

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2016-2017

Name of Institution: **Norfolk State University**

Name and Title of Chief Executive Officer: **Eddie N. Moore Jr.**

Name of Unit: **Department of Mass Communications and Journalism**

Name and Title of Administrator: **Nikhil Moro, chair**

Date of 2016 - 2017 Accrediting Visit: **Feb. 19-22, 2017**

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

Date of the previous accrediting visit: **Site visit, Jan. 23-26, 2011; revisit, Jan. 27-29, 2013**

Recommendation of the previous site visit team: **Provisional in 2011. Re-accreditation in 2013, revisit.**

Previous decision of the Accrediting Council: **Provisional in 2011. Re-accreditation in 2013, revisit.**

Recommendation by 2016 - 2017 Visiting Team: **Re-accreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Caesar Andrews/Leonard Chair in Media Ethics and Writing**

Organization/School: **University of Nevada Reno/ Reynolds School of Journalism**

Signature _____

Team Members

Name and Title: **Gracie Lawson-Borders, Dean**

Organization/School: **Howard University, Cathy Hughes School of Communications**

Signature _____

Name and Title: **George L. Daniels, Assistant Dean**

Organization/School: **The University of Alabama/College of Communication and Information Sciences**

Signature _____

PART I: General information

Name of Institution: Norfolk State University

Name of Unit: Department of Mass Communications and Journalism

Year of Visit: 2016-17

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

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

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

- Private
- Public
- Other (specify)

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

Norfolk State University has degree-granting authority from the Commonwealth of Virginia. Its Board of Visitors (BOV), which consists of 13 members appointed by the Governor for four-year-terms subject to confirmation by the Virginia General Assembly, confers degrees as authorized by statutory law (Code of Virginia § 23.1-1902 (C)) and the Bylaws of the Norfolk State University Board of Visitors (BOV Bylaws § 2.01). Its degree-granting authority is regulated by the State Council of Higher Education for Virginia (SCHEV), which in turn is authorized by the Code of Virginia (Code of Virginia § 23.1-203). Additional details are available in Appendix I-A: A Brief History of Norfolk State University.

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

- Yes
- No

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

January 27-29, 2013 (revisit);
January 23-26, 2011 (full visit).

5. When was the unit or sequences within the unit first accredited by ACEJMC? May 1999

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

"The Department of Mass Communications and Journalism shall advance academic and professional competence primarily in undergraduate and graduate students that are interested in media careers, but also in alumni and mid-career media practitioners, through programs of teaching, research and service that combine strong liberal arts and science studies with professional preparation. The department shall strive to produce graduates that meet national standards of performance in gathering, editing, reporting, interpreting and disseminating information that would shape public discourse."

(Adopted in fall 2003; revised briefly in fall 2016)

7. What are the type and length of terms?

Semesters of 16 weeks
 Quarters of _____ weeks
 Summer sessions of 6 weeks
 Intersessions of _____ weeks

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

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

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

B.S. in Mass Communications (offered in two tracks: General Broadcast or Journalism)

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

120 credit hours (semester-hour)

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

6 credit hours (semester-hour)

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
General Broadcast	Nikhil Moro, Ph.D.
Journalism	Nikhil Moro, Ph.D.

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

Fall 2016 full-time enrollment: 5,421 total (4,739 undergraduates; 682 graduates; 1,895 male; 3,526 female)

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

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>	
	<u>Fall 2015</u>	<u>Fall 2016</u>
General Broadcast	270	251
Journalism	035	032
Pre-majors	000	000
Total enrolled	305	283

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

Fall 2016

<i>Course</i>	<i>Section</i>	<i>Students</i>
JRN 220: Basic Writing	01	12
JRN 290: Digital Photography	01	13
JRN 330: Copy Editing	01	00*
JRN 332: Graphics of Communication	01	00*
MCM 250/550: Television Production	01	10
	02	13
MCM 261: Introduction to Media Writing	01	12
	02	16
	03	14
MCM 330: Elec. Field Production & Editing	01	00*
MCM 350: Television Direction	01	12
MCM 362: Broad. News Writing & Reporting	01	00*
MCM 363: Audio Production	01	13
	02	15
MCM 491: Intro. to Internet/Web Design	01	14
	02	13
	03	08

Spring 2016

<i>Course</i>	<i>Section</i>	<i>Enrolled</i>
JRN 220: Basic Writing	01	06
JRN 290: Digital Photography	01	00*
	02	11
	03	10
JRN 330: Copy Editing	01	18
JRN 332: Graphics of Communication	01	16
MCM 250/550: Television Production	01	10
	02	13
	03	00*
	04	13
	05	00
	06	13
MCM 261: Introduction to Media Writing	01	16
	02	00*
	03	00*
	04	13
MCM 330: Elec. Field Production & Editing	01	13
MCM 350: Television Direction	01	14
	02	15
MCM 362: Broad. News Writing & Reporting	01	15
	02	09
MCM 363: Audio Production	01	00*
	01	00*
MCM 491: Intro. to Internet/Web Design	01	16
	02	16

*Course was not offered in that term.

The unit does not offer online or hybrid courses.

16. Total expenditures planned by the unit for the 2016 – 2017 academic year: \$990,529.00

Percentage increase or decrease in three years: +29.93%

2011-2012--\$669,310.26

2012-13 -- \$673,310.26

2013-14 -- \$694,087.84

2014-15 -- \$898,052.00

2015-16 -- \$903,015.00

2016-17 -- \$990,529.00

Amount expected to be spent this year on full-time faculty salaries: \$647,132.00

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

Tony Atwater, Ph.D., professor

Paula Briggs, Ph.D. associate professor (retired June 2016)

Wanda Brockington, Ph.D., associate professor

William Hart, Ph.D., associate professor (25% release time as graduate studies coordinator)

Cathy M. Jackson, Ph.D., associate professor

Morgan Kirby, Ph.D., assistant professor

Nikhil Moro, Ph.D., professor (50% release time as department chair)

Steven Opfer, M.S., instructor

Jordan E. Storm, M.A., ABD, instructor (resigned August 2013)

Erica Taylor, Ph.D., assistant professor (resigned August 2013)

Marcia Taylor, Ed.D., assistant professor (resigned June 2010)

Stanley Tickton, Ph.D., professor (retired June 2016)

18. List names of part-time/adjunct faculty teaching at least one course in fall 2016. Also list names of part-time faculty teaching spring 2016. (If your school has its accreditation visit in spring 2017, please provide the updated list of faculty at time of visit.)

