Program Review

MAJ-Journalism and Mass Communications

W. Page Pitt School of Journalism and Mass Communications

October 2004

MARSHALL UNIVERSITY
Date: 10-28-04

Program: MAJ-Journalism and Mass Communications

Degree and Title

Date of Last Review: 1999

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

1. Continuation of the program at the current level of activity; or

2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs); or

3. Identification of the program for further development (Please be specific; identify areas and provide a rationale in your request); or

4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or

5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

[Signatures and dates]

Date: 2/21/2005

Date: 3/9/05

Date: 3/18/05

[Signatures and dates]

Date:
Rationale for MAJ Recommendation

The MAJ in Journalism offers a flexible curriculum for a professional or thesis track. The faculty members are dedicated and hard working. The enrollment for the program has remained healthy. Therefore, it is recommended that the program be approved to continue at its current level of activity.
I. Program Description for the Master of Arts in Journalism and Mass Communications

The W. Page Pitt School of Journalism and Mass Communications offers a flexible master's degree program designed to accommodate persons with or without an undergraduate degree in journalism and mass communications or professional media experience and whose career interests include one of the following: advertising, broadcast journalism, electronic media management, on-line journalism, print journalism, public relations and journalism education. The School is one of 109 programs accredited by the Accrediting Council on Education in Journalism and Mass Communications.

The School offers more than 30 courses at the graduate level. Students choose between a 32-hour thesis option or a 36-hour non-thesis option. Most students are generally preparing for a career but some plan to pursue a doctorate usually after a period of professional employment.

Graduate students are afforded the opportunity to work for the student media that includes The Parthenon, the campus newspaper, WMUL-FM, the campus radio station or “MU Reports,” a daily cable newscast on cable channel 25. Many graduate students complete internships with newspapers, magazines, broadcast stations, advertising and public relations agencies and government or corporate communications offices. Professors bring extensive professional experience and academic backgrounds to the classroom and laboratories. Students use state of the art technology, including an electronic newsroom, a digital imaging lab, a computer graphics lab, a full-color television studio, solid state remote equipment, three analog audio production studios and a digital audio production studio.

II. Accreditation Information

A. Name and description of accrediting organization

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) is the agency formally recognized by the Council for Higher Education Accreditation (CHEA) and the U. S. Department of Education for accrediting programs for professional education in journalism and mass communications at institutions of higher learning.

The structure for evaluating and accrediting journalism and mass communication programs was established in 1945 when the American Council on Education in Journalism was formed. The name was changed to The Accrediting Council on Education in Journalism and Mass Communications in 1980. Its membership now includes national and international associations representing newspapers, broadcasting, advertising, photojournalism, public relations, professional societies and educational institutions in journalism and mass communications.

Membership on the ACEJMC is open to any educational or professional association involved with the professional education of students for careers in journalism and mass communications. Admission to the Council is subject to approval by a majority of the Accrediting Council.

The Council is assisted in its work by the office of an executive director, an Accrediting Committee, an Executive Committee, an Appeals Board and teams that conduct the site visits.

The Council elects the Accrediting Committee composed of journalism and mass communications educators and industry representatives to advise it on the accreditation status of journalism and mass communications units. A majority of the Accrediting
Recent policy changes make flexible work loads and weighted faculty roles part of a negotiated process between the faculty member and his/her immediate supervisor. As new faculty members are hired, more emphasis can be given to research and creative work as part of the evaluation process. As newer faculty members strive for promotion, tenure and merit, creative and scholarly efforts can be given a higher priority.

F. Summary of self-study
The self-study report is made available to the BOG.

III Program Statement

Curriculum


The remainder of the program is determined in consultation with and the approval of the graduate coordinator. Professional track students must complete 36 hours and pass a comprehensive examination on the core courses plus take any undergraduate pre-requisites deemed necessary. Thesis track students must take at least 27 hours, complete a five hour thesis track and pass comprehensive examinations on the core courses. Thesis track students may also be required to take undergraduates pre-requisites if deemed necessary. A minor consisting of six hours in one subject area may be approved by the graduate coordinator.

Faculty

The biographical data sheets for all journalism and mass communications graduate faculty are in the appendix. The faculty consist of eight people including the dean, who represent a cross-section of the world of journalism and mass communications. The five men and three women include three doctorates, one ABD and three with master’s degrees. Two of the positions with a master’s degree are temporary full-time positions and will be replaced with a terminal degree the next academic year.

Students

Admission standards for the School require a minimum GPA of 2.5 and a minimum of 1200 on the GRE. The new writing section, introduced in 2002, utilizes a different scoring matrix with a 0-6 scoring range. The School utilizes a conversion system with six representing a score of 800 (the maximum score), a five converts to 667 and 4.5 converts to 600 and so on. Each half point represents 33 1/3 points on the 800 scale.

The average composite GRE score for the reporting period is 1444.17 with the overall average incoming GPA at 3.23. Fifty five students graduated during the reporting period with a composite GPA of 3.62.

Resources

All financial resources are committed to journalism and mass communication programs and activities. A financial report for the current year is attached in the appendix. The accreditation report refers to the budget on page 14. Even though the report listed the School in compliance on the budget, that recommendation was based on
daily newscast on cable channel 25. The packages are mixed then aired through ITV facilities in the Communications Building.

There are thee traditional lecture classrooms with JMC priority located on the third floor of Smith Hall. The School archives trade journals, some books and provides a newspaper reading area in the Stone Library. The library is named for benefactor Marvin Stone, former editor of U.S. News and World Report, class of 1940.

5. Assessment Information

A. Principle Summary of the Assessment Plan.

The School uses a variety of criteria (methods) and internal and external measures for student performance, faculty development and curriculum development.

Internal measures of student performance include examinations, quizzes, case analysis, research papers, project presentations, simulated productions, regional and national awards, portfolios, displays, comprehensive examinations and master's thesis. Acceptable levels of knowledge, of written and spoken communications skills and of production and presentation skills are expected. Students take a core of five courses with comprehensive examinations in theory, research methodology, ethics, law and history. Students who elect the thesis option must defend their work before a three member faculty panel.

External measures of student's preparations include the evaluation of internship and practicum supervisors, feedback from employers, alumni surveys and the accreditation review. The school also aggressively enters production and writing contests to gauge students work against that of their collegiate peers and against professional practitioners.

Measures of faculty performance include student course evaluations, election and selection to national and regional offices, the accreditation process, acceptance of materials to refereed journals, acceptance of grants and acceptance of material for print or presentation in the commercial media.

The annual report is to include an overall composite ranking based on calendar year performance of the faculty member. The workload is negotiated with the dean. Each January the dean can review all aspects of the faculty member's performance and make suggestions for improvement.

Assessment Summary Information
Chart 1 Assessment Summary is attached in the appendix.

Provide information on how assessment data is used to improve program quality.

In an effort to offer more 600 level classes to graduate students, a new class, JMC-603-Media Management was introduced in 2000. Two other 600 level classes were revived: JMC 609-Seminar in Public Relations and JMC 630-Seminar in Media Criticism. The graduate coordinator and assistant dean, Professor Janet Dooley, has instituted a series of informal meetings with graduate students to get their input on curriculum and school activities.

The entire faculty meet once a year to examine assessment issues for the School. A portfolio requirement was instituted for undergraduate students and is being discussed at the graduate level.

Assessment Reports
All available assessment reports are attached in the appendix.
Graduate and employer Satisfaction
In August of 2002, the Office of Evaluation and Assessment provided copies of follow-up studies of both graduate and undergraduate students (six B.A. and 3 M.A.) but the response was too low to be truly meaningful. Likewise, the office of Evaluation and Assessment provided figures again in 2003 and those figures (seven undergraduates) are too low to be statistically relevant.

Students also receive feedback from their internship experiences. The on-site supervisor is asked to rate the student regarding appearance and work ethic, complete a work appraisal survey and is given the option of providing a narrative feedback. The completed forms are reviewed by all faculty at the annual assessment meeting.

Previous Review
The last program review recommended continuance of the Master of Arts in Journalism and Mass Communications at the current level of activity. A copy of the signed recommendation from President Dan Angel is included in the appendix.

Strengths and Weaknesses of the Program
The strength of this program is the teaching methodology of the faculty. During the reporting period, two members of the School won the Pickens-Queen Award for Excellence in Teaching. George Arnold, who retired in 2004, was a Reynolds Teaching Award winner and a runner-up for West Virginia Professor of the Year in 1995. Student evaluations for faculty are routinely high.

Page 19 of the accreditation report on instruction and evaluation states, “Teaching is truly the School’s strength and is enthusiastically endorsed by students. Classroom visits, reviews of syllabi and student interviews indicated the quality of instruction to be very high... “Seven of the full-time faculty have been recognized by campus and state entities for outstanding teaching...the number of awards it has received is disproportionate to its size and a tribute to its faculty.”

The weakness of the program is the lack of faculty members holding a terminal degree. Two senior faculty members retired and another passed away during the 2003/2004 academic year. This program has gone from seven of 14 members holding doctorates in 2002 to three of 12 members with a terminal degree. Currently, three of the positions with master’s degrees are temporary track positions.

This weakness can be addressed through the hiring process. With the commitment from the Office of Academic Affairs for resources, all subsequent hires to replace the temporary positions will have to have a terminal degree in hand or at least have substantially completed the dissertation.

This process can also address accreditation concerns regarding a lack of scholarly activity. As these new faculty members are hired, promotion and merit incentives can be negotiated into the workload policy.

B. Viability
Articulation agreements
The School currently has no articulation agreements

Off Campus/Distance Delivery Courses
The School has no off campus or distance delivery courses other than South Charleston. Therefore, no appendix III is attached.

Service Courses
The School offers no service courses. Therefore, no appendix IV is attached.

Program Enrollment
Program enrollment for the School has been healthy. The numbers have fluctuated between the mid-30’s and mid-20’s. The enrollment for last academic year was 26.

Enrollment Projections
Traditionally, the enrollment for the School rises and falls with the state of the economy. When the job market is tight, students often return for graduate studies. When the market improves, enrollment drops. The School also imposed stricter admission standards with the 2002 catalog and that would affect overall enrollment.

The continued decrease in West Virginia high school enrollments will affect the enrollment of in-state students at the undergraduate level and, thus, lower the potential number of students for graduate programs. However, Marshall offers a very reasonable tuition cost and may, with the right marketing approaches, be able to attract out-of-state students to the program.

C. Necessity:

1. Advisory Committee
A new advisory committee has been formed by the current dean. The members of this committee represent local media companies and provide input into curriculum, fundraising and external visibility matters for the school. The committee meets at least once a semester and more frequently when needed. It is also important that the advisory committee members be advocates for the School to entities that are internal and external to the campus.

2. Graduates
The School is proud of its placement record for JMC graduates. Some of the initial hirings from the reporting period include the following:

*The Herald Dispatch*
*The Charleston Gazette*
*The Charleston Daily Mail*
*The Associated Press*
*WOWK-TV*
*WSAZ-TV*
*Clear Channel Radio*
*Kindred Communications (WRVC and The Herd Insider)*
*ISP Communications*
*Charles Ryan and Associates*
*MU Sports Information Office*
*The State Journal*
*St. Mary’s Hospital PR Division*
*Cabell-Huntington Hospital PR Division*
*CAMC PR Division*
3. Job Placement
Although the School does not have a formal placement program, its faculty members are active in helping students obtain jobs and in tracking their professional careers. The School’s website also offers placement assistance by posting open positions.

Professors Ruth Sullivan and Allyson Goodman direct internships and handle placement within the School. They use e-mail and post notices to disseminate job opportunities to faculty and students. Our annual Internship and Career Fair, held in February, attracts 20 or more companies each year. Many of our students discover job opportunities through our internship program. Faculty members advise students to attend the University career fairs and to utilize the services of the Career Services Center.

During multiple years of the reporting period, the number of jobs available in print journalism has exceeded the number of available graduates by a substantial margin. Public relations jobs are also abundant. TV Reporting remains the most competitive area. However, we have had success in convincing our students to apply for positions as news producers and assignment editors. Those areas require the same basic training but are not as crowded with applicants.

D. Consistency with Mission
The School is committed to educating skilled mass communicators who have a broad liberal arts background. The importance of preparing them for the demands of the workplace also is essential. Thus, the curriculum provides students with the necessary classical learning skills of good communications skills and critical thinking and provides specific direction for vocational training.

The School works closely with Information Technology, sharing TV studios and working collaboratively on “MU Report” and programming for cable channel 25. WMUL-FM offers valuable experience to students from any major. This academic year 31 majors are represented as student staff members. WMUL-FM also contributes to the University’s Title IX commitments by its exclusive coverage of women’s athletics and provides the only programming in the community specifically geared toward minority populations. The Parthenon has served as the campus newspaper since 1898.

Additional information regarding the mission statement of the School can be referenced on pages four, five and six of the On-Site Evaluation Report.
## Appendix I

### Required/Elective Course Work in the Program

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
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<td>JMC 538 Public Relations Case Studies</td>
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<tr>
<td>JMC 539 Pub Rel. Campaign Management</td>
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<tr>
<td>JMC 540 Mass Com Ethics</td>
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<td>JMC 555 Women Min &amp; Mass Media</td>
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<td>JMC 561 Web Strategies</td>
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<td>JMC 562 Web Design for Mass Media</td>
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<td>JMC 580 Special Topics</td>
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<td>JMC 585 Independent Study</td>
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<td>JMC 586 Independent Study</td>
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<td>JMC 587 Independent Study</td>
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<tr>
<td>JMC 588 Independent Study</td>
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</table>

Professional society that may have influenced the program offering and/or requirements:
Appendix I

Required/Elective Course Work in the Program

<table>
<thead>
<tr>
<th>Degree Program: MAJ</th>
<th>Person responsible for the report:</th>
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<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 590 Internship I</td>
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<tr>
<td>JMC 591 Internship II</td>
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<td></td>
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<tr>
<td>JMC 601 Theory of Mass Comm.</td>
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<td>3</td>
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<tr>
<td>JMC 602 Mass Comm Research and Methods</td>
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<td></td>
<td>3</td>
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<tr>
<td>JMC 603 Media Management</td>
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<td>3</td>
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<tr>
<td>JMC 609 Sem. In Public Relations</td>
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<td>3</td>
<td></td>
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<tr>
<td>JMC 630 Seminar Media Criticism</td>
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<td>3</td>
<td></td>
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<tr>
<td>JMC 634 Issues in Radio/TV</td>
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<td></td>
<td>3</td>
<td></td>
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<tr>
<td>JMC 681 Thesis</td>
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<td>3</td>
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</tbody>
</table>

Professional society that may have influenced the program offering and/or requirements:
Appendix II
Faculty Data Sheet

Name: Dr. Charles G. Bailey  
Rank: Professor  
Status: Full-time  
Tenured

Highest earned degree: Doctor of Education Ed.D.

Date Degree Received: May 16, 1993

Conferred by: West Virginia University

Area of Specialization: Higher Education Administration

Professional Registration Licensure: 
Agency: 

| Years non-teaching experience | 10 years |
| Years of employment other than Marshall | 10 years (0 other H.E.) |
| Years of employment at Marshall | 20 years |
| Years of employment in higher education | 20 years |

To determine compatibility of credentials with assignment:

1. List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught.
   For each course include the year and semester taught, course number, course title and enrollment.

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>YGS 161 Team 33%</td>
<td>Seminar on Communications and Computers</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>JMC 280</td>
<td>Introduction to Radio Sportscasting</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>JMC 272</td>
<td>Practice in Radio</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>JMC 372</td>
<td>Practice in Radio</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>JMC 100</td>
<td>Fundamentals of Journalistic Writing and Editing</td>
<td>25</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>JMC 231</td>
<td>Introduction to Audio Production</td>
<td>16</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>JMC 273</td>
<td>Practice in Radio</td>
<td>5</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>JMC 373</td>
<td>Practice in Radio</td>
<td>0</td>
</tr>
</tbody>
</table>
2. If your degree is not in your area of current assignment, please explain.

* Doctoral degree program was approved by the Chair of the Department of Speech, the Dean of College of Liberal Arts and the Vice-President of Academic Affairs before faculty member enrolled in the WVU/MU/COGS Cooperative Ed.D. Program.

3. Professional development activities during the past five years including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.

Professional Society Membership

National

Broadcast Educators Association
Alpha Epsilon Rho (National Broadcasting Society)
College Media Advisers, Inc.
Phi Delta Kappa
National Communication Association
Press Association
Society of Professional Journalists
Collegiate Broadcasters, Inc.
The Society to Preserve and Exchange Radio Drama, Variety and Comedy (SFERDVAC)

Regional

Eastern Communication Association
State

West Virginia Associated Press Broadcasters Association
West Virginia Broadcasters Association

Local

Advertising Club of Huntington, West Virginia 2000
Marshall University Chapter of Phi Delta Kappa

Offices or committee assignments in academic/professional societies.

Committee Membership in Professional Organizations

A. National


(3) Contest Coordinator, Radio and Television Divisions, Collegiate Broadcasters, Inc. In charge of creating, directing and administrating the organization's inaugural call to entry, the contest, awards ceremony, and the award certificates. The awards ceremony took place at the Orlando Hilton, Kissimmee, Florida, Friday, November 1, 2002.

B. State


Conventions Attended

National

College Media Advisers, Inc. (CMA)

November 5, 6, 7, 8, 9, 2003          Dallas, Texas
October 30, 31, November 1, 2, 3, 2002          Kissimmee, Florida
October 25, 26, 27, 28, 2001          New Orleans, Louisiana
November 8, 9, 10, 11, 12, 2000          Washington, D.C.
October 27, 28, 29, 30, 31, 1999          Atlanta, Georgia
National Broadcasting Society/Alpha Epsilon Rho

March 8, 9, 10, 11, 12, 2004
March 5, 6, 7, 8, 9, 2003
March 15, 16, 17, 2001
March 16, 17, 18, 2000

Miami Beach, Florida
St. Louis, Missouri
Los Angeles, California
Washington, D.C.

Loyola Radio Conference

May 27, 2000

Chicago, Illinois

Broadcast Education Association (BEA)

April 16, 17, 18, 2004
April 3, 4, 5, 6, 7, 8, 2003
April 5, 6, 7, 8, 2002

Las Vegas, Nevada
Las Vegas, Nevada
Las Vegas, Nevada

TALKERS MAGAZINE/YOUNG AMERICAN BROADCASTERS NEW MEDIA SEMINAR

May 16, 17, 2003

New York, New York

Regional

Indiana Broadcasters Association Sports Play-By-Play Workshop

July 14, 2000

Indianapolis, Indiana

NBS/AERho Region of the Appalachian Mountains -- Region 2

October 20, 21, 2000

Memphis, Tennessee

Society of Professional Journalists -- Region 4

March 30, 31, 2001

Pittsburgh, Pennsylvania

State

West Virginia Associated Press Broadcasters Association (WVAPBA)

April 24, 2004
April 12, 2003
April 20, 2002
April 21, 2001
June 2, 3, 4, 2000

Charleston, West Virginia
Parkersburg, West Virginia
Morgantown, West Virginia
Charleston, West Virginia
Snowshoe, West Virginia
4. List awards/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

I was honored to become the first West Virginia broadcaster since 1987 to receive the SIGNIFICANT IMPACT ACHIEVEMENT AWARD from the West Virginia Associated Press Broadcasters Association at Snowshoe Mountain Resort, Saturday, June 3, 2000.

I received from Marshall University President Dan Angel THE JOHN MARSHALL AWARD FOR EXTRAORDINARY SERVICE TO WEST VIRGINIA HIGHER EDUCATION at a ceremony in the President's Home, Wednesday, May 3, 2000.

I received a $1,000.00 merit award from the W. Page Pitt School of Journalism and Mass Communications for my performance in 2001-2002.

I received a $1,600.00 merit award from the W. Page Pitt School of Journalism and Mass Communications for "outstanding contributions and dedicated service," October 4, 2000.

I received a $1,000.00 merit award from the W. Page Pitt School of Journalism and Mass Communications for "extra and effective efforts," October 8, 1999.

