Report of ACEJMC Evaluation

Undergraduate program
2022–2023

Name of Institution: Howard University

Name and Title of Chief Executive Officer: Dr. Wayne A.I Frederick, President

Name of Unit: Cathy Hughes School of Communications

Name and Title of Administrator: Dr. Gracie Lawson-Borders, Dean

Date of 2022-2023 Accrediting Visit: February 12-15, 2023

Date of the previous accrediting visit: January 19-22, 2016

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation
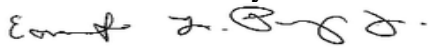
Recommendation by 2022-2023 Visiting Team:
Undergraduate program recommendation: **Reaccreditation**

Prepared and submitted by:

Team Chair
Name and Title: Dr. Earnest L. Perry Jr., Associate Dean for Graduate Studies and Research
Organization/School: University of Missouri School of Journalism
Signature _____

Team Member
Name and Title: Rosanna Fiske, Global Chief Communications Officer
Organization/School: Royal Caribbean Group
Signature _____

Team Member
Name and Title: Dr. Jessica Gisclair, Associate Professor, Strategic Communication
Organization/School: Elon University, School of Communications

Signature _____

Team Member
Name and Title: Dan Shelley, President and CEO
Organization/School: Radio-Television Digital News Association
Signature _____
_____

PART I: General information

Name of Institution: Howard University

Name of Unit: Cathy Hughes School of Communications

Year of Visit: 2022-23

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

___ Higher Learning Commission

X__Middle States Commission on Higher Education

___ New England Commission on Higher Education

___ Northwest Commission on Colleges and Universities

___ Southern Association of Colleges and School Commission on Colleges

___ Western Association of Schools and Colleges

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

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 authorization to provide education beyond the secondary level. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.**

The Senate and the House of Representatives of the United States of America approved the original Act of Incorporation by which Howard University was established on March 2, 1867.

The act provided for a "University for the education of youth in the liberal arts and sciences, under the name, style and title of The Howard University." It was amended in 1928 to authorize annual appropriations to "aid in the construction, development, improvements and maintenance of the University."

4. **Has the journalism/mass communications unit 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 full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit:

Date of the last accrediting visit: January 19-22, 2016

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

- •Department of Radio, TV and Film: 1986

- •Department of Journalism: 1986

The names have been changed to:

- •Department of Media, Journalism and Film

- •Department of Strategic, Legal and Management Communication

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

Cathy Hughes School of Communications - Mission Statement
The mission of the Cathy Hughes School of Communications (CHSOC) is to prepare graduates to exercise global leadership within and across diverse communities, locally, nationally and globally through communication research, professional practice, innovation, job creation, social justice and service via cutting-edge knowledge, skills and technology.

This mission is aligned with the mission of Howard University. It is a mission founded and grounded in ethics, academic freedom, the disciplined and rigorous pursuit of knowledge, a commitment to social advocacy and social justice, and a responsibility for leadership in the complex and multifaceted field of communications, as both academicians and professional practitioners.

In keeping with the research thrust of the University, the CHSOC is committed to a pedagogy that emphasizes skills not only as critical consumers of knowledge, but more importantly as creative and careful researcher and practitioners and producers of knowledge.

The CHSOC prepares its students to function effectively in and to contribute substantively to an ever-changing world that is communication-intensive and technology-driven. This School is committed to maintaining its domestic and internationally recognized reputation as a leading center for teaching, research and professional practice in the multidisciplinary and multidimensional field of communications.

The Cathy Hughes School of Communications provides an excellent research and professional education to equip students with the knowledge and skills needed to process symbols for creating, analyzing and disseminating messages. We focus on communication policies affecting underserved and underrepresented populations in this country and abroad. We offer practicum experiences that prepare students to work in industries as well as in clinics for the speech and hearing disabilities.

(*The School of Communications mission statement was revised as part of the SOC Bylaws on Sept. 17, 2013. The Howard University Board of Trustees granted approval on Jan. 23, 2015. The name changed to Cathy Hughes School of Communications in 2016.*)

Department of Media, Journalism and Film - Mission Statement
The Howard University Department of Media, Journalism and Film provides a professional and

supportive scholarly environment informed by the African American experience in which students learn to become exemplary practitioners, leaders and entrepreneurs who serve the profession and society. The department strives to graduate students empowered with the skills and tools necessary to understand and address social, political, economic and cultural injustices, particularly involving African Americans and other people of color.
(Adopted May 2013)

Department of Strategic, Legal and Management Communication - Mission Statement

The Department of Strategic, Legal and Management Communication at Howard University is dedicated to providing an exceptional educational experience for students who are culturally diverse, with an emphasis on educational opportunities for African American and Black students, pursuing careers in a broad range of fields that utilize communication for strategic purposes, such as public relations, advertising and sales, nonprofit and for-profit management, law, policy, organizational training and development, corporate communication, government relations, entrepreneurship, employee relations and human resources management, marketing communication and media management. Our primary mission is to foster students' development to become effective communicators and leaders in their respective disciplines through instruction that blends theory and practice. Through their education, students are equipped with the knowledge and skills to critically evaluate and utilize communicative symbols, messages, and behaviors to direct and influence individuals, groups, and organizations toward mutually beneficial results, while undertaking humanistic and social scientific research initiatives that drive change and provide solutions that impact the world at large and the African American and Black communities, specifically. *(Adopted September 2022)*

7. What are the type and length of terms?

The Fall and Spring semesters are 15 weeks each.
There are two summer sessions. Each is five weeks long.

Number of weeks in a semester: 15
Number of weeks in a quarter: N/A
Number of weeks in summer sessions: 5

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.

Department of Media, Journalism and Film	Department of Strategic, Legal and Management Communication
Audio Production	Advertising
Film and Television Production	Media Management
Journalism	Public Relations

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

Undergraduate majors are required to complete 120 semester hours to earn a B.A. degree. Students in the Annenberg Honors Program (AHP) earn an additional six to seven credits for courses required to complete a thesis. Students entering the AHP as freshmen, complete 127 credits, while those entering as sophomores complete a total of 126 credits.

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

Students earn one (1) semester credit for the required practicum internship course. Students may also earn (1) semester credit, outside of the Practicum course, by enrolling in the School's Field Experience course to earn credit for additional internship opportunities.

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

Name of Sequence or Specialty	Person in Charge
Department of Media, Journalism and Film	Ingrid Sturgis, Chair
Concentration: Audio Production	Heidi Gerber-Salins
Concentration: Film and Television Production	Srikanth Nandigama
Concentration: Journalism (Print, Online, Broadcast)	Jennifer Thomas
Department of Strategic, Legal and Management Communication	Kehbuma Langmia, Chair
Concentration: Strategic Communication	
Sequence: Advertising	Sheryl Johnson
Sequence: Public Relations	Sheryl Johnson
Concentration: Management Communication	Jae Eun Chung

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

- For AY 2021-22, there were 8,964 full-time undergraduate students enrolled, combined with the 3,101 graduate and professional students, the total full-time enrollment for AY 2021-22 was 12,065 students.

- For AY 2020-21, there were 7,857 full-time undergraduate students enrolled, combined with the 3,002 graduate and professional students, the total full-time enrollment for AY 2020-21 was 10,859 students.