Virginia Biittner, M.A.

Lateef Gibson, M.A.

George Bruch, J.D.

Kimberly Payne, M.A., ABD

Katrina Chase, M.A.

Ray Price, M.S.

Michael Cotter, M.S.

Maynard Scales, M.A.

Theresa Ferrell, M.A.

Not teaching Fall 2016 or Spring 2017, but available:

Shelia Harrison, M.A.

Sharon Hoggard, M.A.

Keisha Person, M.A.

Curriculum vitae of every full and part-time faculty member are available in the workroom.

19. Schools on the semester system:

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

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number	Percent
2015-2016 academic year	<u>82</u>	<u>82</u>	<u>100%</u>
2014-2015 academic year	<u>56</u>	<u>55</u>	<u>98%</u>

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

OVERVIEW:

Norfolk State University's Department of Mass Communications and Journalism (MCJR) is seeking in 2017 its third round of reaccreditation since its inaugural accreditation by ACEJMC in 1999. In 2005, reaccreditation was granted. In 2011, the program received provisional status, followed by a revisit two years later that resulted in reaccreditation.

In the years since the last full site visit, according to sentiments in the self-study and comments by faculty on campus, the unit has improved its standing in many regards.

The budget increased 48 percent, 2017 vs. 2011. Faculty lines were maintained, despite University administrative turbulence that contributed to campuswide enrollment drops, including in Mass Communications and Journalism. Mainstays of MCJR's student engagement and alumni outreach were sustained. A new Department chair is off to an impressive start. And assessment, while insufficient in carrying out direct measures, at least made some incremental steps forward.

The current formulation of the Department tracks back to the 1994 merger between Journalism, which had been established as an academic unit in 1974, and Mass Communication, started in 1975. As of fall 2016, the previous two separate degrees reflecting the pre-merger departments were streamlined to just one degree in Mass Communications, with concentrations in General Broadcast or Journalism.

The University, with a preliminary estimated enrollment of 4,820 in spring 2017, is one of 15 public four-year higher education institutions in Virginia, and among several in the competitive Hampton Roads region. The Department's enrollment was 290, down by about 100 students since the last full visit in 2011 – a dramatic decline said to be common across the campus during a period in which the University was cited for not completing financial audits on time and temporarily placed on probation by its accreditor, the Southern Association of Colleges and Schools.

Significantly, at the time of the 2017 site visit, the Department was anticipating relocation within the next few months. The College of Liberal Arts will anchor a new \$61 million, 154,000-square-foot building. Three of its nine academic units will be housed in the building, including MCJR. This new home, near the campus Quad and stocked with up-to-date technology, is an unbridled source of pride and excitement.

Unit performance with regard to indicators:

a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

A written mission statement is in place, established in 2003 and updated with minor changes in fall 2016.

In lieu of a separate MCJR long-range plan, the Department relies upon the University's strategic guidelines for 2012-2018. This 28-page document succinctly articulates a mission statement, vision statement, core values and six strategic goals. Operational objectives follow each strategic goal. Needs and resources are addressed, though more thorough descriptions at the unit level might add to clarity, purpose and delineation of departmental priorities. The new chair said a Department strategic plan was already on his to-do list.

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

The self-study indicates faculty are engaged in governance. Nine committees were listed in supplemental material, including Curriculum, Evaluation and Grievance. The self-study noted that task forces are formed as needed to address particular topics. MCJR faculty members serve on a variety of University committees.

Self-study material included various documents and links showing thoroughly written policies that govern hiring of faculty and staff, development, and performance evaluations. Most are University documents, some allowing adaptations tailored to units or individual employees.

Minutes of departmental meetings confirmed that faculty members are engaged in an expected range of governance activities. The full faculty meets about once a month. Committees meet as needed each semester.

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

The current chair, who also serves on MCJR's faculty, joined NSU in fall 2016. His immediate predecessors were a one-semester interim chair from the faculty and a long-term chair who decided to resume teaching full time.

All faculty and staff report to the chair, who in turn reports to the dean of the College of Liberal Arts. The new chair's five months on the job by the time of the site visit were highly productive, and swift impact on the direction of the Department was unmistakable. Faculty consensus was that he has been an idea-generating, energizing force for good. Both his dean and the interim provost praised his initial months of leadership. Students described him as a high-visibility and welcoming presence in Madison Hall, current home of the Department.

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

Faculty members typically establish criteria for chair searches and select a colleague to serve as the departmental leader. Though in the most recent selection process, the faculty asked for an outside search, and the dean of the College of Liberal Arts obliged. This led to the September 2016 hiring of the current chair.

The leader serves a three-year term, and may serve two consecutive terms if re-elected by faculty. Exceptions to term limits are possible. The annual evaluation includes a 10-point administrative review by the dean, and a review of the chair's teaching and service by the unit's Faculty Evaluation Committee.

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

Procedures for registering complaints and receiving a hearing are established for students, staff and faculty. Students and faculty are encouraged to first attempt to resolve problems between parties at the originating level. If that is not successful, the Grievance Committee can be called on to hear complaints and make a decision. Dissatisfied parties may appeal.

Summary:

The Department of Mass Communications and Journalism experienced three changes in leaders over the past two years, though the transitions appear to have been reasonable and orderly. The current chair, in just five months on the job, is already initiating and revitalizing strategies for success. Apparent support from upper administrators, three anticipated faculty hires, movement on some long-delayed objectives, and excitement over relocation to a new home have generated significant momentum.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

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

The unit requires all students to complete 120 credit hours in order to meet the requirements for a Bachelor of Science (B.S.) degree in the Mass Communications and Journalism (MCJR) with two concentrations: General Broadcast and Journalism. Each concentration meets the 72-credit-hour rule by requiring 81 credit hours outside the major in liberal arts and sciences, and general education courses. The Department requires 39 credits to meet the program curriculum requirements. Curriculum sheets are provided in the advisers' and Department offices, as well as the Department's website, stating requirements for the degree.

