

Institutional Effectiveness Report

Academic Year (2010-2011)

Department of Mass Communication
Mass Communication

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Mission Statement

The Mass Communication program at Francis Marion University seeks to provide our students with guidance and encouragement to develop communication skills needed to begin careers in journalism, public relations, and allied professions. For students who do not choose to prepare for a career as media professionals, we expect to illuminate them on media traditions, to inculcate in them an appreciation of free expression, to kindle in them a desire to learn, to help them understand the roles the media play in America and to encourage them to share the fruits of their intellectual growth. We will provide for our students a climate of learning that stresses the importance of personal honor and integrity, and promotes the responsibility to serve society through the productive use of their communication talent and training.

Rooted in the liberal arts tradition, we emphasize the value of a broad educational foundation that encompasses a competence in the use of English and a familiarity with a second language. We want to encourage students to become informed, responsible, and articulate and be able to think critically and creatively, write well and develop an understanding of media history, ethics and law. We aim to refine the student's reporting, writing and presentation skills, including tasks of editing and content production for traditional and converged media. We want our students to understand and use the changing technologies of communication to better equip them to work in the emerging multi-media work place.

Combining discipline-specific knowledge with expressive, interpretive and reasoning skills, we encourage originality and creativity; promote intellectual curiosity, critical analysis, clarity of thought, precision of language and a desire to continue learning into graduate study. We seek to provide knowledge and the requisite learning skills necessary to fully participate and succeed in a global society as a communication professional and as an involved citizen.

2010–2011 **Assessment Activities**

We continued to rely on five separate evaluation techniques for our primary assessment activities this year. They are:

- 1) External evaluation.
- 2) External input.
- 3) Graduating senior exit interviews.
- 4) Individual course evaluations by students.
- 5) The South Carolina Press Association's annual judgment of the quality of *The Patriot* which is a media product comprised principally of the work of our students with the guidance of the Department's faculty.

The **external evaluation** consists primarily of the assessments of our students who participated in the internship (MC 498) and/or the practicum (MC230). The uniform form of evaluation submitted by those in the work site who supervised our students consists of 10 questions, specifically enumerated below, and an open-ended assessment. This evaluation is provided to the supervising faculty member on campus at mid-term and the end of the semester for each student by the hands-on supervisor. Additionally, the practicum participants also complete the on-line questionnaire of the QEP office on campus.

The **external input** consists of advice and opinion expressed about the quality of the Mass Com program made by outside professionals who are working currently with media organizations. This is obtained at two levels: 1) members, generally from executive positions, of the local media who come to campus and/or communicate with our faculty by telephone, mail or on-line during the academic year; 2) members of our Professional Advisory Committee who are working in the media within television, radio, newspapers, magazines, public relations, sports media, advertising and marketing.

The **exit interviews** with seniors, who have graduated, either at the winter or spring commencements, are computed and summarized. These interviews were conducted on Reading Days and consist of their evaluations of the Mass Communication Department both on a written response to a standardize questionnaire and in a face-to-face interview with the department chair. The composite course data gleaned from the end-of-semester evaluation of each course taken wherein students assess the course and the instructor in 13 separate categories. That data is presented herein for both the department courses and with all university courses for comparison.

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Last year we added to our assessment activities the South Carolina Press Association's evaluation and **recognition of *The Patriot***, the student newspaper. While a student product, *The Patriot* includes the hands-on, post-publication review and recommendations by the advisor as well as input from other faculty before and after publication. The SCPA's Collegiate Division

reviews collegiate and university newspapers from throughout South Carolina and annually presents awards for journalism excellence for the best products.

While *The Patriot* is a student newspaper, we suggest it is appropriate that this annual assessment by professional journalists be included in the external evaluation in this department report because: 1) most of the students who participated were mass communication majors or minors and that that class instruction is reflected in the student newspaper as a product; 2) because the faculty adviser to *The Patriot* is a supplied by our department and that further individual advice is provided their staff members by other department faculty who have extensive backgrounds working for newspapers.

