Report of On-Site Evaluation
ACEJMC
Undergraduate program
2019–2020

Name of Institution: University of West Georgia

Name and Title of Chief Executive Officer: Dr. Micheal Crafton

Name of Unit: Department of Mass Communications

Name and Title of Administrator: Dr. Brad Yates

Date of 2019-2020 Accrediting Visit: November 3-6, 2019

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

Date of the previous accrediting visit: Initial visit

Recommendation of the previous site visit team:

Previous decision of the Accrediting Council:

Recommendation by 2019-2020 Visiting Team: Accreditation

Prepared and submitted by:

Team Chair
Name and Title: Barbara B. Hines, Professor Emerita
Organization/School: Cathy Hughes School of Communications, Howard University

Signature   ___Barbara B. Hines___

Team Member
Name and Title: Andy Alexander, Visiting Professional
Organization/School: E. W. Scripps School of Journalism, Ohio University

Signature   _____

Team Member
Name and Title: Barbara Cochran, Professor, retired
Organization/School: School of Journalism, University of Missouri

Signature   ___Barbara Cochran___

Team Member
Name and Title: Caryl Cooper, Associate Professor
Organization/School: College of Communication & Information Sciences, University of Alabama

Signature   ___Caryl Cooper___

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PART I: General information

Name of Institution: University of West Georgia

Name of Unit: Department of Mass Communications

Year of Visit: 2019

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

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

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

___ Private
_X_ Public
___ Other (specify)

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

Authority to establish and oversee public universities in Georgia is granted to the Board of Regents in Section IV, Paragraph I(b) of the Georgia Constitution:

"The board of regents shall have the exclusive authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate. Such vote shall not be required to change the status of a college, institution or university existing on the effective date of this Constitution. The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia".

This authority is further delineated in the Bylaws of the Board of Regents: I(2), which note: "The charter of the Board of Regents consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:

Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the "Board of Regents of the University System of Georgia." The name of the corporation heretofore established and existing under the name and style, "Trustees of the University of Georgia" be and the same is hereby changed to "Regents of the University System of Georgia."

The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly."

According to the Official Code of Georgia Annotated, this responsibility includes:
"The government, control, and management of the university system and all of its institutions shall be vested in the Board of Regents" (O.C.G.A. § 20-3-51); and

"The Board of Regents is authorized to consolidate, suspend, or discontinue institutions; merge departments; inaugurate or discontinue courses; and abolish or add degrees" (O.C.G.A. § 20-3-32(a)).

Originally established as the Fourth District Agricultural and Mechanical School in 1906, the institution became West Georgia College, a two-year post-secondary institution in 1933. In 1957, the institution was granted authority to offer four-year degrees, and it achieved status as a State University in 1996 with a core mission that includes providing undergraduate and post-baccalaureate degrees. The University System of Georgia adopted a new classification for institutions in August 2013. The University of West Georgia is now a Comprehensive University. Alignment with this new classification began in the Fall of 2013.

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

___ Yes
_X_ No

If yes, give the date of the last accrediting visit:

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

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

Mission Statement
Fair, just, and productive societies require the free flow of news, information and ideas from communicators of knowledge, skill and integrity who reflect the diversity of the people they serve. Therefore, the Department of Mass Communications seeks to provide students with high quality academic and experiential learning opportunities to prepare them for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of convergence journalism, digital media and telecommunication, film and video production, and public relations.

Vision Statement
The Department of Mass Communications is committed to empowering students to communicate clearly, act responsibly, think critically, and understand contexts to enhance their personal, civic, academic and professional lives, facilitating active participation in an evolving and increasingly diverse society, by providing connections with students, alumni, faculty, administrators, industry partners and the community.

Strategic Priorities
Invested Teaching
To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning
To offer students early and ongoing multiple and diverse hands-on learning opportunities to develop and enhance personal, intellectual, and professional growth.

Connectedness
To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Originally Approved December 6, 2013
Revisions Approved August 1, 2019

7. What are the type and length of terms?

Semesters of _17_ weeks
Quarters of _____ weeks
Summer sessions of _2, 4, and 8_ weeks
Intersessions of _____ weeks

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

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

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

B.S. in Mass Communications
Four Concentrations
    a) Convergence Journalism
    b) Digital Media & Telecommunication
    c) Film & Video Production
    d) Public Relations

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

120 semester hours

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

No more than 3 semester credit hours may be counted toward the B.S. in Mass Communications. Students may take additional semester credit hours of internship, but they will not count toward the degree requirements.

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

Name of Sequence or Specialty	Person in Charge
Convergence Journalism	Dr. Soo Moon
Digital Media & Telecommunication	Dr. Patrick Hadley
Film & Video Production	Mr. Deon Kay (Mr. Chris Renaud, Acting Head – Fall 2019)
Public Relations	Dr. Hazel Cole

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

As of October 7, 2019, UWG enrolled a total of 13,238 students.
Full-time = 8,642
Part-time = 4,596
Total = 13,238

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

Name of Sequence or Specialty Undergraduate majors in

Source: Institutional Effectiveness and Assessment - Fall Term Declared Majors, F15-F19

Convergence Journalism 107
Digital Media & Telecommunication 103
Film & Video Production 198
Public Relations 153
No Concentration 18
Total   579

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

Fall 2019: Face-to-Face Courses			
CRN	Course	Title	Enrollment
80646	COMM 3301.01	Writing & Reporting for Newspapers	20
80647	COMM 3301.02	Writing & Reporting for Newspapers	20
83156	COMM 3302.01	Public Affairs Reporting	15
80648	COMM 3303.01	Layout & Design	16
80650	COMM 3305.01	Short-Form Screenwriting & Analysis	20
80649	COMM 3305.02	Short-Form Screenwriting & Analysis	19
80654	COMM 3351.01	Radio Program Production	19
80655	COMM 3352.01	Fundamentals of TV Production	19
80656	COMM 3353.01	Fundamentals of Film & Video Production	18
80660	COMM 4405.01	Sound Design	19
80661	COMM 4407.01	Film & Video Post-Production	18
83490	COMM 4408.01	Producing for Film and Video	14
80663	COMM 4421N.01	Practicum-*The West Georgian*	12

CRN	Course	Title	Enrollment
80664	COMM 4421R.01	Practicum-The WOLF Internet Radio	5
80665	COMM 4421T.01	Practicum-WUTV	11
82228	COMM 4425.01	Documentary Production Practices	20
80666	COMM 4444.01	Public Relations Campaigns	22
80667	COMM 4450.01	Broadcast News Writing & Reporting	11
80668	COMM 4451.01	Public Relations Writing	16

Fall 2019: Online and Hybrid Courses

CRN	Course	Title	Enrollment
80657	COMM 3354.E01	Digital Social Media & Society	20

Spring 2019: Face-to-Face Courses

CRN	Course	Title	Enrollment
10774	COMM 3301.01	Writing & Reporting for Newspapers	17
10775	COMM 3301.02	Writing & Reporting for Newspapers	17
10776	COMM 3305.01	Short-Form Screenwriting & Analysis	20
10779	COMM 3351.01	Radio Program Production	18
10780	COMM 3352.01	Fundamentals of TV Production	18
10781	COMM 3353.01	Fundamentals of Film & Video Production	16
10782	COMM 3353.02	Fundamentals of Film & Video Production	15
10783	COMM 4402.01	Feature Writing	14
10784	COMM 4403.01	Photojournalism	17
13052	COMM 4405.01	Sound Design	20
10785	COMM 4406.01	Digital Cinema & Image Design	18
10786	COMM 4407.01	Film & Video Post-Production	18
10788	COMM 4421N.01	Practicum-*The West Georgian*	10
10789	COMM 4421R.01	Practicum-The WOLF Internet Radio	12
12424	COMM 4421T.01	Practicum - WUTV	10

12321	COMM 4426.01	Fiction Film Production	19
10790	COMM 4444.01	Public Relations Campaigns	24
10791	COMM 4450.01	Broadcast News Writing & Reporting	15
13055	COMM 4451.01	Public Relations Writing	16
10792	COMM 4451.101	Public Relations Writing	5
13439	COMM 4481.01	Film Re-Appropriation	1
13443	COMM 4481.02	Film & Video Production Practices	3
13257	COMM 4485.04	Directing for Film & Video Production	20

