

Report of ACEJMC Evaluation

Undergraduate program

2021-2022

Name of Institution: Brigham Young University
Name and Title of Chief Executive Officer: Kevin J Worthen, president
Name of Unit: School of Communications
Name and Title of Administrator: Mark Callister
Date of 2021-2022 Accrediting Visit: Jan. 23-26, 2022
Date of the previous accrediting visit: Oct. 12-15, 2014
Recommendation of the previous site visit team: Re-accreditation
Previous decision of the Accrediting Council: Re-accreditation
Recommendation by 2021-2022 Visiting Team: **Re-accreditation**

Prepared and submitted by:

Team Chair

Name and Title: Pam Luecke, Journalism Professor Emerita
Organization/School: Washington and Lee University

Signature 

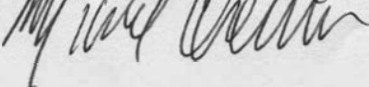
Team Member

Name and Title: Douglas A. Boyd, Professor Emeritus
Organization/School: Department of Communication, School of Journalism and Media,
University of Kentucky

Signature 

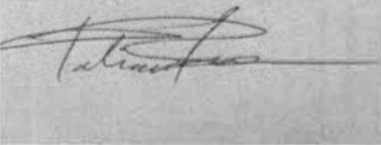
Team Member

Name and Title: Michael Cherenon, Executive Vice President
Organization/School: SCG Advertising and Public Relations

Signature 

Team Member

Name and Title: Patricia Rose, Executive Director Emeritus and Professor Emerita
Organization/School: American Academy of Advertising/ Florida International University

Signature


On site: Luecke, Boyd, Cherenon _____

Virtually: Rose _____

PART I: General information

Name of Institution: Brigham Young University

Name of Unit: School of Communications

Year of Visit: 2021-2022

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

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

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

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents. Documentation on page 12.

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

- Yes
- No

If yes, give the date of the last accrediting visit: October 12-15, 2014

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1984-1985

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

We at the BYU School of Communications are a consecrated community of disciples, scholars, and mentors who strive to walk in the meekness of Christ's spirit, as we inspire learning through love, faith, and service that prepares each child of God to share light and hope of the world.

This mission statement was developed by faculty in 2021 and officially adopted in August 2021. It replaced a mission statement adopted in 2008.

7. What are the type and length of terms?

2 Semesters of 12 weeks
2 Summer sessions of 7.5 weeks

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

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.

BA Communications with sequences in Advertising, Communications Studies, Journalism, and Public Relations

10. Credit hours required by the university for an undergraduate degree: 120 semester credit hours

11. Give the number of credit hours students may earn for internship experience.

4 semester credit hours; 1 semester crew hour for subsequent internship

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
Advertising	Jeff Sheets
Communications Studies	Jessica Zurcher
Journalism	Kris Boyle
Public Relations	Pamela Brubaker

13. Number of full-time students enrolled in the institution: 36,024

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
Advertising	223
Communications Studies	116
Journalism	140
Public Relations	177
Pre-majors	447
Total	1,103

15. Number of students in each section of all skills courses (news writing, 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. Submit two semesters with the self-study, and update as needed when the site team arrives on site. Attach separate pages if necessary.

Include a separate list for [online skills courses](#), which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Winter 2021 Semester

Course number	Title	Section	Enrollment
Comms 308	Research Methods for Journalism	1	10
Comms 308	Research Methods for Journalism	2	20
Comms 312	Digital Media Production	1	18
Comms 312	Digital Media Production	2	11
Comms 313	Media Design and Graphics	1	20
Comms 313	Media Design and Graphics	2	14
Comms 313	Media Design and Graphics	3	19
Comms 313	Media Design and Graphics	4	19
Comms 314	Intro to Social Media Management	1	20
Comms 314	Intro to Social Media Management	2	20
Comms 314	Intro to Social Media Management	3	20
Comms 314	Intro to Social Media Management	4	17
Comms 315	Intro to SEO and Analytics	5	19
Comms 315	Intro to SEO and Analytics	6	20
Comms 315	Intro to SEO and Analytics	7	20
Comms 316	Intro to Social Promotion	1	20
Comms 316	Intro to Social Promotion	2	17
Comms 316	Intro to Social Promotion	5	17
Comms 318	Public Relations Research and Measurement	1	20
Comms 318	Public Relations Research and Measurement	3	17
Comms 318	Public Relations Research and Measurement	4	8
Comms 319	Research in Communication	1	20
Comms 319	Research in Communication	2	20
Comms 320	Public Relations Writing	1	13

Course number	Title	Section	Enrollment
Comms 320	Public Relations Writing	2	20
Comms 321	News Reporting	1	15
Comms 325	Broadcast Media Reporting	1	1
Comms 325	Broadcast Media Reporting	2	2
Comms 325	Broadcast Media Reporting	3	2
Comms 325	Broadcast Media Reporting	4	2
Comms 384	Editing for News Media	1	10
Comms 385	Television News Producing	1	7
Comms 385	Television News Producing	2	7
Comms 386	Sports Communications	1	10
Comms 420	Advanced Print Reporting	1	4
Comms 425	Strategic Digital Storytelling and Publishing	1	14
Comms 425	Strategic Digital Storytelling and Publishing	2	8
Comms 425	Strategic Digital Storytelling and Publishing	3	20
Comms 484	Publication Graphics and Production	1	8
Comms 486	Advanced Broadcast Reporting	1	2
Comms 486	Advanced Broadcast Reporting	2	1
Comms 486	Advanced Broadcast Reporting	3	1
Comms 486	Advanced Broadcast Reporting	4	10
Comms 488	Advanced Broadcast Producing	1	4
Comms 488	Advanced Broadcast Producing	2	3

Spring 2021 Term

Course number	Title	Section	Enrollment
Comms 308	Research Methods for Journalism	1	6
Comms 312	Digital Media Production	1	15
Comms 313	Media Design and Graphics	1	15

Course number	Title	Section	Enrollment
Comms 314	Intro to Social Media Management	1	15
Comms 314	Intro to Social Media Management	2	13
Comms 315	Intro to SEO and Analytics	1	10
Comms 319	Research in Communication	1	20
Comms 425	Strategic Digital Storytelling and Publishing	1	15

Fall 2021 Semester

Course number	Title	Section	Enrollment
Comms 308	Research Methods for Journalism	1	20
Comms 308	Research Methods for Journalism	2	6
Comms 312	Digital Media Production	1	20
Comms 312	Digital Media Production	2	20
Comms 313	Media Design and Graphics	1	20
Comms 313	Media Design and Graphics	2	20
Comms 313	Media Design and Graphics	3	7
Comms 313	Media Design and Graphics	4	6
Comms 314	Intro to Social Media Management	1	20
Comms 314	Intro to Social Media Management	2	20
Comms 315	Intro to SEO and Analytics	5	20
Comms 315	Intro to SEO and Analytics	6	18
Comms 316	Intro to Social Promotion	1	20
Comms 318	Public Relations Research and Measurement	1	20
Comms 318	Public Relations Research and Measurement	3	16
Comms 318	Public Relations Research and Measurement	4	20
Comms 319	Research in Communication	1	19
Comms 319	Research in Communication	2	10
Comms 320	Public Relations Writing	1	19

Course number	Title	Section	Enrollment
Comms 320	Public Relations Writing	2	19
Comms 320	Public Relations Writing	3	8
Comms 321	News Reporting	1	6
Comms 321	News Reporting	2	7
Comms 321	News Reporting	3	5
Comms 321	News Reporting	4	6
Comms 321	News Reporting	5	4
Comms 325	Broadcast Media Reporting	1	4
Comms 325	Broadcast Media Reporting	2	3
Comms 325	Broadcast Media Reporting	3	4
Comms 325	Broadcast Media Reporting	4	4
Comms 384	Editing for News Media	1	3
Comms 384	Editing for News Media	2	3
Comms 386	Sports Communications	1	6
Comms 420	Advanced Print Reporting	1	7
Comms 484	Publication Graphics and Production	1	10
Comms 486	Advanced Broadcast Reporting	1	2
Comms 486	Advanced Broadcast Reporting	2	1
Comms 486	Advanced Broadcast Reporting	3	3
Comms 486	Advanced Broadcast Reporting	4	3
Comms 486	Advanced Broadcast Reporting	5	3
Comms 486	Advanced Broadcast Reporting	6	2
Comms 488	Advanced Broadcast Producing	1	3
Comms 488	Advanced Broadcast Producing	2	2

