Journalism & Broadcasting implemented a new core curriculum in 2014 and revised most of the majors. The strategic plan is framed as a set of annotated goals, most of them having to do with keeping the curriculum current and collaborative.

The Mission Statement is the same as the strategic plan, which leaves a void in terms of higher values the school might embrace. For example, the first paragraph of the mission statement is dominated by concerns about technology:

Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

With the funding of most of its technological needs, the revision of the curriculum and the hiring of a significant number of new faculty, the school seems ready to consider the feasibility of a professional graduate degree and further convergence of its six majors.

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

The faculty meets eight times per year in addition to an all-day retreat at the beginning of the fall semester. The Director also holds meetings of sequence coordinators. Faculty committees handle curriculum, promotion and tenure, diversity, scholarship and other areas pertaining to the functioning of the school. There is evidence that these committees have a voice in the policymaking of the program, but some faculty believe the strong leadership of the Director has usurped some of the faculty's prerogatives.

(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 Director is currently in his fifth year. He is widely credited with moving the program forward in terms of technology, convergence, cross-platform projects and social media. He was the prime architect of the two-year planning process that made significant changes to the curriculum. Through several opportunities in hiring, he also has infused the faculty with new talent and new perspectives. These changes did not come without ripples of discontent, but several of those with the greatest objection have now retired. Now that the major curricular changes have been accomplished, a challenge for the Director will be to establish a greater sense of internal cohesion while pushing forward with further convergence of the curriculum.

The Provost applauds the Director for being a change agent and bringing a greater academic orientation to the program. The Dean calls him a leader in shaping conversations within Potter College as well. The fourth-year evaluation by the Dean (now Provost) cites the Director's "strong leadership amid complicated circumstances." The Dean challenged the Director to focus on "building faculty cohesiveness, reducing internal silos and making strong hires that support a 21st century curriculum." The faculty appear ready to move forward in support of the Director's leadership.

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

Deans appoint Chairs and Directors for four-year terms. There is a defined process for recruiting, evaluating and appointing administrators. At the end of an administrator's fourth year, the dean conducts a comprehensive review that includes a meeting with faculty. There is no limit to the number of four-year terms an administrator can serve.

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

The site team found no evidence that faculty, staff or students were unable to express their concerns. The university has a system for handling student complaints. Most are resolved at the faculty or sequence level and rarely go to the college or university level.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

(a)The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.

The department is in compliance with the 72-hour rule for the two years preceding the site 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.)

The unit has maintained five majors (advertising, journalism, broadcast, photojournalism and public relations) and has added an Interactive Experience Design (IXD) track to the advertising sequence during the period since the last review.

The film sequence is not a part of the accreditation, but some film faculty teach in the accredited majors.

The syllabi reviewed show that the curriculum is balanced with adequate courses covering theory, concepts and professional skills. The Council's competencies 1-4 are reflected in all syllabi and in some cases all 12 competencies are included by reproducing the full list from the ACEJMC manual.

In 2012 the school formed a curriculum change committee and in a year and one half had arrived at a new three-course core curriculum that became the foundation of its four-year experience. The courses, Media Ethics, Content and Technology; Media Content, Collaboration and Community; and Digital Storytelling in the 21st Century, serve to expose new students to media effects, give them hands-on experience in content gathering, and introduce them to print and digital editing and design in a variety of media.

With this new foundation, the school updated and revised a significant portion of the curricula in its sequences and in 2015 added a new track called Interactive Experience Design (IXD) to its advertising major.

The 2015-2016 curriculum reflects all revisions and is currently in use in the following majors:

Advertising:

The advertising sequence provides a good balance of theoretical/conceptual and skills courses in three evolving tracks. The required core includes the three school-wide core courses, plus Principles of Advertising, Research in Ad and PR and Advertising in a Digital World (18 hours), and one elective (3 hours.) Students may earn 3 credits for an internship with a maximum of 3 total credits in the Advertising and Public Relations majors. Students then select five courses in one of three tracks.

Note that this list reflects the information included in the self-study. In August 2015, the Advertising sequence launched new tracks: a revised Branding track and an IXD track.

- Branding Concentration
 - * Advertising Account Planning
 - * Advertising Media

Select the following capstone course:

- * Advertising Campaigns

Or apply for one of the following two-capstone experiences:

- * Collaborative Journalism
- * Team Investigative Reporting

Additionally, select two courses from the following restricted elective list:

- * Marketing on the Web
- * Intro to Interactive Media
- * Broadcast Commercial Sales
- * Interactive Ad Design (fall)
- * Ad Internship Practicum
- * Strategy and Copywriting
- * Problems in Mass Communications
- * Print Design and Production
- * Collaborative Journalism,

And one of the two new law classes:

- * Press Law and Ethics
- * Mass Media Law and Ethics

- Creative Interactive Advertising Design Track
 - * Creative Strategy and Copywriting
 - * Print Design and Production

- * Interactive Ad Design

Select the following capstone course:

- * Advanced Interactive Ad Design

Or apply for one of the following two-capstone experiences:

- * Collaborative Journalism
- * Team Investigative Reporting

- Creative Print Advertising Design Track

- * Creative Strategy and Copywriting
- * Print Design
- * Copywriting and Layout

Or apply for one of the following two-capstone experiences:

- * Collaborative Journalism
- * Team Investigative Reporting

Select one restricted elective course from the following list:

- * Marketing on the Web
- * Ad Account Planning
- * Broadcast Commercial Sales
- * Intro to Interactive Media
- * Fundamentals of Public Relations
- * Interactive Ad Design
- * Problems of Mass Communications
- * Collaborative Journalism

And one of the two new law classes:

- * Press Law and Ethics
- * Mass Media Law and Ethics

Broadcasting:

The broadcasting core includes the three school-wide core courses, plus Processes and Effects of Mass Communication and Mass Communication Law and Ethics for a total of 15 hours. Students must also take one elective (3 hours).

