

## PART II: Supplementary Information

1. Complete and attach in the main body of the self-study report the following tables:

Table 1, “Students”

Table 2, “Full-time Faculty”

Table 3, “Part-time Faculty”

### Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2012 – 2013 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2012 – 2013. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.\*  
Add additional lines as needed.

Undergraduate programs of study	<u>Number of Students</u>				Total students	<u>Degrees Conferred 2012-13</u>
	<u>frsh</u>	<u>soph</u>	<u>jr</u>	<u>sr</u>		<u>bachelor's</u>
Pre-majors, if any*						
1. Broadcasting	20	19	23	23	85	14
2. Print Journalism	1	4	4	7	16	6
3. Public Relations	6	18	19	34	77	20
Total students	27	41	46	64	178	40

\* Students who have declared their intention but have not completed the requirements for admission to the major.

**Table 2. Full-time Faculty**

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding** the accreditation visit. Add additional lines as needed.

(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the “General Information” section of the Self-Study report form.)

**Semester or Quarter: Fall, 2013**

	years full-time professional experience	years full-time college teaching	years on this faculty	years at present rank	highest earned degree	tenured (y/n)	number of classes taught per week	% of time		
								tchg.	rsch.	svc.
<b>Unit Administrator</b>										
Name: Kingsley O. Harbor	4	21	11	8	Ph.D.	y	Release Time(RT)	RT	20	80

**Professors**

Name: Kingsley O. Harbor	Same as above									
Name: Augustine Ihator	10	22	10.5	7	Ph.D.	y	4	50	20	30

**Associate Professors N/A**

**Assistant Professors**

Name: Jerry G. Chandler	29	26	26	20	MPA	y	4	50	35	15
Name: Jeffrey B. Hedrick	4	8	7	7	Ph.D.	no	3	50	30	20
Name: J. Patrick McGrail	5	11	5	10	Ph.D.	no	3	50	35	15

**Instructors/Lecturers N/A**

**Table 3. Part-Time Faculty**

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add additional lines as needed.

**Semester or Quarter: Fall 2012-Spring 2013**

Name and Rank	years	years	highest	now working	working	credit hrs.	teaching responsibilities:			
	full-time professional experience	teaching experience	earned degree	full-time as professional (y/n)	toward degree (y/n)	teaching this semester	in charge of course	lectures	assists in lab	assists teacher in charge
Name: Mike Stedham* Rank: Mgr. of Student Media	22	27	MA	N	N	12	X	X		
Name: Pamela Hill Rank: Adjunct faculty	3.5	1.5	MA	Y	N	3	X	X		
Name: Anita Stiefel Rank	14.5	17	MA (ABD)	N	N	6	X	X		

\* Mr. Mike Stedham is a full-time JSU employee who is the manager of our student media (25%) and also teaches for us on a part-time basis (75%). One of his courses is COM 315—Intro to News, a course with two sections. This semester, he is teaching more than his usual load because he was gracious enough to cover the second section of 315 which used to be taught by our Ayers chair, who left at the end of 2012-2013 academic year. A new adjunct instructor will take over that section in the spring of 2014.

## **2. Describe the history of the unit in no more than 500 words.**

The Department of Communication began in 1986 under the leadership of Mr. John Turner. Initially, it focused on broadcasting with print as an ancillary concentration.

In 1987 Dr. Ralph Carmode assumed leadership at the department. A veteran television journalist, he made television production the department's forte—with radio production being a close second. Again, print was ancillary. There was no public relations program.

During this time, the department offered a BA in Communication, and it was part of the College of Communication and Fine Arts, headed by Dean Dan Marsengill. To underscore the importance of the department, his offices were located in Self Hall, the location of the Department of Communication.

In the early 1990s, student enrollment in the department hovered around 150. Most of the students then were in the broadcast sequence, referred to then as radio/television production. In the early 1990s, the department began to trifurcate into broadcasting, print, and new media.

To supplement the on-going teaching in the department, WLJS, the university's campus radio station, and *The Chanticleer*, a weekly, student-run newspaper, continued to actively recruit students as on-air personalities, reporters, and editors. During this period, both the station and the newspaper won numerous state and national awards.

The Society of Professional Journalists Chapter at the university also saw its greatest success during this period. Under the leadership of Dr. Robyn Eoff, the organization won the Best Chapter Award for the Southern Region of the United States, and one of its members—Jamey Cole—received a national award for his broadcast piece concerning the 1994 Palm Sunday Tornado that devastated the Goshen United Methodist Church, killing a large portion of its congregation. The tragic episode proved a real-world learning experience for JSU's communication students.

From its inception, the Department of Communication has been supported not just by the university, but by a special fund endowed by the Ayers family, owners of *The Anniston Star*, the city's major newspaper. The endowment came from proceeds derived from the sale of the university's television station, WJSU. That fund has helped underwrite scholarships, equipment, facilities, an endowed chair, and the Ayers Lecture series.

The Ayers Lecture series has proved a resounding success in terms of attracting regional and national attention to the department. Over the years, it has attracted people such as Harrison Salisbury of *The New York Times*, Edwin Newman of NBC, Judy Woodruff of PBS, Alberto Ibargüen of the Knight Foundation, and a host of others. Our students have responded well to the series, and our university's intellectual life has been enriched.

In the mid-1990s, Dr. Carmode stepped down as chair, and was succeeded by Mr. Joe Langston, a Birmingham TV personality, who was later succeeded by Dr. Robyn Eoff in the late 1990s. Upon her departure, Dr. Carmode again assumed temporary command of

the department. He was succeeded in spring 2002 by Dr. Kingsley O. Harbor.

At about the time Dr. Harbor became head of the department, WJXS TV-24 set up shop in the department's television studios. The station, a UHF, unaffiliated station, employed Department of Communication's students both as part-time staff and as interns. This greatly enhanced our students' learning experience.

Dr. Harbor grew the program, formalizing the PR track, and eliminating the New Media track. He professionalized the public relations course sequence by hiring Dr. Augustine Ihator, from Western Kentucky University in the fall of 2002.

Dr. Harbor began in earnest to plan for professional accreditation—implementing records keeping, teaching, and institutional changes to prepare for accreditation visit. By 2004, the department had stabilized with approximately 200 undergraduate majors.