Winter 2022 Semester

Course number	Title	Section	Enrollment
Comms 308	Research Methods for Journalism	1	20

Comms 308	Research Methods for Journalism	2	18
Comms 312	Digital Media Production	1	17
Comms 312	Digital Media Production	2	18
Comms 312	Digital Media Production	3	18
Comms 312	Digital Media Production	4	12
Comms 313	Media Design and Graphics	3	8
Comms 313	Media Design and Graphics	4	5
Comms 313	Media Design and Graphics	5	14
Comms 313	Media Design and Graphics	6	7
Comms 318	Public Relations Research and Measurement	1	19
Comms 318	Public Relations Research and Measurement	2	19
Comms 318	Public Relations Research and Measurement	3	17
Comms 319	Research in Communication	1	20
Comms 319	Research in Communication	2	6
Comms 320	Public Relations Writing	1	20
Comms 320	Public Relations Writing	2	20
Comms 320	Public Relations Writing	3	18
Comms 325	Broadcast Media Reporting	1	6
Comms 325	Broadcast Media Reporting	2	6
Comms 325	Broadcast Media Reporting	3	10
Comms 325	Broadcast Media Reporting	4	6
Comms 325	Broadcast Media Reporting	5	5
Comms 384	Editing for News Media	1	9
Comms 384	Editing for News Media	2	11
Comms 386	Sports Communications	1	14
Comms 420	Advanced Print Reporting	1	5
Comms 484	Publication Graphics and Production	1	9
Comms 486	Advanced Broadcast Reporting	6	4
Comms 486	Advanced Broadcast Reporting	7	5

16. Total expenditures planned by the unit for the 2021–2022 academic year:

BYU's budgets are January through December. The base school budget for 2021 is \$3,584,523. This figure excludes the budgets for each of the school's labs as well as capital equipment expenditures.

Give percentage increase or decrease in three years:

The 2021 budget is a 1.53% increase from 2020. During 2020 and 2021, budgets for supplies, software, physical facilities, and travel were frozen due to the pandemic.

The 2020 budget was increased 7.87% from 2019. However, this was the result of a one-time adjustment resulting from new university budget allocations to replace the unit's ability to fundraise.

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

\$2,346,427. This amount does not include salaries for the director and the dean (who are paid from the university budget), nor does it reflect the new faculty FTE acquired in 2021.

17. List name and rank of all full-time faculty in the accredited unit in fall 2021. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Faculty	Rank	Emphasis/Sequence
Ed Adams	Professor & Dean	Core/electives
Kris Boyle	Associate Professor	Journalism
Pamela Brubaker	Associate Professor	Public Relations
Clark Callahan	Professor	Communications Studies
Mark Callister	Professor & Director	Advertising
Joel Campbell	Associate Teaching Professor	Journalism
Ed Carter	Professor	Journalism
Scott Church	Associate Professor	Communications Studies
Dale Cressman	Associate Professor	Core/electives
Chris Cutri	Associate Professor	Advertising
Jason Freeman	Assistant Professor	Advertising
Kevin John	Associate Professor	Communications Studies
Devin Knighton	Assistant Teaching Professor	Public Relations
Ken Plowman	Associate Professor	Public Relations
Quint Randle	Associate Professor	Advertising
Othello Richards	Assistant Professor	Communications Studies
Tom Robinson	Professor	Advertising
Miles Romney	Assistant Professor	Journalism
Jeff Sheets	Associate Teaching Professor	Advertising
Brian Smith	Associate Professor	Public Relations
Steve Thomsen	Professor	Public Relations
Robert Walz	Associate Teaching Professor	Public Relations

Faculty	Rank	Emphasis/Sequence
Chris Wilson	Associate Professor	Public Relations
Jessica Zurcher	Assistant Professor	Communications Studies

18. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching spring 2021. (If your school has its accreditation visit in spring 2022, also provide the spring 2022 adjunct list when the team arrives for the visit.)

Fall Semester 2021 (Sept-Dec)

Jeffrey Allred	Jacob Parry
Jason Brown	Meagan Pendleton
Caroline Clark	James Rich
Tracie Cudworth	Amee Rock
Marcus Hardy	Ryan Smith
Eliza Tanner-Hawkins	Emily Spackman
Todd Hollingshead	Abbie Speed
Alexis Hooley	Megs Vincent
Randall Jeppeson	Kevin Wilson
David Johnson	Greg Wrubell

Winter Semester 2022 (Jan-Apr)

Jeffrey Allred	Greg Wrubell
Jason Brown	
Alycia Burnett	
Vivian De Melo Campos	
Caroline Clark	
Tracie Cudworth	
Jamie Curtis	
Danielle Hallows	
Marcus Hardy	
Eliza Tanner-Hawkins	
Todd Hollingshead	
Alexis Hooley	
Randall Jeppeson	
Ahmad Kareh	
Chad Little	
Andrew Miller	
Camilla Owens	
Bill Payton	
Meagan Pendleton	
Hailey Peterson	
Caleb Porter	
Amee Rock	
Adam Sanders	
Aaron Sorenson	
Abbie SpeedTyler Stahle	
Kevin Wilson	

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
2020-2021 academic year	261	261	100%
2019-2020 academic year	301	301	100%

20. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside of journalism and mass communications.

N/A



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**CERTIFIED
COPY OF ARTICLES OF INCORPORATION**

THE UTAH DIVISION OF CORPORATIONS AND COMMERCIAL CODE HEREBY CERTIFIES THAT THE ATTACHED is a true, correct, and complete copy of the Articles of Incorporation and Amendments of

BRIGHAM YOUNG UNIVERSITY

and the endorsements thereon, as the same is taken from and compared with the original filed in the office of the Division on *May 17, 1949*, and now remaining on file and of record therein.

AS APPEARS OF RECORD IN THE OFFICES OF THE DIVISION.

File Number: *CO 026397*



Dated this 3rd day
of March, 1995.

Karla T. Woods

Karla T. Woods
Director, Division of
Corporations and Commercial Code

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>).

Brigham Young University is a private university supported by the Church of Jesus Christ of Latter-day Saints. That makes it unusual among ACEJMC accredited institutions. Only 15 of the 117 accredited institutions are private and of those, only a handful are religiously affiliated or supported by a religion. The School notes that this distinction is significant when it comes to institutional governance and that ACEJMC, in its Preamble to accrediting standards, “recognizes that each institution has its unique situation, cultural, social or religious context, mission and resources, and this uniqueness is an asset to be safeguarded.”

BYU has more than 30,000 undergraduate students at its flagship campus in Provo, Utah, and 2,766 graduate students. The attractive, walkable campus sits against the stunning backdrop of the Wasatch Mountains. The university has three other campuses (Hawaii, Idaho and Salt Lake City) and BYU Pathways Worldwide for online learning. Although communications courses are taught at some of the remote campuses, they are not part of the School under review.

The School of Communications was created following the last site-team visit, when it was still a “department;” it is now one of six academic units within the College of Fine Arts and Communications. The School offers four emphases: Advertising (223), Public Relations (177), Journalism (140), and Communication Studies (116). Another 447 students are considered pre-majors. The School also offers a master’s in communications, which is not part of this review.

The mission of the School of Communications was adopted in August 2021, replacing a mission statement that had been in place since 2008. The previous statement referred to the disciplines taught by the unit, but the faculty opted for a mission-focused statement to enhance the department’s unity. It reads as follows:

We at the BYU School of Communications are a consecrated community of disciples, scholars, and mentors who strive to walk in the meekness of Christ's spirit, as we inspire learning through love, faith, and service that prepares each child of God to share light and hope with the world.

Faculty expressed support for the new statement, with some saying it has already helped break down silos. The dean of the College expressed some concern that the mission doesn’t say anything about communications.

The School’s strategic plan is updated annually and submitted to the dean. It lists seven goals, each with several objectives:

- 1) Diversity in full-time faculty
- 2) Facility upgrades
- 3) Lab-curriculum integrations
- 4) ACEJMC re-accreditation preparation
- 5) Advance graduate program
- 6) Emerging from the pandemic
- 7) Experiential learning and mentoring funding

The full plan can be seen here: <https://comms.byu.edu/accountability/>

The School's data is up-to-date on the ACEJMC website and on its own "accountability" page on the School's website.