I was listed in a Herald-Dispatch opinion/editorial column by Marshall University President Dan Angel titled "WMUL-FM's Awards are Marshall's Blueprint for Success" and praised for "...building Marshall's foundation for excellence in broadcasting." Monday, May 21, 2001.

I was nominated for the 2002 Hedrick Outstanding Faculty Awards by the faculty members in the Yeager Seminar (YGS 161) with whom I teach. This nomination was quite an honor for me considering it came from faculty members who have observed me teach for the past three years and who are not directly associated with the School of Journalism and Mass Communications.

I was nominated for the 2002 Dr. Carolyn B. Hunter Distinguished Faculty Service Award by the campus radio station's Student Board of Directors. This nomination was quite an honor for me considering that it came from active students at WMUL-FM who have observed my service to the university over the past few years.

5. Indicate any other activities that have contributed to effective teaching.
I attended the faculty adviser workshop at Marshall University Friday, February 27, 2004. The workshop was titled "D/F Grade Repeats and Deficiency Points" and featured Dr. Corley Dennison and Ms. Roberta Ferguson of Marshall University.

I attended the Center for Teaching Excellence workshop at Marshall University Friday, February 6, 2004. The workshop was titled "Creating and Measuring Course Objectives and Learning Outcomes: When Should We Care?" and featured Dr. Robert Edmunds of Marshall University.


I attended the Center for Teaching Excellence workshop at Marshall University Monday, September 22, 2003. The workshop was titled " Civility in the Classroom" and featured Dr. Joan Middendorf of Indiana University.

I attended the Center for Teaching Excellence workshop at Marshall University Wednesday, August 20, 2003. The workshop was titled "Service-Learning, Higher Education and Civic Engagement" and featured Dr. Edward Zlotkowski of Bentley College.

I attended a teleconference presented by the Center for Teaching Excellence and Instructional Television Services at Marshall University February 21, 2003. The teleconference was titled "Cooperation, Compassion and Civility in the Classroom." The teleconference featured Dr. Elliot Aronson of Stanford University and Dr. Carol Travis of UCLA and the New School of Social Research in New York.

I attended the two day CEDA workshop at Marshall University January 9-10, 2003. The workshop was titled "Developing a Comprehensive Faculty Evaluation System" and featured Dr. Raoul A. Arreola of the University of Memphis.

I developed a new course that was taught for the first time during the 2002 fall semester. I chose the textbooks after an exhaustive search, laid out the course objectives, developed the assignments, identified some of my video tapes and cassettes as being of value as examples to be used in the class, and made arrangements with the Sports Information Department to accommodate the students with space to do play-by-play announcing of football and basketball games despite the students in class generally not broadcasting the games over the air on WMUL-FM.

I had no doubt such a class would attract interest from a wide segment of the student body. In fact two nonmajors enrolled in the special topic course titled "Introduction to Radio Sportscasting."

I incorporated Digital Video Disk (DVD) recording/playback technology into JMC 280 Special Topic: Introduction to Radio Sportscasting. By taking the video feed of Marshall sporting events and recording it with the WMUL-FM audio broadcast I was able to create an instructional disc of the students' play-by-play call of the game with a picture of what happened.

This disc allows each play or call to be viewed and reviewed as many times as necessary to check the accuracy of the student sportscasters play-by-play announcing or color commentary. This DVD recording technology enables the instructor to document his praise and criticism of the work done by student radio sportscasters in a way that before the fall semester was unavailable for use in the classroom or at the radio station.

On-Site Producer of Marshall Football Broadcasts

I served as the on-site producer for the entire Marshall football schedule broadcast on WMUL-FM. This new creative activity was an in-depth experience that involved my students benefiting from my research and work during the game broadcasts. WMUL-FM procured new equipment that allows me to speak to the on-air announcers while the broadcast was happening without my being heard by the listeners of WMUL-FM.

Being the on-site producer required me to perform in a manner consistent with what is expected in a professional setting. I was able to set an example for my students by having to research the two teams in preparation for the broadcast, by preparing a system to provide pertinent statistical information of each team's possessions in real time instead of waiting for the sports information office to provide it after the fact, by providing insights to the color analyst into options coaches may have for their game strategy, alert them to substitution patterns and remind them of such basics as time and score. My creative activity also provided the students sportscasters the opportunity
to observe if their professor could do in practice what he teaches. My creative activity has had a dramatic effect on the quality of WMUL-FM's football game broadcasts and has been acknowledged by others within the broadcast media and regular listeners. What I do in the pressbox for WMUL-FM's broadcast team is exactly the same duties as an on-site producer of all college networks do for their on-air talent. This work has been as intense and productive as any other creative work in which I could have been involved. I provide a real network caliber experience for our students that is not common at any other college station with which I am familiar.

The football game broadcasts that I served as the on-site producer were as follows:

1. Saturday, August 30, 2003 Marshall vs. Hofstra
2. Saturday, September 6, 2003 Marshall at Tennessee
3. Saturday, September 12, 2003 Marshall vs. Toledo
5. Saturday, November 1, 2003 Marshall vs. Akron
7. Saturday, August 31, 2002 Marshall vs. Appalachian State
8. Thursday, September 12, 2002 Marshall at Virginia Tech
10. Saturday, October 19, 2002 Marshall vs. Troy State
11. Tuesday, November 12, 2002 Marshall vs. Miami (Ohio)
12. Saturday, November 23, 2002 Marshall at Ohio
13. Saturday, November 30, 2002 Marshall vs. Ball State
14. Saturday, December 7, 2002 MAC Championship Game
    Marshall vs. Toledo

I participated in broadcasting play-by-play of two high school football games with my graduate assistant Vince Payne for Kindred Communications Huntington, West Virginia. I was paid to serve as the color analyst for the football game between Spring Valley High School (Wayne County, W. Va.) and Huntington High School from Huntington, West Virginia. The game was broadcast Friday, September 6, 2002 on WRVC-AM 930 kHz. Also the football game between the Spring Valley High School (Wayne County, W. Va.) and Boyd County (Ky.) High School from Cannonsburg, Kentucky. The game was broadcast Friday, August 30, 2002 on WRVC-AM 930 kHz. I was substituting for WRVC-AM's Director of Sports Programming as he was recovering from a back injury. The WRVC-AM Director of Sports Programming returned to his duties after these broadcasts.

I participated in broadcasting play-by-play of a college football bowl game. I was a member of the broadcast team for the football bowl game between the Marshall University and East Carolina University at the GMAC Bowl from Ladd-Pebbles Stadium in Mobil, Alabama. The game was broadcast Wednesday, December 19, 2001 on WMUL-FM.
I participated in broadcasting play-by-play of a college basketball game. I was a member of the broadcast team for the men's basketball game between the Marshall University and the University of Georgia at the Coors Classic from the University of South Alabama's Mitchell Center in Mobile, Alabama. The game was broadcast Saturday, December 15, 2001 on WMUL-FM.

I participated in broadcasting play-by-play of a college football game with my former student Jason Philyaw of Clear Channel Radio Huntington because the student sports staff had gone home for Thanksgiving. I was the color commentator for the football game between the Marshall University and the Youngstown State University from Marshall University Stadium in Huntington, West Virginia. The game was broadcast Saturday, November 24, 2001 on WMUL-FM.

I participated in broadcasting play-by-play of a collegiate football game. I was a member of the broadcast team for the football game between Marshall University and Clemson University in Clemson, South Carolina. The game was broadcast Saturday, September 4, 1999 on WMUL-FM.

I recorded, edited and produced two radio commercials for Marshall University featuring Dr. Dan Angel. The two radio commercials aired on the Marshall Sports Network. The production was completed Tuesday, August 28, 2001.

I served as the judge for the Indiana Broadcasters Association's Spectrum Awards, September 21, 1999; September 25, 2000; September 10, 2001; September 9, 2002; and September 2, 2003.

I served as a College Media Advisers, Inc. reviewer for refereed manuscripts, Spring 2000, Spring 2001.

I served as the judge for the 2001 Better Newspaper Contest (category: sports photo -- Division A) for the Oregon Newspaper Publishers Association May 17, 2001.

6. List professional books/papers published during the last five years.

In April 2000 Professor Sam Sauls, University of North Texas, used several segments and a chart from my Ed.D. dissertation in a new scholarly work entitled The Culture of American College Radio published by the Iowa State University Press.
7. List papers presented at state, regional, and/or national organization conferences during the last five years.

I presented a paper title "Federal Communications Commission Broadcast Station License Renewal: What is Required." at the Collegiate Broadcasters Inc./College Media Advisers Inc. Convention in Dallas, Texas, Saturday, November 8, 2003.

8. List externally funded research (grants and contracts) you received during the last five years.
Appendix II
Faculty Data Sheet
(No more than TWO pages per faculty member)

Name: Corley F. Dennison III Rank: Professor

Status: (Check one) Full-time_X Part-time____; Graduate Assistant____

Highest Degree Earned: ___Doctorate__________
Date Degree Received: 1992___________

Conferred by: ___West Virginia University___

Area of Specialization: ___HE Administration/minor in Journalism___

Professional Registration/Licensure_____
Agency: ________________________________

Years non-teaching experience 9
Years of employment other than Marshall 10
Years of employment at Marshall 19
Years of employment in higher education 24

To determine compatibility of credentials with assignment:

1. List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught. For each course include the year and semester taught, course number, course title and enrollment

<table>
<thead>
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<td>Sp 2003</td>
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<td>JMC 601 Theory of Mass Communications</td>
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<td>Fall 2003</td>
<td>JMC 390 Sales and Underwriting</td>
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<td>Fall 2003</td>
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<tr>
<td>Sp 2004</td>
<td>JMC 440 Mass media Ethic</td>
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<td>Sp 2004</td>
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</table>
If your degree is not in your area of current assignment, please explain.

**NOTE: Begin with the most recent activities in each of the following sections.**

3 Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.
- Editorial Review Board-Journal of Radio Studies
- Broadcast Education Association
- Association of Deans and Directors
- West Virginia Administrators Association
- Popular Culture Association

4 List awards/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

5 Indicate any other activities that have contributed to effective teaching.

6 List professional books/papers published during the last five years.
   - 2004 Encyclopedia of Radio/FitzRoy-Dearborn 1,500 word entry on Satellite Radio
   - 2001 Golden Seal-Traditional West Virginia Life—"WSAZ-Worst Station A to Z" 3989 words
   - 2000 Encyclopedia of Popular Culture-Sports on Television 4,000 words

7 List papers presented at state, regional, and/or national organization conferences during the last five years.
   - 2004 Broadcast Education Association Over the Ridge and on-the-air, early broadcasting in WV
   - 2003 Broadcast Education Association The Thundering Herd on the Worst Station A to Z
   - 2003 Popular Culture Association WMMN-Where Miles Mean Nothing
   - 2002 Broadcast Education Association WWVA and the Original Jamboree
   - 2001 Popular Culture Association The Worst Station from A to Z
   - 1999 Popular Culture Association Huntington Museum of Radio and Technology

8 List externally funded research (grants and contracts) you received during the last five years.
Appendix II

Faculty Data Sheet
(No more than TWO pages per faculty member)

Name: ____________________________ Rank: Assoc. Professor

Status: (Check one) Full-time__X__; Part-time____; Graduate Assistant.____

Highest Degree Earned: ______________ Date Degree March 1975
Received:________________________

Conferred by: University of Tennessee

Area of Specialization: Mass Communications/Advertising

Professional Registration/Licensure____
Agency:____________________________

Years non-teaching experience 5
Years of employment other than Marshall 26
Years of employment at Marshall 26
Years of employment in higher education

To determine compatibility of credentials with assignment:

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

<table>
<thead>
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<th>Year/Semester</th>
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<td>2004 Summer</td>
<td>JMC 4/550 Advertising in Modern Society</td>
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<td>JMC 241 Graphics of Communication</td>
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<td>2004 Spring</td>
<td>JMC 245 Fundamentals of Advertising</td>
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<td>2004 Spring</td>
<td>JMC 585 Independent Study—Mass Comm Research</td>
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<td>2003 Fall</td>
<td>JMC 221 Advertising Copy and Continuity</td>
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<td>2003 Fall</td>
<td>JMC 241 Graphics of Communication</td>
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<td>2003 Fall</td>
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<td>2003 Summer</td>
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<td>2003 Summer</td>
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Date Created: March 6, 2002 Revised: 1/31/2005
Program Review MAJ.doc
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

27
2003 Spring  JMC 102  Information Gathering and Research  12
2003 Spring  JMC 102  Information Gathering and Research  11
2003 Spring  JMC 4/525  Advertising Campaigns  14
2003 Spring  JMC 602  Mass Communications Research, Methodology  14
2002 Fall  Sabbatical

(NOTE: Part-time; adjunct; graduate assistant faculty do not need to fill in the remainder of this document.)

2 If your degree is not in your area of current assignment, please explain.

(NOTE: Begin with the most recent activities in each of the following sections.)

3 Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.

American Advertising Federation, school, local and national affiliations
- Board of Directors, Advertising Club of Huntington to 2000
- Chair, AAF Academic Division, June 1999-June 2000—Chairmanship includes seats on AAF Board of Directors, AAF Executive Committee and AAF Foundation Board
- AAF Academic Division Advisory Committee, June 2000 – June 2002
- AAF Technology subcommittee, July 2000 – July 2003

Meetings
AAF Academic Division, Summer Meeting, July 2004, Charleston, SC
AAF National Conference, June 2004, Dallas, TX
SIFE National Conference, May 2004, Kansas City, MO
SIFE Regional Competition, April 2004, Cleveland, OH
AAF Academic Division, Fall Meeting, November 2003, New Orleans, LA
AAF Academic Division, Summer Meeting, July 2003, Chicago, IL
AAF Academic Division, Summer Meeting, July 2002, Washington, D.C.
AAF Academic Division summer meeting, July 12-14, 2001, New Orleans, LA
AAF National Conference, June 10-12, 2001, Cleveland, OH
Direct Marketing Association, Professors Advanced Institute, January 8-10, 2001
AAF Western Region Conference, E-verything, October, 2000, San Francisco, CA
AAF Academic Division, Summer Meeting, July 20-22, 2000 Charleston, WV, hosted as outgoing chair

AAF National Conference, June 20-22, 2000 Las Vegas, NV • presented report to the Board of Directors
• presented Distinguished Advertising Educator Award to Jerome Jewler at general session
AAF Hall of Fame Luncheon and Board Meeting, March 21, 2000, New York, NY • presented reports to Council of Governors and to Board of Directors
AAF Annual Plans Review, January, 19-21, 2000, Miami Beach, FL
AAF Western Leadership Conference, October 22-23, 1999, Rancho Mirage, CA • chaired academic division meeting • presented reports to Council of Governors and to Board of Directors

4 List awards/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

Awarded a Center for Teaching Excellence Summer Grant for course revision and development that was used to develop JMC 221—Advertising and Continuity Writing. 1999-2000
Marshall and Shirley Reynolds Professor of the Year, 2002, finalist 2001


(1999, June 1, 2, 3). Advertising seminars. Series of workshops presented to the Ogden Newspaper Group for the West Virginia Press Association Foundation, Wheeling, WV

5 Indicate any other activities that have contributed to effective teaching.

Gained approval of myself as a writing intensive instructor and for JMC 102 as a writing intensive course, 2000 • Renewed WAC faculty approval 02-03 • Taught 221, a new course for the school, 2000-2001 • Completed a JMC 385 Media Planning WebCt module required of students in JMC 385, 2000-2001 • Taught JMC 602 from two locations using a television connection, 2001 and 2003 • Adviser for Minority Expressions (newsletter-Multicultural Affairs and International Programs) • Started a Students in Free Enterprise (SIFE) team

6 List professional books/papers published during the last five years.


(1999, October). You know what we did last summer. ADviser, 1.

7 List papers presented at state, regional, and/or national organization conferences during the last five years.

8 List externally funded research (grants and contracts) you received during the last five years.
Appendix II
Faculty Data Sheet
(No more than TWO pages per faculty member)

Name: Dan Hollis
Rank: Associate

Status: (Check one) Full-time x ; Part-time ; Graduate Assistant.

Highest Degree Earned: Master’s Date Degree Received: August 1997

Conferred by: University of Kentucky

Area of Specialization: Mass Media

Professional Registration/Licensure Agency:

Years non-teaching experience 12+
Years of employment other than Marshall 12+
Years of employment at Marshall 5+
Years of employment in higher education 7+

To determine compatibility of credentials with assignment:

1 List courses you taught during the final two years of this review. If you participated in a
team-taught course, indicate each of them and what percent of the course you taught. For
each course include the year and semester taught, course number, course title and
class enrollment.

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<thead>
<tr>
<th>Year/Semester</th>
<th>Course Number &amp; Title</th>
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<td>Fall 2002</td>
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<td>Fall 2002</td>
<td>JMC 201: News Reporting</td>
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<td>Fall 2002</td>
<td>JMC 350: Television Reporting</td>
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<tr>
<td>Fall 2002</td>
<td>JMC 432/532: Corporate Video</td>
<td>13/3</td>
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<td>Fall 2002</td>
<td>UNI 101: New Student Seminar</td>
<td>13</td>
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<td>Spring 2003</td>
<td>JMC 101: Media Literacy</td>
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<tr>
<td>Spring 2003</td>
<td>JMC 201: News Reporting</td>
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<td>JMC 351: Television News Production</td>
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<td>JMC 100: Fundamentals</td>
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<td>Fall 2003</td>
<td>JMC 101: Media Literacy</td>
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<td>Fall 2003</td>
<td>JMC 201: News Reporting</td>
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<tr>
<td>Fall 2003</td>
<td>JMC 350: Television Reporting</td>
<td>25</td>
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<td>Fall 2003</td>
<td>UNI 101: New Student Seminar</td>
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Spring 2004  JMC 101: Media Literacy  69
Spring 2004  JMC 201: News Reporting  17
Spring 2004  JMC 201: News Reporting  15
Spring 2004  JMC 351: Television News Production  23

Summer 2004  JMC 402/502: Law of Mass Communication  14/2

Fall 2004  JMC 101: Media Literacy  80
Fall 2004  JMC 101: Media Literacy  81
Fall 2004  JMC 350: Television Reporting  23
Fall 2004  UNI 101: New Student Seminar  15

(NOTE: Part-time; adjunct; graduate assistant faculty do not need to fill in the remainder of this document.)

2 If your degree is not in your area of current assignment, please explain.

(NOTE: Begin with the most recent activities in each of the following sections.)

3 Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.

National Broadcasting Society Member

Attended 2003 and 2004 National Broadcasting Society’s National Convention

Summer 2002: Participant in the Excellence in Journalism Education Project funded by the John S. and James L. Knight Foundation

4 List awards/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

2004 Presented a video project, “Racin Downhill,” at National Broadcasting Society’s National Convention…won first place in video news program category


2003 Communicator Award: Honorable Mention for “The Pumpkin House”

2000 Telly Award: Finalist for “Makin’ Music” video

2000 Communicator Award: Award of Distinction for “Makin’ Music” video

2000 Pickens–Queen Award for Teaching presented by Marshall University

5 Indicate any other activities that have contributed to effective teaching.
6 List professional books/papers published during the last five years.

7 List papers presented at state, regional, and/or national organization conferences during the last five years.

     Presented creative work as described above

8 List externally funded research (grants and contracts) you received during the last five years.
Appendix II
Faculty Data Sheet
(No more than TWO pages per faculty member)

Name: Rebecca J. Johnson

Rank: Associate Professor

Status: (Check one) Full-time; Part-time; Graduate Assistant.