Under Dr. Harbor's leadership, the department has initiated several annual traditions—Alumni Reunion, Summer Journalism Institute, Communication Week, *The Jacksonville Communicator* (Communication alumni newsletter), Communication Advisory Board, and other community outreach programs designed to acquaint local and regional audiences with the accomplishments of Jacksonville State University's Department of Communication.

In May 2008, Dr. Harbor had one of his signature achievements here at Jacksonville State University by successfully leading the department through its initial accreditation by the Accrediting Council on Education in Journalism and Mass Communications. The department was accredited with all standards in compliance.

### **3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.**

Jacksonville State University began in 1883 as a state teacher's college. Now, 130 years later, teaching continues to be the university's primary role. Located in Jacksonville, Alabama (Calhoun County), and snuggled in the foothills of the beautiful Appalachian Mountain range in Northeast Alabama, JSU's main campus sits on a 459-acre campus with more than 59 buildings. The University operates off-campus centers at JSU-Gadsden and JSU-McClellan.

At the undergraduate level, JSU offers B.A., B.F.A., B.S., B.S. in Education, B.S.W., B.S.N. degrees, in addition to basic engineering and pre-professional training for medicine, law, veterinary medicine and pharmacy. At the graduate level, it offers the M.A., M.S., M.S. in Education, M.B.A., M.P.A., M.S.N., Ed.S., and Ph.D. degrees in Emergency Management.

JSU is a public institution that caters to the interest of a diverse student population including international students from various continents across the globe. As a comprehensive institution, JSU supports scholarly and service activities consistent with its academic and professional strengths.

The Department of Communication resides in the College of Education and Professional Studies (CEPS) as a part of the professional studies component. With the central administration of the college located in Ramona Wood building, the college occupies four major buildings (including Self Hall, where the Communication Department is located) on the main campus. The college consists of 10 units, seven of which are academic departments. The Department of Communication enjoys full support from the college dean and associate dean as well as from other faculty colleagues in the college. Communication faculty members serve on one or more college committees. The Communication Department head serves on several college committees, and chairs the College Advisory Committee whose charges include: (a) reviewing all aspects of college operation and making recommendations to the dean as deemed appropriate, and (b) overseeing the college's grade appeals.

The city of Jacksonville, with approximately 10,000 permanent residents, is sandwiched between two major metropolitan cities—Birmingham (about 65 miles West) and Atlanta (about 92 miles East). Thus it offers the ideal residence for individuals who prefer small-town living, yet occasionally desire to visit major metropolitan areas.

Admission to Jacksonville State University (JSU) is moderately selective. Students are admitted based on acceptable high school record and the ACT or SAT scores. For unconditional admission, a student must possess a minimum of a standard high school diploma (a GED is acceptable in lieu of a high school diploma); an ACT composite of 20 or above, or SAT Combined Critical Reading and Math of 950 or above. On the other hand, a student with an ACT composite of 17-19 or a SAT Combined Critical Reading and Math of 830-940 will be offered a conditional admission. Such a student must continuously enroll in prescribed developmental skills courses, participate in prescribed counseling and advisement activities, and remediate all deficiencies within a year.

JSU's student enrollment has steadily increased, with a few annual fluctuations, most of the past six years, and currently (fall, 2013) stands at 8,693. Of that number, 42 percent are male and 58 percent female. Full-time students account for 69 percent, while 31 percent are part-time students. There are 87 percent undergraduates and 13 percent graduate students. Excluding "other race," the minority student population is 30.23 percent (for details, please see Table 5—Undergraduate Student Populations in Standard 3 of this self-study). As at fall 2013, JSU has 204 international students from 61 nations.

While the University serves both national and international constituencies, as a public, comprehensive institution, JSU has a special commitment to provide service to a multi-state region of Northeast Alabama and Northwest Georgia, both of which comprise its primary service area. That area is also serviced by a number of junior/community colleges. Some of those within close proximity to JSU are listed below.

Snead State Community College-----45 miles from JSU.  
Georgia Highlands College-----60 miles

Jefferson State Community College-----65 miles  
Lawson State Community Colleg-----65 miles  
Southern Union Community College-----70 miles  
Northeast Alabama Community College-----70 miles  
Wallace State Community College -----75 miles  
Central Alabama Community College-----85 miles

Listed below also are several four-year colleges that are within a three-hour driving distance of JSU. Several of these also offer degrees in Communication, and some are ACEJMC accredited.

**University of Alabama in Tuscaloosa:** a doctoral/research institution, it offers baccalaureate, Masters and Ph.D. degrees in Communication. ACEJMC accredited.

**University of Alabama in Birmingham:** a doctoral granting institution, it offers baccalaureate and Master’s degrees in Communication.

**Alabama State University:** a comprehensive University, it offers a Bachelor’s degree in Communication.

**Auburn University, Auburn Alabama:** a doctoral granting institution, it offers BA and MA degrees in Mass Communication. ACEJMC provisional accreditation.

**Auburn University, Montgomery Alabama:** a Master-degree granting institution. Offers BA in Communication.

**University of West Georgia:** a comprehensive University that offers a Bachelor’s degree in Mass Communication.

**Miles College;** a four-year private college. Offers a BA in Communication

**Georgia State University:** a doctoral granting institution. Offers Bachelor’s, Master’s and Ph.D. in Communication.

**Troy University:** a comprehensive University. Offers a Bachelor’s degree in Journalism.

**Sanford University:** A comprehensive University that offers a Bachelor’s degree in Communication.

**University of South Alabama, Mobile, Alabama:** A public doctoral/Research University. It offers a BA in Communication.

JSU has had little or no budget increases for most of the past six years, and, as would be expected, this has likewise affected departmental budgets. The department has, however, managed to find ways of meeting its annual goals and objectives. The goals of the department are to recruit quality and diverse students, retain a high percentage of them until graduation, promote exemplary teaching and scholarship, and, through

job placement programs, assist our students to successfully enter the workforce as well as graduate school, for those who may choose that route. Consequently, the department strives to retain and recruit quality and diversified faculty, and maintain a quality and diversified program that recognizes the importance of, and implements, The JSU 4+7.

**4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.**

In 2002, the department had a major change of mission as it decided to seek ACEJMC accreditation. The new mission is distilled into four major goals: 1) to impart to students the practical skills appropriate to their communication disciplines of interest; 2) to develop in students an understanding of research and quantitative applications relevant and appropriate to journalism and mass communications; 3) to develop in students an understanding of the history and theories of mass communications and how to apply them to the journalism and mass communications profession; and 4) to imbue students with the skills that enable them to apply the principles and laws of freedom of speech and press; protect the right to assemble and to petition for redress of grievances; and practice ethical principles in pursuit of truth, accuracy, fairness, and diversity.