Students then select the required hours of courses in one of three concentrations:

- Broadcast news concentration (15 hours of required courses)
 - * Basic Broadcast News
 - * Basic Television Production
 - * News Discovery and Selection
 - * Broadcast News Reporting and Producing
 - * News Videography/Editing

In addition 6 hours are required from the list below

- * Electronic Media Writing
- * Radio/TV News Performance
- * Broadcast Weather Graphics
- * Broadcast Weather Data
- * Broadcast Commercial Sales
- * Broadcast Operations and Management
- * Internship

One of the following Capstone courses is required (3-4 hours)

- * Advanced Broadcast News
- * Team Investigative Reporting

- Television/Film production concentration (18 hours required courses)

- * Basic Television Production
- * Electronic Media Writing
- * Editing, Aesthetics
- * Field Production
- * Producing and Directing
- * Advanced Post Production

One elective from an approved list of Film, Advertising and Print courses

One Capstone course (3-4 hours)

- * Television Program Production
- * Team Investigative Reporting

- Radio and Television Operations Concentration (18 hours required courses)

- * Basic Radio Production
- * Basic Television Production
- * Electronic Media Programming/Research
- * Broadcast Commercial Sales
- * Basic Broadcast News OR Electronic Media Writing
- * Advanced Radio Performance OR Advanced Radio Sales

One elective course from approved list (3 hours)

One Capstone Course (3-4 hours)

- * Broadcast Operations and Management
- * Team Investigative Reporting

Journalism (formerly News/Editorial):

The required core includes the three school-wide core courses, plus Introduction to Media Writing, Digital Video Production and Distribution, Introduction to Digital Photography, Introduction to Multimedia, Press Law and Ethics, Intermediate Reporting, Multiplatform News Reporting, Feature Writing, Introduction to Interactive Media. (36 hours.)

The journalism major requires students to complete 45-46 semester hours to earn their Bachelor of Arts degree. Of those, 36 hours are in required courses, leaving one upper-division elective and one upper-division restricted elective.

Restricted Electives include Print Design, Production and Typography, News Videography and Editing, American Press History, Current Issues in Mass Communication, Journalism and Media in the Schools, News Media Management, News and Editorial Practicum, Problems in Mass Communication Internship or Practicum and Picture Editing. (3 hours)

During the sophomore year, students select one 3-credit hour upper division elective outside the major in journalism (with permission) from one of the following subject areas: AD, BCOM, FILM, PJ, PR or SJB (3 hours.)

Students choose a course of their capstone experience from Advanced Reporting, Collaborative Journalism and Team Investigative Reporting. (3 or 4 hours.)

Photojournalism: The photojournalism core includes the three school-wide core courses, plus Introduction to Media Writing and Introduction to Photojournalism and Intermediate Photojournalism.

As sophomores, students choose one course from among Introduction to Interactive Media, Introduction to Cinematography, Multiplatform News Feature Writing, Picture Editing, and Photojournalism Practicum. (3 hours.)

Juniors then choose between Mass Communication Law and Ethics or Press Law and Ethics (3 hours.)

Upper division required courses include Intermediate Reporting, Multimedia Storytelling, Lighting Technologies, Picture Stories, Short Form Documentary, and Photojournalism Projects. (39 hours.)

Public Relations: The sequence offers a good balance of theoretical/conceptual and skills courses through one clearly defined program of 45 or 46 semester hours. Students complete the nine-credit hour common core and then continue with the following required courses: Introduction to Media Writing, Fundamentals of PR, Electronic Media Writing, Public Relations Digital Tactics, Public Relations Writing and Production, Research in Advertising and /PR, International Public Relations, Public Relations Strategy/Planning, Public Relations Management. (36 hours.)

As sophomores students choose one course from among Introduction to Interactive Media, Introduction to Cinematography, Multiplatform News Feature Writing, Picture Editing, and Photojournalism Practicum. (3 hours.)

Juniors then choose between Mass Communication Law and Ethics or Press Law and Ethics (3 hours.)

Restricted electives include Public Relations Internship/Practicum (3 or 4 hours.) Principles of Advertising, Print Design, Advertising Interactive Design (with permission), Multiplatform News Presentation, Problems in Mass Communication, Integrated Marketing Communications, Collaborative Journalism, Team Investigative Reporting I & II (4hrs, with permission.)

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

Advertising

The Advertising sequence is actively engaged in launching a revised curriculum, which is very current in response to feedback from alumni and professionals. Faculty recognize the challenge of teaching new classes. Current student feedback indicated quite a bit of overlap with the blending of the two curriculums, resulting in similar project assignments and the sense that, rather than building on one another, the courses were essentially repetitive.

