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

Name of Institution: Hampton University

Name and Title of Chief Executive Officer: William Harvey

Name of Unit: Scripps Howard School of Journalism and Communications

Name and Title of Administrator: B. DaVida Plummer, dean

Date of 2019-2020 Accrediting Visit: January 26-29, 2020

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

Date of the previous accrediting visit: February 9-12, 2014

Recommendation of the previous site visit team: reaccredit

Previous decision of the Accrediting Council: reaccredit

Recommendation by 2019-2020 Visiting Team: PROVISIONAL

Prepared and submitted by:

Team Chair
Name and Title: Rochelle Ford, dean
Organization/School: Elon University School of Communications

Signature

Team Member
Name and Title: Diane McFarlin, dean
Organization/School: University of Florida College of Journalism and Communications

Signature
Team Member
Name and Title: Michel Haigh, professor & graduate advisor
Organization/School: Texas State University School of Journalism and Communication
Signature ______________________

Team Member
Name and Title: Dan Shelley, executive director
Organization/School: Radio Television Digital News Association
Signature ______________________
PART I: General information

Name of Institution: Hampton University

Name of unit: Scripps Howard School of Journalism and Communications

Year of visit: 2020

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
___ Northwest Association of Schools and Colleges
X Southern Association of Colleges and Schools
___ Western Association of Schools and Colleges

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

X Private
___ Public
___ Other (specify)

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

Hampton University is a privately endowed, coeducational, non-sectarian institution of higher education. It operates under accreditation granted by the Southern Association of Colleges and Schools and the Department of Education of the Commonwealth of Virginia.

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

X Yes
___ No

If yes, give the date of the last accrediting visit: Feb. 9-12, 2014

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

May 1995

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

The Scripps Howard School of Journalism and Communications is committed to providing its students with a high-quality and well-rounded education while emphasizing fairness, balance, accuracy, integrity and high ethical standards in their work as professionals in the field of journalism and communications. Couched in a strong liberal arts framework and grounded in the University’s mission to develop
graduates for professional leadership positions and scholarly service, the School’s curriculum includes both theory and practice.

The School provides students with the fundamental skills inherent to journalism and communications that (1) stress thorough reporting, writing and critical inquiry and analysis of information for dissemination to publics in a diverse society, (2) advance the practice of journalism and communications with a sense of responsibility, and (3) contribute to the scholarly body of knowledge of journalism and communications. The educational program reaches beyond the classroom through partnerships with businesses and professional organizations.

The school values the creation of new knowledge, the enhancement of existing knowledge, and a faculty that exemplify both professional and academic scholarship. Along with the expectation of teaching excellence, faculty members provide professional and scholarly contributions to the journalism and communications’ body of knowledge through research, and creative and/or professional activity.

The “Hampton Ethos” is steeped in high standards of social responsibility, ethical accountability, and personal integrity. This serves as a foundation for students developing and applying essential skills to build and shape a value system good for a lifetime of service. Consistent with the University’s philosophy, the School embraces both freedom of expression and respect for self and others while rejecting deceptiveness and dishonesty.

The Scripps Howard School of Journalism and Communications is driven to continually refine through its graduates the role of media in a democratic society by advancing the free exchange of ideas and by seeking to add previously under-represented voices to the great national and global conversation. The School serves as a resource for media and communications professionals to share experiences and wisdom with our students and with each other, building stronger bridges of human relationships and understanding. (Adopted 2002)

7. What are the type and length of terms?
   Semesters of ___ weeks
   Quarters of ___ weeks
   Summer session ___ weeks
   Intersessions of ___ weeks
   (Summer as needed for independent study and internships.)

8. Check the programs offered in journalism/mass communications:
   _X_ Bachelor’s degree
   ___ Master’s degree
   ___ Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.
   Bachelor’s in Journalism (major)
   Bachelor’s in Strategic Communication (major)
10. Credit hours required by the university for an undergraduate degree. (Specify semester-hour or quarter-hour credit.)

Journalism: 123 (minimum)

Strategic Communication: 123 (minimum)

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

Students are required to complete an internship as a part of their graduation requirements. Students do not need to earn academic credit for the internship. The internship may be taken for 0 to 3 semester hours of credit.

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

The academic program is led by the administrative leadership team in consultation with the faculty. The members of the administrative leadership team are: B. DâVida Plummer, dean; Edward Maier, assistant dean, administrative affairs; Chris Underation, assistant dean, academic affairs.

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Person in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>Lynn Waltz</td>
</tr>
<tr>
<td>Strategic Communication</td>
<td>April Woodard</td>
</tr>
</tbody>
</table>

13. Number of full-time students enrolled in the institution: 7,315 (undergraduate and graduate)

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):

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Undergraduate majors in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>203</td>
</tr>
<tr>
<td>Strategic Communication</td>
<td>124</td>
</tr>
</tbody>
</table>

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Include a separate list for online skills sources, which must also meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)
### Spring 2020 Course Schedule

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SECTION</th>
<th>CREDIT HOURS</th>
<th>TITLE</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAC 110</td>
<td>02</td>
<td>3</td>
<td>Introduction to Media Writing</td>
<td>23</td>
</tr>
<tr>
<td>JAC 110</td>
<td>03</td>
<td>3</td>
<td>Introduction to Media Writing</td>
<td>23</td>
</tr>
<tr>
<td>JAC 110</td>
<td>04</td>
<td>3</td>
<td>Introduction to Media Writing</td>
<td>6</td>
</tr>
<tr>
<td>JAC 200</td>
<td>01</td>
<td>3</td>
<td>Introduction to Visual Media</td>
<td>17</td>
</tr>
<tr>
<td>JAC 200</td>
<td>02</td>
<td>3</td>
<td>Introduction to Visual Media</td>
<td>16</td>
</tr>
<tr>
<td>JAC 200</td>
<td>05</td>
<td>3</td>
<td>Introduction to Visual Media</td>
<td>16</td>
</tr>
<tr>
<td>JAC 210</td>
<td>01</td>
<td>3</td>
<td>Reporting and Newswriting Across Platforms</td>
<td>17</td>
</tr>
<tr>
<td>JAC 210</td>
<td>02</td>
<td>3</td>
<td>Reporting and Newswriting Across Platforms</td>
<td>16</td>
</tr>
<tr>
<td>JAC 210</td>
<td>03</td>
<td>3</td>
<td>Reporting and Newswriting Across Platforms</td>
<td>20</td>
</tr>
<tr>
<td>JAC 265</td>
<td>01</td>
<td>4</td>
<td>Introduction to Radio/TV Production</td>
<td>15</td>
</tr>
<tr>
<td>JAC 265</td>
<td>02</td>
<td>4</td>
<td>Introduction to Radio/TV Production</td>
<td>15</td>
</tr>
<tr>
<td>JAC 265</td>
<td>03</td>
<td>4</td>
<td>Introduction to Radio/TV Production</td>
<td>15</td>
</tr>
<tr>
<td>JAC 265</td>
<td>04</td>
<td>4</td>
<td>Introduction to Radio/TV Production</td>
<td>12</td>
</tr>
<tr>
<td>JAC 301</td>
<td>01</td>
<td>4</td>
<td>Web Design and Production</td>
<td>20</td>
</tr>
<tr>
<td>JAC 301</td>
<td>04</td>
<td>4</td>
<td>Web Design and Production</td>
<td>20</td>
</tr>
<tr>
<td>JAC 305</td>
<td>01</td>
<td>3</td>
<td>Visual Communication</td>
<td>7</td>
</tr>
<tr>
<td>JAC 310</td>
<td>02</td>
<td>3</td>
<td>Advanced Reporting and Newswriting</td>
<td>18</td>
</tr>
<tr>
<td>JAC 320</td>
<td>01</td>
<td>4</td>
<td>Public Relations Writing and Production</td>
<td>10</td>
</tr>
</tbody>
</table>
16. **Total expenditures planned by the unit for the 2019-2020 academic year:** $1,234,645

Give the percentage increase or decrease in three years:

- 2019-20: $1,234,645 (+1.68 percent)
- 2018-19: $1,155,866 (+1.32 percent)
- 2017-18: $1,080,846 (+1.39 percent)
- 2016-17: $1,040,400

Amount expected to be spent this year on full-time faculty salaries: $866,934
17. List name and rank of all full-time faculty in the accredited unit in fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Earl Caldwell, writer-in-residence
Michael DiBari, Jr., Scripps Howard Endowed Professor
James Ford, Assistant Professor
Tommy Heffron, Assistant Professor
Kangming Ma, Assistant Professor
Edward “Butch” Maier, Assistant Professor
Willie Moore, Scripps Howard Endowed Professor
B. DàVida Plummer, Dean
Keisha Reynolds, Instructor
Chris Underation, Associate Professor
Lynn Waltz, Assistant Professor
April Woodard, Assistant Professor

*No one on leave or sabbatical, Fall 2019/Spring 2020; the dean does not currently teach classes*

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

Bill Alston (Fall 2019)
Deborah Flippens (Spring 2020 and Fall 2019)
Efrem Graham (Spring 2020 and Fall 2019)
Marisa Porto, executive-in-residence (Spring 2020)

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>Number in Compliance</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019 academic year</td>
<td>88</td>
<td>88</td>
<td>100%</td>
</tr>
<tr>
<td>2017-2018 academic year</td>
<td>71</td>
<td>71</td>
<td>100%</td>
</tr>
</tbody>
</table>
PART II — Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

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

The Scripps Howard School of Journalism and Communications has a clear mission adopted in 2002 that still resonates in 2020. The mission of the Scripps Howard School of Journalism and Communications is:

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The unit’s 10-year strategic plan, developed in 2013-14, has clear goals, objectives, action steps, and measurable outcomes. The first strategic goal aligns with the university’s ongoing commitment to undergraduate education. Impressively, evidence of achieving parts of the plan is clear including
submitting curricular revisions every three years to remain current. In 2015-16 the faculty approved its revised curriculum with two majors: Journalism and Strategic Communication.

The unit also maintains its entry on the ACEJMC searchable database.

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

Faculty are engaged in the governance of the School. The dean and her administrative team all have faculty rank. The university involves faculty in its strategic planning as does the school. Faculty manage assessment of the curriculum, provide insights for improvement, and make curricular recommendations. Clear roles for administrators and faculty are outlined in the Hampton University Faculty Handbook, which states faculty "work with Chairperson and other administrators in projecting growth and development of the department." In this unit's case, the School does not have any departments, and the assistant dean of academic affairs serves in the role of chair. The School’s faculty meet monthly and have a host of committees to facilitate the operations of the school. Minutes of faculty meetings are maintained in the dean’s administrative office. The School has two faculty coordinators of each of its majors. These coordinators convene their faculty colleagues to discuss assessment and other curricular matters. Additionally, a faculty member serves as the assistant dean of administration and is responsible for assisting the dean with student affairs and other operations of the school.