The above four major goals branch out into 11 departmental objectives in consonance with the former 11 professional values and competencies established by the ACEJMC.

***Change of Goal/Objective***

As described in detail earlier, recent changes by the ACEJMC—increasing the professional values and competencies from 11 to 12—led to the Department of Communication increasing its objectives from 11 to 12 by splitting the diversity objective into two components—domestic diversity (D-Dive) and global diversity (G-Dive). Thus, our twelve objectives/outcomes now are: *law, history, domestic diversity, global diversity, ethics, theory, Critical thinking, research, writing, editing, basic statistics, and technology*. The JSU 5+7 conceptual framework became effective in fall 2013.

***Change of Program***

Another major change in our program deals with the deletion of our print journalism concentration and its replacement with a new concentration in digital journalism. This programmatic change is in response to the ongoing technological revolution that is sweeping through, especially, the media world. This new curriculum also became effective in the fall of 2013. For details of the new program, please see Appendix II. Supplementary Information, #4, “Curriculum Advisement Sheet.”

**5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report, followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.**



During our initial accreditation visit in 2008, along with a finding of compliance in all standards, there were several deficiencies observed by the team. We took them seriously and responded as indicated in the table below.

**DEFICIENCIES NOTED BY THE 2008 VISITING  
TEAM & OUR RESPONSE**

<b>Visiting Team’s Verbatim Comment</b>	<b>Department’s Response/Result</b>
1. To ensure both part-time and regular faculty implement The JSU 4+7, team encourages department to continue developing its course-objective handbook making it available to all faculty.	All faculty—part and full-time—now have and utilize the complete <i>Course-Objective Handbook</i>
2. The “critical thinking” objective appears in the list of objectives for almost every course; however, it is stated almost the same way each time: “think critically, creatively and independently.” Few procedures are identified for accomplishing that goal in ways particular to the different courses.	Faculty in each concentration came up with their definitions of critical thinking which informed our assessment measures. This seems to have been effective as shown by our 2013 assessment results (see table of Benchmarks and CDM on p. 170).
3. Knowledge of mass media history is listed as one of the four values in the JSU 4+7, and the outcome maps indicate it is taught in COM 200 Introduction to Mass Communication and in a number of other courses in each concentration. While learning about history is clearly indicated in the COM 200 syllabus, it is not indicated in syllabi for all the other courses in which the outcomes map says it is being taught.	History is taught in all the courses that are identified for history in the outcome map (please see outcome maps—pp. 48-50 of Self-Study; see our syllabi as well).
4. Students generally indicated satisfaction with the preparation they receive in their courses. However, several said they would appreciate the opportunity to take more skills courses to emphasize writing or editing or online journalism, perhaps in lieu of research or media literacy courses or at least as electives.	We added four new elective courses—editing, opinion writing, community journalism, advanced audio—to our curriculum.
5. Syllabi vary greatly in the amount of detail included. Some make it clear to students why the subject matter is important to someone studying to be a media professional; others are merely descriptive. Some clearly list outcomes (awareness, understanding and application); others do not. Some syllabi present a detailed outline of topics to be addressed and even list assignments; others do not.	Department head went through all syllabi several times providing feedback to faculty. All syllabi have been revised to meet The JSU 5+7 standard (see files of syllabi)
6. The site visit team encourages faculty (especially new and adjunct) to use the resources available to improve classroom teaching. The team also encourages the senior faculty members to continue to mentor and work with new and adjunct faculty to improve the overall quality of teaching.	Senior-faculty work with junior ones as mentors. Participation in annual faculty development workshops is mandatory for all faculty members.
7. Students raised concerns about the effectiveness of an adjunct with no recent media experience and about the appropriate level of the instruction and assignments in that adjunct’s class.	We did not re- hire that adjunct. Adjuncts are evaluated every semester as are full-time faculty.

<p>8. The department offers two methods by which students may gain practical experience: media workshop (an internal practicum) and internship external to the department. The manager of student media supervises the media workshop that includes the student newspaper and radio station. Students may earn credit (up to 6 hours) for work on student media: the newspaper or radio station. However, these “media workshops,” COM 404 and 407, are not included on the advising sheets.</p>	<p>Media workshop is now a required course, and as such is included in our advisement sheet (see our Faculty Advising Worksheet at <a href="#">Appendix II. Suppl Information, #4, )</a></p>
<p>9. In addition, TV 24, which is situated in Self Hall along with the communication department, welcomes student help. However, students are not permitted to receive media workshop credit for working at TV 24, and the site visit team observed very few students at the station. The team encourages the department to consider adding work for TV 24 to the list of “media workshops” for which students may earn credit.</p>	<p>Our students have always received credit for working with TV 24 as interns. Media workshop used to be optional, now it’s required.</p>
<p>10. The team expresses concern about the timing of the COM 491 Internships. Students seem to believe that they may not do a 491 internship until they have completed all the course work in the major, which means many will not get practical experience outside the department until the summer after their senior year. The team encourages the department to consider revisions in its curricular model to take into account both the consultant’s report and the concerns expressed by the site visit team.</p>	<p>The department revised its internship policy and curriculum. Students can now do their internship any time from the summer of their sophomore year (See Communication course schedule on page 158 of the 2013-2014 JSU catalogue)</p>
<p>11. Each concentration’s outcome map that displays implementation of The JSU 4+7 shows that nearly every course includes “diversity” as a major objective. However, increased awareness of and knowledge about diversity is not specifically listed in most syllabi.</p>	<p>We revised our syllabi to ensure consistency between syllabi and outcome maps.</p>
<p>12. The department is currently changing the way it evaluates part-time (adjunct) faculty. With six adjuncts as of fall 2007, down by just one in previous semesters, the department will conduct a more comprehensive evaluation of teaching in semesters to come.</p>	<p>All part-time/adjunct faculty members undergo the IDEA evaluation system at the end of every semester just as do the full-time faculty, and dept. head meets with them at the end of each year just like the full-time faculty.</p>
<p>13. With its reliance on adjunct faculty and the location of the campus in a small community, the department seems to have problems always finding the most highly qualified professors for some specific required skills courses. The department needs to be ever mindful of the potential disconnect between the students’ needs and the abilities of its adjunct instructors pool. A close eye on student evaluations and a review of course syllabi by full-time faculty is probably in order to make sure the best materials (textbooks) and exercises (goals, appropriateness) are being planned and used by adjunct instructors. The faculty handbook currently being developed will also help to address this concern.</p>	<p>SACS requires us to hire only people with at least a master’s degree in their field or a master’s degree with 18 graduate hours in their field. In addition, we require them to have professional experience, especially if they are to teach a skills course. All our hires must meet that minimum standard. Further, we conduct student evaluation every semester and the head of department evaluates adjunct every year. We also provide them with our course objective handbook.</p>