- The Cathy Hughes School of Communications had 930 full-time and part-time undergraduate students in the programs under ACEJMC review during AY 2021-22. There were 875 undergraduates during AY 2020-2021.

14. **Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.**

Enrollment -- Fall 2016 to Fall 2022

Department	Full-Time Students	Part-Time Students
MJFC	Fall 2022 - 491	Fall 2022 - 93
	Fall 2021 - 623	Fall 2021 - 86
	Fall 2020 - 503	Fall 2020 - 11
	Fall 2019 - 420	Fall 2019 - 9
	Fall 2018 - 426	Fall 2018 - 7
	Fall 2017 - 396	Fall 2017 - 17
	Fall 2016 - 382	Fall 2016 - 10
SLMC	Fall 2022 - 264	Fall 2022 - 27
	Fall 2021 - 199	Fall 2021 - 22
	Fall 2020 - 347	Fall 2020 - 14
	Fall 2019 - 320	Fall 2019 - 6
	Fall 2018 - 318	Fall 2018 - 6
	Fall 2017 - 331	Fall 2017 - 6
	Fall 2016 - 347	Fall 2016 - 4

TOTAL

Name of Sequence or Specialty	Semester/AY Undergraduate majors		
	Fall 2021	Spring 2022	Fall 2022
Journalism	149	206	208
Film/TV Production	205	326	294

Audio Production	20	26	18
Public Relations	88	117	97
Advertising	28	36	33
Management	20	45	

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 for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2023 visits. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Fall 2022

Course title	CRN	Course No.	Enrollment	Credits
Podcasting	90140	MJFC 211-01	16	3
Audio Engineering	86714	MJFC 410-01	5	3
Audio for TV & Film	88059	MJFC 331-02	19	3
Audio for TV & Film	86711	MJFC 331-01	19	3
Broadcast Journalism	91283	MJFC 319-01	10	3
Capstone: News Lab	89154	MJFC 460-02	5	6
Capstone: News Vision Lab	89209	MJFC 460-01	8	6
Cinematography I	90297	MJFC 343-08	15	3
Cinematography I	87753	MJFC 343-02	19	3
Digital Design	87754	MJFC 312-01	16	3
Digital Design	91513	MJFC 312-02	14	3
Documentary Film	90679	MJFC 420-01	9	3

Film Directing	87755	MJFC 345-01	20	3
Film Directing	88087	MJFC 345-02	18	3
Film Thesis: Writing	87698	MJFC 466-01	13	2
Interactive Editing	90047	MJFC 311-01	18	3
Interactive Editing	88389	MJFC 311-02	5	3
Intro to Digital Journalism	91311	MJFC 204-01	18	3
Intro to Digital Journalism	91312	MJFC 204-02	20	3
Intro to Media Production	86944	MJFC 200–01	20	3
Intro to Media Production	89859	MJFC 200-02	20	3
Intro to Media Production	87622	MJFC 200-04	20	3
Intro to Media Production	91200	MJFC 200-06	20	3
Media Production II	87665	MJFC 220-01	20	3
Media Production II	87666	MJFC 220-02	19	3
Media Production II	91022	MJFC 220-03	8	3
Multimedia Audio Production	86752	MJFC 330-02	16	3
Multimedia Audio Production	86753	MJFC 330-04	19	3
Multimedia Storytelling	86759	MJFC 201-04	20	3
Multimedia Storytelling	86758	MJFC 201-02	18	3
Non-Linear Video Editing	89151	MJFC 341-02	20	3
Non-Linear Video Editing	89623	MJFC 341-01	20	3

Producing for TV & Film	87756	MJFC 250-01	20	3
Public Affairs Reporting	87416	MJFC 313-02	16	3
Public Affairs Reporting	89156	MJFC 313-04	16	3
Scriptwriting I	88057	MJFC 340-01	21	3
Scriptwriting I	87686	MJFC 340–02	17	3
Scriptwriting I	91753	MJFC 340–03	10	3
UG Film/TV Thesis: Production	87698	MJFC 466-01	13	2
Visual Journalism	91423	MFJC 203-01	18	3
Visual Journalism	91746	MFJC 203-02	11	3
Basic PR Writing	87637	SLMC 311-03	5	3
Basic PR Writing	86739	SLMC 311-02	12	3
Adv. PR Writing	90151	SLMC312 -02	9	3
Adv. PR Writing	89288	SLMC 312-01	10	3
Advertising Sales	86807	SLMC 321-01	10	3
Advertising Copywriting & Design	86746	SLMC 322-01	14	3
Media Planning and Buying	86732	SLMC 324-01	8	3
Social Media & Integrated Marketing	86791	SLMC 410-01	9	3
Social Media & Integrated Marketing	87702	SLMC 410-02	17	3

Spring 2022

Course title	CRN	Course No.	Enrollment	Credits
Podcasting)	14211	MJFC 211-01	13	3
Audio Engineering	14209	MJFC 410-01	16	3
Audio for TV & Film	16682	MJFC 331-03	10	3
Audio for TV & Film	14212	MJFC 331-01	16	3
Broadcast Journalism	15832	MJFC 315-01	5	3
Capstone: News Lab	15021	MJFC 460-03	13	6
Capstone: News Vision Lab	15020	MJFC 460-01	8	6
Capstone: Advanced Audio Production	14429	MJFC 462-01	7	3
Cinematography I	15091	MJFC 343-01	19	3
Cinematography I	15871	MJFC 343-02	19	3
Digital Design	14056	MJFC 312-01	19	3
Digital Design	16680	MJFC 312-02	5	3
Documentary Film	16385	MJFC 420-01	16	3
Film Directing	14314	MJFC 345-02	12	3
Film Directing	15872	MJFC 345-01	12	3
Film Thesis: Writing	15092	MJFC 466-02	14	2
Howard Entertainment: Physical Production	15528	MJFC 443-01	6	3
Howard Entertainment: Unscript Series Production	16534	MFJC 446-01	9	3
Interactive Editing	14171	MJFC 311-01	18	3

Interactive Editing	16009	MJFC 311-02	15	3
Intro to Media Production	16007	MJFC 200–01	20	3
Intro to Media Production	14031	MJFC 200-02	20	3
Intro to Media Production	14933	MJFC 200-06	20	3
Media Production II	14034	MJFC 220-02	20	3
Media Production II	15615	MJFC 220-03	19	3
Multimedia Audio Production	14210	MJFC 330-02	16	3
Multimedia Audio Production	14415	MJFC 330-04	14	3
Multimedia Storytelling	14805	MJFC 201-04	18	3
Multimedia Storytelling	13808	MJFC 201-02	18	3
Non-Linear Video Editing	14804	MJFC 341-02	20	3
Non-Linear Video Editing	16123	MJFC 341-01	18	3
Producing for TV & Film	16668	MJFC 250-01	12	3
Public Affairs Reporting	14167	MJFC 313-01	15	3
Public Affairs Reporting	14168	MJFC 313-02	12	3
Scriptwriting I	14122	MJFC 340-02	20	3
Scriptwriting I	14123	MJFC 340–03	20	3
TV Directing Lab	14125	MJFC 344-01	10	3
UG Film/TV Thesis: Production	16665	MJFC 466-03	14	2
UG Film/TV Thesis: Production	16666	MJFC 466-04	12	2