The unit reports that in 2015-16, 100 percent of graduates met the 72-hour-credit rule; and in 2014-15, 98 percent of graduates met the rule.

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

In 2016, the faculty approved the merger of two programs to offer the B.S. in Mass Communications and Journalism (MCJR) with two concentrations: Journalism and General Broadcast. The new program was approved by MCJR faculty; dean; interim provost and vice president; the president; the Board of Visitors; and the State Council of Higher Education in the Commonwealth of Virginia. This change was the result of a recommendation made by the ACEJMC site team in 2013. That site team observed duplication in courses at that time and suggested the unit would be better served by merging the degrees. The University is a state school, so in order to discontinue a degree program it must go through a multi-stage process that reaches the state level, as required by the Commonwealth of Virginia.

The new Mass Communications and Journalism (MCJR) degree with two concentrations:

- General Broadcast: 39 credit hours curriculum
- Journalism: 39 credit hours curriculum

The Department of Mass Communications and Journalism was created in 1994 after a merger of two departments that offered a B.A. in Journalism and B.S. in Mass Communications. The change to one major offering a B.S. is moving forward, and students and faculty have embraced the change.

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

The courses in the two concentrations provide students the opportunity to learn an overview of core issues and background for the profession as well as experience course material reflecting changes in technology. The core curriculum for General Broadcast include Society and Mass Communication, TV Production, Introduction to Media Writing, Law and Mass Communications, Internet and Web Design. Other courses that are inclusive of current issues and technology include, but are not limited to, Television Production, Digital Photography, Electronic Field Production, and Contemporary Issues & Special Problems in Mass Media. The Journalism concentration core courses include Society and Mass Communications, Basic Writing, Copy Editing, Mass Communication Theory & Research, and Internet and Web Design. Other courses that are inclusive of current issues and technology include, but are not limited to, Advertising Principles or Public Relations Principles, Digital Photography, and Graphics of Communications.

The unit chair reported during the site visit that he recently learned from the provost's office about approval to hire a new faculty member focused on multimedia. This hire will provide the opportunity to enhance curriculum offerings in that area.

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

The unit meets the requirements for course ratios, particularly in the skills courses. During the site visit, three courses visited by a team member -- Intro to Media Writing, Basic Writing, and the Internet/Web Page Design courses – had fewer than 20 students. The self-study reflects that skills courses have less than the required maximum for skills courses.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours). Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Unit faculty and advisers encourage and support students obtaining internships. Students complete an internship contract, which sets the criteria for the experience and what must be accomplished in order to receive credit for successful completion of the internship.

Summary:

The curriculum provides core, required and elective courses to meet the needs of the two concentrations.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

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

The unit has adopted a specific and targeted plan for achieving diversity, with actual targets for certain objectives to be met over the next three years. Of particular concern to the unit is the need to attract, recruit and retain male students of color. It has an aggressive plan to add 16 males (about 30 percent) to its ranks in each of the next three academic years.

Like many HBCUs, Norfolk State realizes the importance of diversity in its student body while maintaining its mission as a historically black institution. With diversity as one of the institution's five core values, the Department of Mass Communications and Journalism has plans to add more Asian, Hispanic and white students – adding at least a few to their ranks during the next three academic years.

Partnerships with agencies such as the Urban League allowed the Department to mentor those students from diverse backgrounds once they are enrolled at the University. At the same time, the Norfolk State students studying Mass Communications and Journalism mentor local high school students. One long-standing partnership is with Citizens Learning and Educating about Neighborhoods (CLEAN), which matches students in the General Broadcast concentration with teens from the Hampton Roads area. In the past, University students videotaped CLEAN events and the CLEAN students visited the Norfolk State campus. The Department hopes to continue this type of collaboration as it puts its diversity plan into action.

Diversity means different things to those at an HBCU than at a traditionally white institution. Toward that end, the “Strategic Plan for Achieving Student, Faculty and Curriculum Diversity” should include a definition of diversity.

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

Students in both the Journalism and General Broadcast concentrations can be assured of receiving instruction in issues and perspectives relating to mass communications across diverse cultures in the MCM 211 course. The course, entitled “Introduction to Society and Mass Communications” is a Department-wide requirement and engages students in critiquing media through a cultural lens, in addition to encouraging students to embrace their own culture and the cultures of others.

This foundational course provides a starting point for diversity instruction in the curriculum upon which upper-level courses that meet requirements in the major can build. Throughout the course, students listen to minorities who are media pioneers, while assignments pay particular attention to minority media

ownership and mass media outlets owned by women. Students in Introduction to Society and Mass Communications are required to provide examples of and links to content online that demonstrates stereotypes for diverse groups of people. (Gender, race, age, class, religion/spiritual beliefs, professions, etc.)

Beyond this foundational course, examples of upper-level courses where diversity is emphasized are MCM 310 History of Mass Communication for those in the General Broadcast concentration and MCM 450 Mass Communication Theory and Research in the Journalism concentration. The latter engages students in examining research ethics of particular concern to women and people of color.

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

With its two most recent hires, the unit has had some success in meeting the second goal of its diversity plan — to identify, attract, recruit and retain faculty who reflect a diverse society. The successful hires of an African-American female assistant professor to provide instruction in advertising and public relations and a new Department chair of Asian-American descent show progress in this area. Additionally, the new Department chair is originally from India, which reflects the “international” aspect of diversity addressed in Standard 3.

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

The unit has implemented multiple initiatives to recruit and retain a diverse population. Chief among them is a mentoring partnership with Portsmouth Public Schools where NSU students are paired with students from one local high school as they learn how to operate broadcasting equipment and produce programming for college credit. A second “dual enrollment” partnership is being launched with students in the Newport News Public Schools System. In both systems, by earning six college credits, the mentees are increasing their likelihood of later enrolling in the University.

Working in conjunction with the Hampton Roads Black Media Professionals, the unit runs the Urban League Broadcast Camp, which provides media career exposure to 16 high school students.