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

According to the self-study, the School "works hard to create a vibrant and dynamic culture of faculty governance." It has seven standing committees, now called councils, and nearly every faculty member serves on at least one. Recommendations are advanced to the director and, if applicable, to the full faculty, which meets at least once a month.

The School has a 29-page policy manual that outlines policies and procedures. Several faculty members also serve on college and university committees.

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

The School's director, Mark Callister, has been on the BYU faculty for 16 years, but director only since June. He succeeded Ed Carter, another faculty veteran, who served two three-year terms as director and remains on the faculty. There are three associate directors: for undergraduate studies, for student learning and for graduate studies. The director reports to the dean of the College of Fine Arts and Communications.

Prof. Carter's leadership during the past six years was viewed as consistent and steady. Dr. Callister is seen by colleagues and administration as a deliberative thinker and empathetic leader who is off to a good start. He supports the faculty – and seems to have their support in return.

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

Directors are typically selected from the faculty and serve a three-year term, which may be renewed once.

The process for selecting a new director involves "the dean and associate deans conducting a series of interviews with the school faculty about the needs and goals of the school" and asking for suggestions.

The dean then makes an appointment.

The dean's office reviews the director, usually every three years, by asking faculty members to complete a questionnaire. The last review of Ed Carter was completed in January 2020 and was, overall, positive. The quantitative results are posted [online](#) and the full review was shared with the site team.

Director Callister is expected to be reviewed before the end of his three-year term.

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

The School's Faculty and Staff Handbook outlines procedures to follow for student-faculty disputes.

Faculty or staff who have concerns about the administration can meet with the dean or with the faculty relations office, which is within the office of the Academic Vice President.

Faculty may also turn to the Faculty Advisory Council, which serves as an advisory body to the university administration. One member of the School serves on that body.

All members of the BYU community are subject to the university's [Honor Code](#), which addresses a range of behavior. Suspected violations of the code may be reported to the Honor Code Office, which will then investigate.

Students may turn to an associate director or the advising office to address concerns. If the issue remains unresolved, they may ask to meet with the director or submit a formal complaint or appeal. There are other university offices they may avail, such as the Title IX Office.

University policies require that such issues be resolved within 30 days with a written response.

The team was made aware of a few past complaints involving the students and faculty in the department but was told they had been resolved. The director said there were no pending complaints.

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.

All four emphases (advertising, journalism, public relations, and communication studies) ensure that all students take a minimum of 72 semester credit hours outside of the School. Students may not apply for graduation without the approval of an academic advisor. Academic advisors and School administrators carefully monitor compliance with this requirement. This requirement has been met continuously since the last accreditation visit.

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.

The School offers one degree at the undergraduate level, the bachelor of arts in communications. Although emphasis requirements vary between 43 and 46 credit hours, all emphases require students to take 40 course hours within the school. In addition, all students take a writing course which is outside of the School (3 credit hours), Public Relations students are required to take a statistics course outside of the School, and Advertising students in the Management track take a marketing course in the Business School. Notably, all students are required to take a dedicated research course except those on the Advertising Creative track. Likewise, all students are required to take an internship except those in the Communication Studies emphasis.

All four emphases have a common core of COMMS 300 (Media Law), COMMS 304 (Media Ethics: Ethical Decision-Making in a Diverse Society). and WRTG 150 (Writing and Rhetoric).

For the most part, conceptual instruction takes place in the core and electives classes and some classes in each emphasis while skills courses are taught mainly in the specialties.

Advertising

In addition to the core, all students are required to take Introduction to Advertising, Account Planning Management, Special Topics in Advertising, Strategic Advertising Campaigns and Advertising Internship. This gives all advertising students 28 credit hours of common classwork.

Students also take two elective courses within the School which, for the most part, teach theoretical and conceptual aspects of mass communications.

Advertising students have the choice of taking a management or creative track, which require these courses:

- Management track: Advertising Account Management, Marketing Management, Marketing Media Planning/Strategy, and Advertising Research Methods.
- Creative track: Creative Advertising Concepts Portfolio 1, Creative Advertising Concepts Portfolio 2, and Advanced Advertising Concepting - Portfolio3.

Journalism

The Journalism emphasis has undergone several changes during the past six years but its courses have consistently offered a mix of skills and concepts. In addition to the core courses, students must take an additional 18 credits, including:

- Introduction to Multimedia Storytelling
- Research Methods for Journalism
- And another 15 credits from a selection of skills courses.

Students may use these electives to specialize in Sports Media, Broadcast Journalism, Design/Visual or and News Reporting.

Public Relations

Public relations majors are exposed to a balanced and rich curriculum including theoretical and skills-based training. Beyond the stated core courses, public relations majors must complete a variety of prerequisite courses, including Writing and Rhetoric, Mass Communication & Society and introduction to Public Relations, Media Law and Responsibility, Media Ethics, PR Research and Measurement, Social and Digital Media, Public Relations Writing, Visual Communication, Public Relations Strategy, Public Relations Campaigns, Principles of Statistics, as well as an academic Internship. Electives within the major are ample and varied, including courses covering diversity, global, pop culture and public relations history. Students seem to be engaged, satisfied and prepared by the curriculum.

Communication Studies

Among the four School emphases, Communication Studies has the fewest admitted students at the time of our visit: 116. The School of Communications emphasizes the study of mass communication. Most courses offered in Communication Studies tend to focus on mediated communication rather than on traditional communication studies offerings that would include some mass media but would emphasize interpersonal communication, small-group communication, family communication, communication among different genders and ethnic groups, etc.

This emphasis was eliminated in 2013 but restarted with a revised curriculum that is also designated as a “limited-enrollment program,” allowing the faculty to institute a limited and competitive enrollment process.

In addition to the three core courses, students are required to take Mass Media and Responsibility and Media Ethics: Ethical Decision-Making in a Diverse Society, Fundamentals of Communication Action, Research in Communication, Media Effects, and Advanced Communication Studies.

Additionally, Communication Studies students must select and complete a one-hour course, either Academic Internship or Mentored Research Practicum.

Finally, students complete this emphasis by taking five courses, a total of 15 hours, from 12 COMMS offerings that are primarily media oriented. The two exceptions are: Communication Management Principles and Theory, and Issues in Global Communication.

While Communication Studies is less skills-oriented than the other three School degree emphases, it remains an attractive degree option for those seeking a broader view of the communication field, especially regarding theory and research.

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.

The curriculum is demanding and current. Students are well versed in the overall digital world. A significant number of classes in all emphases are directly associated with state-of-the-art labs. A review of syllabi, curriculum vitae, and classroom visits indicate that classes are taught by faculty and professional-level adjuncts and that students actively participate. Faculty stress the need for strategic thinking in many of their assignments.

Since the last accreditation visit, the advertising emphasis has been recognized with over 200 awards including ADDYs, Clios, ANDYs, and Emmys. Journalism students have won Gracie Awards, placed in the Hearst competition, won a “student Emmy” and multiple newspaper awards. Public Relations students won five Golden Spike Awards in 2020 and Google named BYU students “TopMarketers” in international competition.

Advertising

Students have primary use of the Ad Lab for creative, research and media classes. Adobe Suite is installed in this lab along with SPSS. Faculty are urged to attend professional conferences and stay abreast of the latest professional practice in order to recommend additional databases and technology to use in classes. The students have also been able to use the latest in social media research technology in the Y Digital Lab: BuzzSumo, Crimson Hexagon, IBM Watson, Hyp3r, etc.

Journalism

In 2020, the university awarded the School an \$88,000 grant for Journalism Research and Innovation, which led to combining the print and broadcast labs to reflect the changing expectations of professional journalism environments. Three journalism faculty were assigned to other emphases. Students in several classes provide content during the labs, which are overseen by lab managers with professional experience.

Students use the *Universe* news lab to produce and distribute content on a number of platforms. The newsroom is equipped with current software such as Chart Beat, BuzzSumo and Google Analytics. Drones can be used when appropriate and in 2017 students broadcast a live weather segment shot with a drone, believed to be the first time this has been done in Utah. They also use the AP ENPS industry-standard content management systems. All are taught to produce additional multimedia and social content for their stories. Although the weekly print *Universe* has been discontinued, students produce a daily television program which is live-streamed, curate a daily newsletter, and publish a monthly print magazine.