External evaluation

This summary is the work place assessments of our students made by his/her work place supervisors. Students are rated in a scale of 1-5 in 10 separate categories listed below. *The scale* was from 1 to 5, **1 unsatisfactory to 5 exceptional**. The 10 items assessed areas are by column: **1** Quality of work, **2** Production, **3** Attitude toward criticism, **4** Cooperation with others, **5** Dependability, **6** Attendance, **7** Initiative, **8** Appearance, **9** Progress made and **10** Overall Assessment. The chart below shows the average scores.

Supervisor ratings of interns

Internships	#	1	2	3	4	5	6	7	8	9	10
2006-2007	6	3.8	4.3	4.2	4.5	4.2	4.8	3.5	4.8	4.5	4.5
2007-2008	9	4.2	4.2	4.3	4.7	4.6	4.4	4.4	4.8	4.3	4.7
2008-2009	3	4	4.3	3.7	4.7	4	4.3	3.3	4.7	4.3	4
2009-2010	6	4.5	4.5	4.7	4.7	4.5	4.5	4.3	4.2	4.5	4.8
2010-2011	2*	3.5	3.5	3.5	4.5	4	4.5	3	5	4	4.5

*In additional to the students who completed internships during the normal academic year, five students are taking summer internships. Four of those are outside the Pee Dee: The BET Network in Washington, D.C., WIS-TV in Columbia, WPUB/WCAM radio in Camden and *The Summerville Journal* in Summerville, S.C. The fifth internship is paid under a new program with Media General. A sixth student is taking a practicum in Summer I.

Other Experiential learning opportunities

Prior to 2006-2007, internship evaluations were collected in a different format. Two of the current year interns were taken this summer. Data for those 2 is based on mid-term reports by the supervisors.

The intern host agency by year: **2020-2011** – BET Network, Media General (paid); WIS-TV; *Summerville Journal*, WMBF-TV (2), WPUB/WCAM, Camden. **2009-2010**—C-SPAN, *Morning News* (2), HHHK Marketing, WMBF-TV (2), **2008-09** – Bravo Events, WIS-TV, Phoenix Design; **2007-08** – Florence Red Wolves, Cumulus Broadcasting (2), *Morning News* (2), Quantum Broadcasting (2); FMU Sports Information Office, McLeod Regional Medical Center; **2006-2007**—*Dillon Herald*, MTV, Cumulus Broadcasting, FMU Media Center; WPDE-TV, *Morning News*.

In addition to the data summarized in the charts above, the on-site supervisor offered these additional narratives:

[Internship 1] “*Name omitted* is always very positive and willing to help with any task assigned. He is always polite and professional. As a point of improvement, he could show more initiative in pursuing personal goals so that he will be more prepared for the work place. Great attitude and wonderful work ethic!”

[Practicum 1] “*Name omitted* expressed an interest in what was going on day-to-day. She was inquisitive which is a ‘must’ for this business. She was also very professional at all times.”

For privacy reasons, we do not name a specific student but including the narrative. (*Reports are maintained in office files for the numerical assessments and full narratives.*)

The internships require students to spend a minimum of 135 hours with a partner. Participation is limited to seniors who have completed 24 hours of Mass Communication coursework and meet high GPA standards. The practicum, relatively new to the curriculum, was designed to provide more students opportunities to become involved in experiential learning, and to do so as early as their sophomore year.

The practicum requires 50 hours for 1 credit of academic work. It may be repeated once in two subsequent semesters. Each practicum student is required to keep a practicum log of his/her activities, and as is the case with the internship student, a midterm and final report is required by both the student and the supervisor. Practicum students must also complete the on-line questionnaire posted at the university QEP site called the “Student Rating Form for Nontraditional Learning Activities.