While these are very important recruitment strategies, the unit has not found an equal programmatic strategy for retention of those students. This may be something to pursue in the future.

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

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

While including a statement regarding disabilities on all syllabi, the Department says it fosters a culture accommodating diverse faculty and students. It would be great to see more explicit Department initiatives that encourage this climate free of harassment and discrimination.

Summary:

Armed with an updated diversity plan with specific outcomes and targets, the unit is ready to achieve more success in the area of diversity and inclusion. Recent faculty hires suggest progress in reaching hiring goals in diversifying faculty while a core course emphasizes the topics of diversity and inclusion for students as they begin their studies in Mass Communications and Journalism.

COMPLIANCE**Table 6. Faculty Populations, Full-time and Part-time**

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Academic year: 2015 – 2016 Full-time Faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	3	37.5%	1	12.5%
White	0	0%	3	37.5%
American Indian/Alaskan native	1	12.5%	0	0%
Asian	0	0%	0	0%
Hispanic/Latino (any race)	0	0%	0	0%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race	0	0%	0	0%
International (any race)	0	0%	0	0%

Academic year: 2015 – 2016 Part-time/adjunct Faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	4	58%	2	29%
White	1	15%	0	0%
American Indian/Alaskan native	0	0%	0	0%
Asian	0	0%	0	0%
Hispanic/Latino (any race)	0	0%	0	0%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race	0	0%	0	0%
International (any race)	0	0%	0	0%

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

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

a) *The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.*

The unit has established requirements for faculty selection and evaluation. The Norfolk State University Evaluation and Merit Pay Guidelines for Teaching Faculty outlines procedures at the University level. The document lists five evaluation categories that include teaching, scholarly activity, professional development and service, University service and community service. It includes a rating scale with definitions and the process to complete the evaluation. All faculty, including the chair, must be evaluated following these procedures.

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

The unit's self-study reports that the majority of core and required courses are taught by full-time faculty. For example, during the 2015-16 school year, 75 percent; 2014-15 school year, 88 percent; and 2013-14 school year, 75 percent.

The unit has seven full-time faculty members — three females and four males. The full-time faculty are required by the University to teach four courses each semester for a 4/4 yearly teaching load. This is a heavy teaching load. For example, during the site visit, the team observed one faculty member start the morning, work throughout, and then end the day with a final evening course. She was prompt and prepared to meet her students. During interviews with students across the program, the teacher was identified as one of the highly regarded professors for “caring about me as an individual,” “listening and getting to know me” and “pushing us to do our best.” Junior faculty receive a one-course relief during their first year. There are 12 part-time faculty members; they have master's degrees and one has a juris doctorate degree.

The chair receives a 50 percent teaching load reduction in order to complete administrative responsibilities. The current chair was hired in fall 2016 and has made a distinctive mark in leadership and motivating faculty. He was intimately involved in reaccreditation preparations, and has worked arduously to assist the program with getting approval for three hires, including a new multimedia faculty member. The chair sought and received approval for the TV studio to be placed under the Department starting later in 2017.

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

MCJR has a good mixture of academic and professional experience among its full-time and part-time faculty. Of the seven full-time faculty, six have Ph.D.s. and one a master's degree. They all have professional experience, which is beneficial to their students. The full-time faculty members' professional experiences include former photographers, news director, television reporter, radio and television news production workers, newspaper reporter, marketing specialist, public relations specialist and consultant.

One faculty member is a former president of two universities. The part-time faculty members also bring a wealth of professional experience from industry.

Faculty development is expected and the University provides guidelines on the types of development and financial support, when applicable. Faculty can apply for support to participate in workshops and conferences, to apply for new faculty release time, to present summer research proposals or to seek doctoral tuition assistance. The MCJR is actively engaged in conference and workshop participation, internally and externally. Many faculty members regularly attend professional conferences such as the National Communication Association, Association for Education in Journalism and Mass Communication, as well as workshops and institutes supported by The Poynter Institute or Dow Jones News Fund. Faculty members participate in University-sponsored opportunities, from the End-of-Year Faculty Conference, to workshops on new technology and curriculum techniques through the School of Extended Learning, to use of Faculty Development Support funds.

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

The University has a required evaluation process that the MCJR faculty must follow each year. The Norfolk State University Evaluation and Merit Pay Guidelines for Teaching Faculty mentioned earlier provides the forms and process for evaluations.

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

The MCJR Department is recognized and well-regarded on campus. During the site visit the dean and interim provost expressed their support for the Department, the new chair and faculty. The program was identified as one that follows and has close relationships with its alumni. In a meeting with the site team, the dean pointed to a \$61 million facility under construction that will house the MCJR Department, among others, and stated “that is evidence of the university and college commitment to the program.” MCJR was the first Department to start an alumni reception at Homecoming and for years was the only department on the university calendar of events for Homecoming. The annual MCJR Week in the spring brings alumni and others on campus with different focuses on the industry, and also draws participants from the campus community. The site team met stakeholders from across the campus who supported and shared strong relationships with MCJR – examples included receiving video production assistance, hiring student interns, coordinating students double-majoring in Social Work, and regular involvement with the Student Activities office.

Summary:

The Department has an experienced and skilled full-time and part-time faculty with a wealth of professional experience. Faculty development is expected and supported.

COMPLIANCE

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

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

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

The University requires and supports faculty research and creative activity. The Faculty Development Guidelines and the Faculty Development Application Form provide information on the criteria and application process for seeking support. There is a University form and application process available to faculty.

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

The University is primarily a teaching institution as evidenced by the MCJR faculty members' requirement to carry a 4/4 teaching load. However, the faculty is required to produce scholarship, and the Department works with faculty under the heavy teaching requirements to advance scholarship in many forms. The faculty scholarly work is noted in incremental growth. The faculty's scholarly production over the last six years includes 94 examples of work (*by 11 faculty members during that period, of which four have retired or resigned*). The output includes conference papers, book chapters, articles, small grants, encyclopedia references and invited papers. Again, the output has to be tempered by the heavy teaching load. The Office of Faculty Development, active since 2012, assists with some support. And with the new chair, who has an extensive research background, and three planned hires, the faculty is poised to continue efforts to improve scholarship output.