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

The school's administration is well respected across campus and within the unit. Faculty and staff within the school say that the dean is a strong advocate of their program and has a clear vision and “knows how to move boulders when they need to be moved.” Her administrative colleagues across the campus said that her additional role as the assistant vice president of university marketing and media gives her a stronger understanding of the administrative structure and culture and enables her to share resources between the Scripps Howard School of Journalism and Communications and the university’s marketing and media. Two assistant deans assist her with administrative and academic affairs matters. Colleagues from other units on campus say that she has built an administrative team to help her move the unit forward. The provost and the School’s development officer complimented the dean on her securing strong assistant deans to enable her to focus more on securing external funds, cultivating donors and nurturing industry partnerships.

During the years under review, the School has maintained a professional advisory board comprised of senior level representatives who offer innovative advice and dynamic perspectives for consideration by the School. While the departure of former dean Brett Pulley caused some members of the advisory board to step down, several members remained and several alumni joined the board. One board member of the advisory board reported that “the board members are generally supportive and confident in Da’Vida as dean.” The board is supported by the School’s development officer and has become more formalized with an advisory board member description which each board member must sign signifying their willingness to serve. This advisory board supports the Scripps Howard School of Journalism and Communications in fulling its mission to teach and ignite students in their journeys to create better futures for themselves and their communities.
d). The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

The faculty handbook outlines that deans are to be evaluated by faculty annually and this evaluation is used for salary adjustments. A standard form is used and comprehensively covers the dean’s expected roles. The chancellor/provost evaluates the dean annually and gives her feedback.

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

Students may express concerns anonymously each semester through their evaluations of courses, thus enabling faculty to continuously improve. Additionally, the student handbook outlines the grievance procedures for academic matters.

The faculty handbook addresses the procedures for expressing concerns and grievances. Faculty may disclose issues with the dean via annual evaluations, which are confidential. The faculty handbook states that when grievances cannot be resolved at the school or provost level, that the president will convene a grievance committee comprised of five tenured faculty members. Therefore, no Scripps Howard faculty members would be eligible to participate because the Scripps Howard School of Communications voted to eliminate tenure and tenure track positions from the School. The dean reported that no grievance involving faculty or staff had gone beyond the School’s level of review.

Staff may have issues addressed through human resources via outlined procedures.

SUMMARY:
Overall, the unit has a clearly written mission statement and a detailed 10-year strategic plan. The unit has accomplished many of the plan’s goals and has three years remaining to accomplish the plan’s goals and objectives outlined in it. Additionally, evidence of effective leadership and substantive faculty roles in the governance of the unit is clear.

Overall evaluation compliance/non-compliance:
COMPLIANCE
PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

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

Hampton University requires 123 credit hours to graduate, and the Scripps Howard School of Journalism requires 51 credit hours of mass communication courses for its degree. The School also requires a minor or area of emphasis outside of the School.

Transcripts from the past six years were reviewed. A review of selected student records confirmed all students met or exceeded the 72 hours of non-mass communication courses.

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

The School offers a major in journalism or strategic communication. The curriculum in each sequence provides a good blend of theory and skills. Specific courses are tied to the competencies for the purposes of assessment. The competencies specific to the course are included on the syllabi that were reviewed.

Journalism
In fall of 2019, there were 203 journalism majors. They are required to take 42 credits of core courses. Core courses include: Media in a Multicultural Society, Grammar and AP Style, Introduction to Media Writing, Introduction to Visual Media, Reporting and Newswriting, Introduction to Radio and Television, Advanced Reporting and Newswriting, Broadcast Newswriting, Media Ethics, Media Law, News Editing, Broadcast News Production, and Senior Capstone.

Students must take an additional nine credits from two categories of electives. Journalism students must take one of the following courses: Media Entrepreneurship, Media Management, Media Criticism and Rhetoric, American Media History, Crisis Communication, Special Topics in Journalism and Communication (i.e., Pop Culture), Specialized Skills in Journalism and Communication (i.e., Animation and Motion Graphics, Business Journalism), International Journalism and Communications, Ethnic and Alternative Media, Civil Rights Era and the Media.

They then select two of the following courses: Principles of Public Relations, Principles of Advertising, Web Design and Production, Public Relations Writing and Production, Media Entrepreneurship, Media Management, Media Criticism and Rhetoric, American Media History, Feature Writing, Photojournalism, Media Research, Crisis Communication, Special Topics in Journalism and Communication (i.e., Pop Culture), Specialized Skills in Journalism and Communication (i.e.,
Animation and Motion Graphics, Business Journalism), International Journalism and Communications, Ethnic and Alternative Media, Civil Rights Era and the Media, Independent Study in Journalism and Communications, Practicum in Journalism and Communications, or Internship in Journalism and Mass Communications.

Students are required to take an internship. The internship can be for credit or not for credit. They are also required to take a minor outside of the School or an area of emphasis.

Journalism students said one strength of the program is the faculty who help students and prepare them for careers. They said the program emphasizes developing good writing schools. They said the School is well regarded by their peers on campus. Student meetings did indicate the lack of updated technology such as cameras. Students mentioned they had not been prepared for internships because the technology used in the classroom was outdated to that used on the job. They also said there was a lack of instruction on radio skills in the Introduction to Radio and Television course.

**Strategic Communication**

In the fall of 2019, there were 124 strategic communication students. Strategic communication students are required to take 41 credits of core courses. Prescribed courses include: Media in a Multicultural Society, Grammar and AP Style, Introduction to Media Writing, Introduction to Visual Media, Reporting and Newswriting, Principles of Public Relations, Principles of Advertising, Introduction to Radio and Television, Public Relations Writing and Production, Media Ethics, Media Law, Media Research, and Senior Capstone.

Strategic Communication students are also required to take 10 credits of electives from two course lists. They take one of the following courses: Media Entrepreneurship, Media Management, Media Criticism and Rhetoric, American Media History, Crisis Communication, Special Topics in Journalism and Communication (i.e., Pop Culture), Specialized Skills in Journalism and Communication (i.e., Animation and Motion Graphics, Business Journalism), International Journalism and Communications, Ethnic and Alternative Media, Civil Rights Era and the Media.

They then select two courses from the following list: Web Design and Production, Advanced Reporting and Newswriting, Broadcast Newswriting, Media Entrepreneurship, Media Management, Media Criticism and Rhetoric, American Media History, News Editing, Feature Writing, Photojournalism, Crisis Communication, Broadcast News Production, Special Topics in Journalism and Communication (i.e., Pop Culture), Specialized Skills in Journalism and Communication (i.e., Animation and Motion Graphics, Business Journalism), International Journalism and Communications, Ethnic and Alternative Media, Civil Rights Era and the Media, Independent Study in Journalism and Communications, Practicum in Journalism and Communications, or Internship in Journalism and Mass Communications.

Students are required to take an internship. The internship can be for credit or not for credit. They are also required to take a minor outside of the School or an area of emphasis. The internship is where students report learning current technology and social media.

Strategic communication students said the strength of the program was the faculty. They also felt the writing-intensive curriculum helped prepare them for their internships. Students expressed a concern for the computers not being new enough to run the Adobe Suite of programs. They also lack access to the Adobe Suite when the building is closed because there is no other location on campus that provides the
software. Strategic communication students did not share examples of integrated campaigns or programs that incorporate paid, earned, shared, and owned media or segmenting audiences.

At the major-specific meetings and the overall student meeting, concern was expressed for the lack of a social media course, the lack of attention to social media analytics, and capstone courses specific to the major. During most semesters, there is not a section of capstone specific to the major, and students thought 60 students – a mix of journalism and strategic communication – made it difficult for the instructor to manage. The students also expressed concern for the lack of updated technology (cameras and computers) and lack of access to computers on campus that can access the Adobe Suite when the School’s building is locked. They also found the curriculum cumbersome with the number of prerequisites for some of the 300 and 400 level courses.

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.

Student interviews indicate the instruction is demanding, faculty are helpful and provide one-on-one mentoring about equipment or assignments when needed. A review of the syllabi indicated expectations for the course and the assignments required. The self-study stated the Introduction to Radio and Television course, required by both majors, provides students with the basic skills needed to put together multimedia stories, and the News Writing and Reporting course provides students with the opportunity to produce content beyond the basic news story.

When reviewing the curriculum and talking to students, it is not as current as it needs to be. The last curriculum review was completed in 2015-2016. The lack of emphasis on social media and analytics is a concern. When the students expressed concerns about the lack of attention to learning about radio production, this also indicates a lack of instruction about podcasting. One of the major weaknesses of the strategic communication curriculum is the lack of a campaigns course. They are exposed to campaigns in the Principles of Public Relations course, but they do not walk through the campaign planning process using primary and secondary data, time-bound and measurable objectives, and the implementation. Students indicated they have completed campaigns for their capstone, but when they were pressed for information, it was clear they do not walk through the four-step process.

Meetings with administrators indicate the importance of excellent teaching. The University holds teaching workshops that School faculty can attend. Several faculty were recognized with Excellence in Teaching Awards during the assessment period.

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.)

During the fall of 2019, one section of Reporting and Newswriting Across Platforms had 31 students but the other skills courses ranged from 5-20 students. For spring 2020, two sections of Intro to Media Writing had 23 students, the other courses were all compliant.
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.

All students are required to have an internship before graduating. Students can take for-credit or non-credit internships. The internships not for credit still operate under the same guidelines, meaning the student’s internship supervisor will still complete the evaluation and submit it to the School. All students must have an internship packet on file with the School before graduation.

SUMMARY:
The School has an active and passionate student body that praises the faculty for being active and engaged in the industry, available for mentoring, and supportive. The curriculum exposes students to multimedia skills, regardless of major. The ACEJMC competencies are tied to specific courses. According to the School’s strategic plan, the curriculum should be updated in 2019-2020 academic year, because the School makes curriculum changes every three years. The lack of courses discussing social media, analytics, strategic communication campaigns (not at the introductory level), and capstone courses specific to each major are major weaknesses.

Overall evaluation, compliance/non-compliance:
NON-COMPLIANCE
PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

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

The School has a written diversity plan that governs achieving a diverse faculty and student population, although specific criteria regarding whom the unit is seeking to recruit, its definition of diversity, and how it identifies under-represented groups are missing from it. Furthermore, it is written in definitive statements versus goals, objectives and strategies to be accomplished. It is also inadequate with regard to benchmarks. The plan reads, in its entirety:

The Scripps Howard School of Journalism and Communications is committed to a multicultural and discrimination-free environment. Developing an appreciation for societal diversity and inclusiveness is essential to communication in today’s marketplace.

The school’s efforts to ensure diversity and inclusiveness have always included nondiscriminatory admissions and employment policies. Faculty and students of all cultures and identities have been accepted without question.

Diversity and inclusiveness also are embedded in the curriculum, taught and discussed in each course.