Spring 2019: Online and Hybrid Courses			
CRN	Course	Title	Enrollment
12328	COMM 3354.E01	Digital Social Media & Society	19

16. Total expenditures planned by the unit for the 2019–2020 academic year:
Give percentage increase or decrease in three years:
Amount expected to be spent this year on full-time faculty salaries:

Total expenditures planned 2019-2020: $1,054,106

Percentage increase or decrease in three years:
2016-2017: $893,476
2017-2018: $941,821 (5.41% increase)
2018-2019: $953,809 (1.27% increase)
2019-2020: $1,054,106 (10.52% increase)
17.98% increase from 2016-2017 to 2019-2020.
Amount expected to be spent this year on full-time faculty salaries:
$1,005,247

17. List name and rank of all full-time faculty in the accredited unit in fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Full-Time Faculty Name	Rank	Notes
Taylor Bryant, M.A., M.S.	Clinical Assistant Professor	
Melanie Conrad, Ph.D.	Lecturer	
Bruce Daniel, M.A.	Lecturer	Director of Communication Studies; one course release per year
Hazel Cole, Ph.D.	Associate Professor	Public Relations Concentration Head

Camilla Gant, Ph.D.	Professor	Teaches one course per semester; Administrative appointment: Chief Administrative Officer & Executive Director of Academic Affairs Douglasville
Patrick Hadley, Ph.D.	Associate Professor	Digital Media & Telecommunication Concentration Head
Dr. Michael Hester	Lecturer	Administrative appointments: Executive Director of Debate & Special Assistant to the Senior Diversity Officer
Robyn Hicks, M.F.A.	Assistant Professor	
Deon Kay, M.F.A.	Associate Professor	Film & Video Concentration Head/On paid research leave (sabbatical) Fall 2019
Kyle Lorenzano, Ph.D.	Assistant Professor	
Soo Moon, Ph.D.	Professor	Convergence Journalism Concentration Head
Tonia Phanor, Ph.D.	Lecturer	
Christopher Renaud, M.F.A.	Associate Professor	Acting Film & Video Concentration Head – Fall 2019
John Sewell, Ph.D.	Associate Professor	
Amber Smallwood, Ph.D.	Professor	No courses for 2019-20; Administrative appointment: Interim Dean of College of Social Sciences
Andrew Will, M.A.	Lecturer	
Kelly Williams, M.A.	Clinical Assistant Professor	
Misty Wilson, Ph.D.	Lecturer	
Bradford Yates, Ph.D.	Professor	Teaches one course per semester; Administrative appointment: Department Chair

18. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list names of part-time faculty teaching spring 2019. (If your school has its accreditation visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)

Part-Time Faculty Name	Rank	Notes
Sonya Barnes, M.A.	WUTV General Manager/Adjunct Instructor	Teaches one or two courses per semester
Nicole Dukes, M.A.	Regular Part-Time	Teaches at the Newnan Center

Shawn Isaacs, M.S.	The WOLF General Manager/Adjunct Instructor	Teaches one or two courses per semester
Chris Sailor, M.A.	Regular Part-Time	Teaching two courses Fall 2019 while Professor Deon Kay is on paid research leave (sabbatical)

19. Schools on the semester system:

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

72 or more semester hours
outside of journalism and mass communications

Year	Total Graduates	Number in Compliance	Percent
2018-2019 academic year	108	108	100
2017-2018 academic year	118	115	97.46

PART II — Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

a). The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The unit annually updates its data on the ACEJMC searchable database website (https://lookup.acejmc.org).

The initial 5-year strategic plan for the Department of Mass Communications was developed by the faculty in 2011 and extended to 2019. The most recent plan (2019-2024) established the mission and vision with three strategic priorities: Invested Teaching, Experiential Learning, and Connectedness. Through its long-range planning, the Department achieved pivotal goals to establish a more effective advising and mentoring protocol, to elevate assessment, develop more student-centered opportunities and to implement the plan to prepare for its initial ACEJMC accreditation.

The Department has published its current information and data on lookup.acejmc.org.

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

There are five key departmental standing committees to ensure faculty governance (Curriculum Advisory, Communication Studies Advisory, Diversity Task Force, Media Day Steering, and Scholarship Selection and Awards). Ad hoc committees are convened as appropriate (i.e. Search and Promotion & Tenure Departmental Review). The faculty meets monthly during the academic year.

A faculty member represents the Department in the Faculty Senate, serving a three-year term. While the Faculty Senate has particular purview over topics related to academics, it is also a vehicle for faculty input to administrators in all divisions of the University. Its committees include Executive, Undergraduate Programs, Graduate Programs, Academic Policies, Faculty Development, Institutional Planning, Student Affairs, Facilities and Information Technology, Intercollegiate Athletics and University Advancement, Budget, Rules, Diversity and Internationalization, and Teaching, Learning and Assessment.

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

The Department is led by a chair and is assisted by four concentration heads and a director of Communication Studies. The chair is a long-time senior faculty member who was first appointed as interim chair in 2018, and chair in 2019. He is widely respected by his colleagues across the University, students, and alumni. The four concentration heads and the director carry some administrative duties (i.e. assessment, curriculum, course scheduling coordination) providing valuable assistance in making the Department function effectively. Faculty also serve on the College of Social Sciences Faculty Council, while other faculty are elected to serve as College representatives on the Senate standing committees.

As additional evidence of the University's respect for Mass Communications faculty, one professor is currently serving as interim dean of the College of Social Sciences; another is serving as the chief administrative officer and executive director of Academic Affairs at the University's Douglasville campus.

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

The Department follows the College of Social Sciences, in accordance with the statutes of the University of West Georgia, bylaws and policies and procedures relating to the selection, appointment and evaluation of a department chair. It has been the practice of the College to conduct a national search for a department chair position when funding allows. However, recent budget constraints necessitated internal searches, led by a search committee of departmental members with one serving as chair. Nominations for chair are accepted and candidates are interviewed according to the same procedures and guidelines for faculty searches. The dean then makes a final decision, selecting a chair from the list of the Department's recommended candidates.

While the chair serves at the pleasure of the dean, the *Faculty Handbook* requires the chair to be evaluated by the department at least once every three years. The form of the evaluation is determined by the Department, reviewed by the chair, and approved by the dean.

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

There are established procedures for handling faculty, staff and student concerns. Complaints may be directed to the Department chair, who works to resolve the issue and follow up with the dean's office. Student complaints about faculty, whether grade-related or otherwise, involve consultation between the faculty member, student and chair. Faculty, staff and students also have the option of seeking a resolution through the Ombuds office. Faculty and staff may also file a formal grievance with Human Resources. There is a published UWG Student Grade Appeal procedure published on the Provost's website and widely disseminated across campus.

SUMMARY:

The Department of Mass Communications is committed to strategic academic planning and adheres to University procedures and policies. Faculty members are engaged in faculty governance at the department, college and university level. Faculty and staff take great pride in the respect and impact the Department maintains across the University.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

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

The Department of Mass Communications offers the Bachelor of Science degree on completion of 120 credit hours. Majors must take at least 72 hours outside of journalism and mass communication and may only apply three credit hours of internship to their degree program. Students take from 42-45 hours in their major courses, depending on the concentration: Convergence Journalism, Digital Media & Telecommunication, Film & Video Production and Public Relations. The Department is in compliance with this requirement (100 percent in 2018-2019; 97.46 percent in 2017-2018).

Included in the Department's required core courses are Introduction to Mass Communications, Public Speaking, Media Ethics, Media Law and Mass Communications Research Methods. Students must also take 6 hours in Foreign Language and 3 hours in Humanities or Social Sciences electives.

For the concentrations, the following courses are required:
Convergence Journalism: Writing & Reporting for Newspapers, Public Affairs Reporting or Feature Writing, (select 1) Layout & Design, Photojournalism, or Fundamentals of TV Production, Practicum (*West Georgian* or WUTV), and Broadcast News Writing & Reporting.

Digital Media & Telecommunication: Short-Form Screenwriting & Analysis, Telecommunication & Electronic Media Industries, Radio Program Production or Fundamentals of TV Production, Media Programming & Management, Practicum (The WOLF Internet Radio or WUTV) and (select 1) Digital Social Media & Society, Diversity & Mass Media or Critical Issues in Mass Communications.