Course title	CRN	Course No.	Enrollment	Credits
Visual Journalism	16387	MFJC 203-01	19	3
Strategic Communication and Entertainment Industry	16026	SLMC 210-02	8	3
Basic PR Writing	14063	SLMC 311-01	9	3
Basic PR Writing	14064	SLMC 311-02	14	3
Advanced PR Writing and Entertainment Industry	16027	SLMC 312-01	5	3
Adv. PR Writing	14932	SLMC 312-02	6	3
Adv. PR Writing	14103	SLMC 312-04	19	3
Advertising Sales	13765	SLMC 321-01	10	3
Advertising Copywriting & Design	14797	SLMC 322-01	19	3
Programming	14023	SLMC 343-01	10	3
Media Planning and Buying	14062	SLMC 324-01	5	3
Social Media & Integrated Marketing	14389	SLMC 410-01	19	3
Social Media & Integrated Marketing	15924	SLMC 410-02	14	3

Fall 2021

Course title	CRN	Course No.	Enrollment	Credits
Announcing & Interviewing (Podcasting)	90140	MJFC 211-01	16	3
Audio Engineering	86714	MJFC 410-01	7	3
Audio for TV & Film	86711	MJFC 331-01	18	3
Audio for TV & Film	88059	MJFC 331-02	18	3

Capstone: News Lab	89154	MJFC 460-02	7	6
Capstone: News Vision Lab	89209	MJFC 460-01	9	6
Cinematography I	87753	MJFC 343-02	11	3
Cinematography I	90297	MJFC 343-08	14	3
Digital Design	87754	MJFC 312-02	18	3
Documentary Film	90679	MJFC 420-01	16	3
Film Directing	87755	MJFC 345-01	12	3
Film Directing	88087	MJFC 345-02	16	3
Film Directing (online)	91021	MJFC 345-03	12	3
Film Thesis: Writing	89149	MJFC 466-03	11	2
Interactive Editing (online)	90047	MJFC 311-01	17	3
Interactive Editing (online)	88389	MJFC 311-02	11	3
Intro to Media Production (online)	86944	MJFC 200-01	19	3
Intro to Media Production	89859	MJFC 200-02	20	3
Intro to Media Production (online)	86946	MJFC 200-03	20	3
Intro to Media Production	91200	MJFC 200-04	2	3
Intro to Media Production	87662	MJFC 200-06	20	3
Media Production II	87665	MJFC 220-01	15	3
Media Production II (online)	87666	MJFC 220-02	16	3

Multimedia Audio Production	86752	MJFC 330-01	16	3
Multimedia Audio Production	86753	MJFC 330-02	16	3
Multimedia Storytelling (online)	86758	MJFC 201-02	18	3
Multimedia Storytelling (online)	86759	MJFC 201-03	15	3
Non-Linear Video Editing (online)	89623	MJFC 341-01	17	3
Non-Linear Video Editing (online)	89151	MJFC 341-02	17	3
Producing for TV & Film	87756	MJFC 250-01	20	3
Public Affairs Reporting (online)	87416	MJFC 313-02	10	3
Public Affairs Reporting	89156	MJFC 313-02	10	3
Scriptwriting I (online)	88057	MJFC 340-01	19	3
Scriptwriting I	87686	MJFC 340-02	17	3
UG Film/TV Thesis: Production (hybrid)	87698	MJFC 466-01	15	2
Media Production II	91022	MJFC 220-03	7	3
Visual Communications	86750	MJFC 202-03	16	3
Visual Communications	89147	MJFC 202-01	15	3
Basic PR Writing	86737	SLMC 311-03	14	3
Basic PR Writing	86739	SLMC 311-05	11	3
Adv PR Writing	90151	SLMC 312-02	8	3
Adv. PR Writing	89288	SLMC 312-01	9	3

Advertising Sales	86807	SLMC 321-01	14	3
Advertising Copywriting & Design	86746	SLMC 322-01	7	3
Programming	14023	SLMC 343-01	10	3
Media Planning and Buying	86732	SLMC 324-01	15	3
Social Media & Integrated Marketing	87691	SLMC 410-01	15	3
Social Media & Integrated Marketing	87702	SLMC 410-02	12	3

NOTE: Due to the global pandemic, Fall 2021 was first semester that students returned to campus with a mixed modality of in-person, online or hybrid courses.

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

CHSOC's budget for AY 2021-22 totaled $7,463,377.
There was a 9% increase in three years.
Amount expected to be spent this year (AY 2021-22) on full-time faculty salaries: $5,920,384.

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

Name and rank of all full-time faculty

Note: This list includes faculty members who taught in ACEJMC accredited concentrations in Spring 2022 and Fall 2022.

Spring 2022

Last Name	First Name	Title
Blount	Ericka	Lecturer
Campbell	Colin	Lecturer
Caruth	Roger	Assistant Professor
Chung	Jae Eun	Associate Professor
Cramer	Emily	Assistant Professor

Gerber-Salins	Heidi	Assistant Professor
Haddad	Maha	Lecturer
Hannah-Jones	Nikole	Knight Endowed Professor
Johnson	Sheryl	Associate Professor
King	Charrose	Lecturer
Kwitonda	Jean Claude	Assistant Professor
Lamb	Yanick Rice	Professor
Langmia	Kehbuma	Professor
Lawson-Borders	Gracie	Professor
Lewis	Candace	Lecturer
Malachi	Carolyn	Assistant Professor
McWhorter	Christine	Assistant Professor
Minor	Angela	Associate Professor
Morton	Cynthia	Associate Professor
Nandigama	Srikanth	Assistant Professor
Onwumechili	Chukwuka	Professor
Papaioannu	Vasilios	Assistant Professor
Patton	Stacey	Assistant Professor
Powers	Samantha	Assistant Professor
Ramberan	Jami	Associate Professor

Rhee	James	Johnson Endowed Professor
Saunders	Vicci	Associate Professor
Shafiani	Shahriar	Assistant Professor
Sturgis	Ingrid	Associate Professor
Thomas	Jennifer	Associate Professor
Tyree	Tia	Professor
Williams	Sonja	Professor – On leave Fall 2021 to Spring 2023
Wright	Richard	Professor – On Sabbatical Spring 2021

FALL 2022

Last Name	First Name	Title
Blount	Ericka	Lecturer
Caruth	Roger	Assistant Professor
Chung	Jae Eun	Associate Professor
Cramer	Emily	Assistant Professor
Gerber-Salins	Heidi	Assistant Professor
Haddad	Maha F	Lecturer
Hannah-Jones	Nikole	Knight Endowed Professor
Harris	Hamil	Lecturer
Johnson	Sheryl	Associate Professor
King	Charrose C.	Lecturer

Kwitonda	Jean Claude	Assistant Professor
Lamb	Yanick Rice	Professor
Langmia	Kehbuma	Professor
Lawson-Borders	Gracie	Professor
Malachi	Carolyn	Assistant Professor
McWhorter	Christine	Assistant Professor
Minor	Angela	Associate Professor
Morton	Cynthia	Associate Professor
Nandigama	Srikanth	Assistant Professor
Onwumechili	Chukwuka	Professor
Papaioannu	Vasilios	Assistant Professor
Patton	Stacey	Assistant Professor
Powers	Samantha	Assistant Professor
Ramberan	Jami	Associate Professor
Rhee	James	Johnson Endowed Professor
Saunders	Vicci	Associate Professor
Shafiani	Shahriar	Assistant Professor
Sturgis	Ingrid	Associate Professor
Thomas	Jennifer	Associate Professor
Tyree	Tia	Professor
Williams	Sonja	Professor – On Leave - Fall 2021 to Spring 2023

Wright	Richard	Professor

18. List names of part-time/adjunct faculty teaching at least one course in Fall 2022. Also list names of part-time faculty teaching spring 2022. (If your school has its accreditation visit in spring 2023, also provide the spring 2023 adjunct list in the updated information.)