Journalism

Journalism instruction is demanding and current. Faculty are responsive to professional expectations of digital, technological and multimedia competencies. Syllabi reflect that all students acquire digital, technological and multimedia competencies. Except for required core courses such as SJB 101 Understanding Media Content, Ethics and Technology and SJB102 Media Content, Collaboration and Community that meet in a large auditorium-style setting, classes average around 20 students. State of the art lab classes allow attendance of no more than 20 students at a time.

Broadcast

The broadcast curriculum is demanding in the journalistic requirements and amount of material demanded of students. It also is very current as it concentrates on media convergence and has up-to-date technology and equipment for the students. All broadcast concentrations are strong, with a heavy focus on preparing students for the workplace.

Photojournalism

Photojournalism students point to the camaraderie and high standards set by professors when describing their major. Each fall, students from the photojournalism sequence move to a small town somewhere in Kentucky and prepare to host photographers and faculty from around the world who have come to participate in the annual Mountain Workshop. The workshop has been named a State of Kentucky's "Program of Distinction."

Public Relations

The Public Relations curriculum is solid, but does not include instruction in some of the newer tools, such as social media. The Public Relations and Advertising sequences remain quite separate. Student feedback indicated a desire for more opportunities to integrate with Advertising students. They noted that the student ad agency was the only place where the Ad and PR students worked together.

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

All skills classes are at or below the 20-student maximum.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals.

Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

In 2014-2015, 46 WKU School of Journalism and Broadcasting students completed internships for credit. Students are required to complete a required learning plan/contract agreeing to work 240 hours, write a weekly journal and send samples of their work to their advisor during the internship. Upon completion of the internship, the student turns in a final written report and their site supervisor files an evaluation with the internship advisor.

A spot check during the accreditation visit found mostly glowing reports on recent interns.

“(WKU photojournalism student) was one my top two (interns) since I became the director of photography four years ago,” said MaryAnn Golon of the Washington Post.

“(WKU advertising intern) was great,” said Stewart Day of Day Communications of Nashville. “She had a good work ethic and was always on time. I am looking forward to having more WKU interns based on our experience with Kendall (WKU advertising intern).”

(WKU journalism intern) hit the ground running,” Louisville Courier-Journal content coach Kathryn Gregory said of her summer reporting intern. “She didn’t hesitate to ask staffers for background on local stories. She is a strong editor.”

(WKU public relations major was “always on time and always engaged,” her supervisor Chad Singers at Lost River Caves in Bowling Green, Kentucky said. “Olivia (WKU public relations major) worked on volunteer manuals and promoting the caves to Tennessee schools. She did it all very well.”

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

(a)The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The School of Journalism & Broadcasting's previous diversity plan was allowed to expire. It appears that there was no vigor to adhere to a diversity plan, but that as the site team's visit date approached, the school passed a new, two-year Diversity Plan in October 2015.

The school defines diversity and inclusivity broadly, including, but not limited to: an understanding and/or outreach related to one or more of the following: gender, race, ethnicity, sexual orientation, age, religion, disability, and/or community outside of the university's geographical location.

(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 current curriculum includes courses across the majors that foster an understanding of issues that are inclusive of gender, race, ethnicity and sexual orientation. For example: For Journalism majors: JOUR 301 Press Law and Ethics, incorporates all aspects of diversity and connects that content to the law. For Advertising majors: AD 341 Principles of Advertising, chapter discussion and lecture material covers ethics and diversity, poor taste and offensive advertising, sex in advertising, reinforcing stereotypes, gender roles, racial and ethnic stereotypes, senior citizens and body image and self-image. For Broadcasting majors: BCOM 301 Mass Communication Law and Ethics includes open discussions about racism, prejudice, hate speech and politically correct speech and how they apply to the First Amendment. For Photojournalism majors: Almost all class assignments and extensive class discussion within the photojournalism program challenge the students to incorporate diversity into their photographic experience and work. For Public Relations majors: PR 355 Fundamentals of Public Relations includes a lecture and classroom discussion entitled Multicultural Community Relations.

In addition to course content, the school addresses the topic of diversity through guest speakers who specialize in and represent this issue. Twenty-four guest speakers of color were invited to the campus for presentations to students and faculty during the accreditation period.

Students are strongly encouraged to participate in international education opportunities. The school and the university collaborate with a number of organizations and institutions to provide a greater range of international education opportunities. Established partnerships like those with CCSA, KIIS, Semester at Sea, and a number of exchange partners such as Harlaxton College (England), the Danish School of Journalism, Universitat Abat Oliba (Barcelona) and Universidad San Francisco de Quito (Ecuador)

consistently draw student participation. Financial support like the World Topper Scholarship has successfully expanded participation numbers.

Faculty-led study abroad special topics courses are encouraged and supported by the school, the Office of International Programs and the Study Abroad and Global Learning office. Recent examples of faculty-led classes include: Spain's Economic Crisis – summer 2014; News Gathering, Italy – summer 2013; Imagewest International, England – summer 2013; Media in Germany, a comparison study – summer 2012; Imagewest International, Italy – summer 2012; Imagewest International, France – summer 2011; Imagewest International, Spain – summer 2010, 2009.

A number of the school's courses incorporate material to foster an understanding of peoples and cultures and explore mass media's impact in a global society.