Film & Video Production: Short-Form Screenwriting & Analysis, Fundamentals of Film & Video Production, Film & Culture, (select 2) Sound Design, Digital Cinematography & Image Design or Film & Video Post-Production and (select 2) Documentary Production Practices, Fiction Film Production and Advanced Film & Video Production.

Public Relations: Writing & Reporting for Newspapers, Principles of Public Relations, Public Relations Cases, Public Relations Management, Public Relations Campaigns, and Public Relations Writing.

Topics of ethics and diversity are introduced early in courses and permeate the curriculum.

b). The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

Convergence Journalism: The Convergence Journalism concentration comprises four components: Theory, with courses centered on conceptual understanding of journalism as well as analytical skills; Writing, with courses designed to teach how to write with clarity and precision; Digital Skills, in which students become conversant with equipment and software used in modern-day multimedia storytelling and Experiential Learning, with practicums at campus media outlets.

According to the concentration head, the name is intended to convey an understanding among students "that journalism must be integrated into the Digital Age."

Digital Media & Telecommunication: Students select the Digital Media & Telecommunication concentration to prepare for careers in programming, management and production of television, radio and online content. In addition to the foundational courses required of all students, DMT students are required to take Short-Form Screenwriting & Analysis, which teaches them how to write a script incorporating images and information. They also are required to take Telecommunication & Electronic Media Industries, which focuses on the history of electronic communications as well as the issues currently facing the industry, such as revenue sources, programming and services and audience research. That course is followed by another required course, Media Programming & Management, which goes into greater depth on programming for commercial radio and television networks and stations, cable television, public radio and television and online content.

Students specializing in radio take Radio Program Production and a practicum at The WOLF Internet Radio. Students interested in television take Fundamentals of TV Production and a practicum at WUTV. The production courses familiarize students with equipment, technology and production flow, while the courses at the student media outlets allow the students to work on stories and programs for an audience.

Students are also required to choose from among three courses that explore theory: Digital Social Media & Society, Diversity & Mass Media and Critical Issues in Mass Communications, a media literacy course. Digital Media & Telecommunication is the only concentration that includes the course on diversity in its options for a course requirement.

Film & Video Production: Within the Film and Video Production concentration, students are required to take eight (8) upper-level classes. The concentration requires nine credit hours in courses which are more theoretical in nature and nine credit hours that are discipline-centered, skills-based classes.

Public Relations: The Public Relations concentration features four discipline-centered, theoretical based courses that focus on examining the history of PR, PR cases, identifying theoretical concepts and frameworks in PR, crisis management, image repair and media relations and applying critical thinking and problem-solving, and the capstone course that combines theory, campaign planning and program execution, client relationship and campaign evaluation, as well as service learning. The skills-based course, PR Writing, examines the many facets of writing across traditional and emerging digital platforms. The curriculum is in line with the courses recommended by the Public Relations Society of America. PR is the second largest concentration, with 187 students, and is considered a growth area.

c). Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

Convergence Journalism: At the time of the site team visit, this concentration had about 150 students – roughly the size of the Digital & Media Telecommunication concentration but substantially fewer than the number of students in concentrations for Film & Video Production and Public Relations. Several professors expressed concerns that the number of students in Convergence Journalism will remain flat or may even decline in the next few years. At least one said a key might be to "clearly break from the past" or "distance ourselves from mature media" by offering expanded or new courses in emerging forms of journalism like podcasting or immersive media (e.g. augmented or virtual reality). One current core course is titled "Writing & Reporting for Newspapers," for example, although the course instructor assured that students also are taught to write for mobile and other digital platforms.

Several Mass Communications graduates, contacted by the site team, urged the Department to find a way to hire more professors from industry who have recently worked with emerging media technologies. Said one: "I feel that the Department could have more professors who are current and up to date with what's going on in the industry."

Students enroll in practicum courses that provide them with experience through work with the editorially independent campus newspaper, *The West Georgian*, or the campus TV station, WUTV. Both offer hands-on training across both traditional and digital platforms.

The West Georgian this semester converted to mostly digital delivery, replacing a weekly print product with a weekly online edition, while retaining two print editions per semester that contain what the staff considers to be among its best stories. The reason for the print-to-digital conversion: too few students were reading the printed newspaper. Current and former staffers have high praise for *The West Georgian's* faculty adviser. And several said his devotion to accuracy, meeting deadlines and ethical journalistic standards helped ensure their career success. But of those former staffers contacted by the site team, most took jobs outside journalism after graduating. The current staff remains modest in size and several students and faculty said recruitment for T*he West Georgian* is a challenge. This may be partly due to *The West Georgian's* somewhat eclectic content; instead of traditional news stories it typically contains a mix of features and analysis which makes it difficult to establish strong brand identity and loyalty.

Digital Media & Telecommunication: Skills courses are taught by instructors with extensive professional experience and industry connections, which is appreciated by students. Alumni reported that faculty contact them to inquire about trends in the industry in order to incorporate new technologies and skills into their teaching. For example, a new course in podcast production will be offered in the spring.

Film & Video Production: Hiring faculty that are actively engaged in the creative process is one of the key elements for making sure that student learning is up to date. Faculty in Film and Video Production concentration are award-winning producers of films, documentaries and music videos. In addition, they have experience in writing, directing and producing. The Department, through technology fee grants and course fees, allocations from the Dean's Office and Academic Affairs, and end-of-the-year funding, has compiled a large pool of cutting-edge equipment that is used in introductory-level, intermediate-level, and advanced-level production courses. Students enrolled in the respective skills courses have access to state-of-the-art equipment through a checkout system that is supervised by a staff member. Students are allowed to check out equipment for the weekend, which makes it easier for students to successfully complete assignments.

Teaching is highly valued by the Department and University administrators. All faculty can apply for

and receive the Online Course Building Grants to create new courses or update old courses and make them available as online courses.

Public Relations: PR instruction is up to date and lively. Some courses are offered online, making them more widely available to a diverse student body with multiple responsibilities. The Campaigns course, a feature of the concentration, offers students the opportunity to work with local businesses and non-profits and handle real-world issues. The opportunity to take courses across the concentrations ensures that students will have many career opportunities.

PR faculty have been recognized for outstanding teaching, and their students have earned recognition through civic and professional organizations, including the Public Relations Student Society of America.

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

Skills course enrollments ranged from three (Film & Video Production Practices) to 20 (Writing & Reporting for Newspapers, Documentary Production Practices). The average number of students in a skills course in Fall 2019, both in Face-to-Face and Online and Hybrid is 15.3.

e). The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Student internships are strongly encouraged but not required. The self-study states that the "Department considers internships to be a critical component of career readiness and believes they tremendously enhance a student's overall learning experience while in college."

Any student may arrange an internship. But if students want course credit for an internship they must enroll in "COMM4486 – Internship." To be eligible, students must be a junior or senior and have achieved a minimum grade level of "C" in selected courses.

The students in the course secure the internships, often being alerted to them by faculty. Numerous internships exist through what the self-study describes as "relationships with major media networks and dozens of local companies within the fields of mass communications and public relations." When a student proposes an internship that has not previously been accepted for the course, an "Internship Site Approval Form" must be submitted and approved by the faculty internship coordinator before the student is allowed to enroll in the course. In order to be approved, there must be assurances that at least 50 percent of the intern's duties will include applied learning in one of the Department's four major concentrations.

Students in the course are required to provide feedback – the self-study calls it "reflections" – throughout their internship. In discussions with the site team, students who had enrolled in the COMM4486-Internship course affirmed that they were required to offer feedback – sometimes weekly – to the Department. The feedback typically included updates on what tasks they were performing in their internship, how the internship was building on what they had learned in the classroom, or any problems there were encountering.

At the conclusion of the internship, the person assigned to supervise the intern's on-the-job activities submits an "Internship Supervisor Final Evaluation Form" that assesses the student's performance. Grading is either "Satisfactory" or "Unsatisfactory." That determination is based on the evaluation of the intern's supervisor at the company or organization, as well as a grade assigned to the periodic "reflections" submitted by the intern to the Department.