Note: List includes only adjuncts teaching in accrediting programs.

Spring 2023

Last Name	First Name	Title
Ahmed	Quazi	Adjunct
Blackmon	Keena	Adjunct
Bryant	Bremante	Adjunct
Edney	Hazel	Adjunct
Gayle	Anna-Lysa	Adjunct
Gerald	Fritz	Adjunct
Gittens	Tamika	Adjunct
Harris	Hamil	Adjunct
Lewis	Shane	Adjunct
Murdock	Kyle	Adjunct
Onuzulike	Uchenna	Adjunct
Pettiford	Lance	Adjunct
Ricks	Danielle	Adjunct
Shamapande	Shom	Adjunct
Sinclair	Cherri	Adjunct
Sow	Fatou	Adjunct

Fall 2022

Last Name	First Name	Title
Ahmed	Quazi	Adjunct
Blackmon	Keena	Adjunct
Bryant	Bremante	Adjunct
Edney	Hazel	Adjunct
Gayle	Anna-Lysa	Adjunct
Gerald	Fritz	Adjunct
Gittens	Tamika	Adjunct
Harris	Hamil	Adjunct
Lewis	Shane	Adjunct
Murdock	Kyle	Adjunct
Onuzulike	Uchenna	Adjunct
Pettiford	Lance	Adjunct
Ricks	Danielle	Adjunct
Shamapande	Shom	Adjunct
Sinclair	Cherri	Adjunct
Sow	Fatou	Adjunct

Spring 2022

Last Name	First Name	Title
Ahmed	Quazi	Adjunct

Blackmon	Keenan	Adjunct
Bryant	Bremante	Adjunct
Campbell	Kenneth	Adjunct
Edney	Hazel	Adjunct
Gerald	Fritz	Adjunct
Gittens	Tamika	Adjunct
Harris	Ron	Adjunct
Lewis	Shane	Adjunct
Onuzulike	Uchenna	Adjunct
Pettiford	Lance	Adjunct
Ricks	Danielle	Adjunct
Sinclair	Cherri	Adjunct
Sow	Fatou	Adjunct

19. **For each of the last two academic years, please give the total number of graduates from the unit.**
The 2021-22 academic year in accredited sequences:

Sequence	Number of Graduates
MJFC	114
SLMC	82
Total	196

The 2020-21 academic year in accredited sequences:

Sequence	Number of Graduates

MJFC   74

SLMC   118

Total   192

PART II — Standard 1: Mission, Governance and Administration

The Senate and the House of Representatives of the United States of America approved the original Act of Incorporation by which Howard University was established on March 2, 1867. The act provided for a "University for the education of youth in the liberal arts and sciences, under the name, style and title of The Howard University." It was amended in 1928 to authorize annual appropriations to "aid in the construction, development, improvements and maintenance of the University."

The Cathy Hughes School of Communications (CHSOC) has been a leading source of Black communicators for more than 50 years. It was founded and led by Dean Tony Brown in 1971, and it was named in honor of Cathy Hughes in 2016. As the third largest of the 14 schools and colleges at Howard University, CHSOC has trained media and communication professionals through rigorous, premier programs in advertising, audio production, journalism, media management, public relations, and TV/film production. CHSOC graduates are innovative leaders in communication research, professional practice, innovation, job creation, social justice, and service. The school's birth coincided with the debut of the University's commercial radio station, WHUR-FM. The student-run radio station, WHBC-AM, was established in 1974. Under the second dean, the late Dr. Lionel Barrow, PBS-affiliate WHMM-TV (now WHUT-TV) began broadcasting in 1980, and it continues to serve as a training ground for students. In 1982, the school moved into the C.B. Powell Building. (In 2021, CHSOC relocated to a renovated, temporary location, the MET Building, 300 Bryant Street, N.W.) Under the third dean, Dr. Orlando Taylor, the Walter Annenberg Foundation's $2 million endowment created the Annenberg Honors Program. ACEJMC accredited the Department of Journalism and the Department of Radio, Television and Film in 1986.

Unit performance with regard to indicators:

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

The Cathy Hughes School of Communications mission statement says that it "seeks to prepare graduates to exercise global leadership within and across diverse communities, locally, nationally and globally through communication research, professional practice, innovation, job creation, social justice and service via cutting-edge knowledge, skills and technology." It aligns with the university's mission that is "grounded in ethics, academic freedom, the disciplined and rigorous pursuit of knowledge, a commitment to social advocacy and social justice."

The Department of Media, Journalism and Film (MJFC) and the Department of Strategic, Legal and Management Communication (SLMC) also have mission statements. MJFC "provides a professional and supportive scholarly environment informed by the African American experience in which students learn to become exemplary practitioners, leaders and entrepreneurs who serve the profession and society." The department strives to graduate students empowered with the skills and tools necessary to understand and address social, political, economic, and cultural injustices, particularly involving African Americans and other people of color.

SLMC is dedicated to providing an exceptional educational experience for students who are culturally diverse, with an emphasis on educational opportunities for African American and Black students, pursuing careers in a broad range of fields that utilize communication for strategic purposes, such as public relations, advertising and sales, nonprofit and for-profit management, law, policy, organizational training and development, corporate communication, government relations, entrepreneurship, employee

relations and human resources management, marketing communication and media management. The unit's primary mission is to foster students' development to become effective communicators and leaders in their respective disciplines through instruction that blends theory and practice. Through their education, students are equipped with the knowledge and skills to critically evaluate and utilize communicative symbols, messages, and behaviors to direct and influence individuals, groups, and organizations toward mutually beneficial results, while undertaking humanistic and social scientific research initiatives that drive change and provide solutions that impact the world at large and the African American and Black communities, specifically.

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

The CHSOC mission statement and strategic plan can be found on its website.

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

The Cathy Hughes School of Communications has a comprehensive strategic plan that is linked to the campus plan. In fact, CHSOC has been named a strategic investment by the university. The first five goals of the CHSOC strategic plan – teaching engagement, recruitment and retention, social justice/advocacy, faculty research and extramural funding, grant and fundraising – connects with the university's five strategic pillars: Enhance academic excellence, inspire new knowledge, serve the community, improve efficiency and effectiveness, and achieve financial sustainability. Goal 6 of the strategic plan is the construction of a new building for the CHSOC. Faculty members and administrators worked to physically move the school and redesign the curriculum to enhance instruction and create a safe and welcoming environment. This also helped in recruitment and retention of students. The curriculum and experiential opportunities meet the social justice goals in the strategic plan. The administration has worked to provide resources for faculty members to conduct research and pursue creative endeavors. The school-wide Assessment Committee works with the dean and faculty to review and update the CHSOC Strategic Plan. The plan covers a five-year period. The committee collects information and periodically meets with the faculty to update and review suggestions for change.