<p>14. The department noted in its self-study plans to develop a departmental student handbook. No progress on this plan has been made as of our visit, but the department is encouraged to put this plan into action to give students another source in which to find requirements, policies and procedures.</p>	<p>Department developed and distributed a student handbook to communication students and encouraged those without one to pick up a copy from the departmental office.</p>
<p>15. Also in the same building is WJXS TV-24, an 11,200-watt UHF station that reaches a potential audience of 600,000 people in northeast Alabama via antenna and another 250,000 via cable. While not formally affiliated with the university, the station does produce a live nightly newscast and other programming that could represent great opportunity for department students. This potential is not being realized.</p>	<p>The department has always had a good relationship with TV 24. Quite often, it offers internship to our students. As a commercial station, it can only use a limited number of interns, and it gets to decide how many. Further, it hires our graduates quite often. Currently more than four of its staff members are our graduates.</p>
<p>16. Professional opportunities are supported and enriched by the department through sponsorship of two key organizations; The Society of Professional Journalists and the Public Relations Organization. The latter, in particular, seems quite active on campus with an established list of officers and an impressive record of singular and co-sponsored activities throughout the year. The site visit committee would like to encourage this group to consider affiliation with the Public Relations Student Society of America (PRSSA) although the team understands that the cost of such affiliation may prohibit such a move in the near future.</p>	<p>Budgetary constraints have precluded our department from joining PRSSA thus far, but we hope to accomplish that in the near future.</p>
<p>17. According to Jacksonville State's Office of Institutional Research and Assessment, the university-wide retention rate for first-time full-time freshmen from fall 2005 to fall 2006 was 69 percent. In the Department of Communication that figure was 65 percent. The department is currently looking at ways to improve retention to equal or surpass that of the university. The team encourages them to stick with this effort.</p>	<p>Department's retention rate for first-time full-time freshmen from fall 2007 to fall 2008 was 77.50%, while that of the university for the same period was 70.29%.</p>
<p>18. The six-year graduation rate for the university for the 1999 cohort is 36 percent, while that of the department is 44.4 percent for the same cohort. While currently maintaining a level above that of the university's, the department is also looking to improve its graduation rate. Again, the team encourages them to do so.</p>	<p>The department's six-year graduation rate for the 2007 cohort was 33%, while that of the university for the same period was 31%. We consider retention and graduation rates as work in progress, and will continue to seek ways of improving on our record on them.</p>
<p>19. Using the assessment plan, the department has been able to identify strengths and weaknesses. With the information gained from assessment, curricular and personnel changes were made in the department. Faculty were able to quantify achievement on tests, in courses and on the capstone project. Faculty members were pleased to discover that one of the department's strengths was in the instruction of writing; areas to work on included ethics, diversity, critical thinking and technology.</p>	<p>Following our 2008 assessment results, we made several changes in different areas of our program in order to close the loop, and those changes appear to have been effective in most areas of our program, as evidenced by our 2013 assessment results. Among those areas of progress are the four outcomes mentioned here by the team—ethics, diversity, critical</p>

<p>In the broadcast sequence, faculty learned the exit exam needed to count toward the student’s final grade; there was ambiguity between the definitions of technology and editing; there was no universal definition of critical thinking; there was a low knowledge of communication history and statistics. The quality of the broadcast instruction required a change in personnel (<i>Note: A position description has been approved and is waiting for the approval and funding by the university president</i>).</p> <p>In the print journalism sequence, there was a low knowledge of communication history and statistics. Both related were identical for the public relations program; similarly, courses have been tweaked to strengthen these areas.</p> <p>In the senior exit survey, students were asked to rate the quality of the department on a scale of 1 to 5, with 5 being outstanding. The respondents’ means on the four indicators were higher than 4 out of 5. The mean response of the <i>overall quality of the program was 4.25; while the faculty strength mean was 4.2; enhancing intellectual growth was 4.41 and preparing you for your career was 4.21. Clearly, this is a program with promise.</i></p>	<p>thinking, and technology.</p> <p>Our 2013 self-study findings revealed that in all four areas—ethics, diversity, critical thinking, and technology—our students scored a “B” average both within individual concentrations and as a department as a whole {please see Table of Means and Grand Means on p.164 (for broadcasting); p.167 (for print journalism); and p. 171 (for PR) of this self-study}; and p.170 (Benchmarks and Cross-Discipline Means (CDM))</p>
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(Infosource:Response—2008 Teams Comment/Delof/Acejm Accred/Assmt 2011-12-13)

**6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.**

**Transition from The JSU 4+7 to The JSU 5+7:  
The 12 Values and Competencies**

As a prelude to describing the process of the self-study, it seems appropriate and elucidatory to describe here our transition from The JSU 4+7 to The JSU 5+7, and how we are addressing the recent change from 11 to 12 values and competencies by the ACEJMC.

Prior to its 2008 accreditation visit, our department adopted the 11 values and competencies required by the ACEJMC as its major objectives, and personalized them to the department as The JSU 4+7—denoting four values and seven competencies as we see them. The ACEJMC, as you know, later made two major changes in its values and competencies: (1) the expansion of the definition of the objective we designate as Law by requiring that a program teach students the principles and laws of freedom of speech and press both in the domestic society and around the world; and (2) the bifurcation of diversity into domestic and global components. While the former did not alter the number of required values and competencies, the latter increased that number from 11 to 12. Our faculty responded to the official publication of these two changes—first appearing in the 2010-2011 *Journalism and Mass Communications Accreditation* manual (pp. 42-43)—by revising our curriculum in two ways: (1) splitting diversity into two, thus creating what we call D-dive (for Domestic diversity) and G-dive (Global diversity); and (2) agreeing,

after much discussion, that developing and requiring a course in international/intercultural communication would be necessary if we are going to adequately address the global components of these two changes. Consequently, we also changed our slogan from The JSU 4+7 to The JSU 5+7—denoting five values and seven competences.