A review of supervisor evaluations for the past two years shows broad satisfaction with the quality and performance on the interns. In some cases, the praise from company supervisors was effusive. There was consensus that the interns were academically prepared and that they improved during the course of their internship. However, the evaluations reveal that in the majority of cases the assessments of the supervisor were never shared directly with the interns. Going forward, the Department might work to ensure that the interns receive direct feedback from their supervisor, just as will happen when the students enter the workforce upon graduation.

Students in all concentrations: Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations have a wide range of opportunities stretching from Carrollton to Atlanta (and globally). Students are made aware of internships by faculty. Several former students said they, too, alert faculty to internship opportunities and many attend the annual Media Day to recruit students.

SUMMARY:

The Department offers a curriculum that includes a balance of conceptual and skills-based courses. All 12 ACEJMC Values and Competencies are addressed at both the introductory and advanced levels. Maintaining the 20-to-1 ratio for skills courses, the program offers strong internships and experiential learning ensuring students get the necessary professional experience outside the classroom.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

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

The Department has a written diversity plan adopted in 2013 and updated and approved by faculty in April 2019. The plan states that the Department is committed to serving and reflecting a "multicultural society" and sets specific goals to "educate and train socially responsible, responsive and sensitive communication scholars, practitioners and global citizens." The goals address curriculum, hiring and retention of faculty and staff, student recruitment and retention, climate and international diversity. Diversity is defined as encompassing gender, race, ethnicity, sexual orientation, age, disability, political affiliation, religion and socio-economic class.

The Mass Communications faculty is among the most diverse in the university and the student population in the department is more than half African American.

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

The department offers an elective course called Diversity and Mass Media, which is taught once a year. Rather than making a single class on diversity mandatory, the faculty has opted to infuse teaching on diversity and inclusion throughout the curriculum and to use the elective to go into the subjects in depth. Other classes that address these subjects include the required Media Ethics course, Film and Culture, Critical Issues in Mass Communications, Telecommunication and Electronic Media Industries and Documentary Production Practices. Global diversity is addressed in Introduction to Mass Communications, the required foundational course, and in Intercultural Communication, an elective.

In meetings, students gave evidence that diversity and inclusion are frequently discussed in class and demonstrated why an understanding of diversity was essential. Students spoke of the "need to learn how to communicate with everybody" and the importance of including diverse sources in stories they produce. A white student said classes had "opened my eyes" to historic instances of discrimination. An African American student talked about what he had learned while working with a Latina student on a documentary about her family, accompanying her to film interviews with family members.

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

The Department has 22 faculty members, 19 full-time and three part-time. In the Fall 2019 semester, 12 members of the total faculty are women and 10 are men. Eight are African American, 13 are white and one is Asian.

Searches in the past three years have included women and minorities in the applicant pool and among the finalists. Two minority women were hired in 2016-2017; three women, one of whom is a minority, were offered positions in 2017-2018 and all three accepted. One minority man was offered and accepted a position in 2018-2019, but subsequently declined.

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

The university has a diverse student population and the Department's students are even more diverse than the university as a whole. African American students comprise 52 percent of the Department's population, compared with 35 percent in the university, and white students are 35 percent of the Department, compared with 52 percent in the university. Latino students total 7 percent and Asian students less than 1 percent.

The Department takes advantage of university programs to recruit a diverse student population, such as targeted efforts in key Atlanta area high schools and Preview Days for parents and high school students.

As one of very few departments in the University with two male faculty of color and multiple female faculty of color, they believe their faculty are a factor in attracting students of color. Faculty also are a factor in retention by mentoring students, including through "Chat & Chill" activities aimed at bringing students together with faculty in a relaxed atmosphere.

Diverse alumni who return to campus frequently for Media Day and other events serve as role models of professional success for students who identify with graduates who are similar to themselves.

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

The Department observes the University's written non-discrimination and anti-harassment policy of zero tolerance. There is a university Title IX coordinator and a process to investigate and adjudicate complaints. Any employee who feels he or she has been harassed may consult the University Ombuds Office informally or submit a formal complaint to the Human Resources Department or Title IX coordinator.

Faculty and staff members of the Department are required to undergo online training annually about sexual misconduct. They participated in face-to-face Title IX training in 2018. Syllabi are required to include information about harassment policies and procedures.

The University also has an office and written policy regarding accommodations for persons with disabilities.

Administrators said, to their knowledge, no formal complaints have been filed in the past five years. In a follow-up discussion a former Department chair mentioned one referral to the Dean's office; however, the matter was resolved and no formal reprimand is in the personnel file of parties involved.

SUMMARY:

A diverse faculty and student population work closely together in an environment where matters of diversity and inclusion are discussed fully and frequently and mutual respect was evident.

COMPLIANCE

Table 6. Faculty Populations, Full-time and Part-time				
Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)				
SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socioeconomic groups of the area's population.				
Total faculty 22: 19 full-time and 3 part-time				
Academic year: 2018-2019 Full-time faculty				
Group	Female	% of total faculty	Male	% of total faculty
Black/African American	5	22.73%	2	9.09%
White	5	22.73%	6	27.27%
American Indian/Alaskan Native	0	0.00%	0	0.00%
Asian	1	4.55%	0	0.00%
Hispanic/Latino (any race)	0	0.00%	0	0.00%
Native Hawaiian/other Pacific Islander	0	0.00%	0	0.00%
Two or more races	0	0.00%	0	0.00%
Other race	0	0.00%	0	0.00%
International (any race)	0	0.00%	0	0.00%
Academic year: 2018-2019 Part-time/adjunct faculty				
Group	Female	% of total faculty	Male	% of total faculty
Black/African American	2	9.09%	0	0.00%
White	0	0.00%	1	4.55%
American Indian/Alaskan Native	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%
Hispanic/Latino (any race)	0	0.00%	0	0.00%
Native Hawaiian/other Pacific Islander	0	0.00%	0	0.00%
Two or more races	0	0.00%	0	0.00%
Other race	0	0.00%	0	0.00%
International (any race)	0	0.00%	0	0.00%

PART II — Standard 4: Full-Time and Part-Time Faculty

Unit performance with regard to indicators:
a). The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

Selecting full-time, part-time and instructional staff:

Faculty and staff lines are part of the fall budget request each year. The chair consults with current faculty and staff to identify personnel needs and ranks the requests to pitch at the college level. Once the college's administrative council determines which personnel requests will move forward, the dean submits the requests to the provost, who negotiates for the positions with the executive leadership team. Once approval is given to hire faculty and/or staff, the Department follows the guidelines set forth by the University of West Georgia (UWG) Human Resources and the University System of Georgia (USG). The Human Resources Department provides a comprehensive set of materials to help navigate the hiring process for any position. Additionally, Academic Affairs provides several resources related to hiring on its website including a checklist for hiring new faculty. A list of outlets for recruiting African Americans and women is also included on the website.

After approval of a faculty line, a search committee is formed to develop the job ad for posting. Once the job call is approved at all levels, it is posted with various outlets including AEJMC, BEA, *The Chronicle of Higher Education*, *HigherEdJobs.com*, *Inside Higher Ed*, *Journal of Blacks in Higher Ed*, and *Women in Higher Education*. The University also lists job openings on its Human Resources site. Staff positions are also listed on the University website and select outlets like AEJMC and BEA.

Both faculty and staff positions involve a search committee, and search committee chairs are required to complete a training workshop provided by Human Resources on the proper protocol for conducting searches, including best practices for recruiting women and minority applicants. The search committee reviews applications and selects applicants to interview by phone. After phone screening is complete, the committee submits a list of candidates to invite for a campus interview. Campus interviews for faculty typically include a full day of meeting with faculty, staff, students, and administration, teaching a class, and a scholarly presentation. Feedback is gathered from stakeholders and an unranked list of viable candidates for the position is submitted to the chair. The Chair submits a recommendation to the Dean's Office for approval to make a verbal offer. The Dean then issues a letter of offer.

Part-time monies are limited, but the Department prefers to hire regular part-time faculty who can return in subsequent semesters without a search. The hiring protocol is similar to that described above, though only a phone interview is required before a verbal offer is made. The Department recruits part-time faculty from the pool of media professionals in the Atlanta Metro area. Additionally, select staff members who have the academic credentials serve as adjunct faculty. Course assignments are based on their expertise and availability outside of their normal work duties.