The following summary is the work place assessments of student taking the practicum made by his/her work place supervisors. Each student is rated in a scale of 1-5 in 10 separate categories listed below. *The scale* was from 1 to 5, **1 unsatisfactory** to **5 exceptional**. The 10 items assessed areas are by column: **1** Quality of work, **2** Production, **3** Attitude toward criticism, **4** Cooperation with others, **5** Dependability, **6** Attendance, **7** Initiative, **8** Appearance, **9** Progress made and **10** Overall Assessment. The chart below shows the average scores.

Supervisor ratings of practicum participants

Practicum	#	1	2	3	4	5	6	7	8	9	10
2008-2009	3	4.7	5	5	5	5	5	4.7	5	5	5
2009-2010	5	4.6	4.4	5	5	5	5	4.8	4.8	4.8	4.8
2010-2011	1*	3	3	4	5	4	5	3	3	3	4

*One student is taking a practicum during the summer. Evaluation is not available at this time.

The practicum host agency by year: **2010-2011** – Millie Lewis Models and Talent, FMU Media Center, Quantum Broadcasting. **2009-2010** – Quantum Broadcasting (2), *The Patriot*, FMU Media Center (2), FMU Office of Community Relations; **2008-2009**—*The Patriot*, FMU Media Center, Advancing Rural Community Health (ARCH).

External Input

Numerous members of the media were on campus the past year, accepting invitations to speak to students in courses, to meet with faculty and for other purposes. Among them was David Hart, director of content for WBTW-TV, WPDE-TV News Director Victoria Spechko, WMBF News Anchor Matt Nordin, WBTW News Anchor Nicole Boone, WPDE News Anchor Allyson Floyd, Rusty Ray, WBTW-TV anchor/reporter, Kristina Plunkett, communications director for the Florence County Chamber of Commerce, Hemingway Weekly Observer Editor and SCNow content producer, John Sweeney, WMBF News Director Sarah Miles, Matt Hogue's associate V.P. for marketing at Coastal Carolina University, Ryan Ibbotson, former broadcaster for the Myrtle Beach Pelicans, Tucker Mitchell, regional editor of the *Morning News*, Jackie Torok, content supervisor, *Morning News*, Justin Driggers, sports writer for the *Sumter Item*, all came to campus, some multiple times. Chuck Crumbo, recently retired from *The State* and now a freelancer, came and spoke to the Student Media Association in October. Crumbo, Floyd, Boone, and Chris Worthy, who also came to campus, are all members of the Department's Professional Advisory Committee.

Our Professional Advisory Committee, consisting of 10 working media professionals in South and North Carolina, provided us advice and evaluation throughout the year. Members came to campus individually and communicated through email, letter and telephone. The feedback we get from these professionals about our program has been positive, without exception.

The membership includes: **Allyson Floyd**, evening news anchor and assistant news director for WPDE-TV; **Nicole Boone**, anchors 5 and 6 p.m. newscasts for WBTW-TV; **Mark Haselden**, assistant sports editor of *The Morning News*; **Cleve O'Quinn**, night city editor for *The (Charleston) Post and Courier*; **Russell Branham**, works for Pro Sports Management & Marketing in Charlotte, NC.; **Allen Smothers** sports talk show host on WOLH, HHYM and internet programming; **David Dykes**, business writer for *Greenville News*, formerly worked at the *Charlotte Observer*; **Chuck Crumbo**, military reporter and former city editor of *The State*; **Glenda Atkinson**, advertising and marketing director of the *Hartsville Messenger*; **Chris Worthy**, award-winning magazine and newspaper writer and youngest person ever to graduate from Francis Marion.

Exit Interviews

Senior exit interviews were scheduled and conducted on each Reading Day. We graduated 18 students with A.B. degrees in Mass Communication during the year; 6 of them in December and 12 students in May. More than 30 percent of all students receiving Bachelor of Arts degrees in the Spring Commencement were majors in Mass Communication.

The average rating of the 17 seniors completing exit interview forms is summarized in the chart below. The original forms are on file in the department. Students who appeared for face-to-face interviews held on Reading Days are included, but not identified in the narrative.