(c)The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

For the past two accreditation cycles, diversity recruitment was identified as a weakness. For at least the past 12 years, there have always been two professors of color on faculty, but never the same two. About one-third (36 percent) of the faculty is female. There are no adjuncts of color. The self-study acknowledges these past weaknesses and notes that the school needs to do better.

The School's faculty recruitment in recent years have had mixed results. Of the six present tenure-track faculty members hired by the current Director, three are women and one is Native American.

In addition to the school's former Director, an African American woman who is still a member of the faculty, the other faculty member of color is Native American (she was hired in fall 2013 along with her husband, who is half Native American, identifies as white but is an advocate for diversity. They have been with helping the school's diversity efforts in many ways). Both advise minority student organizations on campus. Both pursue research agendas that address diversity issues, and both are officers in AEJMC's minority- and gender-focused divisions. They also attend national conferences such as the Native American Journalists Association and the National Association of Black Journalists, and fundraise for students to attend these conferences as well. They advise the School's multicultural journalism group, which they founded in 2013, as well as the university's Native Student Association. And they led the effort in creating a new diversity plan, which was just approved.

A diversity committee was recently formed. While the committee has not yet met, committee members are faculty members engaged in research and/or creative work that emphasize the concept of diversity and inclusivity and who have shown a genuine interest in matters related to diversity.

The new Diversity Plan includes a course of action for faculty recruitment and promotion. It states that every effort will be made to ensure that the pool for candidates will include qualified individuals from under-represented groups. The new Diversity Plan has lots of good goals. However, diversity hiring leaves a lot to be desired.

The school follows established university procedures for recruitment of women and minority faculty and professional staff. The following table illustrates information on full-time faculty searches within the past three years.

Full-time Faculty Recruitment

Academic years:	2012 - 2013	2013 - 2014	2014 - 2015
Openings	4	2	2
Total applicants in hiring pool	38	24	19
Females in hiring pool	9	7	5
Female finalists considered	4	3	2
Offers made to females	2	1	1
Offers accepted by females	2	1	1
Minorities in hiring pool	4	3	1
Minority finalists considered	4	1	0
Offers made to minorities	3	0	0
Offers accepted by minorities	2	0	0
International faculty in hiring pool	0	0	1
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers accepted international faculty	0	0	0

(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 stepped up efforts to create a welcoming and supportive environment for minority students. The School's Multicultural Journalists student organization is a student chapter made up of the following organizations: National Association of Black Journalists, National Association of Hispanic Journalists, Asian American Journalists Association, and the Native American Journalists Association. Members are active in production and in the sponsorship of programs of interest to minority students. The School has supported minority student travel to attend national minority conferences and to present creative work/research at professional conferences.

The university recruits under-represented students both by visiting local high schools, inviting students to campus, through its summer journalism workshop as well as on recruiting trips Atlanta.

(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 school follows Western Kentucky University's Affirmative Action/Equal Opportunities policies. These policies forbid discrimination and harassment in the basis of race, gender, religion, national origin, color, age, disability, marital status, sexual orientation, medical condition, pregnancy and veteran status.

Overall evaluation, compliance/non-compliance:

NON-COMPLIANCE

Faculty Population

Race

Twenty of the 22 full-time faculty members are White, one is African American and one is Native American.

Rank

Seven of the 22 full-time faculty members are full professors.
Four of the 22 full-time faculty members are associate professors.
Eight of the 22 full-time faculty members are assistant professors.
One of the 22 full-time faculty members is an endowed professor.
One of the 22 full-time faculty members is a professional in residence.
One of the 22 full-time faculty members is an instructor.

Faculty Member	Degree	Professional Experience	Gender	Race	Rank
Adams-Smith, Jeanie	MA	Y	F	W	Professor
Bagwell, Vicki	MA	Y	F	W	Associate Professor
Broekema, Tim	MS	Y	M	W	Professor
Cherry, Jeanine	MA	Y	F	W	Instructor
Coppinger, Kelley	BFA	Y	F	W	Professional in Residence
Crawford, Amanda	MMC	Y	F	W	Assistant Professor
DeMarse, Ron	MFA	Y	M	W	Associate Professor
Johnson, Pam	PhD	Y	F	AA	Professor
Kenney, James	MS	Y	M	W	Professor
Langton, Loup	PhD	Y	M	W	Professor
LaPoe, Benjamin	PhD	Y	M	W	Assistant Professor
LaPoe, Victoria	PhD	Y	F	NA	Assistant Professor
McKerral, Mac	MA	Y	M	W	Professor
Newton, Travis	MFA	Y	M	W	Assistant Professor
Northrup, Kerry	MA	Y	M	W	Endowed Professor
Payne, Ken	MA	Y	M	W	Associate Professor
Pennington, Luke	MFA	Y	M	W	Assistant Professor
Pfranger, Brad	MA	Y	M	W	Assistant Professor
Simpson, Mark	MS	Y	M	W	Associate Professor
Shaluta, Cliff	MA	Y	M	W	Professor
Taylor, Dick	MS	Y	M	W	Assistant Professor
Yambor, Marjorie	PhD	Y	F	W	Assistant Professor

NA=Native American

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.