In its effort to continually “add previously under-represented voices to the great national and global conversation,” the Scripps Howard School of Journalism and Communications will:

- Continue to blanket high schools throughout the state, region, nation and abroad with brochures about the journalism and communications program at Hampton University in conjunction with the recruitment efforts within the University’s Office of Admissions.
- Organize “mixers” in New York City, Philadelphia, Washington, D.C., and other areas for school recruitment.
- Continue to assign a faculty member to spearhead recruitment efforts.
- Continue to work with the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association, and the Native American Journalists Association to disseminate information about the school and university.
- Continue to bring in national and regional media practitioners and newsmakers who can speak authoritatively about diversity and inclusivity.
- Continue to broadcast public service announcements about the school during the campus radio station’s Saturday morning Hispanic programming.
- Actively recruit minority and female faculty through personal contacts, networking, and female and minority media, academic and professional organizations. In addition, advertise faculty and staff position openings that
state, “Hampton University is an Equal Opportunity Employer.”

- Continue to use High School Day on campus to interact with students and parents through booth and studio open house activities.
- Continue using Parents Weekend activities to interact with parents who may have younger children or relatives who will be looking for a college in the next few years.
- Advertise in educational journals, specifying a desire for a diverse pool of job candidates, including women and academics and journalists of color.
- Reach out and engage non-traditional students, specifically mature adults who want to take advantage of our educational resources.

While the plan does not deal with most elements identified in this performance indicator, the School does aggressively and successfully recruit a diverse array of African-Americans, in keeping with its mission. See Performance Indicator d) below.

The curriculum is not addressed in the School’s written diversity plan. However, faculty assert to the site visit team that they work very hard to integrate issues related to diversity into every class they teach. Students were asked about this and reported to the team that they appreciate the opportunities the unit provides them to bring elements related to “the Black experience” to their classes. One senior faculty member told a site visit team member that faculty regularly collaborate on issues of diversity to help ensure that the issue remains top of mind on a consistent basis as faculty prepare for, and teach, classes.

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 reported to the site visit team that issues related to race are discussed regularly inside and outside of the classroom. However, they reported that issues related to gender, ethnicity and sexual orientation are not discussed as much.

The School’s curriculum does include instruction related to diverse cultures in a global society, but during the actual site visit, students’ exposure to such instruction appeared as if it may be somewhat limited. For example, one faculty member, Dr. Kangming Ma, was observed by a site visit team member instructing students regarding how graphic design in China differs from that in the United States. Another, Dr. Michael DiBari, discussed with a site visit team member trips on which he took students to a civil rights rally in North Carolina and a symposium in Mississippi.

As further evidence of a diverse curriculum, the School’s self-study made reference to 10 specific classes and guest speaker appearances during the six-year accreditation period in which diversity was emphasized.

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

The School’s current faculty is quite diverse (see table at end of Standard 3 below), which is reflective of its recruitment efforts during the past three years, according to these data provided to the site visit team:
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 School states that its “geographic service area is the nation at large,” which, according to U.S. Census data provided in the School’s self-study, has the following diversity breakdown:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>3</td>
<td>2*</td>
<td>3*</td>
</tr>
<tr>
<td>Total Applicants in Hiring Pool</td>
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<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Females in Hiring Pool</td>
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<td>5</td>
</tr>
<tr>
<td>Female Finalists Considered</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Offers Made to Females</td>
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<td>0</td>
</tr>
<tr>
<td>Offers Accepted by Females</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Minorities in Hiring Pool</td>
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<td>2</td>
<td>9^</td>
</tr>
<tr>
<td>Minorities Finalists Considered</td>
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<td>2</td>
<td>5^</td>
</tr>
<tr>
<td>Offers Made to Minorities</td>
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<td>2</td>
<td>1^</td>
</tr>
<tr>
<td>Offers Accepted by Minorities</td>
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<td>2</td>
<td>1^</td>
</tr>
<tr>
<td>International Faculty in Hiring Pool</td>
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<td>International Faculty Considered</td>
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<tr>
<td>Offers Accepted by International Faculty</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* One resulted in an internal promotion
^ One minority classification is for special needs
The student population breakdown for 2018-2019, provided in the self-study, indicates the School is generally performing well, given its status as an HBCU:

<table>
<thead>
<tr>
<th>GROUP</th>
<th>% OF POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>13.4%</td>
</tr>
<tr>
<td>White</td>
<td>76.5%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.9%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>18.3%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.7%</td>
</tr>
<tr>
<td>Female</td>
<td>50.8%</td>
</tr>
</tbody>
</table>

The School adheres to the Hampton University Code of Conduct – approved July 2018 – which states, “Each member of the Hampton family will support equal rights and opportunities for all regardless of age, sex, race, sexual orientation, religion, disability, ethnic heritage, socio-economic status, political, social or other affiliations or disaffiliation.” Further, the university’s Notice of Non-discrimination adds pregnancy, genetic information, and military or veteran status to the list. The Code of Conduct is a required component of all class syllabi.

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.
With regard to those with disabilities, the School – as is true for the entire university – complies with applicable federal law. Further, faculty are required to include in all class syllabi a detailed statement that offers information on how students with disabilities may access accommodations to assist with mobility and other disability-related issues.

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.

SUMMARY: The School’s faculty population is quite diverse. Its student population is diverse, considering the geographic and socioeconomic diversity within the Black population. Its recruitment efforts with regard to both show positive results, particularly among African-American men, who comprise more of the School’s student population than the norm. The School’s curriculum addresses diversity-related issues; it offers diversity-friendly learning and student life environments; and it has policies in place to ensure a diverse culture that fosters a positive and productive learning experience.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

(Please include the Faculty Population table at the end of this section.)

FACULTY POPULATION

<table>
<thead>
<tr>
<th>GROUP</th>
<th>FEMALE</th>
<th>% OF TOTAL FACULTY</th>
<th>MALE</th>
<th>% OF TOTAL FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
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<td>3</td>
<td>25</td>
</tr>
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<td>4</td>
<td>33</td>
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<td>American Indian/Alaska Native</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
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<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

ACADEMIC YEAR: 2019-2020
FULL-TIME FACULTY
### ACADEMIC YEAR: 2019–2020
PART-TIME/ADJUNCT FACULTY

<table>
<thead>
<tr>
<th>GROUP</th>
<th>FEMALE</th>
<th>% OF TOTAL FACULTY</th>
<th>MALE</th>
<th>% OF TOTAL FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
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<td>33</td>
<td>2</td>
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</tr>
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<td>White</td>
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<tr>
<td>American Indian/Alaska Native</td>
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<tr>
<td>Asian</td>
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<td>Hispanic/Latino (any race)</td>
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<td>Native Hawaiian/Pacific Islander</td>
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<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
PART II — Standard 4: Full-Time and Part-Time Faculty

Unit performance with regard to indicators:

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

The School does have the essential written criteria.

The School is guided by the Interpretive Guidelines section for journalism and communications in the Hampton University Faculty Handbook, which outlines degree and training requirements and experience/degree requirements for promotion. The Interpretive Guidelines are necessary because the Scripps Howard School is the only unit at Hampton that voted in the 1990s to eliminate tenure. This was in the context of a University-wide re-examination of tenure. Today the University as a whole not only embraces tenure, but decided in 2012 to become a research university, redirecting a long history as a teaching university.

The School uses University criteria for evaluating faculty. These 28 criteria include 10 related to Research/Grantsmanship, even though 7 of the 11 faculty are not on the Concept/Theory track, and therefore are not required to produce scholarly, peer-reviewed work. This affects the total rankings of individual faculty. For example, most faculty are not submitting peer-reviewed journal articles and making academic presentations and receive “zeroes” or “ones” for these criteria, which affects their scores negatively. In the teaching and service categories, however, they generally receive high ratings.

The Scripps Howard School’s administrators have drafted Creative and Professional Activity Definitions for Faculty that are based on the Boyer Model, which they intend to discuss with faculty in the future. These definitions are used as guidance, as they have not been formally adopted by the faculty.

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

Yes. The School has 11 full-time faculty and 3 part-time faculty. All classes are taught by these faculty. With the exception of those with administrative assignments, full-time faculty carry a 4/4 teaching load. They also are expected to produce research/creative/professional activity and service.

Although limited travel funds and heavy teaching loads prevent the School’s faculty from staying current through professional development and involvement, most of them remain active professionally with activities such as hosting a local TV talk show, producing a feature-length movie, writing a book that involved investigative reporting, serving on panels at industry conferences and workshops, and leading students in research for a historical book project.

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.
To a considerable extent, the School hews to teaching and service, with the sanction of the University’s top administrators. The Provost noted that in 2012, when Hampton announced it would move toward status as a research university, it also declared that Hampton “would never lose its foundation as a teaching college” and that “interpretive guidelines” were established for certain units, including the Scripps Howard School, to allow for a heightened focus on professional education and training. By that time the School had already eliminated tenure for its faculty.

All faculty members have professional significant professional experience. The School now has 27% of its faculty with PhD, 27% with MA, 20% with MFA, and 14% with bachelor’s degrees.

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

The unit evaluates instruction through classroom observations and student evaluations. The classroom observations are generally conducted by an assistant dean on an annual basis. The student evaluations of instructors are conducted each semester.

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

A group of about a dozen deans and other administrators from across campus agreed that the School enjoys a strong reputation. While they acknowledged that the school’s scholarly activity has been limited, they were aware that two recent hires will help to elevate the School’s research productivity. The faculty are respected for their professional accomplishments and service. The caliber of students at the School was cited repeatedly as a particular strength, with virtually everyone citing examples of how the students demonstrate their acumen in journalism and communications through activities on campus. “They are out doing work that is highly visible,” one administrator observed. “It is a major plus that they get hands-on experience.” It was also noted that Scripps students tend to be standouts in the schools where they are studying for their minors. Scripps also was said to “figure prominently” in the digital transformation strategy rolling out across campus.

SUMMARY:

By all measures, professional experience is the most highly valued qualification to be hired – and, to a significant extent, to succeed as a member of the Scripps Howard School’s faculty. The students see this as a point of pride and boast of the work their teachers continue to do as practitioners. They also cited the one-on-one attention they receive. “Everyone wants you to succeed,” said one student. “The faculty are very qualified and the school provides you with opportunities, as long as you work hard,” said another.

Advanced degrees are valued as well, as all but two of the faculty have a master’s degree (2), MFA (3) or PhD (4). Those with bachelor’s (2) have demonstrated considerable professional acumen. The School recently hired an assistant dean who is an associate professor, a highly productive researcher and is currently searching for a PhD to fill an assistant faculty position for research in the high-potential area of news deserts in underserved communities. Augmenting these faculty at the School are Earl Caldwell,
writer-in-residence, and Marisa Porto, executive in residence; both report to the President but receive direction from the dean.