Developing a course in international/intercultural communication would require hiring another faculty with that expertise. Currently our Ayers chair position is vacant and may provide the opportunity to hire a faculty member with that expertise. However, because of budgetary constraints, the administration is delaying filling that position. Consequently, our faculty decided, as a stop-gap measure, to revise three existing and required courses—introduction to mass communication, communication law, and communication ethics—to include international components addressing global diversity and systems of freedom of expression around the world. We expect these revised courses to be taught no later than fall 2014 following approval, in fall 2013, by the different curriculum committees in the university.

In view of this transition, our activities and documents beginning from fall 2013 will reflect The JSU 5+7 in those areas where 5+7 is appropriate. On the other hand, the descriptions/narratives here concerning our learning outcomes assessment and self-study will be based on The JSU 4+7, as those were the objectives/outcomes in place prior to fall 2013 (i.e., during our self-study).

## **THE CONCEPTUAL FRAMEWORK**

The Department of Communication offers a Bachelor of Arts in Communication with three concentrations—broadcasting, digital journalism (formerly print journalism), and public relations—all conforming to a conceptual framework we designate as The JSU 5+7.

This underpinning framework for the operation of the Department of Communication derives from the 12 professional values and competencies defined by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) as basic to the training of all future journalism and mass communications professionals. These values and competencies, in the words of the ACEJMC, are to:

- \* understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- \* demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- \* demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- \* demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;

- \* understand concepts and apply theories in the use and presentation of images and information;
- \* demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- \* think critically, creatively, and independently;
- \* conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- \* write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve;
- \* critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- \* apply basic numerical and statistical concepts;
- \* apply current tools and technologies appropriate for the communications professions in which they work and to understand the digital world.

### **The JSU 5+7**

The Department of Communication took ownership of the aforementioned 12 principles, interpreting them as consisting of five values and seven competencies, and hence creating the expression, “The JSU 5+7.” We adopted The JSU 5+7 as our major departmental objectives, whose implementation in our curriculum became a way to internalize these concepts in the daily life of the department. For functionality, we assign a mnemonic to each of the 12 objectives—law, history, domestic diversity, global diversity, ethics, theory, critical thinking, research, writing, editing, statistics, and technology. Next are the configuration and definitions of the five values and seven competencies, followed on the next page by an emblem of The JSU 5+7.

### ***Five Values***

- \* *Law.* Understanding and applying the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receiving instruction in and understanding the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- \* *History.* Demonstrating an understanding of the history and role of professionals and institutions in shaping communications.
- \* *Domestic Diversity (or D-Dive).* Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- \* *Global Diversity (or G-Dive)* Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- \* *Ethics.* Demonstrating an understanding of professional ethical principles and working ethically in pursuit of truth, accuracy, fairness and diversity.

### ***Seven Competencies***

- \* *Theory.* Understanding concepts and applying theories in the use and presentation of images and information.
- \* *Critical thinking.* Thinking critically, creatively and independently.
- \* *Research.* Conducting research and evaluating information by methods appropriate to the communications professions in which they work.
- \* *Writing.* Writing correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- \* *Editing.* Critically evaluating their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- \* *Basic Statistics.* Applying basic numerical and statistical concepts.
- \* *Technology.* Applying current tools and technologies appropriate for the communications professions in which they work.

## THE SELF-STUDY

The department's self-study began officially on September 5, 2012 during a faculty meeting in which self-study committees were formed, and responsibilities assigned. The department created five committees as shown below:

Standards 1, 2, 4, & 9 Committee

Kingsley O. Harbor, chair  
Mike Stedham

Standard 3 Committee

Augustine Ihator, chair  
Jeffrey B. Hedrick

Standards 5&6 Committee

Jerry Chandler, chair  
Augustine Ihator

Standards 7&8 Committee

Jeffrey B. Hedrick, chair  
J. Patrick McGrail

Editing Committee

Mike Stedham  
Kingsley O. Harbor

Director of self study

Kingsley O. Harbor (dept. head)

Each committee was charged with studying its respective standards and developing ways of gathering relevant information and preparing appropriate responses to those standards. The editing committee's responsibility was to edit the self-study. Mr. Mike Stedham, a member of the editing committee, has been an adjunct college English instructor for more than 20 years and was a writer and editor at *The Anniston Star*, the city's major newspaper, for more than a decade. A deadline for the first draft was agreed upon—February 28, 2013. Committees met later to assign specific standards to individual members. Committee chairs met with the self-study director formally and informally and as frequently as necessary to review the progress made and to know if there were areas of difficulty that we could collectively resolve.

### ***February 28, 2013—Due Date for First Draft***

First drafts were submitted to the self-study director on February 28, 2013. He reviewed and returned comments to the committee members who went back and revised their copies. Revised copies were resubmitted to the director by July 31, 2013. The director who is also the head of department received a release time from his 50 percent teaching assignment in order to supervise both the learning outcomes assessment and the self-study. Learning outcomes assessment began a year earlier and continued concurrently with the self-study in 2012-2013.

### ***Data collection***

*Assessment Data.* While the department administered two assessment methods—one indirect (senior exit survey) and one direct (internship)—on a regular basis, it formally began its comprehensive outcomes assessment for the January 2014 visit in 2011-2012 by implementing four direct methods of assessment—exit-exam, capstone project, course-embedded assessment, and internship. We have three capstone courses, corresponding to the three concentrations in the department, and they provide the forum for conducting most of our direct methods of assessment done in fall and spring.

*Other Self-Study Data.* Collection of other data for the self-study involved several other departments across the university—JSU's Office of Institutional Research and Assessment,



Alumni Office, the Houston Cole Library, Admissions Office, the Department of Human Resource, the Scholarship Office, and the Bursar's Office.

*Data Analysis.* Data gathered in the self-study were analyzed jointly by the Department of Communication and the Office of Institutional Research and Assessment. Specifically the senior exit survey, the student advisement survey, and the alumni survey were analyzed by the Office of Institutional Research and Assessment, while data from the direct methods of assessment were analyzed by our department. We also wrote the report.

*Student and Faculty Involvement in Data Collection.* Students were involved in all aspects of the data collection—the capstone project had students as the respondents/subjects; the exit exam had students as the respondents; the course-embedded used students' class assignments; the internship had students as the subjects; and the surveys, except the alumni survey, had students as respondents.