All faculty members are evaluated annually. The director evaluates each faculty member on the basis of Teaching and Academic Advising, Scholarship, Service and Professional Standards. Information for the evaluation is provided by a variety of sources including the University’s “Digital Measures” archive, the University’s student course review results (SITE), director teaching observations and syllabi review. Faculty members update Digital Measures annually including research, service and teaching accomplishments for the preceding year.

The school’s director gives a signed copy of the completed evaluation to each faculty member. The original is forwarded to the dean of Potter College after being signed by the director and the faculty member. After the dean signs it, the evaluation becomes part of the faculty member’s employment file.

The school’s director also evaluates part-time faculty annually based on student course review results (SITE), discussions between the director and the faculty members and syllabi review.

In searches for tenure-track faculty, the unit works with the university’s Affirmative Action Office through the dean’s office to ensure that the finalist lists in faculty searches include qualified women and minorities. There is a search committee for every tenure-track hire. Under guidelines instituted since the last review, the unit requires a Ph.D. degree (or ABD) or a terminal degree such as the MFA, depending on the position, and professional experience for all “academic track” positions. The unit hires part-time faculty on an “as needed” basis.

All regular faculty members are evaluated on teaching, research and creative activities, and service for reappointment, promotion and tenure applications according to the procedures, criteria, standards and levels of performance set out in the departmental bylaws.

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

Full-time faculty members teach the overwhelming majority of core and required courses and a majority of all courses in the School of Journalism & Broadcasting.

Percentage of core and required courses taught by full-time faculty:

Academic Year	Fall %	Spring %
2014-15	83	90
2013-14	91	92
2012-13	88	90

(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 School of Journalism & Broadcasting's faculty makeup has undergone significant change during the past five years, mostly due to retirements. There are currently eight non-tenured faculty members who are on tenure track, and two more tenure-track faculty searches are underway this year.

Faculty members hired during the past five years have increased the number of terminal degrees on faculty. Three of the eight have Ph.D.'s; two more have MFAs. In total, five of the faculty's 22 full-time members have Ph.D.'s; three have MFAs; one has an MMC; eight have MAs; four have MS degrees, and one has a BFA degree although she has more than 30 graduate credits toward her MFA. All faculty members have some degree of professional experience. Several have very extensive experience, and some have received and/or been nominated for major awards.

Seven of the 22 full-time faculty members are full professors, and four are associate professors. Eight are assistant professors, one is an endowed professor, one is a professional residence and one is an instructor.

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

All faculty members are evaluated annually. The director evaluates each faculty member on the bases of Teaching and Academic Advising, Scholarship, Service and Professional Standards. Information for the evaluation is provided by a variety of sources including the University's "Digital Measures" archive, the University's student course review results (SITE), director teaching observations and syllabi review. Faculty members update Digital Measures annually including research, service and teaching accomplishments for the preceding year.

The School's director also evaluates part-time faculty annually based on student course review results (SITE), discussions between the director and the faculty members and syllabi review.

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

The school is universally respected and appreciated on campus. As one of only two Programs of Distinction at WKU, Journalism & Broadcasting occupies a special perch. The university community recognizes the students' dedication and engagement in their co-curricular work. During the review period, the school has partnered with the environmental science and political science programs to offer classes and has engaged actively in the university's international initiatives. Active student media in both broadcast and print have provided a valuable public service to the campus.

Overall evaluation, compliance/non-compliance

COMPLIANCE

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.

Unit documents adequately detail the requirement for scholarship and the many forms it can take. Funding to support research and creative activity, as well as support for travel to present that work, is available from the university and the department. Many faculty members in the school have taken advantage of this support to travel to conferences, to conduct research projects, and to engage in professional activities during the review period. Two faculty members have been awarded sabbaticals during the review period.

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

Documents provided from the institutional, college and departmental levels address research, creative activity and/or professional activity expectations. The WKU Faculty Handbook emphasizes that the institutional focus is on teaching but notes that research, creative activity and/or professional activity is critical to tenure and promotion. (“...teaching is weighted above scholarship and service as part of faculty members’ workloads. However, the role of scholarship, research, creative activity and/or professional activity is of great importance in promotion and tenure decisions.”) At the college level, guidelines acknowledge the importance of research, creative activity and/or professional activity, but once more indicate the priority of instruction.

SJ&B as a department/school, further defines expectations and types of scholarship that will be considered in its documents.

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

Unit documents clearly identify evaluation criteria that include recognition of both professional and scholarly work.

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

The total of 173 articles in non-refereed venues far overshadowed other kinds of research and publications in the review period. Non-juried creative works were the next most frequently listed, totaling 93. Blog articles and entries were third, at 81 total reported works. Only four peer-reviewed journal articles were produced during the review period, but 27 juried creative works and 28 refereed conference papers and three published books contributed to productivity. Both tenured and pre-tenure faculty contributed to the scholarly output.

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

Faculty reported being invigorated by the challenges of the changing media environment and provided evidence that they are actively engaged in seeking professional development opportunities, particularly in response to the new curriculum. The two-year process to develop both the new core curriculum and the new advertising curriculum provided opportunities for what faculty described as intense debate and discussion that unfolded in a supportive climate. Faculty and students alike report an open environment, in which different opinions can be shared and are respected.