(b) 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.

According to faculty members, academic and administrative leaders across campus, the dean has done an excellent job of leading the CHSOC. The dean led the faculty through curriculum redevelopment. The CHSOC has been designated a Strategic Investment by the university, moved into a refurbished building that allows for more space and upgrades to services and equipment. The school is scheduled to move into a new building with another unit in three to four years.

Also under the dean's leadership, the CHSOC has partnered with Discovery and Disney for equipment and experiential opportunities for students. She has also secured funding from the Craig Newmark and Knight foundations. This has led to much-needed resources for students and faculty members.

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's

fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

Faculty members, students, staff, campus administrators and alums had positive things to say about the dean and her leadership. One campus administrator who has a strong partnership with the CHSOC said, "The dean is a force of nature, a joy to work with." An alum, who works on campus said, "She has moved the school forward in so many ways. It is a much better program thanks to her efforts." Several faculty members and other school administrators praised her ability to lead the CHSOC through the COVID-19 pandemic while at the same time managing the move to a new building. They also praised her ability to raise external and internal funds.

The dean is respected as a champion for diversity who supports training and development as well as pedagogy and research. There is a concerted effort to connect diversity to the university and unit's mission. Faculty members welcomed the diversity plan and conversations about how it should be implemented and measured. Faculty members stated the plan is effective in its intent and shows improvement particularly in pedagogy and research that addresses DEI.

The dean, senior administrators, scholars and professionals worked collaboratively on the CHSOC curriculum redesign. Members from each group expressed a commitment to continue working in this area to adapt to changes in the profession. They also work together on projects where researchers utilize the talents of professionals to convey their findings to a more general audience.

(c) The unit annually updates its data on the ACEJMC searchable database website (https://lookup.acejmc.org).

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.
Yes. It is located here: https://communications.howard.edu/acejmc-data

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

The unit operates within accepted academic norms.

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

The unit operates within accepted academic norms.

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

The unit operates within accepted academic norms.

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

The unit operates within accepted academic norms.

SUMMARY:

Overall, the dean is viewed as a strong leader. She has assembled an effective leadership team that works collaboratively with faculty members to build and maintain a strong and welcoming educational environment. The dean has also developed strong relationships with campus programs, in particular the College of Fine Arts, and external partners. She has secured funding from various sources, both internal and external, and worked with faculty members to align the CHSOC with the campus strategic plan.

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 f should describe and evaluate individual academic sequences in the unit.

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

The Cathy Hughes School of communications (CHSOC) requires 46-48 credit hours in major core concentrations and the university requires 120 credit hours for graduation. Students take general education courses in humanities, social sciences, natural sciences, mathematics, writing, and African American elective and principles of speech. CHSOC majors declare an 18-credit hour minor outside of the unit except for Communication Sciences and Disorders. Students in the Annenberg Honors Program earn an additional six to seven credits for thesis 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 values and competencies listed by the Council.

In 2021, the unit made additional curricular changes after its 2013-14 curriculum restructure by adding a 3-credit hour capstone course for the journalism concentration and advanced level courses in Broadcast Journalism and Multimedia Storytelling.

The unit has two departments with concentrations/sequences:

Department of Media, Journalism and Film (MJFC) has three concentrations in audio production, film/television, and journalism.

Department of Strategic, Legal and Management Communication (SLMC) has two concentrations in strategic communication and media management. In the strategic communication concentration, there are two sequences, public relations and advertising.

An Interdisciplinary Studies program allows students to design a program of study from among the unit's concentrations. The Legal Communication sequence is not under review as an ACEMJC concentration.

Students take three courses of a 7-credit hour core, which includes two conceptual courses, Digital Media Literacy (3 credit), and Ethical Issues in Communications (3 credit), and Introduction to Communication Professional Development (1 credit). Students in all sequences are required to take Introduction to Mass Communications (1 credit), Digital Media Literacy (3 credit), and Ethical Issues in Communications (3 credit). All students complete an internship.

Required courses in the major include a balance between theoretical and conceptual courses, and professional skills courses.

MJFC courses such as Introduction to Mass Communication provides theoretical and conceptual foundation for professional skills developed in Broadcast Journalism or Interactive Editing (journalism concentration), Podcasting (audio concentration), and Non-linear video Editing (film and television concentration).

SLMC courses such as Introduction to Strategic Communication and Principles of Persuasion provide theoretical and conceptual foundation for professional skills developed in Basic PR Writing (public relations sequence), Advertising Copywriting & Design (advertising sequence), and Programming (media management concentration).

The result is an effective blend and balance of courses that support ACEJMC's core values and competencies.

The unit's curriculum map is comprehensive of required courses with three levels that assist with aligning student learning outcomes (SLO) with ACEJMC values and competencies. The levels are: introduce, reinforce, and assess. The unit's curriculum changes, regular review of syllabi across multiple course sections, and focus on new media provide a relevant, professional education in journalism and mass communications.

Student competencies are demonstrated through practicum/internship experiences and co-curriculum opportunities such as the American Advertising Federation, Broadcast Education Association, and the Ida B. Wells Society for Investigative Journalism. (See further examples in Standard 6: Student Services).

Syllabi address the spirit of the ACEJMC professional values and competencies with most using specific language of the professional values and competencies. Students appreciate that theoretical, conceptual and skills courses connect them to professional values and competencies.

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

The unit maintains expectations of digital and technological media competencies through specific courses.

MJFC courses include Digital Design or Advanced Broadcast Journalism (journalism concentration), Audio Engineering (audio concentration), and TV Directing or Film Directing (film and television concentration). SLMC courses include Social Media & Integrated Marketing Communication (public relations sequence), Advertising Copywriting & Design (advertising sequence), and Programming (media management concentration). A specific example is a special topics course, Advanced Digital Journalism, where students use a variety of digital and technical skills to create HTML code, shoot and edit digital photos, record and edit audio, and create an e-portfolio.

Faculty professional development is supported through workshops with the University's Center for Teaching and Learning Assessment (CETLA) and through professional organizations such as the Public Relations Society of America and University Film and Video Association.

Students praised the faculty for their dedication to deliver relevant instruction, encourage experiential learning and provide a space for learning that teaches students' challenging content and applicable skills.

Students appreciated the opportunity to work on real-client projects in classes to add to their professional portfolios.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

The unit uses various avenues to connect to the professions. The unit hosts speakers series and professional events, classroom speakers, and manages a career fair event that keep faculty and administrators engaged with the professions. Connections for MJFC include NBC Universal Academy and the National Association of Black Journalists and the Online News Association. Connections for SLMC include the Public Relations Society of America and the Myra Blackmon ADPR Academy for Diversity & Inclusion.