Faculty, whether full-time or part-time, must have earned at least 18 graduate hours in the discipline to be eligible to teach courses, according to SACSCOC. In exceptional cases, extensive professional experience may be approved as a substitute for formal academic credentials, but the unit has not had a situation that required such approval.

Job summaries for all full-time, part-time and instructional positions include a list of job responsibilities and qualifications that include teaching experience, scholarship, service and degree earned.

Evaluating the performance of full-time, part-time and instructional staff:

The expectations for tenured (post-tenure review), tenure-track faculty, and lecturers are detailed in the *UWG Faculty Handbook* with promotion and tenure criteria explained in detail. The four primary criteria are: Teaching, service to the institution, professional growth and development (scholarly contributions, creative work or successful professional practice and the likelihood of continued effectiveness), and academic achievement (terminal degree). The Department approved additional discipline-specific criteria for promotion and tenure such as honors and special recognitions, favorable communications from students, successful direction of discipline-specific individual work, coordination of guest lectures and field trips, presentations and consulting related to teaching and pedagogy, and conference presentations.

Similar to full-time faculty, adjunct/part-time faculty are evaluated through SEI (Student Evaluation of Instruction) scores. After the scores are available, the chair of the Department constructs a narrative that addresses teaching effectiveness as determined by the SEI scores. The chair sends the completed narrative to the Dean. If deficiencies are found, a plan of action is written to correct them. If the deficiencies aren't corrected by the next academic year, there is no renewal of the contract.

b). Full-time faculty have primary responsibility for teaching, research/creative activity and service.
During the nine semesters from fall 2016 semester through summer 2019, the Department's full-time faculty taught 81.67 percent of the core and required courses. Part-time faculty teach the remaining 18.33 percent of the core and required courses during the same period.

c). Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

Full-time Faculty Credentials and Scholarly Expertise:

During the self-study year, there were 19 full-time faculty, which includes the Department chair, interim dean, the executive director of UWG Douglasville and four part-time faculty.
- Twelve full-time faculty have the Ph.D. (one member holds a J.D. in addition to the Ph. D.).
- Scholarly productivity varies among faculty mostly due to holding administrative appointments they held throughout their careers. Despite the challenges, full-time faculty made more than 50 academic presentations and published 17 articles in refereed journals.
- Three faculty have the MFA degree (considered a terminal degree in Mass Communications at UWG). In addition, the MFA faculty have a significant amount of experience in film, broadcast and theater production. One member has 20 awards and honors for creative work. A creative work for another MFA faculty was displayed in the Atlanta-Hartsfield International Airport.
- Four have a master's degree.
- Four are full professors (three have administrative appointments), five are associate professors, four are assistant professors, and six are lecturers in the Department.

The faculty is respected by the University community and regularly honored for their commitment to high-quality teaching and mentoring. One faculty member received the University's prestigious Outstanding Teaching Award and two were honored with the Outstanding Mentor Award. In addition, eight faculty members were nominated for the Outstanding Teaching Award and five were nominated for the Outstanding Mentor Award.

Faculty members stay current with faculty development opportunities offered through the University's programs. Twelve faculty members have received 14 teaching and course redesign summer grants.

Part-time and Adjunct Faculty:
During the self-study year, there were four part-time faculty in Fall 2019 - two regular part-time instructors and two professional staff who teach as adjuncts. One of the part-time instructors taught only during the fall 2019 semester while a tenured faculty member was on sabbatical. Part-time faculty have master's degrees or 18 graduate credit hours in the discipline, as required by SACS. Two of the part-time faculty hold staff positions as general managers of WUTV and The WOLF Internet Radio.

Faculty's Professional Experience:
The Department has built a faculty with significant professional and teaching experience. A review of the curriculum vita revealed that, together, the 19 full-time faculty members averaged 15 years of professional experience and 13 years of university-level teaching experience.

Visiting Professionals, Faculty and Guests: During the self-study year, 22 guests were invited to serve as speakers in classes, serve on symposium panels or speak to student organizations. Three visitors were identified as associate professors: one visiting from Kennesaw State University and two from different UWG departments. Remaining guests represented a variety of professionals from industries representing student interest: Cox Media Group, ZUZU Films, Georgia State House, the U.S. Bureau of Labor and UWG's athletic department.

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

The Department uses multiple measures and evaluates onsite and online instruction regularly. Each semester, students participate in the University-wide administration of Student Evaluation of Instruction (SEI). In addition to SEI results, all faculty are required to submit to the chair an annual self-evaluation about their teaching, professional growth and service activities from January-December. Faculty members submit their reports in the January following the measured year. Other measures include student submissions and awards, as well as faculty research and/or professional growth activities and honors. All faculty are referred to the *Faculty Handbook* and the Department's promotion and tenure guidelines for evidentiary items to be reported, such as the courses taught, student enrollment in each course, teaching environment (onsite or online), student submissions and awards, and time spent with developing teaching innovations for each course. Faculty members are expected to include instructor-centered student comments for each course. The reported is limited to no more than five pages.

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

The Department's senior faculty is assigned to University committees while the junior faculty is expected to focus on service in the Department. A meeting with administrators from across the University revealed that the Department's faculty is highly regarded for their "collegiality and collaborative nature." The administrators also attributed the professionalism and enthusiasm of the Department's students to its faculty. The Interim Dean praised the Department for the racial and ethnic diversity of its faculty and attributes the unit's growing diverse student population and student enrollment to their efforts.

As evidence of its excellence, the University System of Georgia in 2016 named the Department of Mass Communications as the winner of the Regent's Teaching Excellence Award for Departments and Programs, one of the highest honors bestowed by the System's Board of Regents. The Department won the award in competition with 25 other institutions in the System.

SUMMARY:

The Department's faculty is committed to teaching, research and service. This commitment is reflected in their enthusiasm for the communications profession and the communication skills its students have mastered. It is easy to see why the Department of Mass Communications was selected as the Outstanding Department or Program for the University System of Georgia in 2016.

COMPLIANCE

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

Unit performance with regard to indicators:

a). The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

To promote research, creative activity and professional activity, faculty are evaluated annually on their achievements in teaching, service, and professional growth and development. They are expected to present evidence of scholarly publications and creative works, presentations before learned societies and professional organizations, the scholarship of teaching and learning, grants and recognition by professional peers.

There are various kinds of support provided: professional growth and development funds may be used for a myriad of items – from academic-professional travel to membership fees or publications. Funds are allocated by faculty rank from $750 to $1,250. Year-end allocations from monies that were not used may be reassigned. Each concentration head is provided $1,500 for various professional activities. The College of Social Sciences (COSS) also provides support in two ways: $500 to assist with international conferences or research projects and Summer Faculty Grants, typically $5,000. The Summer Faculty Grants are used for online course development, grant writing, research support (including scholarship/creative works) and course redesign. At the University Level, Faculty Research Grants are available ranging from $500 to $5,000. The Department has a strong, consistent record of faculty support from all levels of the University: Professional Growth and Development funds, COSS International Travel Grants, COSS Summer Faculty Grants, Presidential Grants and Faculty Research Grants.

After six years of full-time service, tenured faculty may apply for paid educational and professional leave. The *Faculty Handbook* (sections 112.01 and 112.0101) provides guidelines for sabbaticals. Since 2015, three faculty members have earned sabbaticals for their scholarship and creative work.

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

The University's *Faculty Handbook* and the College of Social Sciences *Bylaws* and *Policies & Procedures* provide clear expectations. Faculty interviewed expressed understanding and support for the guidelines. Tenured and tenure-track faculty are expected to carry a workload equivalent to 12 credit hours. Each semester, tenured and tenure-track faulty have reassigned time for scholarship that is the equivalent of a three-credit course. This reassigned time provides the opportunity for faculty to pursue an active research and/or creative works agenda. In 2014, the Department voted to approve peer-reviewed creative works that satisfy the Broadcast Education Association (BEA) or the University Film & Video Association (UFVA) promotion and tenure criteria as the equivalent of peer-reviewed scholarly publications. The Department is also updating its promotion guidelines for clinical professors to include credentials that address professional growth and development in the area of public relations. Lecturers primarily focus on teaching, but some engage in the scholarship of teaching and learning.