Highest Degree Earned: MAJ

Date Degree Received: 8/1976

Conferred by: Marshall University

Area of Specialization: Print journalism

Professional Registration/Licensure: no

Agency:

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall

Years of employment in higher education

To determine compatibility of credentials with assignment:

1 List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

<table>
<thead>
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<th>Year/Semester</th>
<th>Course Number &amp; Title</th>
<th>Enrollment</th>
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<td>JMC 102 – Information Gathering and Research</td>
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<td>JMC 360 – Digital Imaging for JMC</td>
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<td>JMC 360 – Digital Imaging for JMC</td>
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<td>2002/2003 Spring</td>
<td>JMC 304 – Indepth Reporting</td>
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<td>JMC 360 – Digital Imaging for JMC</td>
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<td>JMC 360 – Digital Imaging for JMC</td>
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<td>JMC 461/561 – Web Design for JMC</td>
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<td></td>
<td>JMC 410/510 – Magazine Editorial Practices</td>
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<tr>
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<td>JMC 461/561 – Web Design for JMC</td>
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</table>

Date Created: March 6, 2002 Revised: 1/31/2005
Program Review MAJ.doc
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
(NOTE: Part-time; adjunct; graduate assistant faculty do not need to fill in the remainder of this document.)

2 If your degree is not in your area of current assignment, please explain.

(NOTE: Begin with the most recent activities in each of the following sections.)

3 Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.

   Member of Society of Professional Journalists and IRE--Investigative Reporters & Editors

4 List awards/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

   Honored as a “Fabulous Faculty Member” by PHI ETA SIGMA--The National Honor Society for a second time.

5 Indicate any other activities that have contributed to effective teaching.
   Attended 2-day web publishing conference in Charleston, WV, October 1999; 1-day PhotoShop conference in Charleston, WV, Fall 1999; arranged for and attended hands-on PhotoShop course for JMC faculty, Fall 1999.
   Attended second WAC (Writing Across the Curriculum) conference Fall 2000. Submitted WAC portfolio Fall 2000 and was approved as a WAC professor March 2000. Attended 1-day IRE/SPJ reporting workshop in Charleston, WV, Fall 2002

6 List professional books/papers published during the last five years.

7 List papers presented at state, regional, and/or national organization conferences during the last five years.

8 List externally funded research (grants and contracts) you received during the last five years.
Appendix II
Faculty Data Sheet
(No more than TWO pages per faculty member)

Name: Burnis R. Morris
Rank: Carter G. Woodson Professor (unranked)

Status: (Check one) Full-time_X Part-time____; Graduate Assistant____

Highest Degree Earned: ___Master’s________ Date Degree Received: 1977________

Conferred by: ___University Of Dayton___

Area of Specialization: Public Administration

Professional Registration/Licensure_____
Agency: _______________________________

Years non-teaching experience 16
Years of employment other than Marshall 14
Years of employment at Marshall 2
Years of employment in higher education 16

To determine compatibility of credentials with assignment:

1 List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught. For each course include the year and semester taught, course number, course title and enrollment

<table>
<thead>
<tr>
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(NOTE: Part-time; adjunct; graduate assistant faculty do not need to fill in the remainder of this document.)
If your degree is not in your area of current assignment, please explain.

(NOTE: Begin with the most recent activities in each of the following sections.)

3 Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.

Society of Professional Journalists
American Society of Newspaper Editors

4 List awards/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

5 Indicate any other activities that have contributed to effective teaching.

6 List professional books/papers published during the last five years.

7 List papers presented at state, regional, and/or national organization conferences during the last five years

8 List externally funded research (grants and contracts) you received during the last five years.

2001 to present-John S. and James L. Knight Foundation-National Training Program to Train Journalists. Annual workshop to train working journalists on covering non-profit organizations. Conference held annually in Oxford Ms. Also a winter meeting in Washington D.C.

2000-2002-Dow Jones Fund-Summer workshop for minority Journalism students

2001-Robert Wood Johnson Foundation-$5,000 to support conference on minorities and philanthropy.
Appendix II
Faculty Data Sheet
(No more than TWO pages per faculty member)

Name: Marc Seamon
Rank: Assistant Professor

Status: (Check one) Full-time_X_; Part-time_; Graduate Assistant_

Highest Degree Earned: Ph.D._Date Degree Received: 8-10-04

Conferring University: Pennsylvania State

Area of Specialization: Mass Communication

Professional Registration/Licensure_
Agency:

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education

To determine compatibility of credentials with assignment:

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>201 (Sec 101, 102) news writing</td>
<td>18+18=36</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>430/530 magazine writing</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>440/540 mass comm ethics</td>
<td>25</td>
</tr>
</tbody>
</table>

(NOTE: Part-time; adjunct; graduate assistant faculty do not need to fill in the remainder of this document.)
If your degree is not in your area of current assignment, please explain.

(NOTE: Begin with the most recent activities in each of the following sections.)

3 Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.

4 List awards/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

Third place in the Newspaper Division of the 24th annual AEJMC Southeast Colloquium in Lexington, Ky., March 4-6, 1999.


Third place in the Open Division at the 25th annual AEJMC Southeast Colloquium at the University of North Carolina - Chapel Hill, March 2000.

5 Indicate any other activities that have contributed to effective teaching.

1) Graduate Teaching Academy at Penn State Univ. 2) Writing Across the Curriculum (WAC) workshop Oct. 15/16

6 List professional books/papers published during the last five years.


7 List papers presented at state, regional, and/or national organization conferences during the last five years.


Paper presentation at the AEJMC mid-year graduate conference at Penn State University, April 10, 1999. "The Changing Share of Sensational Content on Front Pages: A Time-series Content Analysis."

Paper presentation at the AEJMC Southeast Colloquium in Lexington, Ky., March 4-6, 1999. "Improving Newspaper Delivery: An Analysis of Route Demographic Variables and Satisfaction Measures."

List externally funded research (grants and contracts) you received during the last five years.
Appendix II
Faculty Data Sheet
(No more than TWO pages per faculty member)

Name: Kimberly Carico
Simpson_______________________ Rank: __Instructor

Status: (Check one) Full-time__X__; Part-time____; Graduate Assistant_____ 

Highest Degree Earned: __Master of Arts________________ Date Degree
Received: __1996________

Conferred
by: _______________________________________

Area of Specialization: __Public
Relations ____________________________

Professional Registration/Licensure member_____ Agency: __Public Relations
Society of America__________

Years non-teaching experience ______8____
Years of employment other than Marshall ______9____
Years of employment at Marshall ______3____
Years of employment in higher education ______3____

To determine compatibility of credentials with assignment:

1 List courses you taught during the final two years of this review. If you
participated in a team-taught course, indicate each of them and what percent of
the course you taught. For each course include the year and semester taught,
course number, course title and enrollment.

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Course Number &amp; Title</th>
<th>Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>JMC 330 Fundamentals of Public Relations</td>
<td>70 (2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sections)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>JMC 437/537 Public Relations Writing</td>
<td>25</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>JMC 102 Information Gathering</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>JMC 330 Fundamentals of Public Relations</td>
<td>70 (2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sections)</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>JMC 437/537 Public Relations Writing</td>
<td>25</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>JMC 439/539 Public Relations Campaign Mgt.</td>
<td>25</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>JMC 330 Fundamentals of Public Relations</td>
<td>70 (2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sections)</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>JMC 437/537 Public Relations Writing</td>
<td>25</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>JMC 102 Information Gathering</td>
<td>18</td>
</tr>
</tbody>
</table>
Spring 2003  JMC 330 Fundamentals of Public Relations  70 (2 sections)
Spring 2003  JMC 100 Fund. of Journalism Writing & Editing  25
Spring 2003  JMC 439/539 Public Relations Campaign Mgt.  25

(NOTE: Part-time; adjunct; graduate assistant faculty do not need to fill in the remainder of this document.)

2 If your degree is not in your area of current assignment, please explain.

(NOTE: Begin with the most recent activities in each of the following sections.)

3 Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.

Member, Public Relations Society of America, West Virginia Chapter (WV PRSA)

4 List awards/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

Speaker, WV PRSA Professional Development, May 2004, Huntington Museum of Art Award of Appreciation, Huntington Area Food Bank for JMC 439/539 project, Spring 2004

5 Indicate any other activities that have contributed to effective teaching.

6 List professional books/papers published during the last five years.

7 List papers presented at state, regional, and/or national organization conferences during the last five years.

8 List externally funded research (grants and contracts) you received during the last five years.
Appendix II
Faculty Data Sheet
(No more than TWO pages per faculty member)

Name: Ruth Sullivan  Rank: Assistant Professor

Status: (Check one) Full-time _X_; Part-time ___; Graduate Assistant. ___

Highest Degree Earned: Masters of Journalism Date Degree Received: 1984

Conferred by: Marshall University

Area of Specialization: Print Journalism

Professional Registration/Licensure _____
Agency: ______________________________________

Years non-teaching experience 25 years
Years of employment other than Marshall 25 years
Years of employment at Marshall 2 plus 26 years part-time

Years of employment in higher education same

To determine compatibility of credentials with assignment:

1 List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percent of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Course Number &amp; Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present semester</td>
<td>JMC 100 two sections Fundamentals of Journalism Writing and Editing</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td>JMC 302 Advanced Editing and Design</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>UNI 101 New Student Seminar</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>JMC 490 Internship I</td>
<td>12</td>
</tr>
</tbody>
</table>

Date Created: March 6, 2002 Revised: 1/31/2005
Program Review MAJ.doc
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 491 Internship 2</td>
<td>8</td>
</tr>
<tr>
<td>JMC 590 Internship I (graduate)</td>
<td>2</td>
</tr>
<tr>
<td>JMC 591 Internship 2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Summer 2004</strong></td>
<td></td>
</tr>
<tr>
<td>JMC 490</td>
<td>15</td>
</tr>
<tr>
<td>JMC 491</td>
<td>2</td>
</tr>
<tr>
<td>JMC 590</td>
<td>1</td>
</tr>
<tr>
<td>JMC 100</td>
<td>5</td>
</tr>
<tr>
<td><strong>Spring 2004</strong></td>
<td></td>
</tr>
<tr>
<td>JMC 102 two sections</td>
<td>18 in each</td>
</tr>
<tr>
<td>Information Gathering and Research</td>
<td></td>
</tr>
<tr>
<td>JMC 330</td>
<td>35</td>
</tr>
<tr>
<td>Fundamentals of Public Relations</td>
<td></td>
</tr>
<tr>
<td>JMC 414 Reporting Public Affairs</td>
<td>14</td>
</tr>
<tr>
<td>JMC 514 Reporting Public Affairs (graduate)</td>
<td>2</td>
</tr>
<tr>
<td>JMC 490</td>
<td>11</td>
</tr>
<tr>
<td>JMC 491</td>
<td>2</td>
</tr>
<tr>
<td>JMC 590</td>
<td>1</td>
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<tr>
<td>JMC 591</td>
<td>0</td>
</tr>
<tr>
<td><strong>Fall 2003</strong></td>
<td></td>
</tr>
<tr>
<td>JMC 100</td>
<td>26</td>
</tr>
<tr>
<td>JMC 330</td>
<td>35</td>
</tr>
<tr>
<td>JMC 302</td>
<td>5</td>
</tr>
<tr>
<td>JMC 490</td>
<td>5</td>
</tr>
<tr>
<td>JMC 491</td>
<td>2</td>
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<tr>
<td>JMC 590</td>
<td>1</td>
</tr>
<tr>
<td>JMC 591</td>
<td>0</td>
</tr>
</tbody>
</table>

(Note: Part-time; adjunct; graduate assistant faculty do not need to fill in the remainder of this document.)

2 If your degree is not in your area of current assignment, please explain.

(Note: Begin with the most recent activities in each of the following sections.)

3 Professional development activities during the past five years, including professional organizations to which you belong and state, regional, and national conferences attended. List any offices you hold in professional organizations.

Society of Professional Journalists 2003-present
Adviser to Student Chapter Society of Professional Journalists
Reader in initiation ceremonies, worked with students, helped with projects

Public Relations Student Society of America 2003
Helped with student club and attended meetings

Writing Across the Curriculum seminars and meetings, submitted portfolio and completed experimental class 2004 to present

Press Association Convention 2004

Marshall University classes taken in 2003 and 2004:
Students in a Diverse Society
Tests and Measurements
Learning Disabilities
Language Arts Methods
Physical Education Methods
First Aid

President Journalism Alumni Association 2000-2001
As president, I helped raise over $20,000 a year with alumni events including a new golf scramble
Secretary 1999-2000
Wrote news release and made phone calls for THIRD HOUSE 2003 and 2004

Dean’s Advisory Committee 1999-2001

President Alpha Xi Delta Housing Board 2000-2004
Vice President Housing Board 2004-present
Secretary Housing Board 2000-2002
This organization works with the management, strategy, public relations planning and
communication skills for young women as part of the organization’s goals of helping young
women achieve their full potential.

Public Relations Chair Appalachian Film Commission 2004- present
Co-marketing Chair 2003-5004
Wrote news releases

Treasurer West Virginia Press Women 1999-2002

Public Relations Society of America 2000

List awards/honors (including invitations to speak in your area of expertise) or special recognition
in the last five years.

Wild Turkey Federation Award for public relations 2002

First Place National Federation of Press Women Award for Internal Communications/Editing a
four-color newsmagazine 1999 as developer of the START safety newsletter

First Place National Federation of Press Women Award for Internal Communications/Editing a
four-color newsmagazine 2000 as editor of the START newsletter

Public Relations Society of America Crystal Award for internal communications 2000

Indicate any other activities that have contributed to effective teaching.

SCORES Academic Festival
Facilitator for print and for public relations 1999-present

Various seminar and teaching programs including Dr. Edward Zlotkowski, Service Learning,
Higher Education and Civic Engagement, New Faculty presentations and Grant Writing for
Higher Education.

Presented to other Marshall University Classes including
Web strategies for public relations 2004
Public Relations Photography and Brochures 2003

Substitute teacher, High School English and Elementary Education, Wayne
County 2002-2004
List professional books/papers published during the last five years.

Contract for public relations writing book to be presented to publisher in September 2005

Textbook—Developing the Public Relations Campaign: A Student Guide to the Competitive Agency Model
2004 to present
Workbook
Presently working on website

Editor START Newsletter

*Today Magazine, Volume 2, Issue 7*
*Riding for a Cause*
And
*A Tough Act to Follow*
Including photographs

*Today Magazine, Volume 4, Number 25*
*Mountaineer Plant Wins Governor’s Safety Award*
Including photographs

*NOW Internet Publication stories including:*
*Mountaineer Plant Retiree Sculpts Stainless Steel Masterpieces, December 2002*
*Clinch River Plant Employees Help with New Owl Boxes, July 2002*
*Balser Smith Appreciate Support from Fellow Employees, June 2002*
*SCR Project Safety Record Special, February 2002*
Including photographs

Editor, John Amos Plant and other Plant Brochures and Videos

Technology information packages and displays including *How a Selective Catalytic Reduction System Works, How a Precipitator Works and How a Natural Draft Cooling Tower Works, 2002.*

List papers presented at state, regional, and/or national organization conferences during the last five years.

List externally funded research (grants and contracts) you received during the last five years.
## Chart I Assessment Summary

Marshall University

Assessment of Student Outcomes: Component/Course/Program Level

5 year summary

Component Area/Program/Discipline: MAJ-JMC

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can articulate ethical responsibilities and the ethical implications of decisions faced by professional communicators</td>
<td>JMC Faculty</td>
<td>Student Performance in 540 and comprehensive exams</td>
<td>Pass comprehensive exam and earn at least a &quot;B&quot; in JMC 540</td>
<td>In 2003/04, all students received a &quot;B&quot; or better and passed comprehensive exams</td>
<td>Reviewed annually by faculty</td>
</tr>
<tr>
<td></td>
<td>JMC Faculty</td>
<td>Student performance in JMC 502 and on comprehensive exams</td>
<td>Pass comprehensive exams and earn at least a “B” in JMC 502</td>
<td>In 2003/04, all students earned a “B” or better and passed comprehensives</td>
<td>Review annually</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>2.</td>
<td>Can recall the key points of the legal framework of the mass communications industry and can articulate the ramifications faced by professional communicators</td>
<td>JMC Faculty</td>
<td>Student performance in JMC 504 and on comprehensive exams</td>
<td>Pass comprehensive exams and earn at least a “B” in JMC 504</td>
<td>IN 2003/04, all students earned a “B” or better and pass comprehensive exams</td>
</tr>
<tr>
<td>3.</td>
<td>Comprehend and articulate the historical context of mass communications in U.S. and global culture</td>
<td>JMC Faculty</td>
<td>Student performance in JMC 601 and on comprehensive exams</td>
<td>Pass comprehensive exams and earn at least a “B” in JMC 601</td>
<td>88% of students earned a grade of “B” or better and passed comprehensive exams</td>
</tr>
<tr>
<td>4.</td>
<td>Comprehend and articulate the theoretical framework of normative mass communications functions</td>
<td>JMC Faculty</td>
<td>Student performance in JMC 601 and on comprehensive exams</td>
<td>Pass comprehensive exams and earn at least a “B” in JMC 601</td>
<td>88% of students earned a grade of “B” or better and passed comprehensive exams</td>
</tr>
<tr>
<td>5. Comprehend and articulate the basic research methods used in the mass communications industry and be able to carry out a valid survey</td>
<td>JMC Faculty</td>
<td>Student performance in JMC602 that carries a survey assignment and pass comprehensive exams</td>
<td>Pass comprehensive exams and earn at least a “B” in JMC 602</td>
<td>88% of students earned at least a “B” in 2003/04 and pass comprehensive exams</td>
<td>Review Annually</td>
</tr>
<tr>
<td>---</td>
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<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix III
Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Courses Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distance Delivery Classes

(Note: List E courses. Please include the courses offered in the past 2 years.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses Offered</th>
<th>E- Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Appendix IV

**Service Courses**

| Course Number | Course Name | Year 1  
|---------------|-------------|--------|
|               |             | 1999-2000 | Year 2  
|               |             | 2000-2001 | Year 3  
|               |             | 2001-2002 | Year 4  
|               |             | 2002-2003 | Year 5  
|               |             | 2003-2004 |        
| e.g. 101      |             | Su Fa Sp  | Su Fa Sp  
|               |             | Su Fa Sp  | Su Fa Sp  
|               |             | Su Fa Sp  | Su Fa Sp  
|               |             | Su Fa Sp  | Su Fa Sp  


## Appendix V
### Program Course Enrollment

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective</th>
<th>Year 1 1999-2000</th>
<th>Year 2 2000-2001</th>
<th>Year 3 2001-2002</th>
<th>Year 4 2002-2003</th>
<th>Year 5 2003-2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 502</td>
<td>Law of Mass Comm</td>
<td>Su 0, Fa 1, Sp 7</td>
<td>Su 5, Fa 7, Sp 8</td>
<td>Su 4, Fa 3, Sp 1</td>
<td>Su 2, Fa 2, Sp 2</td>
<td>Su 3, Sp 4, Sp 6</td>
<td></td>
</tr>
<tr>
<td>JMC 504</td>
<td>History American JRN &amp; Mass Comm</td>
<td>8</td>
<td>7</td>
<td>20</td>
<td>7</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>JMC 508</td>
<td>Advertising Research</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>JMC 510</td>
<td>Magazine Editorial Prac.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 514</td>
<td>Reporting Public Affairs</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 525</td>
<td>Advertising Campaigns</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>JMC 530</td>
<td>Magazine Article Writing</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>JMC 532</td>
<td>Corporate/Instructional Video</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 533</td>
<td>Radio/TV Programming</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>JMC 535</td>
<td>Radio/TV Law &amp; Regul.</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>JMC 536</td>
<td>International Comm.</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Note: If you listed courses in Appendix IV, do not list them again in this appendix.