Expectations for research and creative activity are well defined and are measured by the unit. Scholarly and juried creative activity are adequate. The intellectual climate is open and respectfully collegial.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

SJ&B SCHOLARSHIP PRODUCTIVITY 2010 - 2015

Scholarship, Research, Creative and Professional Activities	Total from Unit	Individuals				Totals (22)
		Full Professors (7)	Associate Professors (5)	Assistant Professors (7)	Other Faculty** (3)	
Awards and Honors	50	27	3	12	8	50
Grants Received Internal	41	11	2	10	18	41
Grants Received External	26	13		4	9	26
Scholarly Books, Sole- or Co-authored	5	1		4		5
Textbooks, Sole- or Co-authored	0					0
Books Edited	1	1				1
Book Chapters	8	4		4		8
Monographs	0					0
Articles in Refereed Journals	4		1	3		4
Refereed Conference Papers	28	2		26		28
Invited Academic Papers	3	3				3
Encyclopedia Entries	1			1		1
Book Reviews	8	2		6		8
Articles in Non-refereed Publications	173	16	7	143	7	173
Juried Creative Works	27	24		3		27
Non-juried Creative Works	93	65	3	12	13	93
Peer-Reviewed Poster Sessions	2		2			2
Conference Presentations	28		2	26		28
Radio Research Guest Appearance	4			4		4
Textbook Media Contribution	1	1				1
Blog Articles/Entries	81			81		81
Published Industry Interviews	5	5				5
Major International Projects	3	3				3
Moderated Intl. Industry Contests	4	4				4

** Includes one Instructor, one Endowed Professor, and one Professional-in-Residence.

A total of 22 faculty are included in the above grid, five of whom joined the School after Fall 2010. The following pages represent the individual productivity for the past six years.

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 flow of advisement is as follows: Freshmen contact the SJ&B academic adviser for advisement; transfer students are assigned to sequence coordinators; and sophomores, juniors and seniors are assigned to faculty or sequence advisers. Most students, when asked, responded positively to the advisement procedures at the school. They knew the names of their advisers and in general were familiar with requirements for graduation. A few students, all freshmen, said they requested appointments via email with their academic adviser but had not received a response, but these students were in the minority. Most complaints centered around recent curriculum changes that were confusing to students.

(b) Faculty are available and accessible to students.

All students spoke positively of their faculty advisers along with the advising and mentoring received. Some students noted that faculty seemed stressed from their heavy teaching and advising loads, and noted that some faculty are more reliable advisers than others.

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

Students keep informed through a variety of ways. There are cork bulletin boards throughout the school where announcements are thumbtacked. Posters are taped around the school to advertise events. Professors have an open door policy and students can be seen loitering outside professors' offices waiting for their turn to talk and be advised. Professors share information to ensure students are aware of opportunities. The campus website has an area for current students to find information and opportunities in their academic community.

(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 are encouraged to seek practical experience through participation in student publications and broadcasting outlets as well as internships with professional organizations. They may gain experience by working on the College Heights Herald, the campus newspaper; the Talisman yearbook; WWHR, a licensed noncommercial FM station that is student managed and staffed; Imagewest, the student advertising and public relations agency; and the Newschannel 12 newscasts. Qualified students may gain additional experience on campus through staff work at the NPR station WKYU or the PBS associate

member station WKYU-TV24. Students are also advised to join various campus chapters of professional organizations.

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

Statistics on enrollment, scholarships, retention and graduation rates are posted on the WKU website and are easily searchable for public consumption.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

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 Program of Distinction funds allocated annually give the school a fiscal opportunity few units at Western Kentucky University have. The Director is able to use these discretionary funds that comprise half of its operating budget to focus on areas of priority and meet pressing needs. The HD upgrade of the television facilities achieved last year is an excellent example of how the school can deploy resources when needed. The Program of Distinction designation also attracts supporting funds from the college and university. Both have helped the school with its software and technology needs in recent years beyond what might normally be expected.

The school's status also has helped it avoid some of the substantial faculty personnel cuts that swept through the university. For example, the school was able to get through the last round of budget cuts without a net loss while most others were not as fortunate. The university cut a position that canceled out an additional position that had been allocated the year before. The school's enrollment drop of 15 percent in recent years has not affected its ability to hold positions.

(b)The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.

The University's fiscal austerity has taken a toll on a number of units' ability to function at optimal levels. The School of Journalism & Broadcasting, however, has weathered the storm better than most. The Program of Distinction funds, its regular state allocation, lab fees and a timely foundation gift have provided the school with the ability to achieve its mission. The lack of raises for six years, however, looms on the horizon as a major challenge for faculty retention.

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

The School of Journalism & Broadcasting is housed in the Mass Media and Technology Hall (MMTH) on the campus of WKU. MMTH was built in 2003 and is shared with WKU's Division of Information Technology. The building is large and modern, with a spacious three-story atrium, and includes extra touches such as photo galleries, an industrial-sized photography studio and a focus group room complete with mirrored control room. There are many areas throughout the building where students and others can naturally congregate to work together or share ideas. The arrangement of faculty offices on three different floors keeps faculty near the students in their majors but can be an inhibitor to breaking down silos between the majors.

The building contains four lecture classrooms with seating capacities ranging from 36 to 54, eight computer lab classrooms (five MAC and three PC), and offices for all school faculty. The school also has access to a large auditorium and conference and reading rooms. The computer labs are open to student use when not being used as a classroom, and are monitored by student workers on nights and weekends. The student radio station (Revolution 91.7) and the student-staffed advertising and public relations agency (ImageWest) are also housed in MMTH.