Communications Studies

This emphasis offers students the opportunity to work in the BioComms Lab to promote forward-thinking research. The Comms Studies faculty is exploring how to integrate additional classes into the lab. Faculty stay current on a variety of target disciplines through research, industry contacts, and industry publications, to determine and teach to professional expectations.

Among the School's four emphases options, Communication Studies offers the largest number of on-line courses; students in this emphasis may take over half of their required courses online.

Public Relations

The PR Intelligence Lab was established in Fall 2021, utilizing the former YDigital lab and Carroll Digital and Social Media Studio in preparing students in four areas: SEO/content marketing, paid search and social, social listening and web analytics. Adobe Suite is used on client projects.

Y Digital helped students use industry-standard social listening software, including Crimson Hexagon, Buzzsumo, Hyp3r, SpyFu and Screaming Frog. The expansion of Y Digital provides a lab experience for all public relations students each semester.

The PR Intelligence Lab will focus on data intelligence, drawing heavily on digital and social media. More sources of data will be used in the expanded lab, including news media, issues and trends, and social science data.

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.)

The self-study indicates that all skill classes, including research, are taught at the 20-1 ratio.

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.

Internships are required for advertising, journalism, and public relations students. This is a four-credit course. The School has developed an in-depth contract with potential employers which specifies that the internship must be a real learning experience. Before students take the internship, they must attend a class explaining the course. Once students are registered and the internship is underway, weekly emails and assignments are submitted through Learning Suite (BYU's Learning Management System) and graded by the section's faculty advisor. Students are required to set SMART (specific, measurable, achievable, relevant, timely) goals to be accomplished that are relevant to their experience, or that need to be discussed with their supervisors. A report on the goal accomplishments is submitted by students in the form of a reflection paper at the end of the internship, and their respective advisors grade the papers. In addition, students provide a self-assessment that allows them to evaluate their experience. Finally, supervisors, mentors or co-workers evaluate their performance

Due to the research nature of the Communications Studies emphasis, an internship is not required.

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 School of Communications has a detailed diversity plan which was updated in 2020 and contains six overall goals, each with several sub-goals, timelines and indicators of success.

The plan defines diversity as *“the inclusion of admitted BYU students who come from underrepresented groups, such as Blacks, Latinos, indigenous peoples, Pacific Islanders, Asians, multi-ethnic persons, those representing sexual diversity, and persons with disabilities. For the faculty, that definition would also include recruiting female professors and staff who are faithful members of the Church of Jesus Christ of Latter-day Saints.”*

A School Diversity Committee was formed in 2018, headed by Dr. Dale Cressman. The following year, Cressman was named an Associate Director whose responsibilities include diversity equity and inclusion efforts. In 2020, the College of Fine Arts and Communication created a new Diversity and Inclusion Committee.

In June 2020, following the killings of George Floyd and Breonna Taylor, the university president also created a university-level Committee on Race, Equity and Belonging. The committee published a lengthy [report](#) in February 2021 with 26 recommendations. In the summer of 2021, the university formed a new Office of Belonging, which is to be led by a vice-president-level official who will be a member of the President's Council. A School faculty member, an African-American male, is a member of the search committee.

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 School has taken many steps to ensure that its courses address diverse perspectives and prepare students to work in a global society. In 2020, it added a required course on “Media Ethics: Ethical Decision-Making in a Diverse Society” to the core for all of its majors. Before that, ethics and law had been taught in one course.

But a review of course syllabi shows uneven evidence of content related to diversity. Many syllabi include the School's statement of diversity and some describe specific readings, activities or assignments intended to address issues in a multicultural society. But other syllabi do not. This is a missed opportunity.

In 2019, the School diversity committee asked students of color to conduct a content analysis of the

School's syllabi. The site team was not provided a copy of their report, but according to the self-study, the students reported "little evidence in syllabi that faculty were infusing their courses with diversity."

In 2020, the School hired Dr. Lillian Dunlap as a consultant, as it had done during the previous accreditation cycle, to conduct an audit of its diversity and make recommendations. In her report, she encouraged the School to "create a plan to help individual faculty members infuse their syllabi with the principles of diversity, equity," using entry points she recommends. In the spring of 2021, Dr. Dunlap led a Zoom workshop on this topic for faculty.

The Diversity Committee also hosted training for faculty to help them become more aware of LGBTQ issues. This included a confidential conversation with several LGBTQ students.

Regardless of the syllabi's stated content, the School and university offer many learning opportunities that expose students to diverse people and ideas. It was "Disability Awareness Week" while the site team was on campus, for example, and Shankar Vedantam, former social science correspondent for NPR, was the speaker at the weekly Forum, an event all members of the university community are encouraged to attend.

Students and faculty were excited about an emerging co-curricular project to work with the local Afghan refugee community. And they described other class and lab assignments that connected them to marginalized communities and gave voice to the voiceless. PR and Advertising students have produced campaigns that relate to diversity and inclusivity. In conversations with the site-team members, students displayed an understanding of both domestic and global diversity and a comfort in discussing related issues.

For several years, the School has had an innovative partnership with Morgan State University, a historically black university in Baltimore, Md. The program arranges swaps of faculty from the School and Morgan State's Global School of Journalism and Communications. Students from the two Schools also participate in occasional joint reporting projects.

The School often sponsors or co-sponsors campus speakers who bring a diverse perspective. The self-study lists four dozen examples in the last seven years, two-thirds of them women.

Nearly three-quarters of BYU's students speak a foreign language and there are many opportunities for students to study abroad. Most BYU students are members of the Church of Jesus Christ of Latter-day Saints and complete a two-year or 18-month mission service while they are students, often in a foreign country. This too enriches their understanding of a global society.

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

In its last accreditation site-visit, the School (then, a department) was found in compliance on Standard 3, but the team said "the lack of full-time diverse faculty members, particularly women, remains a very serious weakness. The site team was persuaded that the unit will make good on its hope in the next search process to have two of the three hires as meeting its diversity goals."

Since the last visit, the School has indeed hired a woman and a minority male, who is one of only six African-American faculty at the university.

Yet those additions have resulted in little progress in the diversity of the School's 23 full-time faculty. Because of a departure, the number of women has stayed constant at two (8.6%) and the number of minorities has grown from one to two. (At the time of its previous visit, the number of full-time faculty was 21.) Since the last site visit, the School of Communications has had five job openings and was given one additional line. Four of the six people hired were white men.

BYU practices "legally-protected religious preference hiring." Full-time faculty members must be members in good standing of the Church of Jesus Christ of Latter-day Saints. Although outsiders may find this requirement unusual, it is within the rights of BYU as a private institution, and ACEJMC states in its handbook that it values institutional uniqueness. "ACEJMC will apply its standards and indicators in compliance with applicable law and regulations and, where appropriate, with religious or cultural prescriptions and practices." At least one other ACEJMC program – Abilene Christian University – has similar requirements; its faculty members must be members of the Church of Christ.

The School states that a key barrier to minority representation among the full-time faculty is the demographic composition of the Church of Jesus Christ of Latter-day Saints. The Pew Research Center's Religious Landscape Study estimates that only 1% of LDS members in the United States are Black, 1% are Asian, 8% are Latino and 5% are other minorities. The church has experienced rapid membership and diversity growth outside of the United States, especially in Africa, Latin America and Asia. Since 1998, more than half of the church's members have lived outside of the United States and Canada. It now has 16.5 million members, including more than 2 million in Mexico and Brazil.

Church membership by itself is not an obstacle to female faculty; more than 50 percent of LDS members in the United States are women. But the church's historical teachings about the role of women have been an impediment. Fewer female church members attain a terminal degree required to become a full-time professor. The School states in its self-study that "until more recent years, women with children were strongly counseled not to work outside the home. Though that's no longer the case, many women still choose to forgo an advanced degree or interrupt their careers in order to raise their family."

The School does have four teaching professors who are not required to have a terminal degree, all of whom are white men. Two of those positions were filled in the past six years.

The self-study lists three women who were hired as visiting professors in recent years. In addition, Prof. Myriam Ruiz Silva and her husband, Ivan Martinic, editor of *El Mercurio* in Santiago, Chile, made extended visits to the campus in 2016 and 2018. They participated in classes, worked with the student newspaper and engaged in other interactions with the faculty and staff.