Our efforts to maximize the number of participants began about two weeks prior to Reading Day, which this year was Dec. 7 and April 26. We posted a sign-up sheet in the suite for reserved interview times, contacted the students by e-mail, regular mail, phone and faculty follow-up to encourage them to sign the reservation sheet and to pick up a copy of the questionnaire. Until Reading Day we make follow-up contacts to reach those students who have failed to schedule an interview.

The effort generally paid off. This year we had participation of 17 seniors who filled out the questionnaire and appeared for the interview from 18 graduates. One student who did not respond completed work early and was not on campus at the time of the exit interviews. The participation was a significant increase over last year when only 14 of 22 graduates gave data.

The exit questionnaire consists of 16 questions. Eight are marked on a scale from 1-10 with 1 as poor and 10 as excellent. The data from those questions are compiled in a chart summarized below.

The other 8 questions on the form are open ended and answered as narrative. The following is a summary of the senior exit interviews for the past four years. Each student expressed his/her views on the department on eight scale questions and 8 open-ended questions. The scale questions numbered 2-9 on the chart below are: **2** How much has your major prepared you for employment or graduate school? **3** How satisfied are you with the career guidance? **4** What is your assessment of the Mass Com program? **5** What was the quality of your mass communication courses? **6** How do you rate your instructor's knowledge of the courses taught? **7** How do you rate the preparation your instructors put into the courses taught? **8** How do you rate the variety of courses offered in mass communication? **9** How satisfied are you with the faculty accessibility outside the class room? The chart below, completed before the interview, shows the average scores with **1 the lowest** and **10 the highest**:

Average scores of seniors participating in Exit Interviews

Year	#	2	3	4	5	6	7	8	9
2011	17	8.3	7.6	8	8.4	9.4	8.9	7.1	9.1
2010	14	7.3	7.8	8	8	9.1	8.6	7.4	8.8
2009	19	8.3	7.6	8.3	8.6	9.3	9.3	7.7	9.1
2008	35	8.7	8.3	8.5	8.7	9.6	9	8.2	8.1

The lowest rating, normally the case, was the response to question 8 reflecting some dissatisfaction with the variety of courses offered. That, of course, is limited by the number of faculty we have to teach the. The highest rating, also normal, was for question 6 which reflects a high regard for the instructor's knowledge of the subject of the course taught.

The questionnaire may offer more insight in narrative form, and during the face-to-face interview which permit elaboration and questions. The narrative questions include: 1) What are your immediate plans? 2) What extracurricular activities have you participated in at FMU? Would you recommend anything additional be created? What? 3) What new courses would you add to the mass com program and what existing course, if any should be deleted. 4) Do the facilities of the department meet your expectations? If not, what should be added or improved? 5) Were mass communication materials sufficiently available to you in the library? 6) What do you think are the major strengths of the mass com program? 7) What specific suggestions do you have to make the major better? 8) How would you describe your overall satisfaction with your major? We also provide an opportunity for other comments..

Here are responses to question 8 (16 on form) overall satisfaction with your major):

1. "Very satisfied. I wish I would have started in this major."
2. "I am greatly satisfied with my chosen major, especially since I feel like journalism has taught me to open my eyes to other possibilities and question things before I believe them."
3. "Overall, I think my major is a good one. I just feel like more hands-on experience is definitely needed for those desire to pursue their career once they are graduated."
4. "I enjoyed the mass com program. They (the instructors) also knew how to drive success out of me and helped shaped me into the student I am today."

5. "I would say I am pleased but upset with other students and how easily they make it through mass com."
6. "I was satisfied with the overall experience."
7. "I am very satisfied with the MCom major and department."
8. "I am very satisfied."
9. "Very satisfied. Only thing I would want to see is maybe if possible some better/more opportunities to network with working people."
10. "I am satisfied because I work very hard to make the most of situations and to get the most of my education. I do not think the average students gets as much from the mass communication department"

Course Evaluations by Students

The following chart summarizes the data generated by students and were taken from the course evaluations at the end of each semester. The chart below presents the collective ratings of all courses at the university during the Fall 2010. Spring 2011 semester's data was not available at the time this report was due. The Fall 2010 information for *all courses* offered by the Department of Mass Communication is presented immediately below the university-wide totals. The bold faced data entries indicate the better of the two comparisons; the lower number is better.