For the surveys involved in the study, we sought and obtained approval from the Institutional Review Board (IRB) at Jacksonville State University.

Similarly, all our faculty members participated in the study design, administration of tests, and data analysis.

## STUDY FINDINGS

As listed below, results from our self-study suggest several areas of strength as well as weakness in the department.

### STRENGTHS

Program strengths are reported here under three categories: (1) learning outcomes (The JSU 4+7), (2) operational outcomes (the non-JSU 4+7), and (3) anecdotal areas of strength—those not based on systematic, self-study data.

#### ***The JSU 4+7—the Learning Outcomes***

With respect to the eleven values and competencies (The JSU 4+7) which constitute the department's learning outcomes, results of this self-study suggest eight areas of strength for the Department of Communication. They include, in a descending order: writing, diversity, technology, law, editing, ethics, critical thinking, and statistics, with their cross-discipline means (the average of students in all the three concentrations) ranging from 85.8 percent (for writing) down to 81.8 percent for statistics (for findings reported in this section, please see the "Tables of Mean and Grand Mean" in Standard 9, #3 of this self-study).

\* *Writing.* Results from both direct and indirect methods of assessment suggest that our students are strongest in writing. The grand mean score from four direct methods shows that, among The JSU 4+7, broadcasting students obtained their highest score in writing; print journalism students obtained their second highest score in writing; and public relations students obtained their third highest score in writing. When the cross-discipline mean is calculated, writing again comes up as the outcome in which our students obtained their highest score.

Data from indirect measures further support this finding. The senior exit survey data show that our graduating seniors ranked writing as number one among The JSU 4+7 in terms of usefulness (see the table, “Perception of the Usefulness of The JSU 4+7” in standard 9, #3 of this self-study); and our alumni survey also shows writing as having the highest mean (see the table, “The Usefulness of my JSU Training,” in standard 9, #3. of self-study under alumni survey). Thus, there seems to be a consensus, in terms of both performance (direct measures/tests) and perception (indirect measures/surveys) that writing is our program’s strongest offering.

This finding also agrees with our 2007 self-study finding in which writing also ranked as number one. In support of this view, one of our alumni in 2007 wrote: “Located in Raleigh, NC and as an account supervisor at a PR firm, I interview and hire graduates of UNC-Chapel Hill. The program at JSU appears to be as comprehensive with the writing courses, and more diverse with the extent of the radio experience, as the program at UNC.”

\* *Diversity.* The grand mean of the direct methods shows that public relations students scored highest in diversity among the 11 values and competencies (The JSU 4+7); print students scored second highest in diversity; and broadcasting students had their fourth highest score in diversity. However when the cross-discipline mean (CDM) is calculated, communication students as a whole received their second highest score in diversity (85.5%).

\* *Technology.* Our students have made a significant progress in their knowledge of technology from our previous assessment to the present. Technology has the third highest cross-discipline mean (CDM) score in this assessment. It increased from 77 percent in our 2007 assessment to 85.1 percent in the 2013 assessment.

\* *Others.* A similar case can be made for each of the remaining five outcomes—law, editing, ethics, critical thinking, and statistics. Thus, without becoming repetitive by describing each of them separately, it is accurate to report that data from this study suggest that each of these eight outcomes has a strong CDM that is not less than 81.8 percent. This suggests eight areas of strength in terms of The JSU 5+7 (see the CDM row in the Broadcasting Concentration Table of Means and Grand Means--Standard 9, #3).

#### ***Non-JSU 4+7—the Operational Outcomes***

These areas of strength discovered by our self-study, although not among our learning outcomes (The JSU 4+7), are germane to the accomplishment of those outcomes.

\* *Faculty strength and cohesiveness.* Thirty-six of the 77 graduating seniors who responded to exit survey (46.8%) provided additional comments: 2.78 percent of the comments were criticism; 38.9 percent were suggestions; 55.6 percent were praises toward the department’s programs, faculty, and staff; and 2.78 percent were mixed. By far the most frequently cited program strength by our graduating seniors was our faculty—their experience, supportiveness, and concern for students.

Respondents’ rating of the overall quality of our department (4.37 on a five-point scale) seems to reflect this positive perception of our faculty and staff as does their desire to continue their studies here if we had a graduate program in Communication. An overwhelming percentage

of these seniors (82.19%) indicated an interest in attending graduate school here should the department develop a graduate program in Communication, a challenge we take seriously.

Furthermore, our faculty has moved from one that was divided in 2003—when Professor Lattimore, an ACEJMC consultant, visited us—to one that is cohesive and focused, much like a family. We attribute much of our success with our initial accreditation to faculty cohesiveness, which, according to these data, remains true today.

\* *Job placement.* Results from senior exit survey suggest that our job placement is strong. Nearly half (48.68%) of the graduating seniors surveyed reported that they had accepted or were considering a job offer prior to graduation. Those without a job offer by graduation time estimated their likelihood of a job offer within six months of graduation to be 3.76 on a scale of 5 (see graduating senior results in Standard 9, #3).

\* *Internship/Practical experience.* Results from our alumni survey conducted during this self-study showed that more than half of the respondents—71.9%—reported internship as being the most beneficial course during their training at JSU (see the alumni survey report—Standard 9, #3 of this self-study). Our students' performance in their internships—as shown by data from the direct method (internship)—bears out this alumni survey result (see Tables of Mean and Grand Mean in the three concentrations—Standard 9, #3).

In addition to internship, our students are exposed to extensive amount of in-house practical training prior to both internship and graduation. The student newspaper, the radio station, and JSU's Television Services—all provide in-house opportunities for students. Following our previous accreditation visit, we instituted a mandatory media workshop and all of our students must work in at least one of the student media for at least two semesters before their internship and three semesters before their graduation. Students put in three to six credit-hour work (three hours required, another three hours optional) at the student media. Many have resorted to obtaining cross-media experience—radio, newspaper, and television—while they are still working on their degrees.

### ***Anecdotal areas of strength***

\* *Facilities.* Our facilities are state of the art—computer lab, radio lab, television studios, and edit bays—all with new equipment. We also have multi-media/smart technology equipment in all our classrooms. We have a relatively new communication library for our students' use in our building (Self Hall), although we are continuing to seek books and other materials to fill the racks. The table below shows newly purchased items for our broadcast program.