During the six-year period reviewed, six faculty members were promoted and/or tenured.

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

The University and the College's guidelines for promotion, tenure and merit recognition acknowledge that faculty engage in a variety of activities. The 2014 enhancement of the definition of peer-reviewed creative works provides opportunities for a discipline-diverse faculty. The Department's strategic priorities seek to provide "connectedness" and "invested teaching" that daily require a faculty that is industry savvy, academically excellent, and tuned in to students' needs.

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

While UWG is listed as one of four comprehensive universities in the 26-institution USG system, its Department of Mass Communications has maintained an impressive and appropriate record of research, creative and professional activity – all while teaching full course loads and maintaining heavy service responsibilities. Every member of the faculty has active programs of research, creative and/or professional activity. Their presentations run the gamut of the academic organizations (ACA, AEJMC, AJHA, BEA, ICA, IAMCR, NBS-AERho, NCA, UFVA) to industry organizations and nonprofits (Atlanta Film Society, Georgia Association of Broadcasters, Georgia Film Festival, PRSA, United Way, Women in Film). Faculty members serve on editorial review boards and as manuscript reviewers for multiple journals and academic associations. All of this work clearly supports the University's strategic plan (2014-2020) to create an "Engaged West" and the Department's three strategic priorities: invested teaching, experiential learning and connectedness.

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

Through strong instruction in courses, experiential learning activities on and off campus and with visiting professionals, there is a healthy climate for working and learning. There is evidence of respect for diverse views of students and faculty. In a meeting with colleagues from across campus there was mention of the "entrepreneurial" spirit of faculty and students and the "quality of their work sets them apart from others on campus."

SUMMARY:

The Department of Mass Communications has a highly respected level of research, creative activity and professional activity reflecting a department offering professionally-focused degrees. Its faculty has a commendable record of presentations both internationally and domestically to scholarly and professional organizations. Through its work, the representative industries body of knowledge continues to be strengthened.

COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (4)	Associate Professors (5)	Assistant Professors (4)	Lecturers ** (6)	Totals (19)
Awards and Honors	43	20	13	3	7	43
Grants Received Internal	54	34	8	3	9	54
Grants Received External	5	2	0	0	3	5
Scholarly Books, Sole- or Co-authored	1	0	1	0	0	1
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	0	0	0	0	0	0
Book Chapters	5	2	3	0	0	5
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	14	12	5	0	0	17
Refereed Conference Papers	23	15	13	0	0	28
Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	0	0	0	0	0	0
Book Reviews	4	0	3	0	1	4
Articles in Non-Refereed Publications	3	0	1	0	2	3
Juried Creative Works	11	0	10	1	0	11
Non-juried Creative Works	8	0	8	0	0	8
Panel presentations for learned societies or professional organizations	56	27	18	3	8	56
Other (please specify): Textbook Question Bank	1	1	0	0	0	1
Grand Totals	228	113	83	10	30	236

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

Several years ago, the University of West Georgia created a centralized Advising Center that handles academic advising for all students. In site team discussions with Department of Mass Communications faculty, most praised this new model. And anecdotally, from discussions with several dozen Mass Communications students, there was broad agreement that the Advising Center is doing a good job of helping them navigate curriculum toward graduation. "I meet with my (Advising Center) advisor twice a year," said one student, "and if they contact you about an appointment and you don't respond, they'll hound you until you do."

At least five Advising Center professionals are assigned to service the roughly 650 Mass Communications majors. Prior to creation of the centralized Advising Center, Department faculty handled academic advising.

The 2017 shift to professional academic advisors freed faculty in the Department to concentrate on providing students with career advice and out-of-classroom mentoring. Now, Department faculty members are assigned to "mentor" students beyond academic counseling. "The previous model typically found faculty spending time doing course scheduling as opposed to true advising and mentoring," the self-study states. "The mentoring program afforded faculty the opportunity to discuss career paths, internship opportunities, and other professional development prospects with students rather than spending time working out a student's course schedule conflicts."

The self-study added: "It is important to note that the formal mentoring program does not replace the informal mentoring that has been a staple of the Department for many, many years. Most mentoring happens organically when students connect with faculty in classes and seek additional advice and help on coursework, internship opportunities, and professional career options."

b). Faculty are available and accessible to students.

In conversations, students praised the faculty as accessible and dedicated. That view was shared by recent graduates who were contacted by the site team. A review of syllabi shows that most faculty list office hours and a variety of methods for contacting them. Similarly, hours of availability are clearly posted outside the offices of faculty.

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

Anecdotally, students said they are fully informed about activities, requirements and policies. Much of this is done through their meetings with academic advisors. Department-wide email notifications are frequent, students said.

d). The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

The unit's signature event is its annual Media Day, where nearly 50 media and communications professionals, representing a wide range of companies and organizations, meet on campus and interact

with students. The event provides a superb networking opportunity for students to discuss internships and career opportunities with the professionals. Numerous students told the site team this is a valuable event and that they spend a great deal of time refining their resumes and practicing their interview skills in advance of meeting prospective employers.

Mass Communications students may choose from a wide range of extra-curricular activities. Among them:

- bluestone – The UWG Student Public Relations Firm. This student-run organization provides companies and organizations with strategic communication research, advice on media relations, social media strategies and image and brand management. The firm's services are provided pro-bono, but clients are asked to cover out-of-pocket expenses.

- The WOLF Internet Radio – This award-winning student-staffed Internet radio station, popular with students, provides programming from sports to music. Student workers at The WOLF report that audience metrics are closely tracked. "We know who's listening, what they listen to and how long they listen," said one WOLF student staffer. The WOLF acts as a valuable experiential learning lab.

- WUTV – WUTV offers a practicum for students, who gain hands-on experience directing, editing, anchoring, producing, reporting, scripting and experience operating a camera.

- *The West Georgian* – Editorially independent and student-staffed, Th*e West Georgian* this semester shifted from predominantly print to digital. Instead of appearing weekly in print, it now appears weekly online (although it still produces two print editions per semester that highlight stories considered to be among the best they have written). Of those students interviewed by the site team, few said they are regular readers of *The West Georgian*. *The West Georgian* staff is trying to expand its audience through social media.

- Public Relations Student Society of America (PRSSA) – This active PRSSA chapter is a popular and beneficial outlet for Mass Communications students in the Public Relations concentration.

- NBS-AERho, The National Electronic Media Association – University of West Georgia Chapter – This organization is popular among students involved in broadcast media as well as electronic media. Student members said it provides a valuable link to industry professionals and offers networking opportunities that can lead to internships or jobs.

- Southern Sunset Film Festival – This annual multi-day event is a beneficial extracurricular activity for those students in the Film & Video Production concentration. The Festival brings together undergraduate filmmakers from the Southeast to show showcase student-produced films.

The site team noted the absence of University of West Georgia chapters for groups like the Society of Professional Journalists (SPJ), the Online News Association (ONA), or the Radio Television Digital News Association (RTDNA) which might benefit students in the Convergence Journalism concentration.

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

Data on enrollment, retention and graduation rates are available on the Department of Mass Communications website. The information is clearly presented and covers recent years, making it easy to track trends.

The unit also maintains data on scholarships granted to Mass Communications students, and that information was presented in the self-study. It shows that while the total value of scholarships awarded by the University is relatively healthy, the amount of scholarship money controlled by the unit is very modest at roughly $9,400 for the current academic year. As it contemplates strategic goals, the Department may wish to focus on trying to increase this amount as a way of bolstering its enrollment.

SUMMARY:

Students in the Department of Mass Communications benefit from a solid academic advising system, as well as an accompanying "faculty mentorship" program that assists them in career planning. There are a variety of extra-curricular activities available to students to provide them with experiential learning and professional development.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The Department has an annual budget of about $1.3 million, of which $1.2 million is for administrative and faculty salaries and $85,000 is for operations. The Department has been able to grow by utilizing funds from a variety of sources, including Tech Fees, student activities funds, special grants and e-tuition, that is, a surcharge for students enrolled in online courses.