The unit offers master classes through the Paul Robeson Showcase and Awards and the Hearst Visiting Professional programs that include media role models such as a *Washington Post* senior editor, Academy Award-winning director, and an MSNBC host. The Howard University Entertainment Program with Amazon Studios yields opportunities for faculty to co-teach with professionals.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site on online, should not exceed 20-1.

The unit maintains a ratio of fewer than 20-1 in skills courses. During the pandemic year of 2021, instruction was described by the unit as a "mixed modality of in-person, online or hybrid courses."

Faculty indicated that the enrollment caps on skills and laboratory courses and offering additional sections of those courses helped maintain the student-faculty ratio of no more than 20-1. Students stated they have access to these courses.

(f) 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. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).

All students complete a practicum-internship course of 120 hours of work for one-semester credit during the semester. Students may also earn one-semester credit outside of the practicum-internship course through field experience.

In MJFC and SLMC, faculty practicum-internship coordinators work with students to select internship sites. The practicum-internship syllabi are comprehensive and rigorous including student eligibility, assignments, and assessment of student performance. The supervisor evaluation and student evaluation forms list the performance criteria, outcomes, and areas for improvement. Examples of internship sites are Edelman, Dow Jones News Fund, *Atlanta Journal Constitution*, SiriusXM, Pulitzer Center, and Warner Bros.

The practicum-internship program had 149 students enrolled as interns from 2016-2017, 76 students enrolled as interns 2019-2020, and 129 students enrolled as interns from 2020-2021. Supervisor evaluations collected included 125 from 2016-2017, 43 from 2019-2020, and 110 from 2020-2021. For

each semester, supervisors indicated interns met or exceeded their expectations rating students above four in all measured areas such as involvement with key responsibilities in the organization, judgement, professional and ethical decisions, and professionalism in speech, dress and conduct. Supervisor comments on intern evaluation forms included feedback indicating the intern wrote "compelling and authentic stories," the intern was "collegial, helpful, forward-thinking, curious, appropriate and used good judgement," and the intern "provided great support to the team."

Although the pandemic years of 2020-2021 impacted interns' and supervisors' ability to complete internships, interns continued to perform at a high level of business astuteness as indicated by the supervisor evaluations. For students whose internship sites were impacted due to the pandemic, the chairs and the dean provided alternative assignments in the form of SWOT analysis of their companies, and market share and revenue analysis assignments to simulate a professional experience.

Students reported numerous opportunities to apply to internships, being prepared for internships based on their course work, and gaining valuable experience at the intern site.

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.

The unit uses syllabi and supervisor check sheets to monitor interns along with evaluations of interns at the end of the semester.

Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

The unit has two faculty members dedicated to monitoring interns at internships.

SUMMARY:
The unit has responded effectively to curriculum development to prepare students for careers in mass communications industries. The unit has a robust pedagogy in emerging technologies while maintaining a balance of skills, theory, and conceptual courses. The unit consistently connects faculty and administrators to the professions. Syllabi are consistent in reflecting the ACEJMC professional values and competencies.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The current CHSOC assessment plan, which is in effect 2020-2024, was adopted in 2019 and updated in 2022. It is contemporary, to address the changing professional landscape, but also has as its foundation strong principles to ensure the tenets of the professions toward which students are learning remain adherent to doctrines that ensure graduates approach their professional fields in an ethical, credible, reliable manner.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

Although the link to the assessment plan provided in the self-study was broken, the plan is, in fact, in a prominent, easy-to-find place on the unit's website.

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies" of the Council. (See Standard 2: Curriculum and Instruction.)

The CHSOC clearly defines learning goals for students, which are in alignment with the ACEJMC Professional Values and Competencies. The unit's core learning outcomes are:

    1. Understand and apply the First Amendment principles and the law appropriate to professional practice;
    2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
    3. Demonstrate an understanding of diversity of groups in a global society in relation to communications;
    4. Understand concepts and apply theories in the use of presentations of images and information;
    5. Work ethically in pursuit of truth, accuracy, fairness and diversity;
    6. Think critically, creatively and independently;
    7. Conduct research and evaluate information by method appropriate to the communications profession in which they will work;
    8. Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve;
    9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate styles and grammatical correctness;
10. Apply basic numerical and statistical concepts;
11. Apply tools and technologies appropriate for the communications professions in which they work;
12. Understand and demonstrate the ethical use of digital communication;
13. Demonstrate an understanding of the principles of entrepreneurship and intrapreneurship;
14. Demonstrate an awareness of hearing, language and speech disorders, and other physical abilities and disabilities & their accommodations;
15. Apply the principles of effective oral /interpersonal communications in a variety of professional contexts;
16. Demonstrate media literacy with a critical understanding of messages in mediated communication.

These core values and competencies reside at three levels: awareness, familiarity with specific information and concepts; understanding, assimilation and comprehension of information and concepts; and application, competency in applying information, concepts and skills to the accomplishment of tasks.

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

The CHSOC employs six measures to assess learning outcomes, three direct and three indirect:

Indirect Measures:
Measure: Howard University Graduating Student Exit Survey
Outcomes Assessed: This is an assessment of the University's General Education core values as well as the overall experience of matriculation at the University.
Target Population: All undergraduates and graduate/professional students.
Process: The Howard University Undergraduate Graduating Student Exit Survey is administered annually to prospective candidates for graduation enrolled in all undergraduate and graduate/professional programs. The University's Institutional Research and Assessment office (IRA) administers the survey in a web-based format. The primary purpose of the survey is to obtain information about students' satisfaction with a range of academic and co-academic experiences during their matriculation and to inquire about their plans for the future. The results are disaggregated by school or college, and the information is used to determine levels of institutional effectiveness.
Timeline: Annual.
Summary of outcomes:
The Graduating Student Exit Surveys show that at least 82.84% of graduating seniors in CHSOC are satisfied with their majors. Further, 80.89 % said they (overall) were satisfied with their educational experience at Howard University, while 69.6% said they were satisfied with extracurricular opportunities (organizations, clubs, activities, etc.).

Measure: Student Competitions and Awards
Outcome Assessed: CHSOC's competencies 1, 2, 3, 6, 7, 8 and 9.
Target Population: CHSOC Students
Process: Faculty members encourage students to enter awards, conferences, and competitions. These awards are documented in the school's annual reports. This measure considers work submitted by students to film festivals, PRSSA, AAF, Emmy, Hearst, BEA, SPJ, NABJ award competitions, Paul Robeson Awards, student showcases, graduation awards ceremonies, and other competitions.
Timeline: Annual.
Summary of outcomes:
Outcomes related to student competitions and awards indicate that students in CHSOC continue to excel in competitions internally and externally.

Measure: Student Course Evaluations
Outcomes Assessed: 1-16
Target Population: CHSOC Students
Timeline: Bi-annual
*Process: S*tarting in AY 2019-2020, CHSOC partnered with the University's IRA office to conduct student course evaluations each semester through a web-based format. The IRA sends several reminders to students, until the evaluation period ends. The online survey measures Course Organization and Planning, Instruction and Technology, Faculty and Student Interaction, and Student Effort and Involvement. In addition, data on

engagement with CHSOC 16 Core Competencies are collected in this survey. Responses are reported to departments for programmatic improvement and development. Prior to the current students' course evaluations system, the evaluations were conducted by the Dean's Office via a web-based portal created for the School.