MCJR faculty are dedicated and committed to the program and institution. Most of the faculty members' tenures are long, and one senior faculty member with 38 years stated, "You want to give the students as much communication and knowledge as you can." She added, "I love this department. I am so blessed. This is my legacy." During the site team visit with students, comments often focused on the support and dedication of their faculty making a difference: "I love the people here, you connect with professors and they care about you."

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

The unit provides written criteria for promotion and tenure for faculty members. MCJR follows the premise of the work of Ernest L. Boyer, the former president of the Carnegie Foundation for the Advancement of Teaching, and his *Scholarship Reconsidered: Priorities of the Professoriate* (Boyer, 1990). The unit states: "For Boyer 'the work of a scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students,' " (Boyer, 1990, p. 16). He identifies "four separate, yet overlapping, functions: the scholarship of *discovery*; the scholarship of *integration*; the scholarship of *application*; and the scholarship of *teaching*." The unit provides a rubric that identifies categories that are evaluated and the point system used when a faculty file is evaluated. The Faculty Evaluation Committee periodically reviews the document to make adjustments as needed. The unit's

requirements are used in conjunction with the University Teaching Faculty Handbook promotion and tenure requirements.

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

MCJR faculty members update their CVs for their scholarship and creative activities. The work of the faculty is publicized in campus publications, and faculty accomplishments are highlighted with articles and photos on a prominent wall in the lobby of the Department's office. The faculty is engaged in a number of scholarship and creative activities, and one senior faculty member was featured in a "Spartan Profile" on the University website during the February 2017 site team visit.

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

The unit supports and encourages faculty members' scholarly and creative involvement. Several are involved in projects on campus and in the community. One faculty member discussed support for creative efforts in course content to reflect contemporary issues in the media, from the current political environment to health and social justice issues.

Summary:

Norfolk State University is a teaching institution with a heavy 4/4 teaching load; however, the MCJR faculty members continue their efforts in research and creative activity.

COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Total s
		Full Professors (2)	Associate Professors (4)	Assistant Professors (1)	Other Faculty** (1)	
Awards and Honors	1	0	1	0	0	1
Grants Received Internal	2	0	2	0	0	2
Grants Received External	0	0	0	0	0	0
Scholarly Books, Sole- or Co-authored	0	0	0	0	0	0
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	0	0	0	0	0	0
Book Chapters	4	0	4	2	0	6
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	1	0	1	0	0	1
Refereed Conference Papers	35	5	34	0	0	39
Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	7	0	7	0	0	7
Book Reviews	0	0	0	0	0	0
Articles in Non-refereed Publications	0	0	0	0	0	0
Juried Creative Works	1	0	1	0	0	1
Non-juried Creative Works	2	1	1	0	0	2
Other (specified)	41	13	26	2	0	41
Grand Totals***	94	19	77	4	0	100

PART II — Standard 6: Student Services

The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

Unit performance with regard to indicators:

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

The Department has taken adequate measures to ensure students are fully aware of the requirements for graduation. As soon as they arrive in the unit, freshmen and transfer students are given curriculum sheets. The sheets are formatted so that students can check off courses as they are completed. Two academic advisers, who work as part of the Patricia Lynch Stith Student Success Center, take turns working in Madison Hall to assist students with advising issues. One works Mondays and Fridays and the other on Tuesdays, Wednesdays and Thursdays. These advisers concentrate their efforts on students in the first two years, encouraging a smooth transition from high school to college. After their sophomore year, students are primarily advised by faculty members who focus more on career advising.

Along with their checksheets, students receive a printed “program evaluation,” which details where they stand on the road toward graduation. Both faculty members and academic advisers discuss this with the students extensively. Academic advisers noted that they are excited about new Student Success Software, which will facilitate campuswide tracking of students, many of whom switch majors and departments during their time at the University. The new software will enable academic advisers to keep notes about their advising sessions that will be able to be viewed campuswide.

b) *Faculty are available and accessible to students.*

As per University policy, the unit requires faculty to keep a minimum of eight office hours that span at least four days and include both morning and afternoon hours. At least one of the academic advisers is available each weekday all day, often for walk-in advising appointments.

Students report being able to see their academic advisers with ease. One noted how after transferring to NSU from a community college, her adviser mapped out her entire program of study to graduation. Furthermore, the students have identified their “secondary adviser,” or someone in the Department who can help them if their assigned adviser is not available. They credit some of the administrative office specialists with not hesitating to step in and provide assistance to students in not only getting into the right classes, but also locating internships.

The University employs a "One Stop Registration" system during peak registration times where students can address registration, financial aid, housing and other student-related matters in the same place.

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

In addition to being given curriculum sheets immediately upon entering the Department, students also receive information about activities, requirements and policies of the unit through face-to-face consultations with their assigned academic adviser and other faculty members in the unit. Students report how much the unit places an emphasis on customer service and faculty accessibility. “I have a relationship with all of my teachers,” said one Mass Communications student. Another Mass Communications student noted, “The professors make sure you get what you need.”

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

Students in the Department of Mass Communications and Journalism have a range of options for activities related to their areas of study. This was evident in meetings with students, both in large- and small-group settings as they bragged about the accomplishments of their student chapter of the National Broadcasting Society (NBS), which regularly participates in national competitions and brings home awards. Meeting every Wednesday during the regular semester, members of NBS have developed a leadership role in the unit that serves not only to facilitate student retention, but also to foster ample opportunities for networking and career development. One General Broadcasting major noted, “This whole major is about networking.” NBS provides such an experience.

Minutes of the unit’s recent faculty meetings suggest the important role student organizations play in the Department’s efforts to increase its visibility and help students identify with its name. It was reported that the Mass Communications Student Association (MCSA) would be focusing on social media in selecting guest speakers during the Fall 2016 semester. MCSA is the oldest of the student groups and is open to any major in the Department. The organization has provided NSU students unique experiences such as the New York Media Field Study, which takes students to places such as NBC, WABC, Black Enterprise and Music Choice. The five-day trip has been running 32 years.