\* *Strong Administrative Support.* The university and the college are solidly in support of the Department of Communication as demonstrated by their willingness to provide resources in support of the progress of the department. As any unit administrator knows, this is an essential ingredient for success. We have a university administration that is fully committed to the notion of quality as demonstrated by its goal of having all units with accrediting agencies become accredited. Obviously our becoming accredited in 2008 has heightened the administration's appreciation and support of our department.

Field Equipment				Studio Equipment			
Number	Maker	Model	Type	Number	Maker	Model	Type
6	Sony	HXR-NX5U	Video camera	3	JVC	GY-HM790U	Studio camera
6	Varizoom	VZ-TK75A	Tripod	3	Prompter People	Flex D17	Teleprompter
6	Pearstone	DVC-777	Digital Video Camera Bag	1	Tricaster	855 (upgradeable to 860)	Production video switcher
4 (licenses)	Adobe	Production Premium CS6	Video Editing Software	1	Blackmagic	Hyper Deck	Disk recorder
				2	Blackmagic	(attached to Hyperdeck)	480 Gb Hard drive

## WEAKNESSES

Since no program is perfect, the success of a self-study is measured not by the absence of a weakness but by the ability of the study to discover and rectify those weaknesses that a unit might otherwise not recognize. Thus, we consider the ability of our self-study to discover our weaknesses as a sign that the study did accomplish its goal. Our ultimate responsibility, therefore, is to correct those weaknesses. The weak areas of our program are listed below.

### *The JSU 4+7*

\* *Broadcast deficiency in theory—understanding concepts and applying theories.* Results from four direct measures showed a low knowledge of theory among broadcasting students (see the grand outcome mean in the table of means). While print journalism and public relations students scored 82.7 percent and 81.7 percent respectively in theory, broadcasting students scored 74.3 percent which is significantly lower than any of the former two. Secondly, a review of our assessment process showed that the definition of theory was ambiguous and needed some clarity, and that the score on knowledge of theory, in the exit exam alone, was quite low within the broadcast sequence (a score of 66%).

\* *Print and PR deficiency in research—conduct research and evaluate information.* While broadcasting students scored above average (81%) in research, print and public relations students scored 76 percent and 79.7 percent respectively. While these are no failing grades, we believe that they could be better, and hence we consider it a deficiency. A review of the data suggests that the less-than-average score (78.9%) obtained in research, as shown by the cross-discipline mean (CDM) of 78.9 percent, is traceable to the exit exam scores in all three concentrations (see the Broadcasting Table of Means and Grand Means, Standard 9, #3).

\* *Deficiency in history—demonstrate an understanding of history.*

Direct measures show that although no concentration obtained a failing or below-average (“F” or “D”) score in communication history, our students showed low-average knowledge of

communication history across the three concentrations. History was one of two outcomes, among The JSU 4+7 elements tested, that students obtained a consistently low mean score (below 75%) in all three concentrations (see Tables of Mean and Grand Mean for the three sequences).

\* *Inability to reach students of all learning styles.* Data from this study suggest that despite the above-average scores obtained in a significant majority of the outcomes (9 out of 11), there are still some broadcasting students who are not doing well. For instance, a look at the range statistics (see the Broadcasting Table of Means and Grand Means—Standard 9, #3) reveals that within the capstone method, there is at least one student with a score of 40 percent in the seven outcomes measured by the capstone project; within the course-embedded method, there is at least one student with a score of 38 percent in statistics; and within the exit exam method, there is at least one student with a score of 10 percent in history. We recognize that with majority of students doing very well, it is easy to overlook the few that are not, and our faculty wants to avoid that.

\* *Deficiency of exit exam.* We recognize that exit exam is not one of our learning outcomes, but we also know that learning cannot be effectively managed if it cannot be measured or measured accurately. This is why we include exit exam deficiency here as a program weakness. Based on the row averages (average of all outcomes measured by each direct method), our students consistently made the lowest score in the exit exam as compared to the other three direct methods, and this is true for all three concentrations in the department (see Tables of Mean and Grand Mean for the three concentrations).

Additionally, senior exit survey result revealed that students feel that the time for exit exam preparation was inadequate, and should be extended to allow them to put their best efforts into the exam.

\* *High number of internship hours.* Both our senior exit survey and our alumni survey contained comments, albeit by a minority of respondents, asking for a reduction in the number of hours we require for internship. Currently that stands at 350 hours.

\* *Student knowledge of graduation requirements.* The student advisement survey we conducted during this self-study revealed that some students are still having problem with information on graduation requirements despite our inclusion of such information in every syllabus and our requirement that all faculty review that information along with their course syllabi at the start of every class each semester.

#### CLOSING THE LOOP: DATA-DRIVEN CHANGES

Our faculty is pleased with the overall results of our self-study and wants to build on this record by continuing to seek ways to improve our students' performance. As discussed above, our students' weakness in history was evident in all three concentrations, as was the weakness of our exit exam across the three concentrations.

In response to the seven weaknesses found above, we have seven changes listed below—some of which have been implemented, while others await implementation in 2014-2015.

- I. *Improving students' knowledge of theory.* Because broadcast students' performance in theory was average (74.3%), lower than any of the other two concentrations, we reviewed our assessment of theory and found its definition to be ambiguous. We redefined theory to encompass social scientific theory, as well as theoretical concepts found in theory classes such as law, ethics, history, introduction to mass communication, and others. The new definition will also be applied to our measuring instruments including the exit exam.
- II. *Improving Print and PR deficiency in research.* A review of the data suggests that Print and PR low scores in research may be tied to a deficiency in our exit-exam, which consistently registered the lowest scores in research among all three methods used to measure research and across all three concentrations in the department. Thus improving the exit exam (as proposed here in closing the loop) might hold the key to improving performance in research.
- III. *Improving students' knowledge of JMC history.* Because our students, based on results of the direct methods, received their lowest scores (a low 'C') in history consistently across the three concentrations in the department, we reviewed our teaching of history in the department and found that while we had made some changes in history as a result of our 2007-08 outcomes assessment, those changes were not fully implemented, and this may have led to the repeated low performance in history. In 2008, we established that history research papers would be assigned in three required courses, but only one research paper was actually done. Our faculty has reiterated that those three research papers have to be fully implemented henceforth, and that the respective course instructors will take the responsibility to do so. The head of department will monitor its implementation. See the table of "Post Assessment Emphasis on History," next page, which shows the courses in the three concentrations where a history research paper will be required.
- IV. *Improving teaching to reach students of all learning styles.* Our self-study data revealed that there are some students in our program who are falling through the crack in several skills that we teach. As a consequence, we have decided to adopt a 21<sup>st</sup> Century teaching/learning model so as to be able to reach all students enrolled in our courses, regardless of their learning styles. The 21<sup>st</sup> Century learning model is characterized by collaborative learning that is student-centered, flexible and dynamic in structure, while at the same time challenging to students in terms of creativity and innovation. There is significant data attesting to its effectiveness in reaching otherwise unreachable students. This is an idea that both our college and the university have willingly embraced. By the end of the spring semester of 2014, most of our classrooms will have been redesigned with the 21<sup>st</sup> Century model classroom in mind. Thus we estimate that this concept will be operational within the 2014-2015 academic year.