Still, both female students – who make up 70 percent of the School's student body – and female faculty lack the mentors mentioned in the School's mission statement.

Mindful of these challenges, the School has been proactive in hiring part-time professors who are female or minorities and who do not need to hold terminal degrees or be interviewed by church elders: 18 of its 41 part-time faculty (44%) are female and five (12%) are minorities. Several key staff positions are also held by women, including the manager of the news lab, who was promoted recently to oversee both the print and broadcast newsrooms in 2021.

The diversity plan states that the top priority in the School's strategic planning document is "to increase the number of women and people of color on our full-time and part-time faculty, and administrative

staff.” This includes “growing our own” potential faculty members by supporting LDS students with advanced studies and hiring visiting professors, when possible, to help cultivate a pool of future full-time faculty who would advance the School’s diversity goals. The woman and minority male hired since the last site visit were results of the “Growing our Own” program and the Director reports several women and minorities in the pipeline for hiring, should openings occur.

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.

BYU enrolls students from all 50 states and 4.5% of all students are international. About one-third of BYU students are from Utah. Sixty-eight percent of the School’s students are female vs. 51% in the university.

Both the university’s and the School’s student body have grown in diversity in the past seven years. Today, 21% of the School’s students represent minorities, vs. 25% for the university. At the time of the last visit, 15% of the program’s students were domestic minorities compared with 13.3% in the university. The February 2021 university committee report states that admission procedures are still not “realizing adequate diversity,” and notes that the admission of diverse students at BYU dropped from 21% in 2018 to 17% in 2020.

The same report said that the overall six-year graduation rate for nearly all BIPOC students identifying as a single race at BYU is significantly lower than the rate for multiracial and White students (Native American: 41%; Black: 58%; Hispanic/Latino: 66%; Pacific Islander: 68%; Asian: 77%; two or more races: 78%; White: 79%).

The School helps in student recruiting by taking part in the university’s annual Summer of Academic Refinement, a five-day program that encourages students from underrepresented communities to consider pursuing a college education. Because students must apply for admission to the School, it “gives positive consideration to the goal of increasing diversity” when considering applications. Between 2018 and 2020, the School allocated between 26% and 31% of the financial aid under its control to minorities, including some scholarship money specifically directed to SOAR participants.

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.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

The School “actively promotes” a respectful environment free of harassment and discrimination, according to the self-study. Like many universities and other institutions, it has focused new attention on issues of race, diversity, equity and inclusion in recent years and confronted some uncomfortable situations. The self-study candidly describes a blackface incident involving one of its students as well as the swift response by the School and its students. Similarly, the School removed a historical display in its building when it was pointed out that it could be interpreted as racist.

The February 2021 university committee report found that students of color at Brigham Young

University often feel “isolated and unsafe as a result of their experiences with racism at BYU” — where the campus is predominantly white — and concluded that there’s a critical need for leaders to make changes.

Although LGBTQ students are welcome at BYU, they too can be uncomfortable there in light of the church’s doctrine that same-sex romantic relationships are not compatible with the church’s teachings. (Heterosexual couples may show signs of affection but pre-marital sex is not acceptable.) Several School faculty members make clear to LGBTQ students that they are welcome to talk with them, and a university Office of Student Success and Inclusion provides more formal opportunities to talk with an advisor.

The university Sexual Harassment Policy states that “all forms of sexual harassment, including sexual assault, dating violence, domestic violence, and stalking are contrary to the teachings of The Church of Jesus Christ of Latter-day Saints and the [Church Educational System Honor Code](#). Brigham Young University prohibits sexual harassment by its personnel and students and in all its education programs or activities.” The policy directs complainants to the Title IX Office.

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.

Academic Year 2021-2022 Full-time

Group	Female	% total faculty	Male	% total faculty
Black/African American	0	0	1	4.2
White	2	8.3	20	83
American Indian/Alaskan native	0	0	0	0
Asian	0	0	0	0
Hispanic/Latino	0	0	1	4.2
Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Other race	0	0	0	0
International (any race)	0	0	0	0

Academic year 2020-2021 Part-time/adjunct/administrative

Group	Female	% total faculty	Male	% total faculty
Black/African American	0	0	1	2.4
White	18	43	23	56
American Indian/Alaskan native	0	0	1	2.4
Asian	0	0	0	0
Hispanic/Latino	1	2.4	0	0
Pacific Islander	0	0	1	2.4
Two or more races	0	0	0	0
Other race	0	0	1	2.4
International (any race)	0	0	0	0

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.

BYU is a private university affiliated with the Church of Jesus Christ of Latter-day Saints. The University administration expects those with assigned instructional duties to adhere to Church theology and practices. All full-time School of Communications faculty are Church members. This necessarily results in a limited pool of applicants for advertised faculty positions. The School has attempted to diversify faculty by hiring part-time faculty members to fill skill-oriented teaching positions.

The School has written criteria for selecting new faculty members and evaluating those who are hired. Before a faculty applicant can be invited for an on-campus interview he/she is vetted by the Office of Faculty Relations, which performs a background check including contact with the candidate's ecclesiastical leader(s). Additionally, potential hires' names are reviewed by the Office of the Commissioner of Church Education. After campus interviews, candidates are interviewed by a top Church leader known as a General Authority at Church headquarters in Salt Lake City. Final hiring approval is made by the BYU Board of Trustees.

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

The School makes considerable use of part-time faculty, but the percentage of courses taught by full-time faculty is more than half:

2020-2021 academic year: 58.4%

2019-2020 academic year: 59.2%

2018-2019 academic year: 59.5%

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

The 23 full-time faculty in the School reflect a balance between those with academic/research interests and those with practical, skills-based experience. At BYU the term "tenure" is not used. What amounts to tenure is called "Continuing Faculty Status (CFS)." All full-time faculty have CFS status or are on track to be evaluated for CFS status. There are specific written requirements for faculty to receive CFS at all professorial levels.

BYU also has a "teaching professors" track for those with considerable teaching and professional experience; some may not possess a terminal degree. Those on this track have no research expectations and have high teaching loads, but they are also on a CFS track.

The School employs:

6 Professors

12 Associate Professors

5 Assistant Professors

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

BYU takes teaching excellence very seriously. The School states that teaching is the most important activity of faculty. Evaluation of teaching includes peer review and student evaluations. Every BYU class is evaluated each semester by students via an on-line evaluation instrument.

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

BYU's School of Communication actively encourages intellectual pursuits, embraces all points of view, and fosters critical analysis.

COMPLIANCE

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

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

BYU is a teaching-oriented university with teaching loads higher than those found at research-oriented universities. However, the School expects faculty on the professorial track to be involved in grant-writing, conference-paper submission, and academic and scholarly publishing in scholarly journals, books, and other appropriate outlets. Faculty on the professional track have higher teaching loads and no research expectations, but they are expected to offer their professional services to the campus and community. They are also active in the School's professional labs.

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

The School expects professorial-track faculty to produce one or two scholarly submissions each year. There are grants available for faculty to facilitate research, and faculty may apply for travel funds to present research at academic and professional scholarly meetings.

There are five separate named and endowed funding opportunities for faculty to facilitate research and creative endeavors.

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

Noted elsewhere are the School's two-track appointments, professional and professorial. Criteria exist in each track rank for advancement as well as attaining what amounts to tenure at BYU: Continuing Faculty Status.

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.

Noted at the end of this Standard are the faculty scholarship, research, creative, and professional activities since the last accreditation. Especially noteworthy are the 44 awards and honors, 106 internal grants received, 104 articles in refereed journals, 151 refereed conference papers, and 20 juried creative works.

There are five specific funding opportunities for faculty to be involved in professional and scholarly travel activity. These have specific funding ranges and include amounts for travel to present a peer-reviewed paper, to participate in an invited panel or roundtable, to present an invited paper, to conduct research, to pursue professional development, or to serve as an officer of an academic professional organization.

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

BYU's School of Communication actively encourages intellectual pursuits, embraces all points of view, and fosters critical analysis.

COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (6)	Associate Professors (10)	Assistant Professors (3)	Other Faculty** (4)	Totals (23)
Awards and Honors	44	5	27	5	7	44
Grants Received Internal	106	27	61	7	24	119
Grants Received External	6	-	3	-	3	6
Scholarly Books, Sole- or Co-authored	1	-	1	-	-	1
Textbooks, Sole- or Co-authored	2	1	-	-	1	2
Books Edited	1	1	-	-	-	1
Book Chapters	6	2	2	1	1	6
Monographs	-	-	-	-	-	-
Articles in Refereed Journals	104	30	81	21	5	137
Refereed Conference Papers	151	28	102	45	12	187

Invited Academic Papers	50	6	23	4	22	55
Encyclopedia Entries	3	2	-	1	-	3
Book Reviews	2	-	2	-	-	2
Articles in Non-refereed Publications	20	1	6	1	13	21
Juried Creative Works	20	-	4	-	16	20
Non-juried Creative Works	13	7	3	-	4	14
Other (Conference proceedings)	6	-	5	-	1	6
Other (Non-refereed books)	1	-	-	-	1	1
Totals	534	110	320	84	110	625

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

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.

Student advising is delivered primarily through BYU's College of Fine Arts and Communications Advisement office. While the faculty support academic advising, their focus is mentorship, and professional and career counseling.

The university provides new-student orientation and majors fairs each semester. Academic advising is available from the College of Fine Arts and Communications for students prior to admission, upon admission, after declaring themselves either minors or pre-majors in Communications, and throughout their major course work, up to graduation.

Academic advising offers frequent and regular hours in offices in the Brimhall Building; students can schedule face-to-face meetings or contact through email or by telephone. Three advisors specialize in assisting communications students. Advisors help students by reviewing their progress, reviewing future classes, and sequencing of courses, assessing credit hour progress, and timing of internships. Not only do the advisors assist students in navigating their major, but they must approve students' graduation plans. Students cannot graduate without consulting with an academic advisor.

Substitutions, requests for waivers, and transfer equivalencies are handled through petitions by the school's Associate Director for Undergraduate Studies, in consultation with the Undergraduate Coordinating Committee.

Student satisfaction with advising and counseling is measured by survey. While the NSSE 2020 survey gave mixed results, a deeper probe found student concerns were less associated with the advising and more with the evolving curriculum, including changes to the PR Lab, revival of Communications Studies, and updates to the journalism emphasis. One student said the curriculum was updated, they had some initial concerns, but they were addressed quickly by the team of advisers.

Overall, advising is identified by students as a strength. Students routinely say they feel guided and supported.

b). Faculty are available and accessible to students.

Overall, students sing the praises of faculty. The School's full-time faculty are all based in the Brimhall Building, providing easy access for students. Faculty office hours are posted and shared broadly. Students say that faculty, in general, are quick to respond to emails and most will share their cell phone for emerging issues.

While academic advisors are tasked with record keeping and counseling students on their academic progress, faculty efforts are focused on counseling students with their academics and careers. BYU alumni surveys demonstrated that students consistently turn to individual faculty members for academic counsel. The BYU Alumni Questionnaire of the 2016 cohort suggested that 84% of alumni recalled turning to individual faculty members for counseling regarding their discipline or careers, followed by School resources (77%), college resources (73%), and career placement resources (58%).

The student-faculty bond represents a strength of the School.

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

Each emphasis in the Communications major has a roadmap, called the Major Academic Plan (MAP) which can be found through the online catalog. Individual emphases support the MAP with additional material, including infographics.

The School holds orientations for new students as they are admitted to their specialty in the major and stays in touch with them through email, online news and social media. For the past three years, student experiential learning has been highlighted on social media with the hashtag #ExperienceCFAC.

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.

Extra-curricular and student media are assets of the BYU School of Communications. The entire first floor and part of the second floor of the Brimhall Building are dedicated to student learning in professionally oriented environments. The Advertising emphasis has a highly successful AdLab, the Public Relations emphasis boasts its updated PR Intelligence Lab (formally called Y Digital Agency) and Communications Studies has the BioComms research lab. Journalism students can practice broadcast and digital skills in the Newline newsroom or print and digital skills in the Universe newsroom. (The two labs have recently been combined.)

The BYU AdLab is a student-run, professionally mentored advertising lab, led by manager Pat Doyle and faculty advisor Jeff Sheets. The lab provides real world opportunities to work with real challenges and real brands. The AdLab takes on clients for project work, including national and international brands such as Nike, Coca-Cola, Amazon, Facebook, Apple, Beats by Dre, Volkswagen, Taco Bell, The Ad Council, Levis, Airbnb, Gatorade, Jeep, Hasbro, JBL, and Polo Ralph Lauren.

The BioComms Lab resides in the Communications Studies emphasis, however, any Communications major has the opportunity to work as a research assistant. The lab provides specialized and applied learning opportunities for students, opening the door to more research-focused aspects of the major. The lab contains a full suite of biometrics hardware and software, including eye-tracking cameras, facial recognition systems, galvanic skin response (GSR) sensors, and virtual reality equipment.

The Daily Universe is a laboratory news organization and on-campus media outlet. Students in the past produced a weekly print newspaper, but that has shifted to digital-first at universe.byu.edu, and an emailed daily newsletter. Students also produce a monthly print magazine.

Newline is a daily, live, 15- or 30-minute student-produced television newscast. Supervised by veteran broadcast journalists Melissa Gibbs and Alan Neves, reporters, anchors and producers are drawn from students in and out of the School.

The PR Intelligence Lab is a full-service, student-run digital marketing lab housed in the Public Relations emphasis. The lab's students are overseen by industry professionals and faculty members to master industry-leading software, including social listening tools, Adobe creative Suite, and digital analytics programs. Students from across the major work with a wide range of paying clients.

In addition to the professionally oriented labs, students are members of, or participants in activities sponsored by the Ad Club (affiliated with AAF), chapters of SPJ, PRSSA, and the National Press Photographers Association (NPPA). These clubs are sanctioned by the School of Communications and frequently engage guest speakers from the communication industries.

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.

Enrollment and retention rates are managed by BYU's Enrollment Services. Graduation rates are monitored by BYU's Office of Institutional Assessment. These offices provide analyses. Comparisons are made using the National Survey of Student Engagement.

Retention and graduation rates are somewhat complicated by the fact that many BYU students interrupt their education to serve a mission for the Church. Nevertheless, retention rates are extraordinarily high at BYU in comparison to other institutions. The percentage of first-time students who entered BYU in Fall 2018 and returned in 2019 was 90%. Overall, the retention rate is in the mid-to-high 90%, compared to mid-60% for other universities in Utah and nationwide. Retention, graduation, and placement figures are displayed online at: <https://comms.byu.edu/accountability/>.

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.

As noted in prior reports, the School is part of a private institution that does not disclose its budget. However, the site team did have access to the current appropriated budget and teaching lab expenditures, as well as the School's budget for the previous two years. The university made this information available for accreditation purposes, with the caveat that the data not be made public. The School believes that the university "generously supports the department with significant resources." Having viewed the budget documents and met with university administrators, the site team agrees with that evaluation.

In 2018, the university changed its budgeting procedure. Responsibility for fundraising was moved from departments and colleges to the university. The School can accept gifts, but not solicit them. In lieu of department-level fundraising, the university made generous budget increases to colleges and departments. This resulted in two large budget increases for the School: one from the university and the other from the college. The university allocated \$60,000 to the School to replace fundraising underway for student-centered projects. Meanwhile, the college has allocated significant amounts of additional money to the School in the past two years: \$24,708 for mentoring and \$85,291 for experiential learning each year. This does not include annual year-end allocations for capital equipment and other needs.

Previous endowments gifted to the School have been retained and the total now rests at just over \$6.8 million. In 2021, available payout from the endowments was \$416,000.

The School is well resourced and faculty and staff report few, if any concerns, related to budget or resources.

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

The School does not have access to other academic units' budgets, but it reports that financial support is not a barrier to accomplishing the strategic plan, goals or excellence within the School.

The dean reported the School was the University's largest recipient of block grants for experiential learning. Faculty and students benefit from the School's dedicated, free-standing building, multiple labs, and some of the largest offices on campus. Budgets for learning, travel, mentoring, software, hardware, and facilities are healthy.