Date Created: March 6, 2002  Revised: 2/1/2005
Program Review MAJ.doc
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
# Appendix V
## Program Course Enrollment

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective</th>
<th>Year 1 1999-2000</th>
<th>Year 2 2000-2001</th>
<th>Year 3 2001-2002</th>
<th>Year 4 2002-2003</th>
<th>Year 5 2003-2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 537</td>
<td>Public Relations Writing</td>
<td>Su Fa Sp</td>
<td>18</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>JMC 538</td>
<td>Public Relations Case Studies</td>
<td>Su Fa Sp</td>
<td>11</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>JMC 539</td>
<td>Public Relations Campaign Management</td>
<td>Su Fa Sp</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>JMC 540</td>
<td>Mass Comm. Ethics</td>
<td>Su Fa Sp</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>JMC 555</td>
<td>Women Minority and Mass Media</td>
<td>Su Fa Sp</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>JMC 561</td>
<td>Web Strategies</td>
<td>Su Fa Sp</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>JMC 562</td>
<td>Web Design for Mass Media</td>
<td>Su Fa Sp</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 580</td>
<td>Special Topics</td>
<td>Su Fa Sp</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 585</td>
<td>Special Topics</td>
<td>Su Fa Sp</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>JMC 585</td>
<td>Independent Study</td>
<td>Su Fa Sp</td>
<td>1</td>
<td></td>
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<tr>
<td>JMC 586</td>
<td>Independent Study</td>
<td>Su Fa Sp</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>JMC 587</td>
<td>Independent Study</td>
<td>Su Fa Sp</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix V
### Program Course Enrollment

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective</th>
<th>Year 1 1999-2000</th>
<th>Year 2 2000-2001</th>
<th>Year 3 2001-2002</th>
<th>Year 4 2002-2003</th>
<th>Year 5 2003-2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>JMC 588</td>
<td>Independent Study</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 590</td>
<td>JRN and Mass Comm Internship I</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>JMC 591</td>
<td>JRN and Mass Comm Internship II</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>JMC 601</td>
<td>Theory of Mass Comm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>JMC 602</td>
<td>Mass Comm Research and Methods</td>
<td>16</td>
<td></td>
<td></td>
<td>7</td>
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<td>21</td>
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<tr>
<td>JMC 603</td>
<td>Media Management</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>JMC 609</td>
<td>Sem. In Public Relations</td>
<td>6</td>
<td></td>
<td></td>
<td>7</td>
<td></td>
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<tr>
<td>JMC 630</td>
<td>Seminar Media Criticism</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>JMC 634</td>
<td>Issues in Radio and TV</td>
<td>7</td>
<td>8</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>JMC 681</td>
<td>Thesis</td>
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</table>

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)
Appendix VI
Program Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Admitted</td>
<td>15</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Emphasis: 4180 Journalism MAJ</td>
<td>13</td>
<td>3</td>
<td>2</td>
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<td></td>
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<tr>
<td>Area of Emphasis: GJ10-MAJ Journalism</td>
<td>24</td>
<td>28</td>
<td>34</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>Area of Emphasis, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>37</td>
<td>31</td>
<td>36</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>15</td>
<td>7</td>
<td>13</td>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
<table>
<thead>
<tr>
<th>FUND NUMBER</th>
<th>119001</th>
<th>014485</th>
<th>119004</th>
<th>119004</th>
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<tbody>
<tr>
<td>COLLEGE/DEPT &amp; CUFFS ORG</td>
<td>OPERATING</td>
<td>OPERATING/MISC</td>
<td>PART-TIME FACULTY/CHAIR STIPEND</td>
<td>GRADUATE ASSISTANT</td>
<td>STUDENT ASSISTANT</td>
<td>EXTRA HELP</td>
<td>E &amp; G REVENUE</td>
<td>EQUIPMENT</td>
</tr>
<tr>
<td>School of Journalism 2622 (223.600)</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>JMC Dean 2622</td>
<td>21,000</td>
<td>0</td>
<td>0</td>
<td>20,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parthenon 2625</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>85,800</td>
<td>0</td>
</tr>
<tr>
<td>WMUL 2635</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>96,800</td>
<td>0</td>
</tr>
<tr>
<td>Total Journalism</td>
<td>21,000</td>
<td>0</td>
<td>0</td>
<td>20,000</td>
<td>0</td>
<td>0</td>
<td>182,600</td>
<td>0</td>
</tr>
</tbody>
</table>
May 12, 2003

Dan Angel
President
Marshall University
400 Hal Greer Blvd.
Huntington, WV 25755-1000

Dear President Angel:

The Accrediting Council on Education in Journalism and Mass Communications voted unanimously, with one member abstaining, at its May 2-3 meeting in San Jose, Calif., to re-accredit the School of Journalism and Mass Communications at Marshall University.

The Council concurred with the recommendations for re-accreditation made by the Accrediting Committee and the visiting team. The next visit for the School of Journalism and Mass Communications will be during the 2008-2009 academic year.

Please accept my congratulations and best wishes for continued success for the School of Journalism and Mass Communications at Marshall University, its students, faculty and the other professional media constituencies it serves.

Best wishes.

Sincerely,

[Signature]

Jerry Ceppos
President

cc: Hal Shaver, Dean, School of Journalism & Mass Communications
Kathleen Kelly, Team Chair
Beth Barnes, Chair, ACEJMC Accrediting Committee
Susanne Shaw, ACEJMC Executive Director

Vice President for News * Knight Ridder
50 West San Fernando Street, Suite 1200 * San Jose, CA 95113
408/938-7830 * Fax: 408/938-7766 * E-mail: jceppos@knightridder.com
Office of Program Review & Assessment

To: Corley Denison, Chair, Department of Journalism and Mass Communications
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: July 1, 2004
Subject: Yearly Assessment Report, BA Journalism and Mass Communications

1. Thank you for submitting the Yearly Assessment Report for the program BA Journalism and Mass Communications. Please use the information in this report to guide your assessment activities during AY 2004-2005.

2. What follows is a brief critique of the report you submitted for the academic year 2002-2003.

| I. a. Program goals: | The program goals were stated with justification. |
| b. Learning outcomes and data collection: | The instructional/learning outcomes were listed. Summaries of data have been presented. |
| c. Results: | Results have been provided from freshman level courses and senior level courses. Grades in courses were the major findings. |
| II. BOT Initiative #1: | No action recommended. |
| III. Plan for current year: | None listed |
| IV. Assistance needed: | None listed |
| V. Lessons learned: | None listed |


This chart will help the program and the University Assessment Committee monitor the program’s patterns of evidence. Please remember that you do not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

An assessment summary chart was present. However, this chart was not a copy of the chart prepared by this office. There is a chart in the documentation sent with the program review materials for 2004-2005.

The instructional goals/learning goals were listed. The assessment methods/tools were listed and results and actions taken were listed. However, the column on Standards/Benchmarks was omitted. The indications in the action taken column were sketchy at best. When the program makes specific changes as a result of the assessment process, these should be listed in this column. As well substantive changes in the program should rarely be made without the use of student academic achievement data as one of the inputs.

4. Efficacy of Assessment:

As Marshall approaches its tenth year self—study by the North Central Association’s Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes; the use of various assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories.

Scores can range from 0-3 in each category. Overall total scores ranging from 1-3 indicate that the program is in the Beginning Stages of developing a viable assessment program. Overall scores ranging from 4-6 indicate that a program is making progress toward implementing a viable assessment program and overall scores ranging from 7-9 indicate that a program is in the maturing stages of continuous improvement. All programs should be in Level 2 (overall score 4-6) (Making progress toward implementing a viable assessment program) or Level 3 (overall score 7-9) (Maturing stages of continuous improvement) by May 2005.

One John Marshall Drive • Huntington, West Virginia 25755-2003 • Tel 304/896-1494 • Fax 304/896-6612
A State University of West Virginia • An Affirmative Action/Equal Opportunity Employer
Scores:

<table>
<thead>
<tr>
<th></th>
<th>Learning Outcomes</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment Measures</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Feedback Loop</td>
<td>1</td>
</tr>
<tr>
<td><strong>Overall Score</strong></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Interpretation: The program has achieved an overall score of 4 which places the program efficacy at Level 2 of the NCA/HCL levels of implementation. The program should revisit the learning outcomes and revise them with the idea of making them relatively easy to measure. As well, the primary assessment tools/measures seems to be grades in the various courses. It also appears that a relatively few number of courses are used as indicators. Three 100 level courses are listed and three 400 level courses were listed. Are these particular activities in these classes that indicate student academic achievement? Also the relatively low score on the feedback loop was the lack of evidence presented by the program as to how information was relayed to the proper constituencies. It appears that the program has a functioning assessment plan, but it has not been fully implemented.

5. **Recommendations:**
   - The program should revisit the learning outcomes and match them with those of your accrediting body. UAC is not sure how closely the assessment information required by the accrediting agency and your program are aligned. Moreover, UAC is not aware of the reporting procedures the program has with its accrediting body. If specific procedures are required by the accrediting body, then the program will need to make sure that the reports meet the needs of both UAC and the accrediting body.

6. **General Comments:**
   - It is imperative that programs keep a record of their assessment activities and have this information available for the NCA/HLC site committee if requested.

7. Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures
Efficacy of Assessment at the Program Level
Marshall University
PRIMARY TRAIT ANALYSIS
NCA Levels of Implementation Academic Year 2003
DATE: Summer 2004

1. Learning Objectives

Level 0
- No objectives were provided.

Level 1
- Learning objectives were identified.

Level 2
- All in Level 1 plus:
  - They describe student behaviors.
  - They are program, not class or course, objectives.
  - They are clear.

Level 3
- All in Level 2 plus:
  - Comprehensive learning objectives are identified.
  - Objectives are appropriate in number.
  - They are measurable.
  - They support Marshall's educational goals.
  - They span multiple learning domains.

2. Assessment Measures

Level 0
- No measures were identified.

Level 1
- Measures were identified.

Level 2
- All in Level 1 plus:
  - They relate to the learning objectives.
  - They include direct measures of student learning.

Level 3
- All in Level 2 plus:
  - They emphasize direct measures of student learning.
  - They are multiple.
  - They emphasize direct learning.
  - They focus on real-world tasks.
  - They stress higher order learning.
  - They are integrated in the curriculum.
  - They allow performance to be gauged over time.

Feedback Loop

Level 0
- The feedback loop was not described.

Level 1
- Some data are being collected but not interpreted or not used.
- No performance expectations/standards have been established.
- Assessment is largely the responsibility of the department chair.

Level 2
- Data are routinely being collected, interpreted, and used by faculty to improve student learning.
- Performance expectations/standards have been established.
- Data are being shared by other appropriate constituents.
- Data are considered in departmental planning and budgeting processes.

Level 3
- All in Level 2 plus:
  - Clear performance expectations/standards have been established for all measures.
  - Data are an integral part of departmental planning and budgeting process.
  - The improvement of student learning is central to the department.
  - Assessment is a part of the culture of the department.
Assessment Committee Analysis of Yearly Departmental/Program Assessment Reports
Report for the Academic Year 2002-2003

Program: Journalism

<table>
<thead>
<tr>
<th>Assessment Report Guidelines</th>
<th>Evaluator's Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.a. Program Goals</td>
<td>Stated adequately</td>
</tr>
<tr>
<td>b. Learning outcomes data collection</td>
<td>Level 1</td>
</tr>
<tr>
<td>c. Results</td>
<td>Level 1, does not include mechanism for implementation of change</td>
</tr>
<tr>
<td>(Is there a chart which identifies the program objectives/the appropriate assessment tools/standards/results/actions taken.)</td>
<td>Yes ✓ No</td>
</tr>
<tr>
<td>II. BOT Initiative #3 (Undergraduate Programs Only.)</td>
<td>Not included</td>
</tr>
<tr>
<td>III. Plans for current Year</td>
<td>Adequate</td>
</tr>
<tr>
<td>IV. Assistance needed</td>
<td>Not included</td>
</tr>
<tr>
<td>V. Most important thing learned through this process</td>
<td>Not included</td>
</tr>
</tbody>
</table>

C:\0003-2004 PROGRAM ASSESSMENT\ASSESSMENT COMMITTEE YEARLY REPORT FORM ANALYSIS 2003.DOC
Form Created: July 21, 1998 8:46AM Form Revised: March 12, 2004 1:30PM
Printed: March 12, 2004 1:30PM.
Guidelines for Program Assessment Yearly Reports
Due by October 1, of each year

The public is uncertain about the value of higher education and wants evidence that college graduates do have the abilities claimed by their degrees. As a result, our accrediting agencies, The North Central Association, the State Legislature, and the University System are requiring evidence of student learning (i.e., achievement of intended outcomes) and institutional effectiveness. Assessment at Marshall University has two important roles to fill: program improvement and accountability. MU’s assessment plan addresses both of those roles. In order for us to fulfill our commitment to program excellence, a yearly update of our assessment initiatives is essential.

Organization of the Report

The purpose of this annual report is to document the progress on assessing student outcomes based upon each program assessment plan. The objective is to determine program effectiveness, not evaluation of individual students or individual faculty. The primary focus of this report is to help the department improve its program. The report for each program is due to the University Assessment Office by October 1 of each year, for the previous academic year. The University Assessment Committee (UAC) will review the report, provide feedback on each program and prepare the annual assessment report of the University. This assessment information will be essential in preparing the 5-year program reviews required by the Board of Governors. It is imperative that each program be honest in its assessment efforts and in the preparation of this report. Only with careful scrutiny of our programs can we hope to improve.

I. Program Goals: Provide a brief narrative description of the program goals and describe any efforts the program has made in revising/improving these goals. Please indicate which goals were changed and the nature of the changes.

II. Assessment Summary: Provide a brief narrative summary of the assessment activities conducted by the program during the past academic year. If you made any changes in the Learning Objectives, please indicate the nature of the changes. The Assessment Summary chart should reflect those changes.

III. Plans for the current year: What are your goals/plans for the current year and how do you hope to meet these goals/plans? What things will you do differently? What activities will you add/delete? What changes in your assessment plan are you considering?

IV. Assistance Needed: Given your plans for the current year's activities, what kind of assistance from the UAC do you need? On which topics would you like more information or assistance?

V. What one most important thing has the program learned through this process?

VI. Assessment Summary Chart. Please complete the Assessment Summary Chart (Revised August 2003) and submit it with this report.
1. Learning Objectives

Level 0
- No objectives were provided.

Level 1
- Learning objectives were identified.

Level 2
- All in Level 1 plus:
  - They describe student behaviors.
  - They are program, not class or course, objectives.
  - They are clear.

Level 3
- All in Level 2 plus:
  - Comprehensive learning objectives are identified.
  - Objectives are appropriate in number.
  - They are measurable.
  - They support Marshall's educational goals.
  - They span multiple learning domains.

2. Assessment Measures

Level 0
- No measures were identified.

Level 1
- Measures were identified.

Level 2
- All in Level 1 plus:
  - They relate to the learning objectives.
  - They include direct measures of student learning.

Level 3
- All in Level 2 plus:
  - They emphasize direct measures of student learning.
  - They are multiple.
  - They emphasize direct learning.
  - They focus on real-world tasks.
  - They stress higher order learning.
  - They are integrated in the curriculum.
  - They allow performance to be gauged over time.

3. Feedback Loop

Level 0
- The feedback loop was not described.

Level 1
- Some data are being collected but not interpreted or not used.
- No performance expectations/standards have been established.
- Assessment is largely the responsibility of the department chair.

Level 2
- Data routinely are being collected, interpreted, and used by faculty to improve student learning.
- Performance expectations/standards have been established.
- Data are being shared by other appropriate constituencies.
- Data are considered in departmental planning and budgeting processes.

Level 3
- All in Level 2 plus:
  - Clear performance expectations/standards have been established for all measures.
  - Data are an integral part of departmental planning and budgeting process.
  - The improvement of student learning is central to the department.
  - Assessment is a part of the culture of the department.
PROGRAM REVIEW

Institution: Marshall University     Date: 01/05/00

Program (Degree & Title): Bachelor of Arts in Journalism

INSTITUTIONAL RECOMMENDATION

Marshall University recommends continuance of the Bachelor of Arts in Journalism at the current level of activity.

The degree program in Journalism is divided into five sequences: advertising, broadcast journalism, print journalism, public relations, and radio-television. A carefully planned curriculum provides an effective mix of the practical and conceptual through career-oriented courses and broad-based liberal arts studies. Students gain practical experience through several student media, including the student newspaper, The Parthenon, and the student radio station, WMUL-FM. A large percentage of the graduates complete internships. Since the last program review, the School of Journalism has become a free-standing academic unit headed by a dean.

The program is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The current full accreditation was granted in 1997, and is in effect through 2002-2003. Of the deficiencies noted in the last accreditation report, the equipment and facilities situation is moving forward with a three-year phased allocation of funds to purchase equipment, and a plan to move the program from its current site to the Communications Building. The deficiencies in faculty scholarship/research/professional activities are being addressed by a department committee. Issues of diversity and multiculturalism continue to be a strong commitment of the program and its faculty, and although the number of minority students is small, the unit continues to outpace the University as a whole.

The faculty consists of 13 people: four women and nine men. Seven have doctorates and six have master's degrees, including two who plan to take their Ph.D. qualifying exams within the next six months.

The School of Journalism and Mass Communications uses a variety of methods and measures to assess student performance, faculty performance and curriculum. A survey of the School's alumni is conducted every five to six years. In the most recent survey, alumni reported a very high satisfaction with the program. Large numbers of graduates are employed by regional print and broadcast media, public relations and advertising agencies and departments and corporate communications operations.

Signature of the President:

[Signature]

Date: 01/14/00
Office of Program Review & Assessment

To: Dr. Corley Dennis, Interim Dean, School of Journalism and Mass Communications
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: July 6, 2004

Subject: Yearly Assessment Report, MAJ Journalism

1. Thank you for submitting the Yearly Assessment Report for the program, MAJ Journalism. Please use the information in this report to guide your assessment activities during AY 2004-2005.

2. What follows is a brief critique of the report you submitted for the academic year 2002-2003.

   a. Program goals: The program goals were listed. The program goals appear to be adequate.

   b. Learning outcomes and data collection: The Instructional goals are articulated. However, some appear to be difficult to measure—how does the program measure "understanding"? Data is being collected. It would be a good idea to list the actual statistics. How many students took JMC 540, for instance? Include more data in the mix.

   c. Results: The results were stated. Little analysis of the results, however. Action taken was minimal at this time.

   II. BOT Initiative #3:

   III. Plans for current year: Portfolio review for students.

   IV. Assistance needed: None specified

   V. Lessons learned: None specified


   This chart will help the program and the University Assessment Committee monitor a program's patterns of evidence. Please remember that you do not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

   The chart was present, although it did not conform to the chart distributed by this office. Please use the chart supplied by this office as your guide when preparing the program review for this year. Also, 'student performance' can mean many things, is it possible to be more specific with the method used? For example, would the evaluation of a term project or portfolio be more specific as to determining student competency? Also what are the standards approved by the program? These need to be articulated as well.

4. Efficacy of Assessment:

   As Marshall approaches its ten year self-study by the North Central Association's Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes; the use of viable assessment measures and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. Scores can range from 0-3 in each category. Overall total scores ranging from 1-3 indicate that the program is in the Beginning Stages of developing a viable assessment program. Overall scores ranging from 4-6 indicate that a program is making progress toward implementing a viable assessment program and overall scores ranging from 7-9 indicate that a program is in the maturing stages of continuous improvement. All programs should be in Level 2 (overall score 4-6) (Making progress toward implementing a viable assessment program) or Level 3 (overall score 7-9) (Maturing stages of continuous improvement) by May 2005.
<table>
<thead>
<tr>
<th>Score</th>
<th>Learning Outcomes</th>
<th>Assessment Measures</th>
<th>Feedback Loop</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Interpretation: The program received an overall score of 4 which places it in Level 2 of NCAHLC's levels of implementation. The program needs to address the following issues. The instructional goals/learning outcomes need to be revisited for the purpose of making them easier to measure. What does the program mean when the term 'understanding' is used? The assessment methods used also need to be revisited. Student performance in classes is a less substantial indicator than performance in class projects/term papers, etc. Certainly comprehensive examinations play a significant role in the competency levels of graduate students. A careful examination of the results should provide feedback to the program as to the competency of the graduate students in the program. Finally, the feedback loop needs to be strengthened. “Review Annually” is a rather weak indicator of action. Add specific actions taken.

Always remember that the program does not need to address every instructional goal/outcome every semester or every year, but should set up a plan to assess the goals at least every two years.

5. Recommendations:
   The program has established a reasonable set of program goals and instructional goals. The instructional goals/outcomes should be revisited to ensure that they are relatively easy to measure and that more specific measures are used. Additionally the program needs to concentrate on the feedback loop.