**Overall evaluation, compliance/non-compliance:**

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

Unit performance with regard to indicators:

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

While the School embraces the importance of research and creative/professional activity, and has taken steps to build its scholarly agenda, it continues to place a greater emphasis on teaching and service, with the sanction of the University. As a practical matter, the School’s standard 4/4 teaching load makes it difficult for faculty to engage in scholarly activity. Although the achievements of faculty beyond teaching and service are on the light side, there are examples of creative/professional achievements that are noteworthy – particularly in the context of a professional school that places a strong emphasis on practical application in the hiring and retention of faculty and does not award tenure. Despite all of this, a faculty member has been promoted to professor based on his record of scholarship as in academic research, teaching and service.

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

The School is guided by the Interpretive Guidelines section for journalism and communications in the Hampton University Faculty Handbook, which outlines degree and training requirements and experience/degree requirements for promotion, including creative/professional activity, research/grantsmanship activity and publications. The Interpretive Guidelines are stipulated within the handbook for those schools with professional programs.

The School is the only unit at Hampton that voted in the 1990s to eliminate tenure, after the University led a re-examination of the practice of awarding tenure. Two decades later, the University moved to become a research university, altering its long history as a teaching university. Although this made the School more of an outlier on campus, its focus on practical application has the support of the University Chancellor/Provost, who noted that Hampton continues to embrace its teaching university heritage.

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

Most of the faculty have received low scores for 7 of the 10 research and grantsmanship criteria of their performance reviews but are given top scores for teaching and service. There are two reasons for this: 1) The performance review forms are used University-wide and are not written to accommodate the School’s unique position as a professional school with an emphasis on practical application, and 2) The School’s heavy 4/4 teaching load is indicative of the priority placed on teaching vs. scholarly activity. Only four faculty members are on the theory/concept track that would likely be able to meet those criteria. The faculty member who achieved professor was on the theory/concept track. On the other hand, two assistant professors said they understood the scholarship evaluation criteria for promotion on the professional track and had voluntarily submitted their dossiers for promotion in the fall 2019.

This emphasis received the full endorsement of the Chancellor/Provost, who emphasized that the University “never expected all departments to meet the rigor of a research university” and praised the achievements of Scripps as a professional school.
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.

Because their work tends to be practice-related, faculty generally publish in industry publications and mass media, as opposed to juried or peer-reviewed journals. The newest hire in his first semester presented at the National Communications Association conference in the fall and had two panels and one paper accepted for presentation at the Broadcast Educators conference this spring.

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

The dialogic method seems to be embraced by faculty and administration.

SUMMARY:

To an exceptional extent, the School’s faculty excels at teaching and service. In terms of scholarship, the School has made strides in formally defining three types of scholarship: research, creative and professional activities. The University has no prescribed per capita productivity measure for contractual faculty. Because the Scripps faculty voted more than a dozen years ago to dispense with tenure, all Scripps faculty are on one-year renewable contracts.

The University supports the School having a greater emphasis on creative and professional activities over traditional academic research, and the Chancellor/Provost takes great pride in celebrating the books, films and local news broadcasts the faculty produces, while maintaining and embracing Hampton’s teaching institute heritage. While the University has pivoted to become a research university, the University has reaffirmed the Scripps Howard School’s approach to scholarship.

Only two or three faculty members do scholarly research. The dean has made a concerted effort to hire working professionals to become faculty members, while continuing to practice part-time, replacing faculty whose experience had become outdated and who were not producing much scholarship at all. At the same time, she has hired an assistant dean on the theory/concept track and has received a robust pool of applicants for a new research assistant professor. It is believed that the newly hired assistant dean, who has extensive research experience, and a new assistant research professor will enhance scholarship at the School. The latter will be charged with pursuing research around news deserts, particularly in underserved communities in the Hampton vicinity, a focus with significant promise.

Like many teaching institutions across the nation, faculty who are not in administrative roles have 4/4 teaching loads, which leaves little time for research or professional projects. This emphasis on professional practice was in response to what was described by one faculty member as “tremendous pressure from industry to have students ready to hit the ground running.” This demand, coupled with limited resources to hire more faculty, has resulted in heavy teaching loads, advising and mentoring
responsibilities. Therefore, most faculty complete their scholarly activity during the summer months. Multiple programs are focused on helping faculty elevate their scholarly agenda. While the School was found out of compliance on this standard in its last two reaccreditation reviews, we found sufficient evidence that scholarship is occurring and consider the Provost’s support to be a compelling reason to hold them in compliance.

**Overall evaluation, compliance/non-compliance:**
COMPLIANCE
## SCHOLARSHIP, RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITIES

<table>
<thead>
<tr>
<th>TYPE</th>
<th>TOTAL FROM UNIT*</th>
<th>INDIVIDUALS FULL PROFESSORS (1)</th>
<th>ASSOCIATE PROFESSORS (4)</th>
<th>ASSISTANT PROFESSORS (18)</th>
<th>OTHER FACULTY** (4)</th>
<th>TOTALS (27)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards &amp; Honors</td>
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<td>Grants Received Internal</td>
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<td>Grants Received External</td>
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<td>Books Edited</td>
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<td>Monographs</td>
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<td>Book Reviews</td>
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<td>Articles in Non-refereed Publications</td>
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<td>Juried Creative Works</td>
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<tr>
<td>Other (please specify)***</td>
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<td>4</td>
<td>9</td>
<td>953</td>
<td>41</td>
<td>1,007</td>
</tr>
</tbody>
</table>
Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

Includes article subject (19), author talks (7), judge/peer reviewer (3), magazines edited (1), media researched (8), movies directed (2), movies produced (3), movies written (2), movies edited (2), movie trailers edited (3), newsletters written (5), professional presentations (5), radio guest spots (3), radio show episodes produced (15), screenplays written (3), social media managed (1), TV interviews (1), TV reports (3), TV show episodes directed (3), TV show episodes produced (58), TV show episodes filmed (3), TV show episodes hosted (788), TV show bookings (15), TV show guest spots (2), translations reviewed (2), video and audio training (4), videos produced (4), websites created (2), websites edited (1).
PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

Upon acceptance to the university, students are given information about the courses needed for their majors. The information is discussed during orientation. Students also complete University 101, a semester-long required course to help students transition into college. Then the 11 faculty members in the Scripps Howard School of Journalism and Communications advise students to ensure they know and meet the requirements for graduation. The unit requires students to meet with their faculty advisors at least twice a year. Faculty discuss with students their options to meet either the journalism or strategic communication requirements and electives. However, students do not retain the same advisors for their matriculation in the Scripps Howard School. Student records are kept in a secure filing cabinet in the dean’s office suite. Faculty may sign out student folders to help with advising. Internship approval forms and other documents related to the student’s degree plan are maintained in the student’s folder. The Student Success Center provides support for the faculty in advising through trainings, support materials, and one dedicated staff counselor to assist the unit’s faculty and students. The university also has an early alert system that facilitates the identification of students who are struggling academically and may need intervention services.

While students exclaim how effective the faculty are in advising them about internships, scholarships and other opportunities, students said this academic advising system of changing advisors each year is frustrating and that once students have built a rapport with a faculty advisor, the students are reassigned. Students agreed that the paper-based academic advising across campus is problematic. Nevertheless, all of the students who met with the site team said they are confident they can graduate in four years despite the advising challenges. A spot check of student files revealed solid and complete records. Beginning in Spring 2020, students will complete an evaluation survey of academic advising.

Career counseling has been a major emphasis of the unit. Students, faculty and administrators across campus applaud the unit for its proactive outreach and support of students. The unit invites media and other communications organizations to recruit students on campus for jobs and internships. These visits are coordinated by the assistant dean of administration and the opportunities are shared with Hampton University’s Career Counseling and Planning Center. Often the corporate representatives will speak in classes, hold large meetings with students and participate on the Caldwell Café talk show, hosted by the university’s writer-in-residence. Opportunities are promoted via flyers, posters, class announcements, and emails. Hampton University’s Career Counseling and Planning Center supplements the faculty advising and helps students navigate career exploration, major and minor selection, resume preparation, dressing for success, and applying for positions. The university also has the Online Career Assessment and Exploration Program to help students explore career opportunities. This center also uses the Handshake e-recruitment application to help students find their best fit for job placement. Students described the Career Counseling and Planning Center as very helpful with resumes and career development. Additionally, the capstone course for all of the Unit’s majors require them to complete a professional resume, bio, and website featuring their professional work. Students said they are the best supported students on campus in terms of career development from day one on campus. Between 2015 and 2018, job placement rates have fluctuated between 13.4% and 18.3% for journalism graduates and 20.4% and 36.5% for strategic communications graduates within a few months of graduation.
b). Faculty are available and accessible to students.

Faculty are required to be on campus for a minimum of 30 hours per week, which includes maintaining office hours, teaching and participating in official educational activities on or off-campus. Students say faculty are very accessible and available to students. The students exclaimed consistently that their faculty care about them and are very helpful in class and outside of class. Office hours are posted on faculty doors and are included on syllabi. The vice president of administrative services and student affairs said the Scripps Howard faculty members are among the most respected by students across the campus because of their engagement with internships and support for student media.

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

Through posters, flyers, announcements, meetings, advising and emails, students are kept informed about the activities, requirements and policies of the Unit. Students said that they feel amply informed about the activities and requirements of the Unit.

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

The Unit sponsors an array of extra-curricular activities including student media, a student-run public relations firm, an honor society, and professional organizations. Brand757, the student-run public relations agency, serves both internal and external clients, giving students hands-on experience in communications and marketing. While the agency is rebuilding this year, clients are primarily internal to the university. The Hampton Script, the student-run newspaper, is published every two weeks and has a digital version that is updated most days. The Hampton Script is funded by the University and not the Scripps Howard School. However, the assistant dean of administration is given release time to advise the Hampton Script. The JAC Magazine, created five years ago, provides an outlet for both current and former students to publish stories and photography highlighting events, accomplishments and experiences of students, alumni, faculty, and staff. The unit also operates a non-commercial FM radio station, enabling students to intern there and produce a live news program Monday through Friday. This smooth-jazz radio station has a separate operating budget that the dean controls. The Unit also operates a television studio that produces a weekly news cast and a sports commentary show. A faculty advisor receives release time to support the television programming and a full-time engineer supports the technology associated with the studio. Students also have their professional work showcased on the university website. Active chapters of the Public Relations Student Society of America and National Association of Black Journalists operate on campus. Since 2018, Hampton has maintained a Business Journalism Club, with about 12 members; the club hosts events, workshops, and trips in partnership with Bloomberg. The unit also has a chapter of Kappa Tau Alpha, a national honors society.

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.

Hampton University’s Operations Analysis and Research (OAR) provides the unit with data related to enrollment, retention and graduation rates. This information is shared on the Unit’s website. While in
2018, the overall freshman-to-sophomore retention rate for the Scripps Howard School increased from 65.7% to 70% in one year, the unit’s rate is 4% lower than the university’s current rate. The five-year average freshman-to-sophomore retention rate is 75.24%. The unit’s 6-year graduation rate of 66.4% is higher than the university’s 58%. The unit has seen an improvement in both the 4-year and the 5-year graduation rates.