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

The Brimhall building is a serviceable facility. Remodeled in 2005, with upgrades in 2012 and 2014 and planned improvements in 2022, the building houses the School exclusively. It is one of two Schools on campus with its own building. The ground floor houses the School's laboratories, including the combined newspaper and broadcast studio, and the public relations and advertising agencies. The second floor is classrooms and the "Mac" lab. The third floor is administration and faculty offices. Between the first and second floor is an atrium that is used as an informal student gathering

space and as a venue for speakers. Faculty members say the shared floor fosters opportunities for discussion of curriculum, research and governance.

Since the School moved to Brimhall in 2005, hundreds of thousands of dollars have been spent to keep facilities current. Nearly all classrooms have been refreshed and all labs have had multiple renovations and upgrades. All classrooms have full multimedia capabilities, and many were upgraded with webcams to accommodate students in Covid quarantine.

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.

Computer replacements for all labs and faculty occur every four years or if there is a demonstrated need. It is a catalog requirement that students provide their own computer for basic class work, while computers in labs are intended for use on more specialized or high-end projects.

Students can access and install Microsoft Office and other applications for free. They can also access the Adobe Creative Suite for free in the cloud, however, to install the Adobe Creative Suite on their own devices, they must pay a discounted fee of \$69 each year.

The labs have ample technology availability including iMac computers and software; a wide array of cameras, lenses, tripods, drones, microphones and kits; biometrics technology, including eye tracking, facial recognition, skin response, electroencephalogram (EEG) and virtual reality; and social media analytics, including Synthesio, Brandwatch and BuzzSumo software

The newsrooms have 36 iMac computers and 32 Windows desktop computers. The following software is used in the newsrooms: Wordpress, Trello, Adobe InDesign, Photoshop, and Premiere; Microsoft Office, Associated Press ENPS Newsroom, Media Maker, BuzzSumo and Google Analytics.

The television control room is automated, powered by: Grass Valley Ignite Katalyst, K-Frame switcher, Chyron Graffiti, Chyron Came, Chyron Media Maker, Klotz G2 Audio Engine, Digicart Audio Server, Bitcentral content servers, Smalltree edit and content server, Utah Scientific router.

The four television studio cameras are remote controlled. They were replaced during Summer 2021 with Panasonic AW-UE 150 WP PTZ cameras and a Utah Scientific router. The upgrade cost was \$60,000. Television live remotes are produced with a Teradek backpack wireless transmitter and two Teradek hardline ethernet units.

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

The Harold B. Lee Library and the Howard W. Hunter Law Library serve BYU and the School's teaching and learning environment. The wireless Internet availability throughout Brimhall provides access to the Lee Library's extensive electronic databases.

The Harold B. Lee Library has about 98 miles of shelving for the more than six million items in its various print, electronic, and media collections. In addition, the library also has a seating capacity for 4,600 people and is the equivalent of almost three football fields from north to south. More than 10,000

patrons enter the building each day. In 2013, The Princeton Review ranked the Harold B. Lee Library 3rd in the nation among university libraries behind Columbia University and Harvard.

Librarians accommodate student and faculty request and are available for class instruction in communications research methods and resources, and for one-on-one student research support.

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 are an underutilized asset. While students report that alumni are open to networking and connection, and faculty have identified a small group of engaged alumni willing to support students, the formal link between the School and alumni is relatively weak. While COVID has had an impact on face-to-face opportunities, administrators, faculty, and students all recognize this missed opportunity.

Despite the absence of a robust, consistent alumni connection, the School does involve alumni in a number of ways: promoting mentoring of current students; assessment of student work; alumni gatherings; and alumni speeches. Faculty stay in touch with alumni through professional organizations when they are afforded the opportunity to attend professional meetings and trainings sponsored by such organizations as the Broadcast Education Association, Investigative Reporters and Editors, Poynter, PRSA, etc.

The School has held mentoring days, where local alumni from all specialties are invited to the Brimhall Building to meet with students. Alumni are recruited to help faculty assess student portfolios each Winter semester.

The School has access to a combination of channels to reach alumni. The outreach coordinator produces a weekly newsletter, with news about students, faculty, and alumni. Additionally, social media channels are used to inform alumni and interact with them, while also interacting with students.

To its credit, the School has indicated an eagerness to improve its alumni connection.

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.

While there is no evidence in the self-study of providing systematic continuing education opportunities to the community or professions, there is evidence of individual faculty members doing so. Professorial faculty members are members, active attendees and frequent presenters at the following academic associations: AEJMC, IPRRC, NCA, ICA, AAA, NCA, Institute for Public Relations, Arthur W. Page Society, PRSA, just to name a few. Faculty serve these associations in a variety of ways including in organizational governance, speakers, content contributors, research, judges, editorial boards, mentors and members.

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

The School is generous in the support of faculty's involvement in academic associations and related activities. COVID restrictions aside, faculty are encouraged and financially supported to attend academic conferences. The faculty are involved in academic associations such as AEJMC, ICA, NCA

and other national associations. They are also involved in discipline-specific professional organizations such as PRSA, SPJ, AAF, etc. Many have served in leadership positions. They are fully engaged in associations in other ways as well, including reviewing conference papers, leading panels, etc.

Faculty feel their involvement in associations and related activities is fully supported.

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

The School's labs have worked on several award-winning, pro bono projects.

The BYU AdLab is an approved agency of record (and only student agency) for the Ad Council, and has strategized, created, and produced many national PSA campaigns (Anti-Drinking and Driving, Health and Wellness, Library of Congress, Discover the Forest, etc.). The lab has created work for clean water initiatives for UNICEF, partnered with the U.S. State Department to create videos for the Diplomacy Center, and worked with the Office of National Drug Control Policy on a national advertising campaign.

In 2018, when wildfires encroached on communities in Utah County, Y Digital built chatbots to help manage public communications. Y Digital also worked to help the United Nations promote its sustainable development goals. Y Digital converted lengthy documents into short, digestible social media videos. In order to do so, students flew to Argentina and Tokyo for G20 conferences to interview some of the world's foremost humanitarian, religious and political leaders about sustainable development goals and what people could do to achieve them in their own communities. The resulting dozen videos are being translated into other languages and used across the globe.

Y Digital also worked with the city of Provo on promoting the wearing of masks to prevent the spread of Covid. When various appeals appeared to fail, Y Digital created a campaign that included paying people to wear masks. When students began returning to Provo, the city saw a spike in instances of large parties in which individuals were not wearing masks. Y Digital's "Maskerade" campaign proposed door prizes, for which one qualified by wearing a mask. The campaign succeeded with significant earned media and social media engagement. Supported by local mayors, university presidents and business owners, Y Digital raised money and helped execute the strategy.

Journalism professor Ed Carter spent six weeks on a chain of islands called San Andres, Providencia y Santa Catalina, where he worked with an NGO of human rights lawyers and activists to accomplish their goals of environmental and cultural preservation. As part of this effort, he produced a report and an associated manual that studied the impacts of immigration and tourism on the Afro-Caribbean culture and the environment of the islands. Both documents were written in Spanish and addressed the need to root out government corruption. The public release of these documents was preceded by violent threats against the NGO with whom Prof. Carter had partnered. A second group was led by Jeff Sheets, whose advertising students produced a video to accompany the report Prof. Carter authored.

Prof. Sheets and 24 students also worked with BYU's Kennedy Center for International Studies in 2015 to research, design and produce videos for the National Museum of American Diplomacy, in the Harry S. Truman Building in Washington, D.C. This service was performed as part of a master class in navigating bureaucracies, engaging global storytelling, and envisioning new ways to think of diplomacy. With the support of a \$100,000 grant, Prof. Sheet's team traveled to Estonia, Rwanda, Mauritius, Cambodia, and Peru for filming. The videos went on display in the museum in November 2019.

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

The School of Communications supported the yearly Utah High School Journalism Symposium and yearly scholastic journalism awards in 2016, 2017, 2018, and 2019. The School has contributed funding toward the event each year and faculty members have been featured each year teaching a variety of sessions. The School of Communications and key staff participate in the Utah College Alliance, which promotes scholastic journalism in Utah, The Deseret News High School Journalism Workshop, NATAS competitions for high schools, and Skills USA. Faculty are also involved in mentoring high school students and contest judging.

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)?
- How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?
- How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?