6. General Comments:
   It is imperative that programs keep a record of their assessment activities and have this information available for the NCAHLC site committee if requested.

7. Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures
### Assessment Committee Analysis of Yearly Departmental/Program Assessment Reports Report for the Academic Year 2002-2003

**Program:** Journalism

<table>
<thead>
<tr>
<th>Assessment Report Guidelines</th>
<th>Evaluator's Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ia. Program Goals</td>
<td>stating</td>
</tr>
<tr>
<td>Ib. Learning outcomes</td>
<td>Don't - More rigorous</td>
</tr>
<tr>
<td>data collection</td>
<td></td>
</tr>
<tr>
<td>Ic. Results</td>
<td>No</td>
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<tr>
<td>(Is there a chart which</td>
<td>Yes _ _ _ _ No X</td>
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<tr>
<td>identifies the program</td>
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<tr>
<td>objectives/</td>
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<td>the appropriate assessment</td>
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<tr>
<td>tools/standards/results/</td>
<td></td>
</tr>
<tr>
<td>actions taken)</td>
<td></td>
</tr>
<tr>
<td>II. BOT Initiative #3</td>
<td>NA</td>
</tr>
<tr>
<td>(Undergraduate Programs</td>
<td></td>
</tr>
<tr>
<td>Only)</td>
<td></td>
</tr>
<tr>
<td>III. Plans for current</td>
<td>Consider portfolio</td>
</tr>
<tr>
<td>Year</td>
<td>media</td>
</tr>
<tr>
<td>IV. Assistance needed</td>
<td>None requested</td>
</tr>
<tr>
<td>V. Most important</td>
<td>None stated</td>
</tr>
<tr>
<td>thing learned</td>
<td></td>
</tr>
<tr>
<td>through this process</td>
<td></td>
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</table>

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Date Created: March 6, 2002   Revised: 1/31/2005
Program Review MAJ.doc
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
Guidelines for Program Assessment Yearly Reports
Due by October 1, of each year

The public is uncertain about the value of higher education and wants evidence that college graduates do have the abilities claimed by their degrees. As a result our accrediting agencies, the North Central Association, the State Legislature, and the University System are requiring evidence of student learning (i.e., achievement of intended outcomes) and institutional effectiveness. Assessment at Marshall University has two important roles to fill: program improvement and accountability. MU’s assessment plan addresses both of those roles. In order for us to fulfill our commitment to program excellence, a yearly update of our assessment initiatives is essential.

Organization of the Report

The purpose of this annual report is to document the progress on assessing student outcomes based upon each program assessment plan. The objective is to determine program effectiveness, not evaluation of individual students or individual faculty. The primary focus of this report is to help the department improve its program. The report for each program is due in the University Assessment Office by October 1 of each year, for the previous academic year. The University Assessment Committee (UAC) will review the report, provide feedback on each program and prepare the annual assessment report of the University. This assessment information will be essential in preparing the 5-year program reviews required by the Board of Governors. It is imperative that each program be honest in its assessment efforts and in the preparation of this report. Only with careful scrutiny of our programs can we hope to improve.

I. Program Goals: Provide a brief narrative description of the program goals and describe any efforts the program has made in revising/improving these goals. Please indicate which goals were changed and the nature of the changes.

II. Assessment Summary: Provide a brief narrative summary of the assessment activities conducted by the program during the past academic year. If you made any changes in the Learning Objectives, please indicate the nature of the changes. The Assessment Summary chart should reflect those changes.

III. Plans for the current year: What are your goals/plans for the current year and how do you hope to meet these goals/plans? What things will you do differently? What activities will you add/delete? What changes in your assessment plan are you considering?

IV. Assistance Needed: Given your plans for the current year’s activities, what kind of assistance from the UAC do you need? On which topics would you like more information or assistance?

V. What one most important thing has the program learned through this process?

VI. Assessment Summary Chart. Please complete the Assessment Summary Chart (Revised August 2003) and submit it with this report.
Efficacy of Assessment at the Program Level

Marshall University
PRIMARY Trait Analysis
NCA Levels of Implementation Academic Year 2003
DATE: Summer 2004

1. Learning Objectives

Level 0
- No objectives were provided.

Level 1
- Learning objectives were identified.

Level 2
- All in Level 1 plus:
  - They describe student behaviors.
  - They are program, not class or course, objectives.
  - They are clear.

Level 3
- All in Level 2 plus:
  - Comprehensive learning objectives are identified.
  - Objectives are appropriate in number.
  - They are measurable.
  - They support Marshall's educational goals.
  - They span multiple learning domains.

2. Assessment Measures

Level 0
- No measures were identified.

Level 1
- Measures were identified.

Level 2
- All in Level 1 plus:
  - They relate to the learning objectives.
  - They include direct measures of student learning.

Level 3
- All in Level 2 plus:
  - They emphasize direct measures of student learning.
  - They are multiple.
  - They emphasize direct learning.
  - They focus on real-world tasks.
  - They stress higher order learning.
  - They are integrated in the curriculum.
  - They allow performance to be gauged over time.

3. Feedback Loop

Level 0
- The feedback loop was not described.

Level 1
- Some data are being collected but not interpreted or not used.
  - No performance expectations/standards have been established.
  - Assessment is largely the responsibility of the department chair.

Level 2
- Data routinely are being collected, interpreted, and used by faculty to improve student learning.
  - Performance expectations/standards have been established.
  - Data are being shared by other appropriate constituents.
  - Data are considered in departmental planning and budgeting processes.

Level 3
- All in Level 2 plus:
  - Clear performance expectations/standards have been established for all measures.
  - Data are an integral part of departmental planning and budgeting process.
  - The improvement of student learning is central to the department.
  - Assessment is a part of the culture of the department.

(C)Assessment Portal NCA levels checklist 2002 from AAHE.doc
Adapted from Karla Sanders, Eastern Illinois University, Summer, 2002
AAHE Assessment Conference
Office of Program Review and Assessment, Marshall University, Huntington, WV 25755-2003
3/17/2004
### Assessment Report Guidelines

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Evaluator's Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>la. Program Goals</td>
<td>Yes - Some are not complete</td>
<td></td>
</tr>
<tr>
<td>b. Learning outcomes data collection</td>
<td>Missing program &amp; learning outcomes instructional goals?</td>
<td></td>
</tr>
<tr>
<td>c. Results</td>
<td>Nothing really done with findings other than annual review</td>
<td></td>
</tr>
<tr>
<td>(Is there a chart which identifies the program objectives/ the appropriate assessment tools/ standards/results/actions taken?)</td>
<td>Yes X No</td>
<td></td>
</tr>
<tr>
<td>II. BOT Initiative #3 (Undergraduate Programs Only.)</td>
<td>(This is for undergraduate programs only.)</td>
<td>N/A Graduate Program</td>
</tr>
<tr>
<td>III. Plans for current Year</td>
<td>Not specified</td>
<td></td>
</tr>
<tr>
<td>IV. Assistance needed</td>
<td>Not specified</td>
<td></td>
</tr>
<tr>
<td>V. Most important thing learned through this process</td>
<td>Not provided</td>
<td></td>
</tr>
</tbody>
</table>


File Created: July 21, 1999 (8:46AM) File Revised: March 12, 2004 (1:26PM)

Program Review MAJ.doc
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
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Marshall University

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Date Created: March 6, 2002  Revised: 1/31/2005
Program Review MAJ.doc
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755-2503

72
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Office of Program Review & Assessment

July 7, 2004

Dr. Corley Dennison, Interim Dean
School of Journalism and Mass Communications

Dear Corley:

Enclosed please find the reviews of the yearly assessment reports for the BA Journalism and Mass Communications and MAJ Journalism programs. Members of the University Assessment Committee have reviewed the reports as part of our annual audit of the assessment efforts of the various programs at Marshall University.

The two programs in the School of Journalism and Mass Communications are under program review for the 2004-2005 academic year. As part of that process, the programs will not have to complete a separate yearly review of the assessment activities. The program review requires a five year summary of assessment activities which is included as a part of the Program Review document. Pay particular attention to the requirements for that section of the report.

As you well know, the University is preparing for the North Central Association’s Higher Learning Commission accreditation in 2005-6. Assessment activities have been infused with the entire HLC report. Student Academic Achievement is one of the primary concerns of the HLC. Since 1996 we have invested heavily in the assessment process. It is imperative that all of our programs are developing a culture of assessment.

Both of the programs in the School of Journalism and Mass Communications are in Level 2 of the NCA/HLC levels of implementation. This means that both are making progress toward implementing a viable assessment program. In the separate reports, the UAC has provided some guidance in developing the assessment program more extensively. In the next few years the program needs to concentrate on the three areas of evaluation more extensively. First, the programs need to revisit the instructional goals/learning outcomes. At present some of them are difficult to measure, especially the outcomes which have the word “understanding” in them. It is difficult to determine what one means by understanding, and therefore, difficult to measure. It would probably be a good idea to work with two or three outcomes of the seven undergraduate programs at first, then in the second year, revisit several more, and in the third year, complete the process. The program should also attempt to measure the revised goals/outcomes in the years they are revised; therefore, the program will not have to measure all of the outcomes, but over
a three year period of time all of the goals/outcomes will be revised and measured. This process can then be repeated.

The graduate program has the same kind of broad instructional goals/outcomes as the baccalaureate program does. In this case, the goals/outcomes should be divided into two groups and one group revised and measured during the 2004-2005 year and the other group revised and measured during the 2005-2006 year.

The final part of the assessment process is establishing an effective feedback loop whereby the program uses the assessment data collected and analyzed to make further programmatic decisions.

It is hoped that after perhaps five years, that enough data will be collected to make significant changes in the manner in which student academic achievement decisions are made.

It appears that the programs are progressing very well in their assessment efforts. Good luck with the review and evaluation process.

If you have need of further assistance, please do not hesitate to contact this office.

Sincerely,

Robert F. Edmunds
Coordinator for Program Review and Assessment
Dr. Dan Angel  
President  
Marshall University  
Old Main 216  
Huntington, West Virginia  25755

Dear Dr. Angel:

In accordance with Series 11, "Policy Regarding Program Review," the Graduate/Professional Degree Program Review Committee for the University System has completed its review of selected graduate degree programs at Marshall University. General comments and the committee's recommendations for the programs reviewed in 2000 are provided below. An asterisk (*) beside the program indicates a request for follow-up action, a progress report or resubmission.

COMMENTS ON ASSESSMENT

As in past years, the Committee has placed considerable emphasis on programmatic assessment. One result of this emphasis is that the self-study reports show improved assessment efforts on campus. There is need, however, for greater development in the application of assessment results in improving academic programs. In future reports the Committee will expect to see significant evidence of use of assessment data to improve instruction and program quality. To facilitate the reporting of assessment activity in future reports, the element on assessment in the reporting format has been rewritten to help clarify information that should be provided. All reports submitted in 2001 should follow the revised format.

FULL REVIEWS

MA - English
The Committee concurs with the institutional recommendation to continue at the current level of activity.

5/4/00
C Sarah Denman  (For dist. & action)
Fr Layton Cottrill for Pres Angel
1918 Kanawha Boulevard, East Suite 700  Charleston, WV 25301-2827
Phone (304) 558-0262  Fax (304) 558-1646
MA - Communication Studies
The Committee concurs with the institutional recommendation to continue at the current level of activity. The Committee noted that this is a strong program that may need additional faculty if the anticipated enrollment increase is realized.

MAJ - Journalism
The Committee concurs with the institutional recommendation to continue at the current level of activity.

MA/MS - Biological Sciences
The Committee concurs with the institutional recommendation to continue at the current level of activity. The Committee noted that the Department has developed an excellent assessment program.

MS/PhD - Biomedical Sciences
The Committee recommends continuation of the program at the current level of activity.

MA - Communication Disorders
The Committee concurs with the institutional recommendation to continue at the current level of activity. The Committee noted that a low percentage of faculty had terminal degrees, and suggests that the department attempt to address this issue prior to the next review cycle.

MSN - Family Nurse Practitioner
The Committee concurs with the institutional recommendation to continue at the current level of activity.

MD - Medicine
The Committee concurs with the institutional recommendation to continue at the current level of activity. The Committee noted a commitment by the school to address concerns reported in the last accreditation report.

FOLLOW-UP REPORTS

MS/MS - Geography
The Committee accepted the follow-up report regarding assessment, but notes that the assessment program is still weak. The Department should develop a strong assessment program by the next regularly scheduled review.

MS - Physical Science
The Committee concurs with the institutional recommendation to continue at the current level of activity. For the next scheduled review, the Department needs to clearly identify the curriculum for the areas of physics, physical science and geology. The Geobiophysical major provides a good model. Student recruitment needs to be a high priority.

MS - Forensic Science
The Committee accepted the report regarding the commitment of resources to the program.
Report of On-Site Evaluation

2002 – 2003

Draft Copy

Accrediting Council on Education in Journalism and Mass Communications

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

Report of on-site evaluation for 2002 - 2003 — 1
# Report of On-Site Evaluation

## ACEJIMC

### 2002 - 2003

**Name of Institution:** Marshall University  
**Name and Title of Chief Executive Officer:** Dan Angel, President  
**Name of Unit:** W. Page Pitt School of Journalism & Mass Communication  
**Name and Title of Administrator:** Harold C. Shevor, Dean

**Date of 2002-2003 Accrediting Visit:** October 20-23, 2002

If the unit is currently accredited, please provide the following information:  
**Date of the previous accrediting visit:** February 2-5, 1997  
**Recommendation of the previous accrediting team:** Reaccreditation  
**Previous decision of the Accrediting Council:** Reaccreditation  
**Recommendation by 2002-2003 Visiting Team:** Reaccreditation

Prepared and submitted by:

<table>
<thead>
<tr>
<th>Team Chair</th>
<th>Name and Title</th>
<th>Organization/School</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Kathleen S. Kelly, Professor and Public Relations Coordinator</td>
<td>Department of Communication, University of Louisiana at Lafayette</td>
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**Signature**

<table>
<thead>
<tr>
<th>Team Members</th>
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<tbody>
<tr>
<td></td>
<td>Douglas A. Boyd, Professor</td>
<td>Department of Communication, University of Kentucky</td>
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**Signature**

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<tbody>
<tr>
<td></td>
<td>Katherine J. Mill, Professor and Chair</td>
<td>Department of Journalism, California State University, Chico</td>
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<th>Team Members</th>
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<tbody>
<tr>
<td></td>
<td>Michael Reis, Professor and Director</td>
<td>E. W. Scripps School of Journalism, Ohio University</td>
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<tbody>
<tr>
<td></td>
<td>Betty Anne Williams, Director</td>
<td>Student Media Institute, Washington, D.C.</td>
</tr>
</tbody>
</table>

**Signature**

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</table>

**Signature**

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PART I: General Information

This General Information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 13 - 19 and 22) and update them as necessary. The unit then should print a copy of this section for each team member and present the new material to the team upon its arrival on campus. The team will include this section in the site team report.

| Name of Institution: Marshall University |
| Name of Unit: W. Page Pitt School of Journalism and Mass Communications |
| Year of Visit: 2002-2003 |

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
   - [x] North Central Association of Colleges and Schools
   - [ ] Northwest Association of Colleges and Schools
   - [ ] Southern Association of Colleges and Schools
   - [ ] Western Association of Schools and Colleges

2. What is the institution's type of control? Check more than one if necessary.
   - [ ] Private
   - [x] Public
   - [ ] Other (specify)

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

   Marshall University is a statutory state public institution of higher education as defined and delineated in Chapter 18B, Article I, Section 2 of the West Virginia Code of 1931, as amended.

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?
   - [x] Yes
   - [ ] No

   If yes, what was the date of the last accrediting visit? February, 1997.

5. When was the unit or sequences within the unit first accredited by ACEJMC?
   - 1975

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

Mission Statement
W. Page Pitt School of Journalism and Mass Communications
(adopted 2001-2002)

As a degree-granting academic unit at Marshall University, the W. Page Pitt School of Journalism and Mass Communications pursues Marshall’s general statement of purpose. Consequently, the program’s overall mission is to provide an academic experience that seeks to enable graduates to:

1. Think logically, critically and creatively, and be able to recognize this ability in others;
2. Communicate ideas clearly and effectively, both in speaking and in writing;
3. Evaluate the influences that help to shape individuals, institutions, and societies;
4. Understand the values, achievements, and aesthetic contributions of past and present cultures; and
5. Perceive, investigate and solve problems by enlisting the most appropriate historical, comparative, quantitative and qualitative research methods available.

The W. Page Pitt School of Journalism and Mass Communications’ programs and curricula are based on the conviction that future journalists and mass communicators are best prepared for life and for their careers when they are broadly educated in the liberal arts. The importance of preparing them for the demands of the workplace also is essential. Knowledge and skills that are essential to success in journalism and mass communications are also emphasized to prepare students for full participation – including leadership – in their professions. In addition, the School of Journalism and Mass Communications’ program seeks to promote knowledge and awareness about mass communications among students who do not intend to pursue careers in one of the mass communications fields.

The SOJMC offers instruction for students seeking a degree in advertising, broadcast journalism, online journalism, print journalism, public relations, journalism education and radio-television. To conform to the university’s mission and the role and realities of the mass media industries in the USA and the world, the SOJMC uses teaching, research and service to contribute to Marshall’s mission and, to that end, has adopted specific goals essential to the achievement of the University’s mission.

Report of on-site evaluation for 2002-2003 – 4
The SOJMC seeks to:

a. Provide journalism and mass communications instruction for students primarily from the state of West Virginia and the areas of Kentucky and Ohio that comprise the Tri-State region
b. Graduate a pool of qualified employees for the advertising, magazine, newspaper, public relations, online journalism, radio and television industries
c. Provide assistance to high school media programs in the West Virginia and the Tri-State region
d. Provide information to alumni about the school's activities and to assist alumni with career advancement
e. Work with journalism and mass communications professionals on programs of mutual benefit, and
f. Make a special effort to provide opportunities for women and racial and ethnic minorities.

and to graduate students who:

<table>
<thead>
<tr>
<th>SOJMC Goals</th>
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</thead>
<tbody>
<tr>
<td>1. Are able to prepare and disseminate oral and written communications in</td>
</tr>
<tr>
<td>Standard American English</td>
</tr>
<tr>
<td>2. Know and can explain the freedoms and rights guaranteed by the</td>
</tr>
<tr>
<td>Constitution of the United States with emphasis on the First Amendment</td>
</tr>
<tr>
<td>3. Can seek, locate and synthesize information from a variety of</td>
</tr>
<tr>
<td>quantitative and qualitative sources and prepare their results for</td>
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<tr>
<td>presentation in a variety of formats</td>
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<tr>
<td>4. Can articulate the ethical responsibilities and legal ramifications</td>
</tr>
<tr>
<td>with which professional communicators must concern themselves</td>
</tr>
<tr>
<td>5. Recognize the value of accurate reporting and writing and the need to</td>
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<tr>
<td>provide diverse cultural viewpoints access to the global marketplace of</td>
</tr>
<tr>
<td>ideas</td>
</tr>
<tr>
<td>6. Realize that innovations require a lifelong commitment to learning and</td>
</tr>
<tr>
<td>periodical updates of their technological skills</td>
</tr>
<tr>
<td>7. Make and can articulate the reasons for their decisions</td>
</tr>
<tr>
<td>8. Understand the history, roles, real and theoretical effects, and global</td>
</tr>
<tr>
<td>impacts of journalism and mass communications</td>
</tr>
<tr>
<td>9. Understand the historical and current career paths and possibilities</td>
</tr>
<tr>
<td>for their chosen major</td>
</tr>
<tr>
<td>10. Serve their communities and their professions as responsible and</td>
</tr>
<tr>
<td>active citizens.</td>
</tr>
</tbody>
</table>

7. What are the type and length of terms?

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

- Yes
- No

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

- 36 semester hours for the non-thesis M.A.
- 32 semester hours for the thesis M.A.