The numbers across the top indicate specific areas evaluated by students. The corresponding category is: 1) Instructor's ability to present clear and understandable material; 2) Instructor's ability to stimulate interest in subject area; 3) Instructor's ability to improve understanding of subject; 4) Instructor's knowledge of the subject; 5) Instructor's ability to encourage critical thinking; 6) Instructor's explanation of course assignments; 7) Overall quality of instruction; 8) Availability of instructor outside classroom; 9) Overall quality of course as learning experience; 10) Relevance of assignments to course description; 11) Value of textbook and other required materials in course; 12) Timeliness of returned materials; 13) Overall fairness of grading policy.

Student Evaluations: Overall University and Department														
Ratings	Total	1	2	3	4	5	6	7	8	9	10	11	12	13
Univ Sp '07	11,189	1.66	1.79	1.68	1.33	1.67	1.64	1.64	1.5	1.69	1.58	1.76	1.56	1.6
MC Sp '07	189	1.46	1.59	1.43	1.35	1.47	1.42	1.44	1.32	1.49	1.37	1.59	1.35	1.6
Univ F '08	12,527	1.65	1.78	1.67	1.32	1.68	1.63	1.64	1.5	1.69	1.57	1.74	1.56	1.6
MC F '08	149	1.57	1.74	1.56	1.2	1.63	1.56	1.58	1.38	1.58	1.48	1.75	1.43	1.53
Univ Sp '09	11,445	1.67	1.79	1.68	1.35	1.68	1.66	1.66	1.51	1.71	1.59	1.76	1.59	1.64
MC Sp '09	434	1.44	1.64	1.49	1.27	1.56	1.45	1.48	1.36	1.51	1.37	1.63	1.35	1.51
Univ F '09	13,277	1.69	1.81	1.71	1.35	1.71	1.68	1.67	1.53	1.74	1.6	1.78	1.62	1.65
MC F '09	474	1.51	1.64	1.53	1.29	1.6	1.54	1.5	1.43	1.58	1.47	1.75	1.44	1.64
Univ Sp '10	11,698	1.65	1.77	1.68	1.36	1.67	1.65	1.65	1.51	1.7	1.59	1.74	1.6	1.64
MC Sp '10	483	1.47	1.58	1.47	1.28	1.56	1.5	1.47	1.38	1.49	1.41	1.62	1.54	1.56
Univ F '10	13770	1.67	1.79	1.7	1.35	1.69	1.66	1.66	1.51	1.72	1.59	1.75	1.59	1.63
MC F '10	524	1.53	1.69	1.6	1.32	1.59	1.61	1.59	1.48	1.61	1.51	1.75	1.54	1.69
Univ Sp '11	11,942	1.65	1.76	1.67	1.35	1.67	1.64	1.64	1.49	1.69	1.57	1.73	1.58	1.62
MC Sp '11	508	1.5	1.66	1.58	1.33	1.62	1.62	1.55	1.49	1.61	1.53	1.66	1.53	1.67

Judging: *The Patriot*

The Mass Communication Department provides the official faculty advisor to the student newspaper, *The Patriot*, which publishes both a print and web addition. In addition, other Mass Com Department faculty who have had several decades of working experience with major commercial newspapers, offers advice on reporting, writing, editing and photojournalism when asked by individual student journalists working for the student newspaper.

In each of the last four years, the collegiate division of the South Carolina Press Association has recognized *The Patriot* and its staff for excellence. There have been 15 separate awards in all.