The school has a 20-year history of assessment activities. The School’s first assessment plan was focused on helping the faculty identify learning outcomes that were comprehensive of professional standards and expectations unique to the strengths and purposes of the School’s programs. They were derived from a series of one-on-one interviews with professionals followed by faculty discussions. Subsequent assessment activities were based on outcomes based on Blanchard and Christ’s professional program outcomes. Of note, in 2007-2008 BYU instituted a campus-wide Expected Learning Outcomes platform used by the School to report its assessment activities.

Although direct measures were not utilized in original assessment activities, curricular changes were made by assessing indirect evidence. Some of these changes impacted the “block” classes held by the School. These classes were eventually dropped by all but the Communications Studies emphasis.

Starting in Winter 2019, an Associate Director was charged with overseeing the assessment process. To assure buy-in from the faculty, a newly constituted Teaching and Learning Committee implemented a new assessment plan. The aim of the plan was to construct a system that was faculty-driven, sustainable, and effective. Thus, a great deal of effort was spent in researching rubrics and system alternatives to get it “right.” The plan is well thought-out. Faculty in each emphasis are responsible for choosing what it assesses and for interpreting and reporting data to the Associate Director for Student Learning.

The School has produced an extensive curriculum map detailing ACEJMC’s specific values and competencies for each class, including electives. The expected values and competencies of each course are then entered into the BYU Expected Learning Outcomes platform and automatically populate the university’s Learning Management System (LearningSuite). Thus, syllabi automatically have course learning outcomes linked to program learning outcomes included in the School’s catalog as well as included in each course syllabus. The ACEJMC professional values and competencies are incorporated in the Schools’ four broad learning outcomes: effective communication, professional practice, mass communication process, and the application of gospel-centered values which are also evaluated by the faculty.

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

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

- What indirect measures does it use, where and when?
- Are these measures effective for assessing ACEJMC's professional values and competencies?

The School has a detailed assessment plan along with a plethora of assessment measures. Direct measures are derived from class-embedded assignments, employer internship evaluations, and portfolio reviews. Indirect measures consist of student awards, annual Senior Surveys, Alumni Questionnaires which include questions related to the department learning outcomes, and the National Survey of Student Engagement.

The assessment is designed and conducted by each individual emphasis. Consequently, there are some inconsistencies in the language used in a few assessment measures vs. those of other emphases and the internship evaluation. Thus, it is difficult to compare learning outcomes across the school. Additionally, some of the e-project rubrics combine multiple learning outcomes in one measure, negating the possibility to track the outcome of a specific skill.

The School has a planned schedule for assessment. The normal schedule is:

September: The faculty embed assessment assignments in designated courses and all internship employers complete an internship skill survey. Faculty analyze indirect evidence provided by the School's survey data (i.e. Senior Survey, Alumni Survey, NSEE), as well as direct evidence from internship evaluations.

October: Faculty assess assignments and tests using the campus online tool. Faculty assess results from embedded assignments and tests collected throughout the year, every other year, or every third year, depending upon the learning outcomes the faculty wish to assess.

December: Each sequence reports its analysis of assessment and conclusions drawn from direct and indirect measures.

January: Faculty plan portfolio assessment, including identifying and inviting alumni professionals. The Teaching and Learning Committee is notified of plans.

February: Based on assessment findings of the previous year, curriculum proposals are made to the Undergraduate Committee and, if viable, the faculty as a whole. If a majority of School faculty approve of a curriculum proposal, it is then submitted to the college in September.

March: If not already done, faculty work with alumni professionals to assess student portfolios.

May: Committee members report conclusions. Each sequence reports on findings, draws conclusions, and makes suggestions on closing the loop.

August: The Associate Director for Student Learning reports assessment activities, faculty analysis and response on BYU's Learning Outcomes platform.

These measures should be more than sufficient to assess all ACEJMC competencies and values.

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

- How does the unit decide how to address these areas of concern and what actions did it take to do so?
- How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?
- Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?

Following the 2014/2015 site-team report, learning outcomes were revised to more directly reflect the 12 Professional Values and Competencies. Faculty now use an online platform to draw quantitative data from direct assessments of class-embedded assignments each Fall semester. Because the School wants to ensure sustainability of this program, faculty have been encouraged to choose only one or two assignments per emphasis to assess each year. In choosing assignments, the faculty was asked to look at the larger picture of what wasn't already being assessed through the internship questionnaire or portfolio assessments.

Furthermore, they were asked to construct a schedule for when specific assessments would take place. For example, whether to assess a particular assignment every year or every two or three years will be determined by the results of the particular assessment. This schedule has not yet been determined and will probably vary over time.

Each winter, faculty assess e-portfolios with the help of alumni and professionals. Advertising students' portfolios are reviewed during the Sundance Festival by professionals, recruiters and alumni using both a rubric and qualitative comments. Since 2019, faculty and alumni use a rubric to evaluate Public Relations' students' e-portfolios. Starting 2020, both Journalism and Communication Studies portfolios are utilizing a rubric for evaluation of portfolios by faculty, professionals, and alumni.

In 2019, indirect evidence suggested the need for better instruction related to diversity and inclusion. While the curriculum has elective courses that address the subject (Gender, Race, and Class, for example), these courses were only reaching a portion of students. The faculty concluded that a class directly addressing diversity and inclusion needed to be a required course. Continued direct assessments of writing assignments in the Media Law and Ethics course confirmed low scores for student learning related to diversity. In Fall 2020, the required Media Law and Ethics course was split into two required courses: one concentrating on media law, the other on ethics and diversity.

In 2020 it was found that students in the Public Relations emphasis were not performing as well as desired on the outcomes of research and critical thinking. The assessment suggested that 30% of student assignments were only meeting the "progressing" level of competence in research skills. The faculty explored several explanations for this lower than expected rating and identified the PR lab experience as a primary contributor. While the Y Digital lab provided excellent learning experience for students, it could only be accessed by 30 students each semester. More importantly, only about half to two-thirds of those students were from the PR emphasis. Thus, most PR students were not getting the research and critical thinking skills that are taught and practiced in the lab. Based on these findings, in Fall 2021, faculty expanded Y Digital into a broader PR Intelligence Lab. The new lab focuses on data intelligence, drawing heavily on digital and social media. More sources of data will be used in the lab, including news media, issues and trends, and social science data. In addition, the faculty replaced a block course with a new course "Social and Digital Media in Public Relations" (COMMS 333) which interfaces directly with the Lab. As this change only took place Fall 2021, the outcome is not yet known.

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

The School asks local alumni to help assess students' e-portfolios. While it has had a relatively inactive Alumni Advisory Board, the site-team was told that there are plans to further identify and involve alums.

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

All emphases invite professionals to help review the students' e-portfolios. The Advertising emphasis holds their assessment during the Sundance Festival with professionals and recruiters who provide qualitative feedback along with completing the assessment rubric.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Four well equipped labs that offer students in all emphases a chance to apply concepts they are learning in classes.
- A faculty productive in scholarship, backed by generous financial support for research and travel.
- An actively engaged, accessible and student-focused faculty.
- Strong advising for course selection, internships, and careers.
- An impressive array of co-curricular activities, which have led to numerous student awards.
- Envious financial resources.
- Many opportunities for international experiences, which enhance understanding of global diversity.

Weaknesses:

- Missed opportunities to build bridges to alumni, who are an underutilized asset.
- Lack of consistent language in assessing a few individual professional skills and values.
- Continuing diversity concerns, including:
 - A shortage of full-time female faculty
 - A shortage of full-time faculty and students of color
 - Syllabi that do not consistently reflect diversity content.
- Few examples of School-wide service projects and events.

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

NA

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

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

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

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

The 2014 site team, while finding the School in compliance on Standard 9, suggested it relied too heavily on indirect evidence for assessment. The School has clarified direct vs. indirect measures and

instituted a number of evaluative approaches to address this concern. Assessment is now under the direction of a new associate director (appointed in 2019) to oversee the Teaching and Learning Committee, which is responsible for working with each of the major's programs on faculty-driven assessment.

The 2014 site team also found the School in compliance on Standard 3, but found "the lack of full-time diverse faculty members, particularly women, remains a very serious weakness." This remains a weakness, despite the hiring of one woman and one minority full-time faculty member. It has increased the number of female part-time and visiting professors.

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 well done, attractively packaged and refreshingly candid. In some cases, more information would have been helpful but the School responded to team requests promptly.