SUMMARY:
While students receive academic advising to ensure timely graduation, they are frustrated with having to change advisors each year and inconsistencies that derive from this paper-based university system. Students commend the faculty for their career advising. Students report feeling very prepared to enter the workforce because of the personalized attention and information they receive. Ample campus media and other extracurricular activities are available. Administrative colleagues say that the student media are respectful and conduct themselves professionally. Finally, the unit’s website provides latest retention and graduation data.

Overall evaluation, compliance/non-compliance:
COMPLIANCE
PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The Scripps Howard School of Journalism and Communications shared a detailed annual budget of $1,234,645 in its self-study. The self-study reported and faculty and staff generally agree the budget is adequate to meet basic instructional needs. The budget has increased between 1 and 1.68% over the last four academic years. Yet these small increases have not allowed the school to upgrade computer hardware, purchase new cameras closer to industry grade and other technology, such as analytics programs that would enable their students to be more competitive. Additionally, the dean does not control and is not aware of how the salary line is divided among faculty members. The president and provost determine salaries (based on the dean’s recommendations) and raises, but that detailed information is not shared with the deans regarding their units. Salary ranges shared during faculty search processes are relatively low. The low salary ranges and the limited budget for advertising faculty lines are perceived reasons for small pools of applicants, which inhibit strategic hiring.

Like other deans, the Scripps Howard Dean is charged with raising one-third of her annual budget from public and private donors. The expectation is that she will emphasize unrestricted gifts and endowments that will decrease the reliance upon the university’s centrally held budget for operating costs. Her advisory board has a specific goal to help secure external donations and contributions. Concern was raised that the narrowness of the fundraising goal may make it more difficult for her to secure the specific types of gifts stipulated. Nevertheless, she has been successful in securing funds for studio renovations and other upgrades. Working with the office of research, she was able to secure Title III funds to hire a new research faculty member and support creation of an augmented/virtual reality lab.

In 2017, Hampton’s president challenged the deans to each raise $5 million in endowed funds in five semesters. A development officer has been assigned to each unit to assist deans with this ambitious fundraising goal. The School’s development officer, who worked with the school in July 2019, said the School is in a good place in terms of cultivating relationships that could result in endowment gifts. Furthermore, the School’s development officer is working closely with the School’s advisory board members to give at least $2,500 annually and to help raise additional resources through actual or in-kind contributions. Two advisory board members told the site team they are well aware of the School’s needs for external funding support and have developed a strategic plan to assist. One board member said the School is “tremendously under-resourced.” The unit is also working closely with alumni affairs to increase engagement and increase alumni giving. One advisory board member said, “Their alumni aren’t giving money as greatly as they would like, so their entire focus is trying to get more blood from a stone instead of coming up with strategies to open up to the world and let those who can/will help to do so.” While progress toward these financial goals are part of the dean’s evaluation annually, the Chancellor/Provost, who has worked in the office of academic affairs since 1980, reported “no dean has been ever been terminated for not achieving them, although many do and some exceed their annual goals.”

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.
According to the Chancellor/Provost, the school’s budget is fair in relation to the other professional units on campus, considering the Scripps Howard School is the only unit not offering graduate degrees. The university applies the same budgeting procedures to each unit on campus.

While the self-study said the budget is sufficient for basic operations of the school, the site team witnessed quite the contrary and heard from students that it is having a negative impact on their job-readiness and thus hurting the unit’s delivery of a quality undergraduate education, particularly as it relates to technology and equipment. While the unit’s mission does not specifically address technology, it does focus on “high-quality and well-rounded education while emphasizing fairness, balance, accuracy, integrity and high ethical standards in their work as professionals in the field of journalism and communications.” As these concepts are universal in nature, the limited resources available to the unit for technology – including computers, software and equipment – are not in alignment with the foundational mission of a “high-quality and well-rounded education.” ACEJMC professional values and competencies require all graduates to be able to “apply current tools and technologies appropriate for the communications professions in which they work and to understand the digital world.” The technology and tools used in courses, with the exception of the broadcast studio, do not meet this requirement. Students say they learn about social media, analytics, current cameras, and appropriate speeds of computing through industry internships. An advisory board member said, “At the board meeting, a lot of discussion (was) about raising funds to get their technology up to standard.”

While the dean has requested additional travel funds in her budget to support faculty and student travel, this request was not honored. The chancellor/provost explained that a freeze on travel and on equipment purchases was instituted when private institutions like Hampton were losing private donor dollars and it didn’t want to lay off faculty or close programs. Instead the university created an exceptions committee led by the vice president of business affairs to analyze every equipment purchase request and travel request. The Chancellor/Provost said that nearly all research-related funding requests are approved in this era of “fiscal conservatism.” While the university’s office of research on campus also makes additional funding available for research, creative and professional activity, the Scripps Howard faculty have not generally applied for those funds. A perception exists within the unit that this freeze is a disincentive to seeking funds for travel and has created troublesome obstacles that might result in additional expenses related to flights because of the delay in receiving approvals for funds. Again a board member reported to the site team, “We have limited visibility into the behind the scenes of the University at large, so it is unclear how much some of the current challenges are due to some of the restrictions of the University versus the Scripps Howard School. In my experience in working with and supporting the University on a variety of projects, I have faced challenges in working around the red tape to get things done. It is my hope that we can transcend some of that with our work with the board. But again, unclear on how much the restrictions of the university will impede that.” Therefore, the university’s policies may make it more difficult to fully achieve the unit’s mission that states “faculty members provide professional and scholarly contributions to the journalism and communications’ body of knowledge through research, and creative and/or professional activity.”

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

The unit is housed in a 35,000-square-foot building, which opened in 2002, and includes a radio station, television broadcast studio, and the 150-seat Robert P. Scripps Auditorium. The unit just constructed a virtual and augmented reality room to be used as part of its Center for Digital Media Innovation. Of the eight classrooms, six are computer labs with either Apple iMac, Toshiba or Dell Optiplex computers. In 2017, a $152,000 grant from Scripps Howard Foundation enabled a rebuilding of the unit’s television station’s studio and studio control room. The facilities are clean, well maintained and visually appealing
with student photography and posters showcasing faculty and students in action on walls of the building’s halls. Faculty say that the facilities enable them to be effective teachers and researchers. Offices are inviting and make student access easy. However, the self-study revealed three urgent needs for facility upgrades related to the radio station: air conditioning, a new tower, and an antenna. While the self-study reported that these needs have been shared with central administration, the site team saw the urgency for immediate capital infusion so that Scripps Howard can meet this community service commitment of WHOV, which is broadcast via iHeart radio and Sirius/XM Satellite’s new HBCU Channel 142.

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.

Since 2004, the Scripps Howard School of Journalism and Communications has raised more than $1.1 million to upgrade computers and broadcast production equipment in the facility. The School uses Adobe Creative Cloud and Microsoft Office. A grant from Scripps Howard Foundation enabled the unit to purchase Associate Press’ Electronic Newsroom Production System to semi-automate the process of broadcast news production from reporting to the control room. In 2019, the campus radio station upgraded its primary music and voice tracking playback system to allow for automated mode. While students have access to old HD cameras, an assortment of microphones, tripods, production lights and audio interfaces for DSLR cameras, students find the equipment inaccessible to students beyond the required broadcast related classes. Recognizing students may get extensions to borrow equipment, the four-hour limit on borrowing equipment is at times insufficient to complete quality productions. Also, many of the HD cameras are so old, repairs can no longer be made on them. The self-study revealed urgent equipment needs including classroom presentation systems and furniture; computer systems with higher processor speeds and graphic cards; and television student production equipment and a chroma key cyclorama. While the self-study reported that these needs have been shared with central administration, the site team saw the urgency for immediate funding infusion so that Scripps Howard can remain competitive. The need for computers with higher processing speeds and working cameras is so great that students are developing workarounds including using their own laptops and borrowing login passwords of friends’ creative cloud and other software or using iPhones to complete productions. Students said that the quality of the unit’s cameras is so poor, that many do not want to include that content in their portfolios for employers to view. They say their iPhones are better. While using one’s own technology may seem like a plausible work-around, the students unanimously agreed that the wi-fi is so poor connectivity is only possible 2-4 days a week. The senior vice president said that the university is strategically investing in its technology infrastructure. The unit is making a commendable investment into augmented and virtual reality, with a dedicated space and Title III funding and external funding to support the purchase of equipment. This investment has been promoted to potential students to make them more interested in majoring in journalism or strategic communication. Nevertheless, basic computing and camera needs are not sufficiently met.

Furthermore, only the Scripps Howard School has access to the Adobe Creative Cloud, on the entire campus, and its building’s computer labs are only available officially until 7 p.m. Students praise the school’s custodian for allowing them to stay in the school’s building until he completes cleaning around 10 p.m. They also appreciate the dean staying late to allow them to continue working on the computers. The dean is working closely with her advisory board to secure funding and donations, but at the time of the site visit, the basic computing and camera needs are not being sufficiently met.

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

The unit’s faculty and students report that the Harvey Library provides sufficient resources to support their research and professional development. In addition to books and databases, the library is home to a student computer lab, a 24-hour study lab and a math tutoring lab. While students are appreciative of these resources, the library’s computer lab does not have the software needed to complete most journalism and strategic communication assignments. Students and faculty do not have access to analytics software that would enable them to conduct social media monitoring and analyze media and campaign data on which the journalism and communications industries rely. Nevertheless, the university does provide access to the basic resources needed for foundational research and professional development.

SUMMARY:

While the unit’s budget is fair and equitable in comparison to other units; it is insufficient in meeting ACEJMC’s competency related to “applying current tools and technologies.” Strategically, the budget is insufficient and necessitates the need for internal operational funding to purchase current equipment and software that would make their students competitive in this changing media landscape. The facilities are sufficient to support the curriculum and faculty, but the travel funding, equipment and computers, in general, are insufficient to adequately support either the curriculum to remain current and the faculty to produce and disseminate quality research, or professional and creative products.

Overall evaluation, compliance/non-compliance:
NON-COMPLIANCE
PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The School has an active, close-knit group of alumni who stay engaged, assist with fundraising, regularly provide job opportunities for students, visit campus and speak to students, and otherwise stay involved. Further, the School has a robust and active advisory board, many of whom are alumni, co-chaired by a high-ranking, award-winning, and well-respected industry professional, alum Rashida Jones, Senior Vice President of Specials for NBC News and MSNBC. The additional co-chair is a prominent figure in the strategic communications sphere, Marc Johnson, Managing Director of APCO Worldwide. Other members include, according to the School’s self-study, executives from the Scripps Howard Foundation, ESPN, Spotify, ProPublica, Vivendo International, Johnson & Johnson, SKDKnickerbocker, and other prominent journalism and strategic communications executives.