Recognition by the South Carolina Press Association

The Patriot and Staff

2007-2008: Second Place for Best Overall College or University Weekly or Daily

2008-2009: First Place for Best Overall Student Newspaper for Colleges Under 5,000 Students Division

First Place: Best Humorous Illustration

Second Place: Best Photograph

Second Place: Best Front Page Layout

Third Place: Best Sports Story

2009-2010: First Place for Best Overall Student Newspaper for Colleges Under 5,000 Students Division

First Place: Best Column

Second Place: Best Illustration or Cartoon

Third Place: Best Arts and Entertainment Story

2010-2011: First Place: Best single advertisement design.

Second Place: Best front page layout and design.

Second Place: News story category.

Third Place: Best humorous illustration cartoon.

Honorable Mention: Sports Photography

Summary and Assessment

Eighteen mass communication majors were graduated this year; eight in the spring and 10 in the fall. Our department offered 83 courses throughout the year; 41 in mass communication and 42 in speech. The IE report on the **speech program** will be forwarded separately by Dr. Bryan Fisher, coordinator of the Speech 101.

The most current information from the registrar's office is that we had 128 majors and 17 minors during Spring 2011 semester, a continued modest growth in both numbers. We taught more than 1,300 students this year including 780 students in Speech 101 sections. It should be noted that an unknown percentage of those students listed as majors are in the self-declared category. A "self-declared" major is the first step in being officially admitted to the major which requires the applicants to meet minimum academic benchmarks.

We re-activated the Student Media Association (SMA) to provide a collegial professionally oriented social group for students interested in the media. The SMA met regularly and had several media speakers come to campus to share their experiences with students.

We worked with the Campus Technology office to develop a plan for a work study position to start next fall. Under the agreement, CT will train a student in media technology, particularly the use of equipment in the television studio and control room and he/she will provide in-class support for the faculty member teaching courses using that equipment.

We wrote a grant proposal to obtain Final Cut Pro Editing software that could be installed on three iMac computers in the Rogers Library. This will expand the computer work stations available to our students who are learning video editing in the Broadcast Track. The cooperative program will accommodate between the two sites, the library and the video editing suite, nearly twice as many students.

We began our search for a tenure-track faculty position immediately after Associate Professor Bill Loewenstein III retired following the spring semester. Mr. Loewenstein has been with our department since 2004 and was largely responsible for teaching the convergence journalism sequence. He also was the web master of our department page and edited the department's scholarly journal.

Our search will continue our long-held objective of adding more diversity to our faculty.

Our plan to meet continuing program objectives was also refocused this year because of the reoccurring funding cuts by the state and the surety of more next year. We concentrated our efforts this year in encouraging students to take advantage of experiential learning opportunities in the practicum and internships.

Dr. Garry Griffith continues to expand our newest track, Sports Journalism. This spring, for the first time, he taught two courses in the track, Introduction to Sports Broadcasting and Sports, Media and Society. Both were popular with students as evidenced by the enrollment.

By the end of the summer, we will have 9 students complete an internship or practicum, the most ever for an academic year. We did notice a significant change in that all but three of those students are taking the experiential learning course during the summer rather than during the fall or spring semester as has been normal in the past.

We have continued are on-going upgrade of equipment used by the faculty, despite the budgetary concerns. Our greatest need for a few years has been to upgrade the technology in CEMC 106, which is now used nearly exclusively for mass com and speech classes. Through a stimulus grant, we were able to bring the room nearly in line with the other Smart classrooms across campus; adding a multimedia computer, a cabinet, a Lumens document camera, a VHS/DVD combination and an amplifier among others improvements. We expect to replace before the end of the fiscal year 10 upgraded video camera microphones for the use of our on-line journalism course and two or three higher grade cameras for the photojournalism course.

We have continued to communicate with our graduates, now in excess of 325. In addition to telephone, letter, email and hosted visits with alumni, we continue the popular social networking website, Facebook, which is sponsored by our Student Media Association. Our hope is to establish a Facebook page for the department.