Elsewhere, the Department is revitalizing its Public Relations Student Society of America (PRSSA) chapter. Students regularly connect with members of the Hampton Roads Black Media Professionals, an affiliate of the National Association of Black Journalists. The Hampton Roads Black Media Professionals held its monthly meetings on the NSU campus. Some members have left the door open to the possibility that NSU students might form an NABJ student chapter.

Beyond professional organizations, the unit has established connections with ESPN to create the ESPNU Campus Connect team, which produces stories and profiles on campus athletes, athletics, school spirit, community service, and other topical issues. One faculty member recalled how General Broadcasting students recently produced a story about an NSU football player who had a parent battling cancer. This is just one example of an extra-curricular activity that helped students develop their professional abilities and interests.

Both online and print editions of *The Spartan Echo*, the school newspaper, are heavily dependent on content from students in the unit, especially those enrolled in JRN 220 News writing. While *The Echo* newsroom is located in the Student Center and is open to content from any Norfolk State student, students in the journalism concentration produce a good amount of the content. In a recent edition of *The Echo*, students from the NSU Chapter of the National Broadcasting Society interviewed the University president and published a “print-version” along with an unedited video version on YouTube. This type of cross-platform collaboration exemplifies the value of the *Echo* as an extra-curricular activity that develops students’ professional abilities and interests.

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

While the graduation rates for Mass Communications have been relatively stable in recent years, it is still too early to assess the impact of merging the Journalism and Mass Communications degree programs. Among the 2007 cohort Mass Communications majors had a six-year graduation rate of 41.4 percent (compared to the university's rate of 34 percent), while Journalism (then a separate degree program) was just 16.7 percent. Post-merger, the MC and Journalism graduation rates were 33.4 percent and 33.3 percent respectively.

Faculty in this unit made a commitment to improving graduation and retention rates. Part of that commitment is evident in the strong partnership between the Department and the Patricia Lynch Stith Student Center, which supplies advising support dedicated to majors in Journalism and Mass Communications. With significant numbers of first-generation students challenged by economics, family obligations and lack of mentors to show them the way through college, the Department is well-positioned to make improvements in its retention rates even as the University overall addresses the issue. During his August 2016 investiture address, the University's president identified raising retention and graduation rates as a primary goal.

Following that address, faculty in the Department of Mass Communications and Journalism participated in a faculty retreat in October 2016. At that time, more substantive discussion took place about HOW to advance the effort to increase retention and graduation within the unit. Faculty made plans to use analytical studies and computations to identify at-risk students.

Per ACEJMC requirements, the unit has published up-to-date graduation and retention data on its website.

Summary:

With two academic advisers dedicated to Mass Communications and Journalism students and Department faculty and staff who prioritize student success, the Department is well-positioned to achieve great success in reaching its goals. Multiple student organizations and extra-curricular opportunities such as NBS, *The Spartan Echo* and ESPNU Campus Connect provide the professional development options that complement what goes on in the classroom.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Unit performance with regard to indicators:

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

The unit's budget as assigned by Norfolk State's Office of Planning and Budget is \$990,529. Ninety percent of that budget is for faculty salaries and benefits. Despite the decrease in the number of students enrolled in the unit between the last full accreditation review and now, the University has managed to provide increased funds each year over the last six years. Of particular note is the dramatic increase from 2014 (\$694,087.84) and 2015 (\$898,052.00). A review of the Department's budget for "Non-Personnel" expenses shows a commitment of nearly \$11,000 for employee training courses, workshops and conferences in FY 2017. This is consistent with the unit's strategic plan, which lists "continuing faculty development" and "encouraging scholarly research" as priorities.

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

As one of two accredited units in the College of Liberal Arts, the Department of Mass Communications and Journalism enjoys a larger budget than other non-accredited departments. This is exemplified in the unit's most recent budget, where \$42,330 was allocated for non-personnel expenses such as educational equipment, computer software equipment and employee training. Such would not necessarily be the case for non-accredited units.

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

The main hub of the Department of Mass Communications and Journalism, Madison Hall houses departmental offices, a conference room dedicated to the Department, digital audio production suites, and a fully mediated classroom dedicated to Department use. Computers in the Department's multimedia teaching classroom are equipped with the Adobe Creative Cloud. In addition, the Department includes in its inventory four Apple iPads and four Dell tablet computers. A \$200,000 investment from the College of Liberal Arts paved the way for new classroom furniture for all 12 classrooms in Madison Hall, including those designated for Mass Communications and Journalism students. The new modular furniture includes wider desks, larger seats and tables with casters that facilitate multiple uses.

Elsewhere on campus, Mass Communications and Journalism students have access to the University's fully digital and high-definition television facilities in Bowser Hall. Up until 2017, the facilities, referred to as Media Services, were a division of the School of Extended Learning. But, a few days before the site team visit, faculty learned that Media Services would become part of the Department of Mass Communications and Journalism. This means the unit will have full control of a television studio with anchor set, green screen, three rolling digital cameras with teleprompters, an audio production sound booth, and equipment repair workshop. Adjacent to the studio is a digital control room capable of sourcing/integrating both digital, analog and online material. The University is a *CNN Newsource* affiliate, which provides students access to affiliate video material for student productions.

Besides the main Department operations in Madison Hall and Media Services in Bowser Hall, Mass Communications and Journalism students have access to WNSB 91.1 FM, an 11,000-watt public

broadcasting station reaching an audience from Elizabeth City, N.C., to the Eastern Shore of Virginia. Known as “Hot 91,” WNSB has a primary mission to serve the community and engage audiences with quality programming. Listeners of the station’s fully digital HD signal will hear programming reflective of its urban contemporary format. The state-of-the-art broadcast booth is adjacent to digital production and modern offices for station management all located in Spartan Station, a building that also now houses a campus eatery.

Finally, Mass Communications and Journalism students are able to produce video and digital media projects in a Macintosh lab located at the University’s state-of-the-art Lyman Beecher Brooks Library, located at the center of campus. Unlike those in the academic buildings, the Macintosh lab at Brooks Library with the Adobe Creative Cloud software is accessible to students some 82 hours a week, including late nights and weekends.