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

- Undergraduate students may count three semester hours toward graduation plus three additional semester hours as elective credit beyond the 128 semester hours for graduation. Graduate students may count three hours of internship credit.

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

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Person in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>Janet Dooley</td>
</tr>
<tr>
<td>Broadcast journalism</td>
<td>Dan Hollis</td>
</tr>
<tr>
<td>Online journalism</td>
<td>Joan Price</td>
</tr>
<tr>
<td>Print journalism</td>
<td>Ralph Turner</td>
</tr>
<tr>
<td>Public relations</td>
<td>Harold Shaver assisted by Kim C. Simpson (temp.)</td>
</tr>
<tr>
<td>Radio-television</td>
<td>Charles Bailey</td>
</tr>
</tbody>
</table>

13. Number of full-time students enrolled in the institution (10/15 census data):

- Fall 2001 (October 15): 15,573
- Fall 2001 (November 1): 16,038
- Fall 2002 (October 15): 16,238 (+4.27%)
14. Number of undergraduate majors in the unit, by sequence and total:

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Undergraduate majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>56</td>
</tr>
<tr>
<td>Broadcast journalism</td>
<td>86</td>
</tr>
<tr>
<td>Online journalism</td>
<td>0</td>
</tr>
<tr>
<td>Print journalism</td>
<td>93</td>
</tr>
<tr>
<td>Public relations</td>
<td>82</td>
</tr>
<tr>
<td>Radio-televison</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>383</td>
</tr>
</tbody>
</table>

15. Number of graduate students enrolled: 35

16. 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring 2002 (end of semester)</th>
<th>Fall 2002 (beginning of semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Gathering &amp; Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 102-sec. 1</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>102-sec. 2</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>102-sec. 3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>102-sec. 4</td>
<td>13</td>
<td>not offered</td>
</tr>
<tr>
<td>102-sec. 5</td>
<td>15</td>
<td>not offered</td>
</tr>
<tr>
<td>New Writing I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 201-sec. 1</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>201-sec. 2</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Advertising &amp; Continuity Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 221-sec. 1</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Introduction to Audio Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 231-sec. 1</td>
<td>10</td>
<td>not offered</td>
</tr>
<tr>
<td>Graphics of Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 241-sec. 1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>241-sec. 2</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Special Topics: Introduction to Radio Sportscasting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 280-sec. 1</td>
<td>not offered</td>
<td></td>
</tr>
<tr>
<td>News Writing II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 301-sec. 1</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>301-sec. 2</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Advanced Editing &amp; Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 302-sec. 1</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Radio-Televison Announcing &amp; Newscasting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 331-sec. 1</td>
<td>not offered</td>
<td></td>
</tr>
<tr>
<td>Introduction to Video Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 332-sec. 1</td>
<td>15</td>
<td>not offered</td>
</tr>
<tr>
<td>Television Reporting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Total expenditures planned by unit for academic year in which visit will occur: $1,100,000
Percentage increase or decrease in three years: 26.8%
Amount spent this year on full-time faculty salaries: $575,491

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

Dr. George Arnold - Professor
Dr. Corley Dennison - Professor
Dr. Harold Shaver - Professor and Dean
Dr. Ralph Turner - Professor
Prof. James Edward Penny - Carter G. Woodson Visiting Professor (unranked)
Dr. Charles Bailey - Associate Professor
Prof. Janet Dooley - Associate Professor (sabbatical, fall 2002)
Prof. Rebecca Johnson - Associate Professor
Prof. Sharon Bresnach - Assistant Professor (temporary)
Prof. Allyson Goodman - Assistant Professor
Prof. Dan Hollis - Assistant Professor
Prof. Marilyn McClure - Assistant Professor
Prof. Joan Price - Assistant Professor
Ms. Kimberly Carico Simpson - Instructor (temporary)

19. Number of part-time faculty teaching at least one course or part of a course during the term in which the visit will occur: seven (four at the Huntington campus, one at the South Charleston campus of the Graduate College, one at the Mid-Ohio Valley Center in Pt. Pleasant, and one at the Teays Valley Center in Winfield). During the preceding term: three (all at the Huntington campus).


Date Created: March 6, 2002 Revised: 1/31/2005
Program Review MAJ.doc
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
20. Courses outside the major and in liberal arts.

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>80 or more semester hours outside the major</th>
<th>65 or more semester hours in liberal arts/sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>academic year</td>
<td>32</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2002-2003</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>academic year</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

All students in these two years also fulfilled the old 90-65 rule.

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

The unit has tried mightily to develop a complete assessment program in order to meet ACEMC expectations before the 2003 deadline. Discussions have been held during faculty meetings, and special efforts have been made to develop measures for some courses, especially the core courses. Dr. Phil Jeter worked with the dean and some faculty members to develop assessment measures, but only a limited amount of progress occurred. The plan is to work on one or two 100-level courses and one or two 200-level courses and then move on systematically from there through all the core courses. This is to be followed by development of assessment measures for sequence-based courses.

Despite the limited progress on developing an assessment plan, the program has long measured the progress of its students by several measures. Among them are these:

1. Students must show English language proficiency by passing JMC 100, Fundamentals of Journalistic Writing and Editing, with a C or by scoring 77 or better on the test-out given at the beginning of each semester. Entrance to advanced writing courses is blocked if proficiency has not been demonstrated. The final exam in JMC 100, which is identical to the test-out, is used to measure language competency at the conclusion of the course.

2. Students' ability to apply the professional skills and attitudes taught in their majors are tested through their performance during their internships (and in a few cases during a practicum). Students' performance is evaluated by the faculty member who is the internship coordinator and by the internship supervisor.

3. JMC 440, Mass Communications Ethics, is the capstone course in which students demonstrate their academic writing skills and their oral presentation skills. The course is partially focused on a debate format, and students' writing ability is evaluated through the paper they write in which they present arguments and evidence on two sides of an ethical issue in mass communications. After writing the paper they are assigned the pro or con side of the debate and team with other one or two other students in the class to debate the issue before the class.

4. Awards won by students in state, regional and national competitions are another measure of competency. This assessment approach has been applied primarily to the work produced by students for the student media, The Parthenon, WMUL-FM and "MU Report." Achievement with the National Student Advertising Competition and with the Bateman Competition, sponsored by PRSSA, also fit into this approach. Radio students have been particularly successful at winning awards, and students who recently graduated holding a total of 65 awards will for some time serve as the comparative standard for other radio students. This competency area is excellent for marketing purposes but must be formalized and standardized in order to have more value for assessment purposes.

5. Alumni surveys, discussed elsewhere in the self-study also measure students' perceptions of how well they were prepared for the world of work.
PART II: EVALUATION

Standard 1: Governance/Administration

Team Evaluation:

Marshall University is one of two major public universities in West Virginia. Located in Huntington, it serves students primarily from the state and contiguous areas of Kentucky and Ohio. Marshall, a comprehensive university, is in a growth period, having set new enrollment records last year and this year. In Fall 2002, total enrollment was 16,238.

The journalism program at Marshall dates back to 1926, when W. Page Pitt began teaching a feature writing class and directing the student newspaper. Within five years, the program officially had become the Department of Journalism, which in 1980 was granted school status and dedicated in Pitt’s name and honor. In 1991, the unit became the W. Page Pitt School of Journalism and Mass Communications when the broadcasting program was moved from the then Department of Speech to the journalism school. The unit was first accredited by ACEJMC in 1975.

The School offers an undergraduate degree in six sequences: Advertising, Broadcast Journalism, Online Journalism, Print Journalism, Public Relations and Radio-Television. It also offers a professional master’s degree in journalism. In Fall 2002, the School enrolled 383 undergraduate majors and 35 graduate students. In addition, the School staffs a journalism education program in cooperation with the College of Education and Human Services. The School has administrative responsibility for two student media: the campus newspaper, The Parthenon, and the student radio station, WMUL-FM.

The School’s mission emphasizes professional education grounded in the liberal arts. Goals specified in its mission statement deal primarily with teaching and service, although research is mentioned in another section as a way the School contributes to the university’s mission.

At the time of the last accreditation visit in 1997, the School was housed in the College of Liberal Arts. It now is a free-standing unit, having been granted independence on a permanent basis in March 1999. The School’s dean, formerly the director, reports directly to Marshall’s provost and senior vice president for academic affairs, Dr. Sarah Denman. The change to an autonomous unit has yielded many benefits for the School, including greater control over its budget and policies.

Marshall University also has a new president since the last accreditation visit. The 2000 appointment of Dr. Dan Angel, whose doctorate is in communications, is viewed as a positive development for the School, particularly as his predecessor had been unfriendly to the unit following a 1992 public disagreement over the student newspaper printing the name of a rape victim. President Angel has announced that his interests lie in acquiring national prominence for Marshall, a vision promoted in a recently launched $100-million capital campaign. The president’s announcement and comments by other campus administrators indicate the university is moving toward greater emphasis on faculty research, a move that will affect the School’s mission and future operations.
In Fall 2002, the School employed 14 full-time faculty, including the dean, two temporary faculty members, and the current holder of the Carter G. Woodson Visiting Professorship of Journalism and Mass Communications. One of the two temporary faculty members was hired for 2002-2003 to help staff the Public Relations sequence while the School conducts a search to fill a vacated position. The other faculty member is in the fourth year of filling a temporary position given to the School when one of its full professors was appointed assistant dean of Marshall’s University College and the bulk of his line was rededicated to that purpose. The Woodson Professorship is described under Standard 6 of the report.

In Fall 2002, the School also employed three and one-half staff members, consisting of one program assistant (previously classified as an administrative secretary), an information technologist shared equally with the College of Fine Arts, the advertising manager for The Parthenon, and a news and public affairs reporter for West Virginia Public Radio. The last position is explained under Standard 10 of the report.

The administrative staff is too lean, which is detrimental to the School. It is the only unit of the nine reporting to Marshall’s provost that does not have an associate or assistant dean. A solution emerged shortly before the site visit. As confirmed by the provost, the full professor’s line utilized by University College will be returned to the School at the end of this academic year and will be used to fund an assistant dean position. Recovering the line will strengthen the School’s administration; however, it also may result in loss of the temporary faculty position, which would reduce the number of faculty teaching a full load—four courses each semester.

Despite sometimes difficult circumstances, Dr. Harold “Hal” Shaver has performed admirably as the School’s director and now dean for 12 years. The 1997 accreditation team praised him for providing needed leadership and solving some of the School’s long-standing problems. The team attributed strong faculty involvement in self-governance to Shaver’s collegial decision making, fairness and democratic handling of issues. The 2002 team concurs with the assessment. Interviews with faculty, representatives of other campus units and the provost revealed that Shaver is respected and well-liked. He enjoys excellent rapport with and the confidence of those with whom he works. He is credited for much of the School’s success. According to the provost, no one could have been a better choice for heading the School during its transition to an independent unit.

The dean is evaluated annually by the faculty and provost and every four years by the president. As evidenced by minutes, the faculty meets at least once each month during the regular academic year. Members are organized into three standing committees: (a) Curriculum, which also deals with planning, assessment, facilities and technology; (b) Graduate, Research and Personnel, which consists of all tenured faculty; and (c) Management Functions, which handles external and alumni relations, scholarships and diversity. Ad hoc committees, including search committees, are formed as needed. The committees make recommendations that are voted on by the entire faculty at its frequent meetings.

Perhaps the best example of the unit’s high degree of shared governance—and collegiality—is that a faculty vote determines how annual salary supplements are distributed—as either equal percentages of base pay or equal amounts. (Minutes show that in recent years equal amounts have been unanimously approved.)
Commendably, the School includes student representatives as full voting members on all faculty search committees. Officers of student professional organizations, such as the PRSSA chapter, comprise a student advisory council that participates in some governance issues, although it primarily is involved in planning and executing special events sponsored by the unit.

The School’s independent status has – by necessity – increased faculty participation on university committees and other decision-making groups. Some faculty serve on as many as three campus committees, which, when added to their school service and heavy teaching load, greatly reduces the amount of time available for research and creative activities.

Marshall’s School of Journalism and Mass Communications has built a very good infrastructure for effective governance and administration. It enjoys a high degree of autonomy, a supportive university administration, a dedicated leader and a faculty that actively participates in setting policy. Future challenges include adapting its mission to a changing campus environment and overcoming constraints that hamper its continued progress.

COMPLIANCE
Standard 2: Budget

Team Evaluation:

West Virginia is not a wealthy state; thus its public colleges and universities are not well-funded. Indeed, salary policies in 2002 dictated that Marshall University faculty – on average – should earn 76.2 percent of the salary paid for comparable positions at peer institutions. Marshall is facing a budget reduction in state funds of as much as 10 percent in 2003-2004. Within this context, the School of Journalism and Mass Communications has been adequately funded.

Independent since 1998-1999, the School is no longer bound by the College of Liberal Arts’ formula for allocating funds. The budget now is developed by the dean in consultation with the provost. Faculty participate by citing needs and priorities. The amount allocated depends on funding available. According to the provost, the School fares as well as other academic units on campus and better than many when focusing only on equipment funding in the recent past.

Following its 1997 reaccreditation, when it was found in noncompliance on the equipment and facilities standard, the School was given top priority for equipment allocations. Between 1997-1998 and 2000-2001, it received a total of $321,958, which was spent to upgrade television production facilities and a computer graphics laboratory, among other purposes. Also, the School now charges all students a laboratory fee of $30 per lab course per semester, which allows for regular maintenance and repair of equipment used for teaching and campus media. A campus-wide technology fund exists to replace faculty computers every three to four years.

The School’s budget for 2002-2003 is $1,100,000, of which 52 percent is for full-time faculty salaries. The budget has increased 26.8 percent in the last three years. Private funding has supplemented state funds. For example, all faculty development, including travel, is paid for by unrestricted gifts.

Most of the unrestricted private money is generated by two annual events: “The Third House,” sponsored by the Journalism and Mass Communications Alumni Association, and a golf tournament, sponsored by the Dean’s Advisory Group. Since it was started in 1988, “The Third House,” which is described under Standard 10, has raised nearly $100,000 for the School.

The School has been fortunate to receive two major gifts of $60,000 or more from individuals to endow scholarships: the Marvin Stone Scholarships and the Estelle “Bill” Belanger Scholarship. Numerous other scholarships have been funded by alumni and friends. In 2001-2002, scholarships awarded from funds controlled by the unit totaled $14,750.

On the other hand, the unit has lost a total of two and one-half graduate assistants since the last accreditation visit. Salary constraints and a current freeze on faculty and staff lines hamper hiring efforts and contribute to less-than-desired scholarly productivity.

Future progress of the School will depend on policy changes at the university level, which are now being studied, and a more intensive and sophisticated fund-raising effort by the unit.

COMPLIANCE

Report of on-site evaluation for 2002 - 2003 — 14
Standard 3: Curriculum

Team Evaluation:

The School has six undergraduate sequences: Advertising, Broadcast Journalism, Online Journalism, Print Journalism, Public Relations and Radio-Television. The faculty has revised and updated courses as the professions and School personnel have changed. Students in all sequences are required to take four core courses: Media Literacy, Information Gathering and Research, Law of Mass Communications and Mass Communications Ethics. All but Radio-Television students also are required to take Digital Imaging for JMC. All sequences now require one three-credit professional practicum or internship.

The unit’s curricula represent a professional program grounded in the liberal arts, which balances hands-on training with conceptual academic offerings. Classroom observations and meetings with students indicated that the School’s students have a grasp of the professional values and competencies advanced by ACEIMC. For example, students appear committed to such ethical standards as truth and fairness.

The School is in 100 percent compliance with the 80/65 rule. However, the team suggests that the School review its current policy of allowing students to take JMC courses in excess of the 42 credit hours (43 for Radio-Television) required for the major. This practice increases teaching demands on a faculty already burdened with a heavy teaching load (four courses per semester) and contributes to what the team views as a problem — less-than-desired scholarly productivity.

ADVERTISING

In Fall 2002, there were 56 students enrolled in the Advertising sequence, evenly distributed among the four class levels. Based on review of catalogs and syllabi, the curriculum requires courses common to traditional advertising sequences. In addition to core courses, students take six required advertising courses: Advertising and Continuity Writing, Fundamentals of Advertising, Advertising Strategy and Execution, Advertising Media Planning, Advertising Research and Advertising Campaigns. The program has a good mixture of creative and management learning opportunities.

Telephone interviews with industry contacts indicated that graduates of the sequence are extremely well-prepared and are comfortable with media terminology and process. They are praised for being team players and innovative thinkers.

BROADCAST JOURNALISM

The Broadcast Journalism sequence serves the second largest number of majors in the School, 86 in Fall 2002. In addition to core requirements and an upper-division elective similar to the other sequences, the curriculum requires Television Reporting and Advanced Television Reporting. These two courses form a year-long experience in television news production resulting in a 15-minute segment every other week called " MU Report," a news show that is combined with a 15-minute segment from West Virginia University and distributed statewide on West Virginia Public Television. In addition, the students produce a five-minute news segment that is shown
on the Jumbotron screen in the stadium before home football games. These outcomes are the capstone of the Broadcast Journalism sequence, and the students seem to take pride in them and give them considerable energy and attention. Each Broadcast Journalism major also completes courses in In-Depth Reporting, Reporting Public Affairs and Web Strategies. Most majors seem to be preparing for careers in television news.

ONLINE JOURNALISM

When the School recently revised its curriculum, an Online Journalism sequence was added, making it the newest course of study offered. Course requirements for the sequence are similar to those for Print Journalism. Two new courses were developed to provide a basis for the sequence and to extend cross-training opportunities: Web Strategies and Web Design for Mass Media.

Few students have declared an interest in an Online Journalism major so far, perhaps because a career path in the field is less clearly defined than in more traditional areas. The program needs publicity in order for students and potential employers to know that it exists.

PRINT JOURNALISM

The Print Journalism sequence with 93 students is the School’s largest. The course of study provides instruction in the practical fundamentals as well as grounding in liberal arts.

The introductory courses, Media Literacy and Information Gathering and Research, are geared toward assessing students’ basic communication skills, explaining the role of journalists in a multicultural society and exploring some legal and ethical dilemmas faced by today’s practicing journalists. Upper division courses in the sequence are more specialized and intensify the learning experience in visual journalism, language skills and news gathering and reporting.

PUBLIC RELATIONS

Majors in the Public Relations sequence—82 in Fall 2002—take eight courses beyond the six-course core. Four are dedicated to public relations: Fundamentals of Public Relations, Public Relations Writing, Public Relations Case Studies and Public Relations Campaign Management. Students also are required to take News Writing I and II. The second news writing course carries the additional requirement of working for The Parthenon. Although a few complain about the emphasis on journalistic skills, students generally recognize the value of their preparation in that good writing is deemed by the profession as the most important skill in public relations. At the same time, the already tight curriculum lacks a research course that trains students in quantitative and qualitative methodologies. Research increasingly is recognized as public relations’ second most important skill. Although faculty report that research is incorporated in other courses, a separate course is common to top-ranked public relations programs.

Students reported that they also would like special topic courses. They complained somewhat that the curriculum lacks an intensive hands-on experience in public relations like the kind provided to journalism and broadcasting students through their work with the campus media.
Such experience, they argued, is needed to build their confidence and better prepare them for internships. The campaigns course usually provides the forum for such experiences.

RADIO-TELEVISION

The Radio-Television curriculum also is labeled Electronic Media Management. It had 66 majors in Fall 2002. Whereas Broadcast Journalism emphasizes the role of those reporting news in front of the camera, Radio-Television emphasizes other aspects of broadcasting, especially those involving radio and management. In addition to core requirements, the Radio Television sequence requires courses in Audio Production; Practice in Radio (1 credit hour); one of two video production courses; Broadcast Industry Promotion, Sales and Underwriting; and Electronic Media Management. Students also must take International Mass Communications; either Contemporary Issues in Radio and Television or Women, Minorities and the Mass Media; and either Web Strategies or Web Design for the Mass Media. Majors in Radio-Television seem to be preparing for careers in radio, production, sales or management.

Many of the Radio-Television students work at WMUL-FM during their student years, both in courses and as volunteers. The extremely large number of awards won by student radio productions speaks well of the quality and motivation of work being done by majors.