In addition, the School produces a regular electronic newsletter and does other outreach to a broader base of alumni, keeping them up to date on activities, accomplishments, and needs. Most of the other forms of outreach are executed by the Hampton University Office of Alumni Affairs.

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.

No evidence was provided in the self-study or during the site team visit to indicate the School provides consistent continuing education or the evaluation of professional performance. It should be noted, however, the School’s dean is a judge of the Scripps Howard Awards. The School’s efforts to address communication issues of public consequence and concern manifest themselves mostly through the class project work of students – particularly journalism students.

Notable exceptions, however, include a regular program on the School television station, “Caldwell’s Café,” in which professor Earl Caldwell – a prominent figure in the 1960s civil rights movement and a journalist who covered Dr. Martin Luther King, Jr. – interviews “prominent media professionals” who visit campus. In addition, it produces regular newscasts and public affairs programming on the School’s television and radio stations (WHOV-TV and WHOV-FM), and publishes the university newspaper in print and online. (One of its two assistant deans serves as faculty advisor to the newspaper.)

The School also regularly provides courses for students in media ethics.

The School does have a video satellite uplink studio that is frequently used by the area’s local member of Congress to do live interviews with regional and national news organizations, and by other newsmakers from the immediate area who are asked to appear on national network news and public affairs programs.
Also, in 2015 the School hosted a “digital media innovation camp” for high school students from around the country. In 2019, the School hosted the National Association of Black Journalists Region 1 conference.

In the strategic communications area, in 2015 the School launched BRAND757, a student-run public relations and brand agency.

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.

Faculty do participate in professional and academic associations at a high level, e.g., NABJ, PRSA, and a long list of other regional and national associations. However, their ability to travel to association conferences is sometimes limited by the university’s travel policy, which requires faculty to seek and obtain permission to travel from an “exceptions committee.” If travel is approved, it is restricted to two nights and three days per trip.

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.

As noted above, in 2015 the School hosted and produced a “digital media innovation camp” for high school students. On its radio station, it also provides regular public service programming targeted to specific general public interests and population groups. Among those broadcast weekly:

- “The Pastor’s Study” (religion/social issues)
- “Black Wall Street Today” (business development and insights)
- “It’s the Law” (free legal advice)
- “Telling it Like it Is” (medicine, alternative healing)
- “Conexcion Hispana” (Latin public affairs programming)
- “The Lyons Den” (relationship advice)

Faculty were highly engaged in local civic activities during the previous six years, serving on, among other things:

- Wight County Planning Commission
- Wight County Economic Development Authority
- Wight County Arts League
- Eastern Virginia Chinese American Association
- Medstar Health Board of Directors
- Minority Men’s Health Initiative

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

The School has supported scholastic journalism through an impressive series of visiting lecturers, a program it has dubbed, “Media Giants.” In addition to speaking to, counseling and critiquing students,
many of the speakers appear on the School television program “Caldwell’s Café.”


**SUMMARY:**

During the past six years, the School has a demonstrated an impressive record when it comes to professional and public service, giving students access to real-life experiences, and exposing students to highly successful and prominent professionals. It serves its local community through newscasts and programs on its campus television and radio stations. Its faculty also provides a significant number of hours to volunteer boards and through other activities.

**Overall evaluation, compliance/non-compliance:**

**COMPLIANCE**
PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

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

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

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

All faculty are included in the assessment process because they design their courses to meet specific competencies. The self-study states the assessment team consists of three members: a member of the School’s administrative team, the professor teaching the capstone course, and another faculty member who has professional experience.

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

They have linked specific courses to the assessment process to measure that each of the 12 ACEJMC competencies have been delivered. When reviewing the self-study, the information turned in to the University’s Department of Institutional Effectiveness, it is clear that all the competencies are measured.

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

All syllabi reviewed included specific course objectives as well as a listing of the ACEJMC competencies. Some syllabi listed all 12 competencies and then indicated which assignments would address which competency; other syllabi only listed the competencies that have been linked to the course rather than stating all 12. The courses are then used in the assessment process.

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

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

The School has one direct measure, which is tied to the review of students’ portfolio developed in the capstone course. This is measured every spring.
• What indirect measures does it use, where and when?

The School has two indirect measures. The first indirect measure is a pre/post assessment of students’ grammar and AP style. A test is administered in the Grammar and AP Style course. It is then administered again at the end of the fourth year in the Advanced Reporting and Newswriting or News Editing course. It is important to note that these two courses are only electives for those in the strategic communication major.

The second indirect measure is an exit survey administered to graduating seniors. The School was using a standard survey sent by the University. It asked 10 general questions about whether the student was employed. This past year, the School administered a new survey. It asks similar questions of the graduates, but was updated to include questions about internships and activities. Unfortunately, the exit survey still does not measure the 12 competencies.

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

The School has both indirect and direct measures. However, they could be strengthened. For example, they do not include the internship evaluations in their assessment plan, and that data is available for all students because they are all required to have an internship evaluation on file. The internship evaluation is one of the best assessment measures. Internship supervisors evaluate the students on the 12 competencies. The post assessment of the content learned in the Grammar and AP Style course does not assess all students because it is only administered in courses taken by journalism students, not strategic communication students.

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

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

The School collects the capstone course projects. They are then reviewed by a member of the administrative team, the faculty member teaching the capstone course, and another faculty member. It is unclear how the portfolio projects are assessed. There is no rubric. However, the assessment team makes a judgment of: mastery (quality of work robustly and fully integrates the 12 competencies), accomplished (quality of work acceptable integrates these principles), or emerging (quality of work does not reflect that of a media/communications professional, and these principles are not clearly visible). They have set the criteria that 70 percent of students would be rated as mastery/accomplished. Faculty interviews indicate there is no rubric for determining what is mastery/accomplished/emerging, but the assessors come to an agreement of what they are looking for.

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

When reviewing the information provided, the students had not mastered the competency “demonstrate an understanding of the history and role of professionals and institutions in shaping communications.” The faculty responded few of the projects reviewed incorporated that competency. The self-study states, “If this criterion is not met in the next assessment round, we will take a closer look at it.” The competency did not have any issues during the later period, so there was not correction made.

The information also indicates students did not master the competency “demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.” This conclusion was reached during the spring of 2019. They note the assessment committee will “reach out to these professors and determine what issues are addressed. These
determinations will guide formal assessment of this measure moving forward.” This note was made in the fall of 2019.

The information indicates students did not master the competency “understand concepts and apply theories in the use and presentation of images and information” in 2016. It was hard for the assessors to measure this competency when evaluating the projects. They met with the instructor who said he/she would make sure to stress this concept moving forward.

In 2016, the School indicates the students also did not master the competency to “think critically, creatively, and independently.” The reviewers thought the projects were “shallow” and didn’t make a change to curriculum. The self-study states, “At this time, we want to see if we continue to experience this lack of quality. There appears to be no structural reason for this that is easily discerned.”

In spring of 2019, students did not master the competency “conduct research and evaluate information by methods appropriate to the communications professions in which they work.” The faculty note that the research class is only required for strategic communication majors. “The remediation will assess if there are other courses within the major for non-strategic communication students that contain elements of research and information evaluation/media literacy.”

In the spring of 2016, students did not meet the competency “write correctly and clearly in forms and styles appropriate for the communications professionals, audiences, and purposes they serve.” The School now requires the grammar and AP style course.

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

The course of action is listed above with each competency not being met. However, there was only one curriculum change made – and that was requiring the grammar and AP style course. The information provided indicates course content may or may not have been updated. There was no pattern indicating that a competency was not mastered year after year. The pattern indicated the competencies above were not mastered once.

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

They assess every spring and compare those findings to the spring before.

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

There is a lack of data analysis because the School does not use a rubric. The School has three categories in which they place projects (mastery, accomplished, emerging). It wants more than 70 percent of projects every spring to be labeled as mastery or accomplished. However, how the assessors select a category for the project is unclear. The lack of a rubric also makes it hard for the assessors to be consistent. When reviewing the plan for how they will address the non-mastery of the competency, multiple times it states the assessors had issues reviewing the project.

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

No. The School does not maintain contact with alumni to assess capstone projects or other coursework. The self-study notes that the advisory board will be used in assessment in the future, but for the period being reviewed, no alumni were used in the assessment process.
e). The unit includes members of journalism and mass communication professions in its assessment process.

No. There is no feedback from professionals included in the assessment process. They do not use the internship evaluations as a direct or indirect indicator.

SUMMARY:

The School has a plan, they assess every spring, and they have a curriculum map linking courses to specific competencies that will be measured in the capstone project. However, the plan for the post-test of grammar and AP style is not administered in courses required by both majors. On the other hand, strategic communication students are receiving research skills that journalism majors are not, and inconsistency was noted in the spring 2019 findings. The School has an opportunity to use the internship evaluations as an assessment measure to engage professionals in the assessment process. The exit survey does not adequately measure the 12 competencies either. The lack of a good rubric to measure the competencies for the identified direct and indirect measures and the lack of professional input makes it hard to update the curriculum.

Overall evaluation, compliance/non-compliance:
NON-COMPLIANCE
PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- A supportive environment for students.
- Hard-working, dedicated faculty.
- Emphasis on hands-on learning.
- Strong reputation on campus.
- Quality and number of internships for students.
- Emphasis on writing across the curriculum.
- The School equips Black students to have a voice when entering predominately White work environments.
- Strong alumni network.

Weaknesses.

- Limited resources.
- Outdated technology.
- Day-to-day demands on faculty.
- Outdated curriculum.
- Bureaucracy stymied progress at the school.

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

Standard 2: Curriculum and Instruction
Standard 7: Resources, Facilities, and Equipment
Standard 9: Assessment of Learning Outcomes

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

Standard 2: The School needs to work on updating the curriculum to include courses in the digital area (i.e., social media).

Standard 7: Students are hampered by a shortage of adequate equipment to complete assignments and be prepared for the professional world.

Standard 9: The assessment process for direct and indirect measures is not working as it should because it lacks a measurement tool (i.e., a rubric) that can be applied to the capstone projects. There is also a lack of professional involvement in the assessment process that would help update the curriculum.
4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.

Standard 2: The School needs to update the curriculum to reflect current and future industry needs.

Standard 7: The School needs to update its equipment.

Standard 9: The School needs to develop a rubric to use for assessment purposes tied to the 12 competencies and include professionals in the assessment process.

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.

The deficiencies listed in the last report were all tied to Standard 5: Scholarship, Research, Creative and Professional Activity. The deficiencies included lacking productivity among all faculty members, that too much of the scholarship load was carried by a few faculty members, and accommodations should be made to the 4/4 load. The School was found non-compliant on Standard 5. In the self-study, the School discusses it has made progress in this area by posting a position for an assistant professor of research. Faculty are also producing creative activity. For example, one Faculty member wrote a book that brought national media attention to the School, and another produced a feature-length movie that was shown in theaters in multiple states and earned a digital distribution deal. The University updated the Faculty Handbook and the Interpretive Guidelines during the assessment period.