According to students in the Mass Communications concentration, having good facilities is one of the things that separates Norfolk State’s Mass Communications and Journalism Department from other nearby universities that offer courses in film or broadcast. They point to the unit’s present equipment as a clear indicator of the high profile of Mass Communications among other majors at the University.

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

The Department clearly has a tradition of providing students with hands-on experience through the radio station, WNSB 91.1 FM, which has been on the air since 1980. The station is fully digital, carrying an HD signal using a broadcast booth that is state-of-the-art, capable of presenting digital programming typical of a commercial station in a mid-sized media market.

In the Department’s current home, Madison Hall, students are able to use a Mac lab and a PC-based distance-learning computer lab, digital audio production suites, a dual-purpose photography/audio production studio and classroom and a multimedia distance-learning capable theater. Computers in the Department’s multimedia teaching classroom are equipped with Adobe Creative Cloud, the industry standard for digital media production.

Most recently, in 2017, the Department purchased more than \$11,000 worth of LED lights, microphones and windscreens. This equipment along with three new DVD Blue Ray players reflect the upgrades that the unit is providing its students.

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

While the Department’s budget indicates subscriptions to *Black Enterprise*, *The New York Times*, *Variety Magazine* and the *New Journal and Guide*, this is just a fraction of the library and information resources available to students and faculty. Of the 48,000 volumes in the print book and periodical collections housed at the Lyman Beecher Brooks Library, more than 500-plus titles are mass communication-related. Subject searches in the library catalog revealed at least 99 items that were related to journalism, 158 for mass media, 97 for public relations and more than 800 were telecommunications-related. There were some 341 titles related to social networking and more than 2,000 on some aspect of social media.

In addition to the print book and periodical collections, the University recently added both the Lexis-Nexis and Communication & Mass Media Complete databases. The latter indexes nearly 1,500

communication-related academic journals. To assist Mass Communications and Journalism students in locating this myriad of resources, the liaison to Mass Communications has created a lib guide that links the databases, books and academic journals

Summary:

The unit has been fortunate in its ability to secure equipment and facilities that are more than adequate to provide cutting-edge instruction in Mass Communications and Journalism. With the addition of the University's digital television studios to the multiple computer labs and production spaces already in their main building, faculty are positioned to offer students more opportunities for hands-on instruction while having adequate funds to receive professional development themselves. A state-of-the-art radio station and an additional library-based computer lab further underscore the priority the University places on the Department of Mass Communications and Journalism.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

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

Campus counterparts during lunch with site team members expressed humorous envy over the Department's reputation as a champion of outreach to its alumni and to media professionals. Relationships are part of this program's distinct campus brand.

An annual Homecoming Reunion attracts "tons of alumni," above and beyond the turnout typical in other units. Faculty members said these are more than just fun gatherings. Contact information is updated, bonds are rekindled, and the Department gets to hear about personal journeys and industry issues.

The annual MCJR Week, launched in 2005, is a celebration of the program and exploration of critical topics of interest. This is another pillar of the unit's outreach to alumni and professionals. Graduates and notable people from industry lead sessions. Topics in the 2016 conference included: women in media, social media, graduate school options, screenplays, and marketing music.

MCJR lists an Advisory Board of alumni who are charged with providing observations for improving the Department and insights into the changes reshaping the world of media.

Professionals, several active in industry organizations, said they are invited to speak in classes and to other Department events. But some said the outreach is sporadic, and not always effectively coordinated to take fuller advantage of outside expertise.

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

The annual MCJR Week gathering is a prime opportunity for engagement benefiting students, professionals and other participants.

A Media Boot Camp involved members of the local NABJ affiliate along with the Urban League of Hampton Roads. Additionally, the self-study listed more than 20 professionals who had visited the Department, including several alumni.

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

Despite limited resources, faculty members seem to maintain involvement outside the unit on campus, in the community and in broader realms of public service. They serve as conference panelists, speakers, service-award recipients, contest judges, board members, fellows, and more.

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

An ambitious Legacy Media Institute seemed to offer tremendous community impact, in addition to opportunities for students interested in film. An international film festival was staged in Norfolk. Students traveled to London for training. Actor-director Tim Reid, a Norfolk native and Norfolk State alumnus, served as ring-master for the institute, with hands-on workshops on script-writing, photography, videography, and other production roles.

Additional faculty contributions beyond the unit included involvement with the local Urban League, conference participation, manuscript reviews, board memberships at other institutions, and consultancies.

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

The Department invites scholastic groups and others on tours of its facilities, with particular attention to broadcast. The unit has worked with a local chapter of a national sorority and a neighborhood group to create media experiences for young students; majors sometimes gain experience as mentors or guides.

Summary:

Heavy workloads and other demands do not stop faculty members from engaging in civic, educational and industry activities. Their ability to contribute in meaningful ways is admirable.

COMPLIANCE

Part II – Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

ASSESSMENT OVERVIEW:

The Department produced a high volume of material on its assessment processes and aspirations. A good number of those efforts appear to be successful, or at least on the right track. Attention to parts of ACEJMC assessment requirements was unmistakable. But in some key instances, not enough tangible evidence was found at the time of the site visit to confirm that all direct measures targeted by the MCJR are fully tracked, analyzed and reflected in ongoing explorations of curriculum and instruction.

To be fair, discussions regarding various direct measures are ongoing, according to the faculty member who coordinates assessment. Assessment activity was recorded in faculty meeting minutes, another indicator of apparent desire to create meaningful results. However, as best the site team could determine, these efforts did not translate into enough documented evidence of assessment being used to drive quality improvements throughout the period under review.