At the time of the visit, the university was dealing with the consequences of a decline in enrollment of about 500 students from a total enrollment of more than 13,000. While the impact on the Department's budget is unknown at this point, there could be reductions. Also, the e-tuition surcharges are being phased out and will end entirely in the next fiscal year.

The Department's operating budget is set at $14,000 and has not increased in 20 years. To meet its strategic goals, the Department has been successful in applying for Tech Fees funds, which have gone to support upgrades in facilities and equipment. A capital request was used to build the Convergence Learning Center. An agreement was reached with the Student Activity Fee Budget Allocation Committee to provide student activities fees proportionately for an initial five-year period so that funding for the student media outlets where students do their practicum courses is guaranteed. The e-tuition fees have been used to support a faculty position as well as professional growth and development, but that will be zeroed out in the next fiscal year. The faculty position has been preserved through other funding, but travel, research and other professional growth activities may have to be prioritized for funding in the future.

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

Since the 2011 reorganization that brought the Department into the College of Social Sciences, it has grown dramatically with support from the college and the University. By linking budgeting to its strategic plan, the Department has grown from 250 when it was part of the Theatre Department to more than 600 majors and from five to 11 tenure-track faculty positions. It won capital funding to build the Convergence Learning Center, with a Mac Computer Learning Lab and renovated studios and edit rooms for The WOLF online radio station, an equipment pool and a studio with a green screen and Foley recording.

When the Department received the Regents Excellence Award in 2016 as the most outstanding department in the Georgia higher education system, it also received a permanent allocation of $5,000 from the University president.

The Department believes that the university should develop a new plan to replace e-tuition dollars that is based on department size, including the number of students enrolled and the number of faculty and staff. Budget figures in the self-study show the Department has the second lowest operating budget of six departments in the College of Social Studies while having the second highest number of faculty and third highest student/faculty ratio. It also has less than half the budget of two other resource-driven

departments, Art and Music, in the College of Arts and Humanities.

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

The offices, classrooms and experiential labs used by the Department are scattered in several buildings across the University's 645-acre campus.

Although the Department is part of the College of Social Sciences, its administrative and faculty offices are located in the Humanities Building with Art and Music, the same building where the main lecture hall and classrooms used for instruction are located.

The Convergent Learning Center, where skills classes are taught, is located in the Anthropology Building, about a 10-minute walk across the main quad. The center includes the iMac Classroom, two edit suites, an instructional radio suite, green screen studio, audio booth, equipment pool and The WOLF Internet Radio studios and office.

The *West Georgian* newspaper office is located in the basement of the University Community Center, also a 10-minute walk from the Humanities Building. It is about 800 square feet and has eight computers and workstations, enough for each member of the paid student staff.

The WUTV television station is located in the College of Education, a 10-minute drive by automobile from the main quad. Its facilities include a television studio and control room, two edit suites, an equipment storage room and offices for the general manager and executive producer of the station.

The chair and faculty would like to see the Department's offices, classrooms and labs united under one roof and is making its case as the University plans for expansion and new construction. Students commented that it was easy to remain in one physical area and not see students or faculty from other areas, thus missing out on opportunities for convergent learning. For example, students working on The WOLF radio said they seldom went to the television studio, and television students said they seldom visit the radio facilities.

d). The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

The Department's equipment is current and of professional-level quality, with enough gear to support a hands-on digital media curriculum. Faculty and students agreed that equipment was of excellent quality, well maintained and readily accessible. Students commented that the equipment they use at the University is sometimes superior to what they encounter in their internships in a professional setting. They also remarked that they are able to use equipment beginning in their freshmen year if they volunteer at the radio or television stations.

Equipment highlights include:
- Convergent Learning Center Equipment Pool, with a total of 63 cameras for video, film and still photography, along with audio, microphones, tripods, lenses and lighting kits to support video and film production.
- iMac Classroom with 20 computers for skills classes.

- Green screen studio with Foley recording.
- WOLF Internet Radio, with equipment for two streaming studios and two production studios, including WideOrbit automation systems, computers and Adobe editing software and gear for live remote productions.
- WUTV, with a studio with four HD cameras, two video walls and a Chroma key wall, a control room with a new NewTek TriCaster system, two edit suites and an equipment room with a total of 31 Panasonic HD cameras, tripods, microphones and lighting kits.
- *West Georgian* office, with iMac computers, two HP color printers and an Apple external drive for archiving print editions.

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

Library resources are provided by the main library, which is centrally located among the three buildings around the main quad where Mass Communications students have classes.

SUMMARY:

Excellent facilities and equipment support experiential learning for students as they produce digital content for a variety of platforms. The Department has grown this program by securing funding to support its strategic goals. Bringing more parts of the Department under one roof and finding a replacement for e-tuition dollars would help take the program to the next level.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

Alumni loyalty runs deep and graduates express pride in the Department. Many return to campus, with 36 participating in the 2018 Media Day, the Department's signature event for connecting students with industry professionals. Some also participated in a Homecoming weekend panel of professionals. And alumni regularly help students and internships or jobs.

Some alumni expressed gratitude to their instructors who prepared them for real-world experiences and to alumni whom they met while they were students. "The biggest thing that helped me," said one, "was getting advice from the alums who came back."

That said, some alumni said they would like more engagement with the Department. Responding to a site team query, one emailed: "Unfortunately, very seldom am I contacted by anyone in the Department with updates about what is happening in the Department. As someone who thinks highly of the Department and who has donated money to the College of Social Sciences as an alumna, this is very disappointing to me. . . I would be beyond thrilled to share and speak about my journey through the mass communications program and my career post-graduation if ever given the opportunity."

By its own acknowledgement in its self-study, the Department needs to expand and improve engagement with the professional world. "Although the Department has a solid relationship with industry professionals, a formal professional advisory board is needed to improve assessment, better inform curriculum, and provide additional networking opportunities for students."

Several of the unit's faculty members acknowledged this is an area for improvement, although each said they remain in close touch with a number of professionally successful graduates and sometimes invite them back to campus or connect them with students seeking career guidance.

The Department also seeks to engage with alumni through social media platforms like Facebook and Twitter. But the Facebook page has a relatively small number of followers (only 317 at the time of the site team visit). The Department has only about 400 followers on Twitter, and its Twitter feed can have gaps of weeks between being updated.

b). The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

Faculty members are frequent participants in activities that could be seen as enhancing professional standards and evaluating professional performance. They do this through a range of activities, from serving as academic manuscript reviewers to appearing on panels at academic gatherings to serving as judges in student competitions.

c). The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

The evidence of departmental support for faculty involvement can be seen in the scope of engagement described in the self-study. The 19 faculty members listed close to 60 activities, such as service on professional boards. And the self-study provides a long list of awards given to faculty members for academic excellence, community service, research or other scholarly pursuits.

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

Again, a number of faculty members are actively engaged with civic groups and local nonprofit organizations that aid the community.

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

The Department supports scholastic journalism in a variety of ways. It regularly provides tours of its broadcast and newspaper facilities for local schools. The advisor to *The West Georgian* periodically evaluates online publications of high school journalists. The WOLF Internet Radio coordinates with the University's athletic department to provide recruitment tours for high school athletes who may be interested in Mass Communications. And faculty members have occasionally participated in career days at high schools.

SUMMARY:

Although individual faculty members maintain close relationships with Mass Communications alumni, the Department needs to improve its engagement. Establishing a professional advisory board – something the Department says it intends to do – should assume priority.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):

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

• *Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?*

The Department chair oversees the assessment process with the assistance of the four concentration heads. Faculty provide measurement scores for the 34 required courses that are part of the assessment plan. Concentration heads aggregate the scores of the measures and summarize the data that includes assigning ranges (developed, highly developed, emerging, beginning and insufficient). In addition, they use the data to draft improvement plans for the next cycle of assessment. Faculty write narratives for all measures regardless of scores, though lower scores (below 70 percent-designated as beginning or insufficient) inform improvement plans. Narratives address the strengths, weaknesses and improvement options or plans for improving the measure in the upcoming year.