**POST-ASSESSMENT EMPHASIS ON HISTORY—RESEARCH PAPERS**

BROADCASTING			DIGITAL JOURNALISM			PUBLIC RELATIONS		
		HISTORY			HISTORY			HISTORY
Core Courses		Post-Asmt	Core Courses		Post-Asmt	Core Courses		Post-Asmt
COM 200 - Intro Mass Com		RP	COM 200 Intro Mass Com		RP	COM 200- Intro Mass Com		RP
COM 205 Intro B/cast Writ.		RP	COM 315 - Intro to News		RP	COM 315 - Intro to News		RP
COM 380 COM Law		RP	COM 380 - COM Law		RP	COM 380 - Com. Law		RP

**Legend**

RP = Identifies courses where a history research paper is required of students.

Post-Asmt. = Post-assessment.

*Note: Based on assessment result, we now require students to do three research papers by time of graduation.*

- V. *Improving teaching by improving our measuring instrument (the exit exam).* Our exit exam was found to be weak in the areas of history, theory, and research. Improving the exam will improve how we measure student learning, which in turn should improve our teaching. Based on self-study findings, we will review and revise—in 2014-2015—our exit exam contents, especially those dealing with history, theory, and research. We will also extend the student preparation time for taking the exit exam from one week to three weeks following the refresher lectures. Furthermore, we will administer the exam earlier, rather than later, in the semester. These actions are expected to contribute to the solution of two weaknesses noted above— “Broadcast deficiency in theory” and “Print and PR deficiency in research.”
- VI. *Improving students’ knowledge of graduation requirements.* Informed by assessment results, we developed and included a one page form—Graduation Requirements Form—in all syllabi in the department in fall 2007 (see a sample of this form below) to improve student knowledge of graduation requirements. 2013 self-study data show that some students are not using the form. At the beginning of each semester, a course instructor, as s/he introduces the course syllabus, devotes some time to discuss that page of graduation requirements. While students may not read their syllabi frequently, we expected that by calling attention to the content of this page in every communication class and over several semesters, there would be a noticeable difference in their level of knowledge of graduation requirements. We said at that time that we will rely on future study to confirm or disconfirm this expectation, and would respond in accordance with results of such a study.

As results of the student advisement survey done during this self-study suggest, there is still some concern among our students concerning graduation requirements (see Standard 6, #11—Student suggestions of advisement improvement). Although, this concern is expressed by only eight percent of the respondents, we consider it necessary that we take action to

improve their knowledge of information in the department. The information is there, but obviously they do not read it. So, our task now is to get them to read and utilize it, and hence the procedure that follows.

- (a) Have students bring the Graduation Requirements form to each advisement session.
- (b) Discuss with them what they think about the form. "Is it clear? How could we improve it so that you know more about graduation requirements?"
- (c) On the column for "Expected Completion," have the student indicate the semester during which he or she plans to fulfill that requirement. That will give the student a realistic estimate of when he or she will be able to graduate.
- (d) Place a copy of the Graduation Requirements form on department's website so that students will have another way to access the form.
- (e) Record each advisement meeting in the regular advisement form which you and the student normally sign at the end of each meeting.
- (f) Include Graduation Requirements form in the department's Student Handbook.

VII. *Improving curriculum by reducing internship hours.* In response to (graduating students' and alumni's) survey data, indicating the desire to reduce the number of internship hours required by the department, our faculty has deliberated and decided to reduce our internship hours from 350 to 250, and this will go into effect beginning in summer, 2014.



**Department of Communication  
Graduation Requirement Form**

Dear Communication student, this form is for your own record. We want you to use this form to evaluate yourself to assist you in knowing how far or how close you are to graduation. Note that this form is not a substitute for the university catalog, the student handbook or for consultation with your advisor regarding your graduation status. Keeping your own record here facilitates that process.

Student \_\_\_\_\_ Concentration \_\_\_\_\_ Date \_\_\_\_\_

		YES	NO	EXPECTED COMPLETION
1.	Completed 32 residency hours (i.e., at JSU)?			
2.	Has no more than 12 hours of correspondence work?			
3.	No more than 12 semester hours (or equivalent) in journalism transferred from jnr college?			
4.	Completed General Studies?			
5.	Completed Remedial courses (if applicable)?			
6.	Has a minor area of study?			
7.	Completed <i>the required</i> 128 hours with 2.0 average on all work?			
8.	Has "C" or better on <u>each</u> minor & major course?			
9.	Has 36 hours of courses in 300 or above level?			
10.	Has 12 hrs. advanced work <u>in major</u> at JSU?			
11.	Has 6 hrs. advanced work <u>in minor</u> at JSU?			
12.	Has the required 39 or 45 hrs in communication?			
13.	Has passed the ECE?			
14.	Has taken the CBASE?			
15.	Has taken the exit-exam?			
16.	Has met the 72/50 or 72/53 requirement? (Consult with your advisor on this)			
17.	Has passed appropriate capstone course?			
18.	Has had exit interview?			
19.	Has completed & submitted a portfolio?			
20.	Has satisfied all departmental requirements? (Consult with advisor)			

*(Graduation requirements revised: 2/7/13)*

**Important notes, please**

- *There will be no early exams. Exams will be taken at university scheduled times, except under extraordinary circumstance.*
- *Graduation is not automatic. Student must apply in order to graduate, and to do so, please go to the department secretary to obtain necessary papers and directives.*

**WISHING YOU A VERY SUCCESSFUL SEMESTER!!**

**7. Provide copies of pages of the undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. (These items may be presented in the appendices binder.)**

Please see Appendix II. Supplementary Info., #7. "Catalogue Pages—Mission and Scope."