If the unit retains one or more of the current three main direct measures as part of assessment, it should consider different approaches for ongoing review of those measures. The following observations represent the kinds of adjustments intended to build upon current efforts within the unit:

- Current measure: Survey internship supervisors. The current evaluation of students' performance by professionals fulfills the first leg of assessment. Completed forms are gathered. To fulfill the next steps for assessment purposes, first consider aggregating the results. Then engage in a fuller review of the data. Patterns may emerge that validate overall unit successes or shed light on survey details or internship practices in need of change.
- Current measure: Track core courses. At least six courses were listed as main collection points of assessment data in fall 2016. The lineup is similar to courses targeted for assessment in previous semesters. Creating greater distinction in how course results are positioned for assessment purposes vs. course activities that are routine for student grading purposes might help strengthen assessment results. Additionally, prioritizing true core courses – the ones required of all MCJR majors – might yield more meaningful data for the unit.
- Current measure: Make use of University's writing competency examination. The University administers a test intended to gauge the writing quality of prospective graduates. No assessment of MCJR students' collective results was apparent. The test has been mandatory, but is being phased out by 2021. Given these circumstances, the test may not be a suitable tool for ACEJMC direct measures going forward. If the unit decides to create a writing assessment, a core course within the Department might better serve that purpose.

Proof of fuller engagement with indirect measures, by contrast, was amply supported. The collection of indirect events and activities included: student course evaluations; senior exit surveys; contact with professionals and alumni that involved discussion about industry developments and interactions with students; contests; internship opportunities and job placement.

a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)

Goals for learning are defined. ACEJMC values and competencies are part of the unit's Outcomes Assessment Plan, last adapted in fall 2016. In response to trickle down demands from the regional accreditor for Norfolk State University, from the state's higher education authorities and for the

University's own assessment procedures, the Department's assessment coordinator said he works to blend all the various assessment requirements into one, folding relevant data from those processes into ACEJMC's Standard 9. Prior to fall 2016, assessment apparently covered outcomes for two separate but overlapping degree tracks in the Department. The two tracks still exist, but just one Mass Communications undergraduate degree is now offered by the Department.

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

Written guidelines cover expected achievements, direct and indirect measures, and specific means of gathering evidence.

Direct measures listed: Internship surveys by supervisors; results from several courses; the university's writing competency examination.

Indirect measures: Grade distribution; internships and placement; contests; student course evaluations; senior exit surveys; interactions with professional organizations, including Hampton Roads Black Media Professionals, and Virginia Production Alliance; alumni feedback in numerous ways, including workshops and reviews of students work during the annual MCJR Week.

The Department cites student winners at annual conferences of the Black College Communications Association as one specific example of assessment evidence – most recently the unit has had winners in Best Web Site and Best Online Video categories.

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

Means of collecting assessment data are explained, and some evidence as gathered in recent years is described. Specific courses are targeted as collection points for assessment data. Each course is supposed to address one or more designated values and competencies. The 2016-17 assessment plan included the following courses:

- 220 Basic Writing.
- 261 Media Writing.
- 211 Society and Mass Communications.
- 250 Television Production.
- 450 Communication Theory and Research.
- 491 Web Design

While some details from these courses were compiled, the process did not always appear to be programmatic. The distinction between individual student submissions graded as routine course work vs. collective information drawn from the course for assessment purposes could be more sharply defined.

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

The program has a campus-leading reputation for robust involvement with alumni. Many graduates of the Department said they enjoyed frequent returns to Norfolk State for workshops, panel discussions and other events that involved interaction with students, including critiques of their work. Other alumni said more could be done to make use of their experiences and insights in shaping curriculum. They indicated they stand ready to assist the Department more often, and not just during the big annual marquee events such as MCJR Week.

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

The Hampton Roads Black Media Professionals, an NABJ affiliate, and the Virginia Production Alliance are among organizations listed as contributing to the Department's efforts. The unit's internship program calls for close coordination between student interns and professionals who serve as their on-the-job supervisors; there's also coordination between the professionals and instructors regarding performance. Additionally, the professionals are surveyed on outcomes of internships. The language of ACEJMC's values and competencies is effectively reflected in survey questions.

Summary:

Faculty members working most closely with assessment activities insist that the program is more immersed now in ACEJMC values and competencies, compared to efforts related to Standard 9 four years ago during a successful revisit, as well as six years ago when the standard was found in non-compliance. The site team accepts the perspective that some progress occurred in these intervening years. Nevertheless, documentation of specific outcomes and the precise actions considered in response to those outcomes was not sufficient in the material presented to the team. Direct measures must be compiled and evaluated from a programmatic perch, and outcomes must be convincingly examined in search of ways to improve curriculum and instruction. Such efforts must be documented.

NON-COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

- Dedicated faculty fully engaged in quality teaching.
- An almost legendary reputation on campus for alumni relations.
- A highly motivated new chair perceived as a visionary.
- Strong technological support for ambitious student work.
- Respect among peers across the campus, including among administrators.
- Ample opportunities for student involvement in campus media.
- Excitement over relocation in 2017 to a new state-of-the-art building.

WEAKNESSES

- Incomplete assessment practices, procedures and results.
- Retention – a campuswide challenge.
- Tensions between 4/4 teaching loads and University research expectations.

2) List the standards with which the unit is not in compliance. 9. Assessment.

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

- Establish direct measures for evaluating the unit's performance from a more conspicuous programmatic perspective.
- Identify specific measurement tools that match the capacity of the faculty and staff to monitor assessment efforts and act on results.
- Document evidence and show proof of specific steps taken in response to analysis of assessment data.

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

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

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

From Jan. 26, 2011, site team report:

2011 REPORT: The unit needs to devise and implement an appropriate assessment plan that incorporates accrediting standards that may lead to enhancements in courses and curriculum.

ACTION: A plan was created by the time of revisiting site visit 2013. But concerns about precise application of direct measures persist as of February 2017.

2011 REPORT: The unit needs to place a high priority on ensuring compliance with the 80/65 rule.

ACTION: No longer relevant, given ACEJMC's change to 72-hour rule.

2011 REPORT: The unit needs to clarify and solidify its tenure and promotion guidelines.

ACTION: The Department approved its own tenure and promotion policies.

2011 REPORT: Enrollment in skills courses must meet accrediting standards.

ACTION: Standards are being met.

Also:

- Two standards were found in non-compliance during the 2011 site visit - Standard 2: Curriculum and Instruction; and Standard 9: Assessment of Learning Outcomes.

ACTION

By the 2013 revisit, the unit had addressed the most significant concerns raised in the 2011 team report, and reaccreditation was granted to the Department.

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

The self-study was adequate and often succinct. Some material required additional information and clarification.