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 School’s administrators had not been through the accreditation process before. The self-study process involved most of the faculty in writing it. It was well designed with photos, captions, and the use of color made it easy to read. The self-study lacked some information. Critical information relevant to a standard that was non-compliant in the last visit was not included.
February 27, 2020

To: Patricia Thompson, Executive Director, ACEJMC

From: B. DâVida Plummer, Dean, The Scripps Howard School of Journalism and Communications, Hampton University

Greetings once again.

Assistant Dean for Academic Affairs Dr. Chris Underation, Assistant Dean for Administrative Affairs Edward “Butch” Maier, Jr. and I appreciated the ACEJMC site team’s thorough and fair review of our school. We already are taking major steps toward implementing significant improvements in our areas of curriculum, facilities and assessment.

The three of us will attend the Accrediting Committee Meeting on March 21 in Chicago.

Here is the immediate progress the school has made:

**Standard 2: Curriculum and Instruction**

We have submitted a revised curriculum proposal to Hampton University’s Long Range Planning Council to address major weaknesses as soon as the fall 2020 semester. It already has been reviewed by Assistant Provost for Academic Affairs Dr. Pollie Murphy, who advanced it to Provost and Chancellor Dr. JoAnn Haysbert. The proposal then would be submitted to the school faculty and the Committee on the Instructional Program before a university faculty vote.

The ACEJMC Report of On-Site Evaluation included the following:

“The lack of courses discussing social media, analytics, strategic communication campaigns (not at the introductory level), and capstone courses specific to each major are major weaknesses (page 16). ... The school needs to work on updating the curriculum to include courses in the digital area (i.e., social media) (page 47). ... The school needs to update the curriculum to reflect current and future industry needs (page 48). ... [Students] also found the curriculum cumbersome with the number of prerequisites for some of the 300 and 400 level courses (page 15).”
The proposed revised curriculum proposal (see attachment) addresses each of these as follows:

1. **Creating three strategic communication-focused courses to reflect industry needs:**
   JAC 320 PR, Campaigns & Brand Marketing; JAC 330 Social and Multimedia Analytics; and JAC 430 Advanced Media Analytics. The Social and Multimedia Analytics course also would be added to the journalism sequence. We are consulting with Scripps advisory board members and their colleagues, who are leaders in the industry, to construct syllabi with industry-relevant content for these new courses.

2. **Implementing one journalism course to reflect an industry need and in response to overwhelming student interest:** JAC 408 Sports Journalism. Assistant Dean Maier was a sports journalist for 20 years, and Assistant Dean Underation taught this course at another university.

3. **Tailoring JAC 495 Senior Capstone courses specific to each major:** JAC 495 Senior Capstone – Journalism (taught by a journalism professor) and JAC 495 Senior Capstone – Strategic Communication (taught by a strategic communication professor).

4. **Revamping Digital Media Innovation,** with the newly numbered JAC 453 including hands-on learning of augmented virtual reality.

5. **Placing a greater emphasis on research by offering JAC 420 Media Research in both sequences:** journalism and strategic communication.

6. **Cutting back greatly on prerequisites** so only two courses – JAC 105 Grammar and AP Style, and JAC 110 Introduction to Media Writing – are needed for students to take 300-level and 400-level courses.

7. **Allowing for more flexibility in course loads** by offering students:
   a. the opportunity to choose which advanced skills courses, specialized skills courses and theory courses they take;
   b. four electives, rather than two, and
   c. a standardized course credit amount of 3 hours.

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**Standard 7: Resources, Facilities and Equipment**

The ACEJMC Report of On-Site Evaluation included the following:

"The budget is insufficient and necessitates the need for internal operational funding to purchase current equipment and software that would make their students competitive in this changing media landscape (page 38). ... Students are hampered by a shortage of adequate equipment to complete assignments and be prepared for the professional world (page 47). ... The school needs to update its equipment (page 48)."

The proposed improvements are as follows:

1. **The new augmented virtual reality classroom funding has been approved,** and a requisition has been submitted.

2. **Comprehensive cost quotes of the school’s technological needs** are being compiled by IT Manager Andre Smith and Broadcast Engineer Peter Dennant to present to the university right after Spring Break, in mid-March.
Standard 9: Assessment of Learning Outcomes

The ACEJMC Report of On-Site Evaluation included the following:

“The school has a plan, they assess every spring, and they have a curriculum map linking courses to specific competencies that will be measured in the capstone project. However, the plan for the post-test of grammar and AP style is not administered in courses required by both majors (page 46. ... The assessment process for direct and indirect measures is not working as it should because it lacks a measurement tool (i.e., a rubric) that can be applied to the capstone projects. There is also a lack of professional involvement in the assessment process that would help update the curriculum. ... The school needs to develop a rubric to use for assessment purposes tied to the 12 competencies and include professionals in the assessment process (page 48).”

The proposed assessment improvements (see attachments) address each of these as follows:

1. **The school will require all students in both majors to take the courses in which the pre- and post-assessment for writing is offered.** This will make the assessment more robust since all students will have a pre- and post-assessment that will allow the school to measure progress in writing through the curriculum.

2. **The school’s improved Supervisor Evaluation Form** will ask questions specific to ACEJMC competencies, with competency numbers included on the internship form. This information will be aggregated beginning with the Spring 2020 internship cycle.

3. **The school’s TracDat/Improve Capstone Rubric Assessment calls for a Scripps Howard Professional Advisory Board Member** — an outside professional evaluator — to join the JAC 495 professor and the school’s assistant dean for academic affairs in assessing capstone projects at the end of each spring semester, with scores for each ACEJMC competency.

4. **The school’s improved Senior Exit Survey** will ask students to reflect on all the courses they have taken at Scripps and indicate their level of agreement about being exposed to the specific ACEJMC competency concepts.

We respectfully ask that you weigh the measures we have set into motion in a short amount of time to improve our school and that the committee considers restoring full accreditation.

Thank you,

B. DàVida Plummer
Dean of The Scripps Howard School of Journalism and Communications
Hampton University
200 William R. Harvey Way
Hampton, VA 23668
HAMPTON UNIVERSITY  
SCRIPPS HOWARD SCHOOL OF JOURNALISM AND COMMUNICATIONS  
REVISED CURRICULUM PROPOSAL FOR 2020-2021 SCHOOL YEAR

Credits required: 51. Courses required: 17. Prerequisites: JAC 105, JAC 110. All courses: 3 credits.

### JOURNALISM SEQUENCE

**Foundation (1 required)**  
JAC 101 Media in a Multicultural Society

**Primary Skills (All 4 required)**  
JAC 105 Grammar and AP Style  
JAC 110 Introduction to Media Writing  
JAC 200 Introduction to Visual Media  
JAC 210 Reporting and Newswriting

**Advanced Skills (Choose 4 of 5)**  
JAC 265 Intro to Radio/TV Production  
JAC 330 Social and Multimedia Analytics  
JAC 410 Content Editing  
JAC 420 Media Research  
JAC 453 Digital Media Innovation

**Specialized Skills (Choose 2 of 3)**  
JAC 310 Advanced Reporting/Newswriting  
JAC 340 Broadcast Newswriting  
JAC 440 News Production

**Theory (Choose 1 of 2)**  
JAC 404 Media Ethics  
JAC 405 Media Law

**Capstone (1 required)**  
JAC 495 Senior Capstone, Journalism

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### STRATEGIC COMMUNICATION SEQUENCE

**Foundation (1 required)**  
JAC 101 Media in a Multicultural Society

**Primary Skills (All 4 required)**  
JAC 105 Grammar and AP Style  
JAC 110 Introduction to Media Writing  
JAC 200 Introduction to Visual Media  
JAC 210 Reporting and Newswriting

**Advanced Skills (Choose 4 of 5)**  
JAC 265 Intro to Radio/TV Production  
JAC 330 Social and Multimedia Analytics  
JAC 410 Content Editing  
JAC 420 Media Research  
JAC 453 Digital Media Innovation

**Specialized Skills (Choose 2 of 3)**  
JAC 220 Principles of Public Relations  
JAC 320 PR, Campaigns & Brand Marketing  
JAC 430 Advanced Media Analytics

**Theory (Choose 1 of 2)**  
JAC 404 Media Ethics  
JAC 405 Media Law

**Capstone (1 required)**  
JAC 495 Senior Capstone, Strat Com

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- Electives (Choose 4)
  - JAC 301 Web Design and Production  
  - JAC 403 Media Entrepreneurship  
  - JAC 406 Media Management  
  - JAC 407 Pop Culture

- JAC 408 Sports Journalism

- JAC 412 Feature and Editorial Storytelling  
  - JAC 414 Business Journalism  
  - JAC 415 Photojournalism  
  - JAC 425 Crisis Communication  
  - JAC 445 Animation & Motion Graphics  
  - JAC 452 International Journalism  
  - JAC 454 Civil Rights Era and the Media  
  - JAC 460 Independent Study  
  - JAC 465 Internship  
  - JAC 467 Caldwell Café  
  - JAC 467 Practicum

- Cut back greatly on prerequisites
- New strategic communication sequence courses
- New journalism sequence courses
- More flexibility in course loads
Scripps Howard School of Journalism & Communications  
Supervisor Evaluation Form  

Student ID:  

Period of Internship: Hours Worked:  

Company/Organization:  

Supervisor's Name and Title:  

Please evaluate the intern's performance on the following using the scale from 1 (strongly disagree) to 5 (strongly agree) or NA (not applicable to the work environment or internship) for each of the items below. Please include comments whenever possible. They are helpful.  