• *How has the unit verified that core and required courses cover all 12 of ACEJMC's professional values and competencies?*

One or more competencies and values are assigned to each course. The Department chair provides a list of 34 core and required courses, the assessment measure of each course and the single point of accountability (the instructor). The range of direct measures reflects the content of the course and where the student is in the curriculum. Most are course-embedded direct measures such as exam scores and final project grades. Faculty are responsible for administering the course-embedded direct measure established for the course. At the beginning of the next academic year, faculty meet to discuss their findings and establish an action plan for measures deemed deficient. To summarize, faculty are very involved throughout the assessment process.

• **How has the unit ensured that the syllabi for these courses state learning outcomes that address the values and competencies appropriate for each course?**

Each semester, the chair of the Department reminds the faculty to include the competencies and values in their syllabi. Faculty also use a common language in the syllabi to explain why the competencies and values are important. Each syllabus includes a link for students who want additional information. A complete list of the competencies and values or the "6X6 MASS COMM SUCCESS" graphic is included in every course syllabus. The graphic is also used on material for recruiting.

The site team asked students if they could remember any of the competencies and values. They identified at least three of them. When asked which competencies and values were their best, most students named at least two. One student said that his best competencies were writing effectively and thinking critically and creatively.

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

The Department's assessment plan of student learning objectives is based on ACEJMC's competencies and values and was adopted in 2012 and updated in spring 2017. Its recent update included creating the "6x6 MASS COMM SUCCESS" graphic that is posted in classrooms, hallways, online portals and syllabi to serve as a reminder of the Department's learning goals for students. The assessment plan includes mission and vision statements, strategic priorities, student learning outcomes and measurements. One or more ACEJMC professional values and competencies are assigned to each course. However, the Department's curriculum map does not indicate the purpose of the course: introduce, reinforce or master the value or competency. Also, the plan does not indicate how the competencies and values are reinforced from one class to the other.

• *What direct measures of assessment does the unit use, where in the curriculum and when?*

The assessment plan includes a combination of direct and indirect measures. Most direct measures are course-embedded: test questions, test averages, and grades for capstone projects. For example, the direct measure used for COMM 1154 Introduction to Mass Communication is the exam average. The direct measure for COMM 4425 Documentary Production Practices is the final project. The curriculum map identifies which competency and value is measured in each required course. Per the course number, one can tell where in the curriculum the competencies 1 and 4 are measured at the beginning of the curriculum.

For example, competencies and values 1 and 4 are measured in COMM 1154, a lower level required course that students take at the beginning of the curriculum. Competencies and values 5 and 7 are measured in COMM 4425 Documentary Production Practices, an upper level course that students take near the end of the curriculum in the Film & Video Production concentration.

An additional direct measure is the internship experience. The Department requires students enrolled in the internship course (COMM 4486) to be evaluated by their supervisor after the internship is completed. The internship supervisor is required to complete an assessment survey, a five-point Likert-like scale of the competencies and values. The assessment survey also includes an opportunity for the supervisor to evaluate interns on their attitude, their ability to learn quickly and other professional behaviors, such as timeliness and the ability to complete tasks. The categories range from "Strongly Disagree" to "Strongly Agree." In addition, there is a "N/A" option if the competency or value is not applicable to the duties of the internship. There are also open-ended questions for evaluating the intern's strengths and weaknesses.

• *What indirect measures does it use, where and when?*

The Senior-Exit Survey is administered to graduating seniors every semester. The survey, a five-point Likert-like scale of the 12 competencies and values, asks graduating students to rate the extent to which their degree prepared them to achieve the 12 competencies and values. An additional indirect measure is student work that is submitted to collegiate competitions that are judged by professional reviewers. The Department chair and concentration heads are responsible for making sure that assessment measures align with the professional values and competencies.

• *Are these measures effective for assessing ACEJMC's professional values and competencies?*

The direct and indirect measures are considered effective. The Department chair and concentration heads have used the data to confirm the proper sequencing of courses. For example, the scores in the Public Relations concentration showed that PR students needed to improve their research and writing skills in order to complete the final project. The assessment data helped faculty modify their instructional techniques for the appropriate courses.

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

• *How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?*

Each summer during the departmental annual strategic planning retreat, faculty cohorts within each concentration identify and update assessment measures that align with the ACEJMC 12 core professional values and competencies. The 34 direct assessment measures are embedded across all required courses and one elective course.

Each fall, faculty analyze a cross section sample of student performance in regard to said direct assessment measures and input assessment measure scores from the previous fall and spring into the assessment template. The sample includes student performance data from one random course section per faculty member who taught required courses included in the assessment. After assessing the results, faculty address four questions in regard to students' strengths, students' weaknesses or opportunities for development, and actions to improve students' weaknesses or opportunities for development. In accordance with ACEJMC guidelines, all graduates should be aware of and able to demonstrate 12 core professional values and competencies. Therefore, the Department of Mass Communications established its success criteria: 100 percent of its majors in a cross-section sample of required courses to score 70 or higher on assessment measures. The faculty established additional success criteria to distinguish levels of excellence:

- Highly Developed (HD) is defined as a score of 90-100 on assessment measures
- Developed (D) is defined as a score of 80-89 on assessment measures
- Emerging (E) is defined as a score of 70-79 on assessment measures
- Beginning (B) is defined as a score of 60-69 on assessment measures and
- Insufficient (I) is defined as a score of 59 or below on assessment measures

Faculty report the range of student performance on each measure and aggregate totals are calculated by the concentration heads and chair to determine the effectiveness of the measure for each outcome.

• *What specific values and competencies had graduating classes not mastered satisfactorily?*

The Department chair looked to the graduating senior survey for any indications of deficiencies. This survey gives students the opportunity to assess their master of the competencies and values. Overall, students scored themselves low on #11: apply numbers and statistics.

• *How does the unit decide how to address these areas of concern and what actions did it take to do so?*

The Department chair consults with the concentration heads and faculty and brings the areas of concern before the Curriculum Advisory Committee for consideration. In this case, the Department chair and one of the concentration heads recommended a statistics or analytics course to help students improve their skills. In addition to having students take a statistics course as an elective from another department, possible solutions included looking into online resources, such as Lynda.com or a Google analytics course.

• *How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?*

The Department takes direct and indirect measures for all competencies and values at the end of each semester. This process allows the Department to identify weaknesses and develop solutions in a timely manner.

• *Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?*

The assessment process and the above example demonstrates that the data analysis and action plan was effective in identifying deficiencies and developing action plans.

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

For the past 40 years, the Department has hosted its annual Media Day, a signature event at which students, alumni, and community and industry partners gather to network and celebrate academic and professional development excellence. This annual event starts with a panel of industry professionals discussing the most relevant communications topics. Panelists are selected to provide a broad diversity of career perspectives based on factors such as media specialty, length of work experience, race, and gender. The panel discussion is followed by a networking session in which more than 50 communications and media professionals interact one-on-one with students and have the opportunity to pitch internships, as well as part- or full-time employment opportunities. Close to 70 percent of the professionals are alumni who return to work with the students. Approximately 40-50 media professionals and alumni attend the event. Students are thrilled with the event. Campus administrators indicated that they are very impressed with the event.

In addition to Media Day, the Public Relations concentration's bluestone agency works with companies with strong alumni ties to the Department.

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

The Department uses internship supervisors in its assessment of learning and professional development. Internship supervisors often include media professionals and alumni.

SUMMARY:

The Department has an assessment plan and measurements that are suitable for measuring the 12 competencies and values. Concentration heads and faculty are a part of the measurement process as well as establishing action plans to address deficiencies. It is committed to making sure students understand the industries professional values and competencies. Everything about the assessment plan and process indicates that faculty and students are committed to these goals.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- Widely diverse faculty and student body

- Effective advising and mentoring system

- University-wide support for the Department

- Collegial and respected faculty with impressive record of faculty research, creative activity and professional activity

- Academic offerings that are industry and geographically appropriate

- Popular Media Day that unites students with potential internships and jobs

- Facilities, equipment and software that support experiential learning

Weaknesses

- Uncertainty about future budget support

- Facilities spread across campus do not promote learning in a converged media environment

- Need for a professional advisory board to provide frequent and formalized industry input

2) List the standards with which the unit is not in compliance.
NONE

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

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

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

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

7) The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.

The self-study was thorough and reflected the commitment of the faculty in the Department of Mass Communications to earning ACEJMC accreditation. In future years, the document would be well-served to have a strong copy editor to eliminate some of the less important information.