Students also have access to the Adams-Whitaker Student Publications building across the street from MMTH. This building also is relatively new (built in 2007) and houses the student newspaper and yearbook. The newspaper (The Herald) publishes a print edition twice a week (Tuesday & Thursday) and daily online (wkuherald.com).

The student television station and two radio production studios are housed in the Academic Complex. This is a building adjacent to MMTH primarily used by WKU's NPR and PBS stations, but it also contains the three-camera digital television studio, newsroom and weather center used to produce the student television newscast. The studio has HD cameras with teleprompters, and a recently remodeled control room with digital servers, switchers, and HD graphics. The school has also upgraded the student television station (News Channel 12) from standard definition (SD) to high definition (HD) and redesigned an editing lab into a large lighting studio. The television newsroom has four edit bays and a weather center equipped to go live in the event of severe weather.

The school made major investments in its infrastructure, equipment and software over the past three years. All of the classrooms and facilities are up to date with modern technology and software. A recent matching grant from the Hearst Foundation allowed the school to remodel its photojournalism darkrooms into high tech multimedia labs and classrooms.

The classrooms are well equipped with computers and software for both instructors and students. The labs for all sequences are in line with industry standards. Students are also provided with designated workspace areas by sequence. Photojournalism has a workspace area on the first floor, journalism students have one on the second floor, and broadcast major and advertising/public relations each have separate workspaces on the third floor.

(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 has three locations where students can access equipment for class projects and productions. These rooms are open during most business hours and equipment can be reserved online and borrowed for 24 hours or over a weekend. One room is exclusively for the equipment to support SJB 102, a hands-on course required of all freshmen. It contains 59 working digital camera kits that include lenses, tripods, and microphones and 20 audio kits for use to complete class assignments. A second room supplies audio and video equipment for the remaining broadcast and film courses in the school and includes 13 HD field video camera units. A third room supplies equipment specifically for the photography courses with a large complement of Canon and Nikon digital camera bodies and lenses, lights and microphones.

There is a high-end print lab that includes three workstations and two high-end professional large format Canon printers for poster size and gallery size print needs. Students report that equipment is kept in excellent working condition and that there is enough equipment to meet their needs. They do wish equipment could be checked out at later hours or on shorter notice for breaking news, and be kept for longer periods of time.

The school has eight labs with multiple computer stations, and the university pays the annual fees for Adobe Cloud software to be available on each workstation.

Students in different sequences also have access to specialized equipment, rooms and programs specific to their major. Advertising and public relations students can work at Imagewest, a student-run advertising and public relations agency. The agency is equipped with 14 MAC computers and large format printers (one color and one black and white). The school's technology and equipment long-range planning committee works with the director to identify and implement an ongoing upgrade policy for both software and hardware.

The student radio station (WWHR Revolution 91.7) is a 3,000-watt non-commercial radio station that plays progressive music. The station is currently under-utilized and under-staffed due to the removal of the faculty manager in fall 2014. Two spot-checks of the station website found the live-stream not working. The university is currently conducting a search for a station manager for its NPR station, and plans to have that individual also manage the student station.

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

The WKU main library (Helms-Craven) is located on campus and is open from 7:45 am until midnight on weekdays, 9:00 am to midnight on Saturdays and 1:00 pm until midnight on Sundays.

The library subscribes to numerous academic journals of interest including Journalism & Mass Communication Quarterly in hard copy and many others subscriptions online that students can access. Students report rarely feeling the need to go to the physical library, and say most of their academic research can be accomplished online through the library's website. The school also has a Reading Room located behind the Journalism office that provides many periodicals of interest to the many sequences taught by the school. The room also has shelves of recent (and old) textbooks, WKU yearbooks, and faculty projects and documentaries.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

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.

The School of Journalism & Broadcasting does not have a formal, schoolwide alumni database or regular communication vehicle for alumni. The school discovered that an alumnus had created a LinkedIn page for WKU broadcasting and journalism alumni, and asked permission to take it over, which was granted. It is currently called the “WKU School of Journalism and Broadcasting Alumni” page on LinkedIn, and has 991 members as of the site visit.

Each sequence in the school maintains its own Professional Advisory Committee (PAC) made up of area professionals, many of whom are alumni. Committee members are invited to the school at least once a year, but rarely together, to review the program curriculum and make recommendations, and review and evaluate capstone projects and portfolios. Some sequences are more organized than others in maintaining and scheduling these PAC meetings and contacts.

The school used input from alumni and area professionals as it worked on recent curriculum changes.

(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.

School of Journalism & Broadcasting faculty members offer a variety of training events for professionals in their fields through the Continuing Media Education Institute. This is part of the requirements to maintain its Program of Distinction status with the state.

Many of the faculty, particularly those in the photography sequence, serve as judges in professional competitions. Faculty also have served as judges for the Society of Professional Journalists and for the Radio/Television/Digital News Association.

(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 provides funding to each faculty member annually to offset membership costs to one professional or academic organization as part of a professional development package. Some faculty members have leadership roles in the Society of Professional Journalists and the Broadcast Education Association. Others are members of AEJMC, the National Press Photographers Association, the Native American Journalists Association, the Radio/Television/Digital News Association and the Broadcast Education Association.