The student's work was primarily  

<table>
<thead>
<tr>
<th>Strategic Communication/PR</th>
<th>Journalism/Broadcasting/Mass Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student had good attendance.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>2. The student was punctual.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>3. The student was reliable</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>4. The student was able to work independently in completing tasks. (ACEJMC 7)</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Comments:</td>
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<tr>
<td>5. The student showed proper understanding of First Amendment principles that are relevant to their work. (ACEJMC 1)</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Comments:</td>
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<td>6. The student was able to analyze, solve problems and think critically. (ACEJMC 7)</td>
<td>1 2 3 4 5 NA</td>
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<tr>
<th></th>
<th>The student had research and information seeking skills. (ACEJMC 8)</th>
<th>1 2 3 4 5 NA</th>
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<td>Comments:</td>
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<th></th>
<th>The student demonstrated a clear, correct and appropriate writing style. (ACEJMC 9)</th>
<th>1 2 3 4 5 NA</th>
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<td>Comments:</td>
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<tr>
<th></th>
<th>The student was knowledgeable about script style and formats. (ACEJMC 9)</th>
<th>1 2 3 4 5 NA</th>
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<td>Comments:</td>
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<th></th>
<th>The student had the ability to properly evaluate the work of self and others. (ACEJMC 10)</th>
<th>1 2 3 4 5 NA</th>
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<td>Comments:</td>
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<th></th>
<th>The student had knowledge of and the ability to use computer applications and equipment. (ACEJMC 12)</th>
<th>1 2 3 4 5 NA</th>
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<td>Comments:</td>
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<th></th>
<th>The student had the ability to use basic numerical and statistical concepts. (ACEJMC 11)</th>
<th>1 2 3 4 5 NA</th>
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<td>Comments:</td>
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<th></th>
<th>The student understood laws, regulations and issues that pertain to the work environment. (ACEJMC 6)</th>
<th>1 2 3 4 5 NA</th>
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<td>Comments:</td>
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<th></th>
<th>The student had knowledge of the well-known individuals, history and/or issues pertaining to the profession. (ACEJMC 2)</th>
<th>1 2 3 4 5 NA</th>
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<td>Comments:</td>
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15. The student showed awareness of diversity in the workplace and in the creation of communication content. (ACEJMC 3)

Comments:

16. The student understood the theoretical concepts related to the presentation of images and information (such as, composition of images, persuasive appeals, influence of message on audience and society, etc.). (ACEJMC 5)

Comments:

17. The student demonstrated appropriate ethical behavior for the professional workplace. (ACEJMC 6)

Comments:

18. The student demonstrated clear and appropriate verbal and nonverbal presentation skills.

Comments:

19. The student demonstrated good interpersonal communications skills (worked well to achieve group tasks). (ACEJMC 4)

Comments:

20. The student had the appropriate appearance, grooming and attire for the workplace.

Comments:

21. The student was able to receive constructive criticism.

Comments:

22. The student completed assignments on time.
23. The student demonstrated the level of common sense of a professional.

Comments: ____________________________________________________________

24. What were the student’s greatest strengths?

Comments: ____________________________________________________________

25. What were the student’s greatest weaknesses?

Comments: ____________________________________________________________

26. Would you consider hiring this student?

___________ Yes ___________ No

27. If this were a course, what grade would you assign the student? _________

Signature __________________________

Title ______________________________

Phone _____________________________ Date ____________________

You can add the boilerplate that is at the bottom of the work online here if you want. (Though it may not be necessary)
CAPSTONE IMPROVE RUBRIC—HOW TO COMPLETE THESE RUBRICS FOR ASSESSMENT

At the end of each spring semester, the capstone projects from JAC 495 will be collected and assessed by the professor of the course, the assistant dean for academic affairs of Scripps Howard School of Journalism and Communications, and a member of the Scripps Howard Professional Advisory Board.

Using the 13 rubrics below, the assessors will rate each capstone project according to the scale listed next to the criteria. Assessors should type/write their score for each criterion in the area marked “Assessor Comments,” which is also a place where assessors may choose to type/write general comments.

In some cases, an assessor may not have adequate association with the student or artifact to make a proper assessment of the criteria. In this case, the assessor may select N/A for that criterion.

Upon completion of this assessment, the forms/document should be returned to the assistant dean for academic affairs so they can be aggregated and reported to Hampton University’s TracDat/Improve database.

In order to pass an assessment criterion, an artifact has to be assessed at the “accomplished” level. This means a criterion must earn at least 9 points from the assessors. This score is derived from the rank of each assessor, divided by three. (In the event of an assessor selecting N/A for a criterion, the overall mark will be an average of each rank assigned by an assessor and divided by two.)

If there are questions, please contact the assistant dean for academic affairs (x5713).

CAPSTONE IMPROVE RUBRIC—FREEDOM OF SPEECH

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
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<tbody>
<tr>
<td>• Project properly applies principles/laws of freedom of speech</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
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<tr>
<td>• Project illustrates right to dissent, monitor and/or critique those in power</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
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**CAPSTONE IMPROVE RUBRIC—HISTORY, ROLE OF PROFESSIONALS**

<table>
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<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project clearly illustrates understanding of the student’s professional role in shaping institutions.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
<tr>
<td>• Project builds upon history/cultural progression in the field. Student shows a good understanding of this in the project.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
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**CAPSTONE IMPROVE RUBRIC—DIVERSITY OF GROUPS**

<table>
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<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
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<tbody>
<tr>
<td>• Project demonstrates a sense of diversity in its content. It should appeal to diverse groups and individuals.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
<tr>
<td>• The project illustrates an ability to appeal globally through its content and/or presentation.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
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</tbody>
</table>
### CAPSTONE IMPROVE RUBRIC—CONCEPTS AND THEORIES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
</tr>
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<tbody>
<tr>
<td>• The visual elements in the project evince the proper application of the concepts and theories of design and/or communication.</td>
<td>5=excellent, 4=good, 3=average, 2=fair, 1=poor, N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging</td>
<td>N/A</td>
</tr>
<tr>
<td>• The information in the project shows the proper application of the concepts and/or theories about how content is to be provided.</td>
<td>5=excellent, 4=good, 3=average, 2=fair, 1=poor, N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging</td>
<td>N/A</td>
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### CAPSTONE IMPROVE RUBRIC—PROFESSIONAL AND ETHICAL PRINCIPLES

<table>
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<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
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</thead>
<tbody>
<tr>
<td>• There is a good sense of the professional requirements of accuracy, fairness and truth in the project.</td>
<td>5=excellent, 4=good, 3=average, 2=fair, 1=poor, N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging</td>
<td>N/A</td>
</tr>
<tr>
<td>• The project illustrates an understanding of professional ethical principles in the use of words and (depending on the project) the creation of the project</td>
<td>5=excellent, 4=good, 3=average, 2=fair, 1=poor, N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### CAPSTONE IMPROVE RUBRIC—CRITICAL AND CREATIVE THINKING

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
</tr>
</thead>
</table>
| • In assessing the entire project, it shows clear evidence of creative thinking. | 5=excellent  
4=good  
3=average  
2=fair  
1=poor  
N/A          | 5=mastery  
3 to 4= accomplished  
1-2= Emerging  
N/A          |               |
| • The complete project shows evidence of critical/independent thinking in the editorial and/or design choices made by the student. | 5=excellent  
4=good  
3=average  
2=fair  
1=poor  
N/A          | 5=mastery  
3 to 4= accomplished  
1-2= Emerging  
N/A          |               |

### CAPSTONE IMPROVE RUBRIC—RESEARCH AND EVALUATION

<table>
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<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
</tr>
</thead>
</table>
| • The written and visual content in the project demonstrates that an appropriate amount of research was completed. | 5=excellent  
4=good  
3=average  
2=fair  
1=poor  
N/A          | 5=mastery  
3 to 4= accomplished  
1-2= Emerging  
N/A          |               |
| • The research done for this project is appropriate for the profession that this project represents. | 5=excellent  
4=good  
3=average  
2=fair  
1=poor  
N/A          | 5=mastery  
3 to 4= accomplished  
1-2= Emerging  
N/A          |               |
**CAPSTONE IMPROVE RUBRIC—DIVERSITY OF GROUPS**

<table>
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<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project demonstrates a sense of diversity in its content. It should appeal to diverse groups and individuals.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
<tr>
<td>• The project illustrates an ability to appeal globally through its content and/or presentation.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
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**CAPSTONE IMPROVE RUBRIC—CLEAR, CONCISE WRITING**

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<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
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<tbody>
<tr>
<td>• The writing in the project is clear and correct, with a minimum of editing/correction needed.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
<tr>
<td>• The genre of writing is appropriate for the medium used.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
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</tbody>
</table>
### CAPSTONE IMPROVE RUBRIC—CRITICAL EVALUATION

<table>
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<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
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<tbody>
<tr>
<td>• The student did a good job of critically evaluating their work in order to improve it. This is evinced through the clarity, accuracy, depth and grammatical quality of the work.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
<tr>
<td>• The student appropriately revised their work based on feedback received by the professor and/or classmates.*</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
</tbody>
</table>

*Outside evaluators may not be able to assess this criterion.

### CAPSTONE IMPROVE RUBRIC—NUMERICAL AND STATISTICAL CONCEPTS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The use of numbers in the artifact is done accurately and appropriately for the medium.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
<tr>
<td>• If used in the project, the student knows how to use statistics and statistical concepts so that they present an accurate representation of the content.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
</tbody>
</table>
### Capstone Improve Rubric—Tools and Technologies

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has used the proper tools (with the proper effect) in completing the project.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
<tr>
<td>The project has applied the proper use of technology, as evidenced by the fact that there are no technical glitches in the work.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
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</tbody>
</table>

### Capstone Improve Rubric—Diversity of Groups

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project demonstrates a sense of diversity in its content. It should appeal to diverse groups and individuals.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
<tr>
<td>The project illustrates an ability to appeal globally through its content and/or presentation.</td>
<td>5=excellent 4=good 3=average 2=fair 1=poor N/A</td>
<td>5=mastery 3 to 4= accomplished 1-2= Emerging N/A</td>
<td></td>
</tr>
</tbody>
</table>
SENIOR EXIT SURVEY

RATE ON SCALE OF 1 (STRONGLY DISAGREE) 2 (SOMewhat DISAGREE) 3 (NEITHER AGREE OR DISAGREE) 4 (SOMewhat AGREE) 5 STRONGLY AGREE

Please reflect on all the courses that you have taken during your time at Scripps. We are curious to know if you remember being exposed to the following concepts somewhere in your academic program. Please indicate your level of agreement.

1. I can apply the principles and laws of the freedom of speech and the press.
2. I understand the history and role of professionals in shaping the current field of communications.
3. I understand gender, race, ethnicity, sexual orientation and, other forms of diversity in domestic society in relation to mass communications.
4. I understand diversity of peoples and cultures and the importance and impact of mass communications in a global society.
5. I can properly apply theories in the presentation of images and information.
6. I can demonstrate professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
7. My Scripps education helped me to think critically, creatively and independently.
8. I can conduct research and evaluate information by methods appropriate to my profession.
9. I can apply basic numerical and statistical concepts.
10. I can write correctly and clearly in forms and styles appropriate for a mass communication professional and the audiences they serve.
11. I can critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
12. I can apply tools and technologies appropriate for the profession in which I work/will work.

Please respond to the following questions.

13. How would you rate your overall academic experience on a scale of 1 to 5? (Five is the highest ranking)
14. Yes or no. Do you feel your courses have equipped you for the professional world?
15. Yes or no. Upon graduation, do you currently have a position that is within the Journalism or Communications field?
16. If you answered yes to the previous question, what is the title of your current position and with which company are you employed?
17. Yes or no. Will you attend graduate school within three years of graduation?
18. Do you believe your professors were knowledgeable in their specific subject matter area?
19. Would you recommend Scrips Howard School of Journalism and Communication to others?
20. Were you involved in any student clubs at Scripps Howard? Please select as many as apply. (PRSSA, Brand 757, WHOV radio, WHOV-TV, Hampton Script, NABJ, Bloomberg Business Club, Caldwell Café)
21. Please tell us where your internship was.