Direct Measures
Measure: Course Assessment Each Semester
Outcomes Assessed: 16 Core Competencies and their alignment with ACEJMC professional values and competencies
Targeted Population: CHSOC Faculty
Timeline: Bi-annual
Process: CHSOC tracks course assessment of the 16 Core Competencies and their alignment with ACEJMC professional values and competencies through a digital platform in which faculty enter student learning outcomes data. Each semester, all faculty are required to select one measure – an assignment, final exam, final project, etc. -- that will be used to assess one of the 16 core competencies. At the end of the semester, faculty use the school's web portal to log the number of students who scored within the A-F grade categories. The web portal also allows faculty to enter other course details. The School Curriculum Committee also aggregates, assesses and reports out input and offers suggestions to the faculty regarding the findings.
Summary of outcomes:
Data consistently show that 90% of students achieve a passing grade in the competencies that are measured.

Measure: Capstone Courses
Outcomes Assessed: 1-16, variable according to semester and course
Target Population: CHSOC Graduating Seniors
Timeline: Annual
Process: Graduating seniors complete a capstone course typically during their senior year. The courses have been identified by the concentrations. There are six capstone courses that include: CapComm Lab (advertising/PR), NewsLab (print/online journalism), NewsVision (broadcast journalism), Management Practicum (media management), Advanced TV Production (film/TV) and Advanced Audio Production (audio). The students must complete a capstone project or an assignment that is evaluated by the faculty using a rubric. This measure assesses awareness and understanding of the CHSOC's core competencies, such as outcomes 1, 6, 7, 8, 11, and 12, and alignment with ACEJMC values and competencies
Summary of outcomes:
- Data from the capstone courses indicate that students have demonstrable knowledge of the ACEJMC values and competencies. At least 90% of students meet or exceed performance benchmarks for capstone measures.
- Students submitted professional media products (e.g., films, audio, TV productions, webisodes, newscasts, articles, and photography) with a remarkable presence on the web.
- Reports and data of the CapComm lab and capstone assessment are available in the following digital files:
- CapComm Lab Client
- CHSOC Capstone

Measure: Internship Employer Survey
Outcomes Assessed: 3, 5, 6, 9, and 11
Target Population: Internship/Practicum Employers

Timeline: Semester

Process: Practicum and supervised internships are designed to provide an opportunity for students to gain practical experience. The Internship Employer Surveys assess on-the-job performance. CHSOC uses an online form or paper survey to determine the level of student engagement with five of the 16 core competencies. The survey measures students' outcomes using a Likert scale, scoring student performance from 1 (poor) to 5 (excellent), and completion of professional development sessions.

Summary of outcomes:

- Overall, feedback from practicum and supervised internships shows that the satisfaction rating for interns has been consistently high, demonstrating that CHSOC interns are performing very well at their sites.
- Scores from employer evaluations have averaged 4.2 throughout the years, with many students rated as 5 (excellent) on factors such as professionalism, preparation, and reliability.
- Some placements result in internship extensions or permanent employment.
- However, it is important to note that the COVID-19 Pandemic affected students from completing internship hours and greatly impacted supervisors' abilities to submit student evaluations in the Spring 2020 semester.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

The CHSOC does a commendable job of engaging professionals in the assessment process, particularly in year-end capstone presentations. Also, the unit's Board of Visitors is regularly solicited for, and provides, feedback on curriculum, information that is part of the matrix the unit uses to assess whether the learning outcomes it provides students are a good fit with what's occurring in the professional world.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.

This is one area where this site team was particularly impressed. The site team during the unit's previous reaccreditation cycle (2015-2016) noted, among other things, the lack of clarity provided surrounding how the unit closed the loop between assessment and curriculum/other revisions. During this cycle, however, it is clear the unit took the previous team's feedback seriously. It provided this team with a detailed list of areas where the organization of the unit, and specific classes and curricula, were changed based directly on the result of the assessment process. The self-study contained evidence of 17 changes made during the current review period that were made specifically because of findings during assessment.

SUMMARY:

Like the site team before us (2015-2016), this site team approached assessment with a skeptical eye, because of deficiencies cited in the previous report (although the unit ultimately was found in compliance during that cycle) and because the current team is acutely aware of the intense scrutiny placed on this standard by the Committee and the Council. This site team was impressed that the dean and other unit administrators made numerous improvements to the process. It is now abundantly clear that the unit takes assessment seriously and makes tangible, meaningful adjustments based on the process.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

The unit has a written diversity plan adopted 2021-2026 that has been implemented and discussed by the faculty. It includes an action plan with objectives, strategies and responsibilities for completion assigned to key individuals. Five key performance indicators are to produce ethnically diverse leaders, support a gender-balanced environment, maintain curriculum and pedagogy that adheres to the plan, develop partnerships with other colleges and universities such as Predominately White Institutions and international institutions, and become a national repository of knowledge about African Americans and other populations of the African Diaspora.

The unit established a schoolwide Diversity and Inclusion Committee that meets monthly to discuss progress toward meeting the plan's goals and submits an annual report to the dean. The plan indicates nondiscrimination based on "race, color, national or ethnic origin, sex, marital status, religion, handicap, age, sexual preference [sic], political affiliation or any other basis prohibited by Federal or District or Columbia law." The plan addresses all federally protected groups. The unit defined diversity in its self-study as "all of the differences that exist within people, with the recognition that some elements of diversity are linked to the disenfranchisement of people." The diversity report from fall 2022 indicated faculty engaged in research focused on ethnicity, race and gender and faculty created course content about culture, race and social justice.

The plan is easy to find on the unit's website. Faculty and students are aware of the plan and easily spoke of its inclusion in the unit.

(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The unit identified nine courses that included instruction across diverse cultures in a global society such as Digital Media Literacy; Truth Be Told; Race, Gender and Media; and International/Intercultural Communication. Courses such as Introduction to Communication and Professional Development, required of all students, instruct students in a range of communications competencies.

Diverse cultures are examined through course assignments about voting rights, immigration, religion and identity. For examples, students take a deep dive in an investigative journalism course through The 1619 Project.

The unit regularly invites professional guest speakers from various media communication professions, racial and ethnic backgrounds to discuss current trends and issues in the industries, diverse cultures in mass communication professions and the value of diverse teams in the industries.

Students described cultural proficiency through coursework that exposed them to diverse minds and backgrounds, helping them become empathetic communicators that can support diverse cultures.

The unit articulates diversity principles and includes diversity coursework throughout the curriculum.

(c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

The university provides online training to students, faculty, and staff on various topics such as preventing harassment and discrimination through Vector Solutions, and training on preventing domestic violence, dating violence, sexual assault and stalking through the Interpersonal Violence Prevention Program (IVPP). This training and others are designed to provide resources for reporting, confidential support services, advocacy, and education.

The unit advertises faculty positions in many places including the Chronicle of Higher Education, HigherEdJobs, NCA, AEJMC, ICA and in regional groups in addition to the university's and unit's websites. It utilizes its alumni network and encourages faculty to utilize their social media platforms to recruit potential candidates. New faculty spend two years in the New Tenure Track program (NTT) to create opportunities for mentorship, support, and collaboration with others across the unit. The unit encourages participation in the Provost Office Faculty Development program that includes research and writing workshops and retreats throughout the year.