Relationship Between Broadcast Journalism and Radio-Television

There seems to be an arbitrary and somewhat unproductive distinction between these two sequences, sequences that would seem to have much in common. The difference is historically based in that Radio-Television was incorporated into the School in 1991. After 10 years, more integration could have taken place.

One gap is the absence of significant radio experience in the Broadcast Journalism curriculum. “Broadcast” includes both radio and television, but the Broadcast Journalism curriculum emphasizes only television. Writing and speaking for radio would seem to be complementary to training in television, but it is left up to the individual student whether he or she will spend significant time at WMUL-FM or in other radio news.

Another gap is the absence of significant participation in “MU Report” (produced by students enrolled in Television Reporting and Advanced Television Reporting) on the part of Radio-Television majors. Because “MU Report” includes extensive field and studio production, the more technically oriented Radio-Television majors could gain valuable experience assisting in it and would presumably contribute to an enhanced overall look and quality for the program.

The identification of the Radio-Television sequence as “Electronic Media Management” clarifies some potential confusions. For example, because of the obvious affinity of Broadcast Journalism and Radio-Television, it is difficult to discern why Broadcast Journalism requires the course Digital Imaging for JMC and Radio-Television does not. It is similarly puzzling why Radio-Television requires industry, management and international courses while Broadcast Journalism does not. To avoid such confusions, a change of sequence title to Electronic Media Management might be helpful, but we leave any potential remedies up to the School’s faculty.

COMPLIANCE
Standard 4: Student Records/Advising

Team Evaluation:

Student records are kept in the dean's private office, which is locked each evening. Graduation clearance forms document course obligations and completions. Faculty plan to design separate forms for each sequence, which would make the process more efficient.

Advising is a strong component of this program. Within the School, freshmen and sophomore students are required to see their advisers each semester in order to register for classes. Juniors and seniors voluntarily participate. To promote the importance of advising, a hold is placed on the programs of underclass students who neglect to see their advisers. Students rarely have difficulty when registering for classes and appear to take courses in appropriate order.

There are several summer orientation sessions for incoming freshmen and their parents. During these sessions, faculty members and/or the dean assist students with scheduling.

Helpful advising materials are available for student use. They are clearly written and easy to follow. Students indicate they know it is possible to graduate in four years. Those taking longer than the prescribed time take responsibility for their own scheduling errors, changes in major and personal problems.

Students have access to campus-wide academic assistance and career counseling. These campus student services are appropriate for the type of support normally needed by university students. Within the School, students attend a yearly orientation meeting to plan for internships, which are required for all sequences. Intern announcements are posted on bulletin boards and the internship coordinator, a long-time full professor, is well-known to the students.

Career counseling is frequently initiated by students or faculty. Students appreciate the faculty's willingness to accept telephone calls at home and to assist with personal issues at all times.

COMPLIANCE
Standard 5: Instruction/Evaluation

Team Evaluation:

Marshall University requires four-course-per-semester teaching assignments of its faculty. Therefore, the School of Journalism and Mass Communications' 14 full-time faculty members are immersed in designing and delivering educational opportunities. Assignments vary and teaching schedules change to serve programmatic needs. Full professors teach in the undergraduate and graduate programs. One associate professor is an associate member of the graduate faculty. Currently, of the seven male and seven female faculty members, four senior-ranked men and one junior-ranked woman have teaching reductions of two or three courses per semester for media advising or administrative duties. In Fall 2002, there were seven part-time faculty teaching in the unit. Yet more than 80 percent of all classes traditionally are taught by full-time faculty. Due to the distribution of graduate faculty status and reduced teaching loads, a major portion of the undergraduate classes are taught by the predominantly female junior faculty.

Teaching is truly the School's strength and is enthusiastically endorsed by students. Classroom visits, reviews of syllabi and student interviews indicated the quality of instruction to be very high. Students describe the faculty as dedicated, caring and well-prepared to meet their classes. They are available to students and provide individual guidance as necessary. School summary data indicate a very high level of satisfaction among students. Multiple-section courses, such as Information Gathering and Research, have been standardized by the same textbook and a similar grading structure. Syllabi are well-organized yet vary widely in the details offered about each course.

Seven of the full-time faculty have been recognized by campus and state entities for outstanding teaching during the past three years. As the School is one of the smallest on campus, the number of awards it has received is disproportionate to its size and a tribute to its faculty.

The School's yearly review process is thorough and required of all full-time faculty members. Student evaluations are administered each semester by the university's Institutional Research office. Peer evaluation forms, some individually designed to match the work assignment, are completed each semester by at least two JMC faculty who visit the classroom. Syllabi and vita review and an interview with each faculty member also are conducted. Data from the review become the basis for retention, tenure and promotion decisions. Awarding of merit salary increases is influenced by this data. When necessary, the dean designs written performance improvement plans for faculty needing remediation.

Although teaching already is a hallmark of the program, faculty members attend many workshops and conferences to further improve their teaching. However, as discussed under Standard 9, this is not a faculty that conducts a great deal of research and creative activity separate from members' instructional obligations. As such activities inform and enrich instruction, it is an area in need of improvement. In addition, JMC faculty may find themselves pressured to engage in more research and creative activity in response to the new administration's quest for national recognition for Marshall University.

ADVERTISING

The Advertising sequence has an effective mix of creative, hands-on and lecture learning opportunities. Student evaluation data for sequence instructors are very supportive of their efforts. Classroom visits found the majority of students engaged in learning in a variety of ways. Instructional delivery methods included traditional lectures, writing assignments on deadline, student presentations and test taking. Students in the campaign class participate in AAF competitions, which requires the instructor to spend many evenings on campus with her students. In interviews, students demonstrated a high level of professionalism and motivation. They greatly appreciate the dedication and enthusiasm of their discipline as reflected by their instructors. As a result of the recent curriculum revision, faculty are developing additional intern placements in order to meet increasing demand.

BROADCAST JOURNALISM

Instruction in the Broadcast Journalism sequence emphasizes strong reporting and presentation skills in a mixture of hands-on and general journalistic classes.

Through visiting classes, inspecting syllabi, and interviewing students, it is clear that the students appreciate the purposes and teaching styles in the sequence. The capstone courses, Television Reporting and Advanced Television Reporting, are taught by the coordinator of the sequence, Assistant Professor Dan Hollis. These courses produce news packages, and the students become deeply involved in the process. They learn the writing, shooting and editing skills necessary in the production of television news. They learn to be productive, creative, technically competent, and fearless in the face of criticism. Hollis is dynamic and expressive in front of his class and draws out extensive participation from the students. His extensive experience in producing television and video prior to his faculty appointment makes him an ideal teacher for these classes, and the students appreciate this. Other required courses in the sequence ensure a broad comprehension of journalistic duties, skills, and values.

ONLINE JOURNALISM

As discussed earlier, the online journalism sequence is very new and has attracted few majors to date. At the time of the site visit, no students were enrolled in the sequence. However, instruction in courses central to the sequence, such as Digital Imaging for JMC and Web Strategies, is of high quality, as attested to by classroom visits. Faculty teaching these and other courses demonstrate solid knowledge of new technologies, which they are eager to pass on to students.

PRINT JOURNALISM

The School has developed a reputation as a reliable source of bright, well-trained print journalists, largely based on the solid teaching skills of the professors who lead the sequence. Marshall's senior print journalism faculty members are renowned in the state, not merely for longevity but for their skillful direction of student journalists.

Students were uniform in describing their professors as demanding task masters whose high standards made it difficult to earn an "A." Faculty members from other academic units described
JMC students as among the best prepared and most disciplined on campus. And employers around the state said they had come to expect a level of preparation from Marshall students that make them among the best choices for quick integration into a newsroom.

PUBLIC RELATIONS

Instruction in the Public Relations sequence is led by two faculty members: Dean Hal Shaver, who teaches one JMC course a semester, and a temporary instructor who is covering classes while the School searches for a tenure-track assistant or associate professor. Other full-time and part-time faculty teach public relations courses to meet the demand of majors, as well as students from other disciplines. Based on classroom observation and comments by public relations students, the quality of instruction is very high. Students rave about their instructors and find the classroom environment exhilarating. Faculty use numerous creative techniques, such as role playing, to stimulate a great deal of interaction. Computer technology is integrated with course work. Material is presented in an informative manner, often backed by examples drawn from professional experience. A nurturing relationship supports instruction. Students boast about the availability of the instructors and their willingness to provide extra help outside the classroom.

Review of syllabi showed that classes are well-organized and that recent and leading textbooks in the field are used. Discussions with students revealed that tenure-track faculty place greater emphasis on theory than part-time faculty, which underscores the importance of the current faculty search. However, the School’s adjunct faculty contribute greatly to the high quality instruction and provide essential balance.

RADIO-TELEVISION

Instruction in Radio-Television prepares students in electronic media management, broadcast sales and video and audio production. Syllabi, class visits, student course evaluations, and student interviews indicated that teaching in this sequence is varied and successful. The courses present the larger picture of press and media through instruction in industry practices, international media, and either contemporary issues in radio and television or women, minorities and the mass media. Other courses teach more applied skills in audio production, media management, and Web strategies. The coordinator of the sequence, Associate Professor Charles Bailey, presents extensive applied practices drawn from his extensive background and current duties with WMUL-FM. Professor Cortney Dennison provides analytic as well as applied analyses, but his contribution has been limited by his release time for administrative duties at University College. Assistant Professor Sharon Benschuoh brings a wide-ranging perspective to issues in Radio-Television, but her appointment may terminate at the end of this year. Their teaching, collectively and individually, is judged effective by students. One special opportunity for students is that of traveling to out-of-town sports events to do live remote coverage on radio. This is funded from university student fees and has taken students to Florida, Michigan and other locations. In this sequence, radio production is of such high quality that a strikingly large number of awards have been garnered by students in regional and national competitions.

COMPLIANCE
Standard 8: Faculty: Full-Time/Part-Time

Team Evaluation:

As a whole, the School's full- and part-time faculty have a good mix of professional and academic credentials. Of the 14 full-time members, five hold doctoral degrees and the other nine have master's degrees. Four are full professors, one is the Woodson Visiting Professor, three are associate professors, five are assistant professors and one is an instructor. Two of the full-time faculty earned a degree from Marshall; four have earned two degrees there. Many other degree-granting institutions are represented, including University of Kentucky, Northwestern, Syracuse and Ohio University. There are seven adjunct instructors of whom five have master's degrees. The full-time faculty together have nearly 300 years of professional experience. They have a broad range of experience and are able to meet the needs of students in the six sequences.

In 2001-2002, an associate professor in the Public Relations sequence resigned at the end of her first year due to family obligations. A temporary instructor currently fills that position while a national search is conducted. Another associate professor retired after his seventh year on the faculty and was replaced by an assistant professor. For the fourth year, an assistant professor holds a temporary position in place of the full professor serving as assistant dean of University College. That senior faculty line will be returned to the School at the end of this academic year. The assistant professor has been informed her position likely will be discontinued at that time.

The Woodson Professorship of Journalism and Mass Communications was established by the university in the early 1990s to honor Carter G. Woodson, an African-American who grew up in Huntington and was the major proponent of what is now Black History Month. The professorship is intended to attract a faculty member who will advance the School’s diversification efforts. In 1998, the professorship was changed from a tenure-track position to a visiting appointment, which allows the School to hire faculty on a one-year contract, renewable for a total of three years, and to recruit practitioners with only a bachelor's degree when combined with outstanding professional experience. The reclassification substantially enlarges the pool of potential candidates. The holder of the professorship this year is James Edward Penny of Grambling University in Louisiana.

Distribution of gender across full- and part-time faculty is 8 men and 13 women. The Woodson Professor is an African-American; the other faculty are Caucasian. Regarding full-time faculty, men are clustered in senior ranks, women in junior ranks. All four full professors, the Woodson Professor, one associate professor and one assistant professor are men. Women comprise two associate professors, four assistant professors (one temporary) and one instructor (also temporary). The gender distribution reflects the School’s purposeful efforts to recruit women since the last accreditation visit. Unfortunately, none of the current female faculty has a doctoral degree, although several are working on one. The absence of Ph.D.s among female faculty, combined with heavy teaching loads and committee work, hampers the School’s productivity in scholarship. On a positive note, the current public relations search and upcoming retirements of several senior faculty members represent opportunities for changing the School's gender distribution among ranks.

COMPLIANCE

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Standard 7: Internships and Work Experience

Team Evaluation:

The School operates an extensive and well-regarded internship program, under the supervision of a full professor, which matches undergraduate students with work experiences that often launch their careers in journalism and mass communications.

The internship coordinator has developed a long list of potential employers, especially in print media and public relations, which makes it possible for students to find paid internships during the school year or during the summer, when most internships are performed.

As of Fall 2001, all journalism and mass communications majors are required to complete an internship for three hours of credit or a professional practicum, also for three credit hours. Previously, this requirement applied only to Print Journalism and Radio-Television students. An assistant professor has agreed to take charge of the advertising and public relations internships in Summer 2003 to help with the increased workload.

The internship options are well-publicized in the School and closely supervised. Besides posting notices about internship openings on a bulletin board in a public space, the coordinator holds sessions with students during which he talks about the importance of internships and offers advice on seeking them. Students are encouraged to take the lead in obtaining internships, but the coordinator plays an active role in directing students to opportunities that reflect their interests, fit with their schedules and fulfill the need of many to earn money for their work. The coordinator acknowledges that the School’s list of internship opportunities is tilted toward print media jobs because nearly every one is paid and most broadcast ones are not. Most students at the School cannot afford to take unpaid internships.

Students must get permission from the coordinator before undertaking an internship for credit. The coordinator monitors the internship to be certain that students perform meaningful, relevant work. The coordinator maintains regular contact with each student and with the student’s supervisor during the internship period. He also visits most internship sites as a way of learning firsthand the needs of the employer and reinforcing the commitment of the School. (Of 40 student internships during the summer of 2002, the coordinator said he visited all sites except those in Burlington, Vt., Orlando and Los Angeles, the most distant locations.)

Professional supervisors are required to submit a mid-term and a final evaluation of each intern. Students spoke enthusiastically about the internship experience during a meeting with the team, remarking how the coordinator’s work simplified the process of obtaining one. Several students talked about the degree of support from the coordinator, who identifies backup internships if a job choice is a poor fit.

Most employers contacted by the team said they are satisfied with the quality of interns. They described the students as solid to excellent with a good grasp of the basics. Many of these employers, especially at newspapers within the state, regularly hire Marshall interns and keep them on staff once they graduate.

One radio station expressed a desire for more contact with the School’s internship program. The reason the pool of broadcast students seeking off-campus internships may be small is many broadcast students choose to work with the award-winning radio station on campus.

The internship coordinator acknowledged a need to identify more options for students majoring in advertising. Practica are supervised and graded by professors once a student’s assignment has been set.

COMPLIANCE
Standard 8: Equipment/Facilities

Team Evaluation:

Equipment and facilities in the School serve news writing, editing and design, television production, radio broadcasting, and activities in advertising, online journalism, and public relations. Classrooms and faculty offices are concentrated on the third floor of Smith Hall and on the second floor of the Communications Building next door. A few facilities and offices are also on the first floor of the Communications Building and the second floor of Smith Hall.

The Parthenon newsroom is a large well-equipped room that serves as both a classroom and the production facility of the student newspaper. The central meeting room has a rounded assignment (and instructor's) desk, 17 well-arranged computers on tables, and five desks for section editors. The room is surrounded by offices for the editor, managing editor and sports editor, with an adjacent set of reasonable size offices for the advertising staff and a photography lab. The facility incorporates an adequate set of computers, scanners, printers, an AP line, fax, enlargers and related equipment. Space, light, equipment and furnishings make these areas workably pleasant but not fancy. Work takes place efficiently within this environment.

The Broadcast Journalism Lab is a good-sized room from which cameras, microphones, tripods, lights and related equipment are checked out. Several S-VHS editing systems and two nonlinear (G4) editing systems are housed in this room. The video equipment serves especially Television Reporting and Advanced Television Reporting, but other courses also use the area. The five to six working S-VHS video cameras and editing systems seem adequate for the 12 to 14 students who enroll in the capstone courses. The nonlinear editing systems are relatively new and have not been integrated into the production curriculum. Students who wish to, are allowed to use them in a largely self-teaching manner.

As the self-report suggests, the Broadcast Journalism Lab should be relocated to a larger space. It cannot house more than a few students at a time at present. If relocated, this lab could also house more of the needed digital imaging equipment described below.

The studios and offices of WMUL-FM are located in the Communications Building and include an extensive array of rooms and production equipment. The station broadcasts virtually around the clock and serves the Huntington area. It is well-equipped largely because the faculty station manager has been strategic in obtaining campus-wide student fee money to support the station. Its activities and equipment fill approximately 12 adjacent rooms, including a classroom, production studios, control room, storage closets for equipment, and offices for student and faculty management of the station. The FM radio station is clearly one of the strong suits of the JMC School and has won many, many awards.

Three Macintosh computer labs serve the curriculum. The Writing Lab has 20 Macs and two printers; software is Microsoft Office, Netscape and Internet Explorer. This lab seems to serve well the basic word-processing and Web access needs of the writing classes. The Graphics Lab has 19 Macs and related equipment. Software includes Quark and Dreamweaver and related software for the Web Design for Mass Media course. Asbestos problems and inadequate power lines have prevented the cabling necessary to create new labs in Smith Hall to better serve.

the Web Design and Web Strategies courses. The Digital Photography Lab is a relatively spacious room with 7 Macs (5 G4s and 2 G3s), printers, scanners, 12 digital cameras, 4 digital camcorders, and extensive software.

The most pressing need in computer labs seems to stem from the small number of digital cameras and related equipment in the Digital Photography Lab. All sequences except Radio-Television require Digital Imaging for JMC. With close to 400 undergraduate majors, a great deal more digital equipment would seem to be justified if the students are to have meaningful experiences in the practices of capturing and manipulating digital imagery.

Access to the field equipment for production courses in television and radio is adequate in the opinion of students. Facilities generally are open during the work day, and students can obtain keys from designated persons or Marshall University police during off-hours.

The Television Production Studio is in an curious situation. It was a regional studio for the state public television system before public television moved to a central operation in Charleston. It is now used by the School but technically is not under the School’s official control. There seems to be no reason to doubt that it will continue to be available to the School, but it might be wise to acquire official control to avoid future confusion. That studio needs a teleprompter and character generator, as the self-study notes. Currently, a director from Instructional Television comes in to direct student newscasts. This seems a missed opportunity for students in either Broadcast Journalism or Radio-Television to obtain directing experience in a live newsroom environment.

Faculty members have expressed a need for a large classroom equipped with a full range of multimedia presentation technology that incorporates computer, video, audio and other sources connected to a full-screen projection system.

None of the sequences at present are significantly underserved by the School’s equipment and facilities. However, improvements can be made, and constant upgrades will be necessary to avoid falling behind the technological curve. Advertising and public relations students expressed a desire to have labs or rooms dedicated to their exclusive use, as much for affinity purposes as to meet technical needs. The School library is a pleasant meeting room sparsely supplied with incomplete collections of scholarly and professional publications. According to advertising students, better resources in either the School or university libraries are needed to support their participation in the annual AAF competition.

All in all, the School’s equipment and facilities have been substantially upgraded since the last accreditation visit, when the unit was found in noncompliance on the standard. In addition to receiving $321,958 in equipment allocations from the university, the School has implemented a student lab fee that subsidizes maintenance, repair and — to a lesser degree — replacement of equipment used for teaching and campus media. At the same time, the School is not exactly equipment rich and has marginal space and/or equipment in several areas. Improvements in recent years are to be commended, but continuous effort to replace, upgrade and better house equipment is recommended.

COMPLIANCE

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Standard 9: Faculty Scholarship/Research/Professional Activities

Team Evaluation:

The School was found in noncompliance on this standard in 1997. The 2002 team found little improvement, especially with regard to traditional academic scholarship. For example, JMC faculty produced four refereed journal articles during the previous accreditation cycle, but only two such articles were published between 1997 and 2002, one of which was produced by a faculty member who has since left the School. Faculty were more active with regard to creative and professional activities, but productivity was uneven and — as a whole — the activities were low in quality and quantity.