Our faculty continues to receive high marks from the student questionnaires and exit interviews. For both fall and spring, our faculty and their courses were rated better by students than the university's mean in 11 categories, exactly the same in one and below in only one of the 13 categories.

Distribution of Bachelor Degrees in Liberal Arts

Years	Arts	Biology	Chemistry	Co-op	English	General S	History	Inter'nal S	Mass Com	Math	Mod Lang	Nursing	Physics	Political S	Psychology	Sociology
1970-1971	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1971-1972	-	4	1	-	13	-	19	-	-	5	2	-	-	-	7	-
1972-1973	-	4	3	-	15	-	26	-	-	7	3	-	-	-	15	4
1973-1974	-	12	6	1	18	-	30	-	-	15	3	-	-	-	16	18
1974-1975	-	22	7	5	12	-	21	-	-	11	5	-	-	13	20	23
1975-1976	1	15	4	6	12	1	20	-	-	15	6	-	-	17	17	40
1976-1977	0	13	3	7	11	1	16	-	-	22	2	-	-	26	23	43
1977-1978	0	23	8	13	11	5	18	-	-	15	1	-	-	28	16	42
1978-1979	1	14	7	8	10	5	12	-	-	16	4	-	-	22	20	33
1979-1980	6	29	8	8	8	8	6	-	-	23	2	-	-	35	20	32
1980-1981	3	34	8	3	12	4	10	-	-	18	4	-	-	28	21	37
1981-1982	1	36	8	1	13	14	12	-	-	19	1	-	-	19	16	13
1982-1983	3	23	3	9	9	8	12	-	-	17	3	-	2	15	19	27
1983-1984	3	28	2	3	23	12	10	-	-	24	3	-	2	29	13	16
1984-1985	3	33	6	3	17	4	13	-	-	20	1	-	6	36	9	17
1985-1986	4	42	7	6	24	3	14	-	-	19	2	-	5	45	14	13
1986-1987	0	24	2	8	26	4	19	-	-	26	3	-	5	42	16	21
1987-1988	0	34	4	7	24	7	12	-	-	20	2	-	6	49	22	18
1988-1989	2	32	2	5	34	11	20	-	1	12	2	-	5	51	25	29
1989-1990	7	40	4	5	34	3	21	-	0	18	0	-	4	34	19	22
1990-1991	6	39	5	7	36	12	14	-	1	16	4	-	4	48	26	24
1991-1992	4	45	9	3	32	13	15	-	3	26	3	-	6	62	20	39
1992-1993	13	51	8	6	39	10	10	-	1	13	5	-	7	51	25	33
1993-1994	14	74	8	6	48	17	21	-	1	12	5	-	5	54	41	32
1994-1995	11	71	3	11	31	12	20	-	1	24	6	-	7	61	44	26
1995-1996	7	88	9	7	39	11	13	-	4	22	2	-	7	47	42	34
1996-1997	13	107	9	8	17	16	18	-	6	22	4	-	3	42	41	19
1997-1998	12	94	9	7	19	7	10	-	12	17	4	-	3	45	40	31
1998-1999	10	74	10	2	32	9	13	-	15	16	6	-	6	30	33	30
1999-2000	18	93	12	4	21	10	10	1	28	12	3	-	3	31	41	27
2000-2001	16	72	9	2	14	6	13	0	31	10	4	-	3	28	32	22
2001-2002	17	57	6	7	21	9	18	2	16	10	1	-	3	19	30	20
2002-2003	13	76	14	2	27	6	11	1	23	8	3	-	3	21	30	23
2003-2004	14	42	5	1	17	7	14	1	18	8	1	-	6	33	29	19
2004-2005	22	54	7	1	28	11	12	0	26	11	5	-	7	21	43	21
2005-2006	21	81	15	2	17	5	13	0	14	10	3	-	7	31	32	19
2006-2007	24	75	6	4	25	7	16	0	29	11	7	28	6	30	43	24
2007-2008	26	56	7	0	27	3	18	0	36	10	1	33	8	21	39	24
2008-2009	10	87	3	5	15	3	8	2	19	8	3	29	7	28	47	37
2009-2010	25	76	4	3	17	3	17	2	22	7	6	57	7	25	33	23
2010-2011	10	79	5	4	19	5	17	1	20	4	3	80	9	25	57	27
TOTAL	340	1953	256	190	867	272	612	10	327	599	128	227	152	1242	1096	1002