(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 holds numerous events open to community members, high school students and other professionals that engage participating individuals as well as students and faculty.

One such event is the Mountain Workshops, an annual visual journalism workshop that teaches storytelling through a variety of media. The event attracts up to 60 participants from around the world and 50 journalism professionals from across the country for five days of hands-on training in photojournalism. A book, website, DVD and gallery exhibit are produced each year using work created during the workshop. WKU students annually judge the Mark of Excellence Broadcast and Newspaper Contest for high school entries.

Another effort is a radio talent incubator called the KBA (Kentucky Broadcasting Association)/WKU Radio Talent Institute. The institute brings in industry professionals to teach all sessions during an intensive 10-day summer program. The program is available to rising college juniors and seniors.

The school also provides service to the community through its many journalism media outlets including:

NewsChannel12 – a weekly 30 minute news, weather and sports program focused on Western Kentucky University and its students and community. The show is aired live on Residence Life Channel 12 and rebroadcast at 11 pm on the schools PBS station.

The College Heights Herald – an independent student run newspaper that publishes twice a week and daily online. The content is mostly campus related, but news stories also cover community and regional events.

School faculty also participate in many volunteer and public service activities in the community. These tend to be individually undertaken rather than as part of an organized effort by the school.

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

The school and faculty have a strong commitment to scholastic journalism and demonstrate it through regular programs held on campus for high school journalists. One such event is the Xposure Journalism Workshop, a summer experience for high school students throughout Kentucky and the region to learn and practice journalism.

High school students also are served through the annual Journalism Scholars Day, a 36-year tradition at WKU that attracts more than 450 Kentucky high school journalism students from 20 schools. WKU students annually judge the Mark of Excellence Broadcast and Newspaper Contest for high school entries.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

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 lists the ACEJMC professional values and competencies verbatim as the unit’s learning goals in both its past assessment plans (2009-2014) and its new assessment plan (approved and implemented October 2015).

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

The School of Journalism & Broadcasting’s assessment plans, both former and updated, use multiple measures to assess student learning. Prior to this year, assessment was an individual sequence activity. The newest plan standardizes assessment activities across all of the sequences and majors. These include three direct measures (portfolio assessments, capstone course tests and/or projects and pre/post tests) and four indirect measures (senior exit surveys, internship evaluations, competition results and alumni surveys). The sequences developed rubrics for the portfolio assessment and mapped courses to learning outcomes.

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

Evidence provided indicates that the unit collects and reports data from all of the assessment activities, illustrating that all of the measures are functioning. Portfolio assessments have been especially useful in identifying gaps in student learning, as reported in the “Closing the Loop” document produced by the school in August 2015. Portfolio reviewers noted the need for “increased knowledge of interactive and cross-platform storytelling and increased work in the digital areas of information collection and story production, most especially in sound and visual editing and multimedia storytelling.” This prompted the school to establish a committee that spent two years developing a revised core curriculum for all majors in the school, to provide improved instruction in digital, interactive and cross-platform skills. The advertising sequence continued the process by approving a new major that launched in fall 2015, Interactive Experience Design (IXD). In conversations, the advertising sequence head reinforced how significant assessment data has been to rethinking the major.

(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 surveys alumni every two years to solicit employment information and measure attitudes about the relevance and effectiveness of the curriculum in preparing them for their professional

experience. A LinkedIn alumni group provides contact among graduates, current students and faculty, and builds connections back to the school. The school's Professional Advisory Committees include alumni, who review at least 20% of student portfolios or resumes in the capstone courses each spring, according to the newest assessment plan.

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

Professionals are key contributors to the assessment process. The school's Professional Advisory Committees include professionals, who, along with alumni, also review student portfolios. The curriculum change committee invited a number of professionals to the WKU campus over a two-year period to inform the curriculum discussions.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- Outstanding facilities and technology that give students every opportunity to succeed.
- Recognition at both the university and state level as a Program of Distinction.
- A highly dedicated faculty with strong professional expertise that is devoted to student success.
- Abundant, quality, professional co-curricular opportunities on campus.
- Recent curricular revisions that have brought the school forward in terms of cross-platform experiences and forward-thinking courses.
- Leadership with the confidence of its faculty that is pushing forward for change on a variety of fronts.
- Collaborative course efforts with environmental science and political science.
- A photojournalism program that continues to be recognized as a national leader.

Weaknesses

- Inability to increase levels of faculty diversity in either full-time or part-time faculty.
- Anemic efforts in scholarship/creative activity.
- Silos among many of the five accredited majors despite efforts to achieve convergence.
- Continued heavy teaching and advising demands on faculty that jeopardize their ability to perform at optimal levels.
- Inability to capitalize fully on the strength of the alumni through communication at the school level.
- A student radio station that needs attention and leadership to fulfill its potential.

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

Standard 3—Diversity and Inclusiveness

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

Achievable results in diversifying the full-time and adjunct faculty.

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

- 5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.**
- 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.**
- 7) The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.**

The self-study was generally clear and concise. Problems that team members cited concerned outdated curricula listed in the advertising major, references to “12 standards” in one part of the self-study indicating careless cutting and pasting and the lack of an annual assessment report included in the document.