Since the last accreditation visit, one full professor continued publishing editions of his well-known textbook on media writing. He also authored about two-thirds of the non-refereed articles produced by the School’s faculty. Unfortunately, he now is on a three-year phased retirement schedule.

A few faculty presented refereed papers at national and specialized conferences of academic associations; a larger number made invited presentations at local or state professional meetings. Five faculty received competitive institutional grants for research and conference travel. Three senior faculty members were awarded sabbaticals to study such topics as public relations ethics. To date, no publications have resulted from the sabbaticals or the research grants.

The level of scholarship is less than desirable for several reasons, including the faculty’s heavy teaching load and the fact that some faculty are working on doctoral degrees. The low level of scholarship is reinforced by current university policies that do not require faculty to demonstrate excellence in research/scholarly/creative activities to earn tenure or promotion. Faculty are only expected to exhibit effectiveness in each of the areas of teaching, research and service and to demonstrate excellence in either teaching or research for promotion to associate professor and in any two of the three areas for promotion to full professor. The School’s mission statement concentrates on teaching and service, although research is mentioned.

There is concern among JMC faculty that traditional academic scholarship is given greater weight in accreditation decision making than creative and professional activities, which constitute the bulk of their scholarship. Although research and peer-reviewed work usually are given precedence at universities for such purposes as granting release time, ACE/JMC standards are clear that creative and professional activities “should be considered as part of formal academic scholarship” (emphasis added). However, the standards also make clear that the scholarship must be at an appropriate level. Creative activities and media projects are intended to keep faculty current, assist practitioners in the execution of their responsibilities and advance understanding of the role of journalism and mass communications in contemporary society. As a whole, activities that JMC faculty present as evidence of their scholarship fall short of the bar.

For example, the faculty collectively carried out just 12 creative projects during the last six years, of which seven were video productions by one assistant professor (his entire scholarship contribution). Three of the videos were aired, all on a local television station. Of the remaining five creative projects, one consisted of supervising and designing an annual report for Marshall’s

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College of Liberal Arts. Counted in the category of presentations are two reports on internships made at the state press association’s annual conventions by the full professor who coordinates the School’s internship program. Publications include an article about alumni that was published in Marshall Magazine, a university journal for alumni and friends.

Focusing on individual faculty members, one long-time associate professor published two book chapters in 1997, but since then her scholarship activities have consisted of reviewing a textbook proposal and providing public relations and advertising services to a local drama group and a company dealing with flight crew training. Another associate professor’s six-year record consists of five professional activities, three presentations and one consultation. All five professional activities involved serving as a judge or reviewer for media associations, the three presentations included being a panel moderator at a state media meeting, and the one consultation was assisting another university’s radio station with creating an operations manual. An assistant professor in her third year at Marshall received two summer research awards from the Graduate School, but her only other scholarship activity was attending a New Media Workshop this year.

Although records vary across the faculty, overall, the School’s creative and professional activities have been low in number, locally oriented, limited to small audiences and of a lower order than appropriate. Many of the activities could be defined as teaching-related initiatives or service to the university, community or profession — as opposed to scholarship.

Furthermore, the School’s endeavors in this area are deemed substandard because the unit has a master’s program, which carries a higher obligation to enrich classroom instruction through scholarship than that of units offering only an undergraduate degree. Greater faculty involvement in traditional academic research would encourage graduate students to conduct theses studies, thereby contributing to knowledge building in the field on two levels. An additional factor is that Marshall University’s announced intention to acquire national prominence likely will result in curriculum-wide changes that soon will require the School to revise its mission statement to incorporate a greater emphasis on research and scholarship.

Policy changes now being considered foreshadow future developments and promise an infrastructure more conducive to research. According to the provost, a university ad hoc committee is discussing a flexible workload policy that would provide release time for research. A task force is working on a new salary policy, and another group is reviewing policy on faculty evaluation. The provost estimates that the work will be completed in the next two years. In addition, the provost is supportive of hiring senior faculty who are established researchers. She told the team that she is willing to provide the School with the funding needed to offer competitive salaries, even if it means pulling money from other units. She views upcoming retirements by senior faculty (three or four are anticipated in the next few years) as an opportunity to build a JMC faculty with strong research capabilities.

The direction in which Marshall is moving strongly suggests that the next accreditation team will find improved faculty scholarship at the W. Page Pitt School of Journalism and Mass Communications.
Standard 10: Public Service

Team Evaluation:

The public service contributions of the W. Page Pitt School of Journalism and Mass Communications are on multiple levels, including campus media, local media, high school workshops and faculty professional services. Cumulatively, these serve the region well and increase the diversity presented by the School.

The Parthenon, the campus newspaper published Tuesdays through Fridays, is student produced in facilities and classes offered by the School. It is the central communication organ for the entire campus and provides professional experience in writing, editing, layout and design, photojournalism, advertising sales, and the entirety of newspaper skills. All students in the School, except for those majoring in Advertising and Radio-Television, at some time write for The Parthenon.

WMUL-FM broadcasts to the Huntington area virtually around the clock, except during vacation periods when its schedule is reduced. It attracts as many as 150 volunteers in the fall semester, which includes journalism majors, other students from across campus and non-students from the community. Students can gain extensive on-air experience and easily move into radio internships and employment from this experience. Importantly, the station transmits culturally diverse programming that would otherwise be completely absent from the local region. The Sunday morning African-American gospel music is complemented by jazz and blues music. Such programming meets needs of underserved populations in the community and attracts under-represented volunteers to work at the station. The development and management of WMUL-FM represent a very significant contribution of the School as a public service to the community and the region.

"MU Report," the student-produced television news program, serves the entire state of West Virginia through the state’s public television service. All three public stations across the state carry the 15-minute segment that is produced every other week and broadcast in a package with a similar 15-minute segment from West Virginia University. This news show provides excellent experience for students and helps meet the news and information needs of many West Virginians.

The School serves high school students each fall through a three-day Scholastic Journalism Program on campus. Also, each spring the School attracts 150 to 200 high school journalism students and teachers to the United High School Media Convention, which features workshops and an awards luncheon. The School also participates in the Governor's Honors Academy, a program that brings honors students to campus where this year Assistant Professor Dan Hollis offered them a television news production experience. These are valuable encouragements to the important development and maintenance of high school journalism and scholarship.

The School’s public service is enhanced by its cooperative arrangement with West Virginia Public Radio. WVPR recently formed partnerships with five West Virginia colleges and universities by establishing campus-based bureaus to expand coverage outside the state capital of Charleston. The Huntington/ Marshall University bureau, which opened in October 2001, is the newest of the five. The School of Journalism and Mass Communications provides office

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space for the one-person bureau, and the university pays the salary of the assigned reporter, who is jointly supervised by WVPR's news director and the School's dean. The reporter is expected to not only carry out assignments for WVPR, but also to be actively involved in the School's operations. The position currently is held by Brenda Box, an experienced broadcast journalist. Her stories are heard throughout the state, and she also guest lectures and teaches modules in classes for the School. The full benefit of this innovation seems yet to be realized in terms of the payoff for the School and the university, but it offers many possibilities and helps to connect Huntington to the rest of the state.

Another interesting service (and fund raiser) is the "Third House," a satirical review that the School sponsors in Charleston each year at the end of West Virginia's legislative session. In that event, the capital press corps lampoons the governor and legislature, and attendance at the event has become virtually mandatory for all top state officials.

Individual faculty members appear to be commendably active in service to the School and the university. They also contribute to professional organizations in Huntington and statewide. They generously serve professional societies, press and broadcast associations, publications, high school media and other groups as members, officers, judges, and in similar capacities. However, they appear to be notably absent from contribution to national scholarly organizations as a whole.

Overall, the public service rendered by the School is extensive and valuable, especially in a region in which resources often are scarce and need is great. The School is important-and renders important service.

COMPLIANCE
Standard 11: Graduates/Alumni

Team Evaluation:

The School does not have a formal system for tracking the progress of its graduates because alumni outreach is not designated as a full-time responsibility. But faculty members maintain informal contact with many graduates and track their professional development.

Alumni records are stored in the School’s main administrative office, but those records mostly carry over from each student's undergraduate career.

The School publishes a newsletter called AlumNews to communicate with graduates. A biannual publication, AlumNews was published seven times between 1999 and 2002. The dean estimates that copies were sent to 1,700 alumni. The newsletter is produced by faculty volunteers.

Alumni are active in several significant areas. The Journalism and Mass Communications Alumni Association sponsors the popular annual fund raiser, the "Third House," which has raised nearly $100,000 for the School since it began in 1988. The Dean's Advisory Group, which is composed of 15 alumni, has sponsored other fund-raising events, such as a roast of the unit’s two senior faculty members in Print Journalism and two golf tournaments.

The School has cultivated relationships with some alumni that ultimately may result in significant gifts if not left to chance. Already, several alumni or their families have made major contributions for scholarships in honor of these graduates.

Some alumni actively participate in the placement of interns from the School and serve as resources for faculty who need to stay abreast of the kind of training employers want for interns and employees.

The School conducts periodic alumni surveys. Most recently, graduate students enrolled in the Spring 2002 Mass Communications Research and Methodology class surveyed 110 people who earned bachelor's degrees between 1999 and 2001 and asked them about their educational experiences at the School. Results from the 43 useable questionnaires were analyzed, circulated to faculty for discussion and placed on file.

COMPLIANCE
Standard 12: Diversity

Team Evaluation:

The School has made impressive progress in increasing the number of women on its faculty. At the time of the last accreditation visit, only 23 percent of the full-time faculty were women (3 of 13). Today, 50 percent are women (7 of 14). Five of the seven adjunct faculty and three of the three and one-half nonteaching staff are women.

As discussed under Standard 6, women are clustered in junior ranks; none is a full professor and only two are associate professors. Distribution of gender among ranks reflects the School’s success in recently hiring more women and the fact that none of the School’s current female faculty has a doctoral degree. All three women who have applied for tenure have received it, one during this accreditation cycle. Yet the School must be diligent to ensure that a hierarchy characterized by gender does not evolve — with an upper tier of senior faculty who mostly are men with doctorates and a lower tier of junior faculty who mostly are women without doctorates. Resources should be invested in helping current female faculty obtain their doctoral degree. Current and future searches should target candidates with doctorates and include rank options to attract women who are qualified for appointment at the associate or full professor level. Upcoming retirements of senior faculty provide opportunities for achieving a more balanced distribution of gender among ranks.

The School’s only minority faculty member is the holder of the Woodson Visiting Professorship, who is an African-American male serving a renewable one-year appointment. One of the nonteaching staff, Brenda Box, also is an African-American. As the Marshall-based correspondent for West Virginia Public Radio, Box is expected to be actively involved in the School’s operations. Since joining the unit in Fall 2001, she has provided input on revising the Radio-Television curriculum, taught class modules and helped set up internships, among other activities. However, as noted in the self-study, she has “an as yet undefined instructional relationship” with the School. Both the Woodson Professor and Box assist with diversity efforts, such as helping with Students for Diversity in Mass Communications, a new organization formed by the School to replace its student chapter of the National Association of Black Journalists. The team believes the School has not yet tapped all the ways in which these two people can enhance the unit’s diversity (for example, a defined instructional role for Box).

Relevant to recruiting both minority faculty and students, the population in Marshall University’s service area is 95 percent white. African-Americans comprise less than five percent of the population, and Asian-Americans, Hispanic-Americans and Native Americans make up less than one percent each. Enrollment of minority students at the university and School mirror these demographics. In Spring 2002, only 20 students of 327 enrolled in the School, or about six percent, identified themselves as members of minority groups (12 African-Americans, 3 Asian-Americans, 3 Hispanic-Americans, and 2 Native Americans).

The School does not have special programs either to attract or retain minority students. However, JMC faculty participate in such campus-wide activities as the Outstanding Black High School Student Weekend, sponsored each fall by Marshall’s Black Student Organization. The university’s new director of admissions, an African-American, raised the issue of a
good working relationship with the School and plans to use JMC faculty to launch a program to recruit students from urban areas with large concentrations of minorities.

The School has integrated diversity into key core courses, including the introductory course, Media Literacy, and the capstone course, Mass Communications Ethics. It also offers one elective course on the subject, Women, Minorities and the Media. Although the School claims that diversity is incorporated across its curricula and is dealt with in nearly every course, review of syllabi did not confirm the claim. This may be a result of insufficient detail in some syllabi or it may be that diversity receives uneven attention in courses. Interviews with students indicated that they are relatively well-versed on the contributions of women and minorities, and interviews with faculty affirmed that they are committed to the necessity of diversification.

The School’s diversification efforts are guided by its Social Justice Plan, which is based on a broader one adopted by Marshall University. Revised each fall, the School’s four-page document consists of objectives, strategies and assigned responsibilities for the four areas of women faculty, minority faculty, minority students and curriculum. The objectives are worthy; however, they contain no quantifiable measures. The strategies planned to achieve the objectives are, overall, modest and insufficient. For example, in the 2002 plan, the only strategy to increase representation of minorities among the faculty was to supplement normal university searches with mailing notifications to organizations with minority members. The team believes the School should identify and implement additional and more aggressive strategies. Also, incorporating target numbers in the objectives would make them more meaningful.

Other efforts speak to the School’s record on diversity. Minorities and women are invited to campus as guest speakers. Recent examples include Joe Johns, NBC national news correspondent in Washington D.C.; Takaaki Iwabu, photographer for the Columbia, S.C. State newspaper; and Kathy Casco, director of public relations for Cabell-Huntington Hospital. A Newspapers-in-Residence grant, awarded by ASJMC and funded by the Knight Foundation, brought students together with professionals from the Dallas Morning News for a two-year project that was partially designed to prepare students to work in an environment in which whites are not the majority. Students interacted with such minority professionals as Lennox Samuels, the newspaper’s deputy managing editor, and Leona Allen, its deputy metro editor/suburban.

As pointed out in the discussion on public service, WMUL-FM provides the only minority/ethnic programming in the Huntington area. The local chapter of the NAACP has honored the station for its important contribution.

The School and the 2001-2002 Woodson Professor, Dr. Phillip Jeter, participated in the Journalism Leadership Institute for Diversity, a national program jointly sponsored by AEJMC and ASJMC. Mentored by Dean Shaver, Jeter served as the School’s acting associate dean for one year before returning to his tenured professorship at Florida A&M University.

While the team found much to praise, it also found room for improvement. For example, none of the School’s increasing number of scholarships is dedicated to recruiting and retaining minority students. One of the School’s major challenges in the years ahead will be to sustain its commitment to diversity in a region where the minority population is small.

COMPLIANCE

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PART III: EVALUATION OF PROFESSIONAL MASTER'S PROGRAM

Team Evaluation:

There are two tracks in the graduate program: Professional Non-Thesis (36 credit hours with a five-hour written comprehensive examination), or Thesis (32 credit hours, a five-credit thesis, and comprehensive examination).

Since the last accreditation visit, the number of graduate students in the School has declined, due primarily to the 1999 cancellation of the arrangement the School had with the Pentagon to send army officers to Marshall to do their Master of Arts in Journalism Degree. The Pentagon decided to send future Public Affairs Officers to school in the Washington, D.C. area so they could be closer to the East coast and thus more easily deployable. In Fall 2002, there were 35 graduate students; at the last accrediting visit there were 52. Few students have selected the Thesis track since the arrangement with the Pentagon ended.

Courses that only master’s students can take, 600-level or above, are offered at the university’s main campus and the graduate-only campus in Charleston, 50 miles east of Huntington. Members of the graduate faculty logically prefer teaching the 600-level offerings because of the obvious advantage of having only graduate students in class.

In response to criticism by the last accreditation team, 600-level course offerings have increased. One new course, Media Management, was implemented and two 600-level courses that had not been offered for several years were reactivated.

The 2002 team found several problems with the graduate program that should be addressed. First, more classes that are part of the graduate program should be taught by faculty with doctorates, a credential mandated by the University for full graduate faculty membership. Only five of 14 faculty have doctorates and thus full graduate faculty membership. Second, too many classes are double-listed (400- and 500-level courses that students can take for graduate credit if “extra work” is assigned to them). For the most part, graduate students with whom the team talked do not believe this is a problem because they know the classes are relatively small and thus they receive sufficient individual attention from faculty for “extra work” projects.

The graduate coordinator should make an effort to provide students with more information about the written examination process. While detailed written information about the process is available, students seemed uninformed about specifics. Perhaps regularly scheduled meetings with graduate students would not only help information sharing, but would also provide faculty and students with an opportunity to share research interests, thus stimulating more faculty scholarship and master’s theses.

The team believes the School must address the workload for the graduate coordinator. As it stands now, he/she undertakes this task in addition to the usual four-course teaching load.

PART IV: SUMMARY BY SITE VISIT TEAM

Institution and Unit: Marshall University – School of Journalism & Mass Communications

1) Summarize the strengths and weaknesses of the unit.

The W. Page Pitt School of Journalism and Mass Communications is a stronger unit than the one reviewed during the last accreditation visit in 1997. Eight major changes have had a positive impact on the School. It

- Became an independent academic unit;
- Revised its curriculum, including adding an Online Journalism sequence;
- Extended its graduate program to the Graduate College’s South Charleston campus;
- Made the Woodson position a visiting professorship;
- Implemented a lab fee for JMC classes;
- Purchased a great deal of new equipment;
- Received several major gifts for endowed scholarships; and
- Hired an information technologist on a shared basis with the College of Fine Arts.

The 2002 team found the following strengths and weaknesses:

Strengths
- Effective teaching unit with dedicated teachers and engaged students.
- Praiseworthy curriculum with strong sequences and solid core courses.
- Improved facilities and equipment appropriate to the curriculum, student needs and the local and regional employment marketplace.
- Strong university-wide support and respect.
- High degree of collegiality

Weaknesses
- Heavy teaching load and a somewhat depressed salary structure, which make it difficult to recruit faculty, especially those with doctorates.
- Insufficient scholarly research and creative activity.
- Somewhat underdeveloped and undersupported graduate program.

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

Standard 9: Faculty Scholarship/Research/Professional Activities

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

Deficiency on Standard 9 has been cited in the previous two reports on the unit, 1991 and 1997. Heavy teaching loads and a university mission that up to now has not emphasized research have been key factors in the longtime weakness. Yet some progress was made in the last cycle. While the 1991 visiting team concluded that faculty
research productivity was “virtually nonexistent,” the 1997 team found more scholarship, particularly among new faculty members. The 2002 team found little improvement since 1997. Faculty produced few refereed works, and their creative and professional activities, overall, were low in quality and quantity.

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

Not applicable.

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

Not applicable.

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

Lack of up-to-date equipment.

The unit’s equipment and facilities situation is greatly improved since 1997. The University Equipment Committee (now defunct) allocated a total of $321,958 to the unit between 1997-1998 and 2000-2001. Monies were spent to upgrade broadcasting facilities and computer laboratories. The unit now charges students a laboratory fee, which allows for regular maintenance and repair of equipment used for teaching and campus media. Faculty computers are replaced regularly through university funding.

Lack of required faculty scholarship

Recent hires of faculty without terminal degrees, combined with continued heavy teaching loads, have run counter to correcting the deficiency. Faculty scholarship continues to be a problem.

The 1997 report noted two weaknesses in addition to the deficiencies just discussed.

Limited graduate course offerings.

The graduate program has made improvements, but still is underdeveloped and undersupported.

Greater attention needs to be paid to diversity issues.

Progress and impressive efforts in this area are evident, but future success will require vigilance and additional improvements.

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

The self-study appeared to have broad-based faculty input. It obviously was given high priority by the School. Material in most sections was presented clearly. However, the self-study was poorly packaged, which hindered its usefulness. For example, tabs identifying sections were flimsy and fell out when binders were opened. Appendixes consisted of multipage documents stuffed into single, protective plastic sheets, which made reading and replacing the material frustrating.