Chart prepared by FMU office of institutional research

Primary Issues Identified and Actions

Bold face indicates 2010-2011 activity

Issues of Concern 2003-2011	Actions Taken
Hiring and replacing qualified faculty with diversity of skills and demographic background.	<ul style="list-style-type: none"> ● Added faculty with web/ photography skills. ● Added faculty with broadcast performance skills. ● Added first tenure track female 2005, two others since. ● Continue to add minority and women to department faculty. ● Student ratings continue to better university averages. ● Search begun for tenure-track assistant professor.
Issues of Concern 2003-2011	Actions Taken
Calibrating curriculum with evolving standards of the professions.	<ul style="list-style-type: none"> ● Added 10 courses including Broadcast Presentation Skills and Introduction to Sports Broadcasting. ● Consolidated History of Broadcast and Print Journalism. ● Reconfigured courses in Convergence Journalism track. ● Separated Media Law and Ethics, 2007. ● Created skills ladder to show connectivity of courses. ● Created editing labs for video editing and photojournalism. ● Added two speech courses. ● Offered new course this year designed to show students how navigating social network web sites are skills being increasingly used by journalists.
Issues of Concern 2003-2011	Actions Taken
Adjusting the programs: foundation and track requirements in major, minor and collateral.	<ul style="list-style-type: none"> ● Deleted public relations from Convergence track. ● Developed collateral in speech, mass communication. ● Changed track requirements to permit greater choices. ● Added sports journalism track to major. ● Changed required courses in track from 1 to 2.
Issues of Concern 2003-2011	Actions Taken
Advancing academic integrity	<ul style="list-style-type: none"> ● Developed academic honors code and pledge. ● Developed and implemented admission form for major. ● Instituted a minimum grade of C in all prerequisite courses. ● Posted honor code to department website. ● Shared honor policy with university committee.

Issues of Concern 2003-2011	Actions Taken
Expanding experiential learning opportunities for students.	<ul style="list-style-type: none"> ● Provide more and diverse internships. ● Posted updated internship brochure to web site. ● Established a departmental QEP committee. ● Drafted assessment tool for experiential learning. ● Partnered with WBTW for U-News platform. ● New Practicum course placing more students.

Issues of Concern 2003-2011	Actions Taken
Connecting with professionals beyond campus borders.	<ul style="list-style-type: none"> ● Established Professional Advisory Committee. ● Hired WBTW news director as adjunct faculty. ● Employed Morning News reporter as teaching assistant. ● Having professionals on campus from various forms of the local media. ● Created social web sites to link alumni and students. ● Working on Facebook page for Department

Issues of Concern 2003-2011	Actions Taken
Encouraging, advising, monitoring student progress.	<ul style="list-style-type: none"> ● Created and updated department tracker of majors. ● Circulated pre-advising circulars each semester. ● Reactivated Student Media Association. ● Sponsored 1st department honor ceremony. ● Add student resources to department web page.

Issues of Concern 2003-2011	Actions Taken
Obtaining designated classroom and updating technology.	<ul style="list-style-type: none"> ● Purchased 4 video cameras for broadcast track 04. ● Added five I-Mac computers for video editing. ● Added six digital cameras for photojournalism. ● Secured 25 site licenses for Adobe Creative Suites. ● CEMC 107 remodeled, newer computers added as video editing suite for broadcast journalism. ● New equipment ordered with \$10,000 IT grant. ● Created prioritized list of technology needs. ● Improved technology in CEMC 106. ● Added a second video editing lab.