In 2021-2022, the full-time faculty were represented by 59.1% Black/African American, 12% White, 10.1% Asian, 2% two or more races, and 16.2% international (any race). Seventy-one percent of full-time faculty are female. These data closely align with the university faculty profile during the past six years.

The 2020-2021 hiring pool indicated three openings, 14 people of color in the pool with three advancing to the finalist pool. Three offers were made and accepted by people of color. The 2021-2022 hiring pool indicated five openings, 24 people of color in the hiring pool with two advancing to the finalist pool. Two offers were made and accepted. Three of the searches failed because candidates accepted positions elsewhere.

The 2021-2022 part-time faculty are represented by 80.9% Black/African American, 10.5 % Asian, and 10.5% international (any race). Eleven of part-time faculty are female. The 2020-2021 hiring pool resulted 15 Black/African American hires. The 2021-22 part-time faculty hiring pool resulted in 15 Black/African American hires.

Faculty indicated the unit supports diverse voices and perspectives.

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

The university Admissions Office leads student recruitment. The unit participates in open house events,

Accepted Student Day, and admission tours. Tours include high school bus tours. The unit hosts special admission sessions to recruit students, and faculty work with professional associations and organizations to connect with potential students. The MJFC collaborates with the Dow Jones News Fund on the High School Multicultural Media Academy, a two-week summer media program open to high school students of all backgrounds.

The unit had 930 full-time and part-time undergraduate students in the program in 2021-22.

The university's student population is represented by 71.3 percent Black/African American, 6.1 percent Hispanic/Latino (any race), 3.37 percent two or more races, 2.78 percent Asian, 2.6 percent White, 1.17 percent American Indian/Alaska native, and .23 percent Pacific Islander.

The university and the unit have extensive retention efforts in place to support students. The unit has an Academic Advising Office and department chairs offer town halls, group advising sessions, and individual meetings to support students. A new program, Registration-Matriculation-Graduation, is designed to assist students to stay on track for graduation. The Bison Adviser is a web-based retention and advising tool available to academic advisers, faculty, and students. Other tools to assist with retention and graduation are the Academic Center for Excellence (ACE) and the Center for Career and Professional Success (CCPS). The unit's academic advising supports retention and graduation through frequent and high-touch engagement with students.

The unit offers two specialty programs students can apply to after being admitted to the university, the Annenberg Honors Program and the Interdisciplinary Studies Program.

(e) The unit demonstrates that it has an inclusive climate, 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.

Students and faculty alike described a collegial and supportive environment. Students praised their professors for being accessible, supportive and versed in the cultural practices of mass media industries.

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:
Diversity is a strength and a source of pride in the unit. The student population is racially and ethnically diverse, as is the faculty. The students also are diverse in terms of their socio-economic backgrounds. Many are first-generation college students. The faculty is diverse and committed to centering diversity, equity and inclusion in the curriculum.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

2021-2022 Full-time faculty

Group	Female faculty	% of total faculty	Male faculty	% of total faculty
Black/African American	26	53%	3	6.1%
White	4	8%	2	4%
American Indian/Alaskan native	0	0%	0	0%
Asian	3	6.1%	2	4%
Hispanic/Latino (any race)	0	0%	0	0%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	1	2%	0	0%
Other race	0	0%	0	0%
International (any race)	1	2%	7	14.2%

n=49

2021-22 Part time faculty 2021-2022

Group	Female faculty	% of total faculty	Male faculty	% of total faculty
Black/African American	10		7	
White	0		0	
American Indian/Alaskan native	0		0	
Asian	1		1	
Hispanic/Latino (any race)	0		0	
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	0		0	
International (any race)	0		2	

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

The university promotes a culture of teaching and learning, and as the provost said, it thrives by following the mantra of "continuous improvement." Through 18 departmental committees, the CHSOC faculty remains active and nimble to deliver on its mission. The faculty is committed to "staying sharp," as one faculty member said when it comes to instruction delivery.

The faculty receives feedback through course evaluations – every semester from students and annually from peers and administrators. It also participates in course and syllabi review as well as technology training. The university's associate dean in the Center for Teaching Learning and Assessment (CETLA) said, "We want to make sure all faculty is well versed in all aspects of teaching. With 28 different digital learning tools embedded in our Learning Management System (LMS), it's especially important for the CHSOC professors to know what they can do. Happy to report that 95% of the CHSOC faculty is proficient on our LMS."

The average number of credit hours taught by faculty in the unit each semester is three courses or nine credits per semester. Ninety-eight percent of all full-time faculty members teach three 3-credit courses each semester. Full-time lecturers have a 4-4 teaching course load as they don't have research and service requirements. The chair teaches one course per semester and the assistant chair teaches two courses per semester.

Percentage of core and required courses taught by full-time faculty:

- 2021-22 school year: 70%

- 2020-21 school year: 70%

- 2019-20 school year: 65%

The CHSOC faculty are actively engaged in a variety of research, creative and professional activities. Most of the faculty have had professional experience prior to joining the department, and their creative works contributions remain significant. Several have worked in well-known media organizations and notable advertising, public relations and entertainment companies, and include Fulbright and Peabody awardees, Grammy-nominated producers, and award-winning filmmakers/screenwriters. Many continue to produce work such as documentaries, photo exhibits and multimedia projects.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

The CHSOC faculty participate in a number of professional development programs, conferences and workshops to stay current in their fields. In the last year, most of the faculty has attended conferences for professional development regionally, nationally and internationally. These include AEJMC, ICA, BEA, PRSA, AAF and NCA.

Faculty receive a $1,200 travel grant each year to attend and participate in international, national and regional conferences. One faculty member said, "I greatly appreciate our leadership's commitment to us staying relevant and knowing the importance of lifelong learning." Internal grant support also is available to tenure-track faculty at the assistant professor level through summer research grants provided by the office of the provost.

In addition, Howard University provides teaching and training through the Center for Teaching Learning and Assessment (CETLA). Workshops provided by the CETLA include "Teaching in a smart room," "Unconscious Bias," and "Championing equal access for all learners." This has been a huge benefit to the students who remarked on the accessibility of professors, whether in person or online. One student said, "My teachers do so much forward-thinking, encourage us to be connected beyond the walls of our school, and help us do so much that I really feel very prepared to enter the workforce – without an ounce of imposter syndrome."

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

The CHSOC is part of a Carnegie research university. The expectations for the unit's full-time faculty include to produce peer-reviewed research or develop creative work. The faculty's level of research is substantive, with the faculty giving credit to a junior-faculty development program where they partner with other more senior faculty around the university who serve as "scholar coaches" for their continued growth in this area. Within the unit, a similar program called the New Tenure Track Faculty Mentoring and Workshop program is in place, and it is led each year by the associate dean for academic affairs and research to ensure the successful navigation through the tenure and promotion process of the tenure-track faculty.

Through this unit-specific program, new faculty are assigned a senior faculty mentor in their department to provide ongoing mentoring. The unit's faculty also have access to the Office of Research Administrative Services, which promotes interdisciplinary research and certification training, and oversees the grant submission process. Additionally, each department in the CHSOC conducts regularly scheduled workshops for its junior faculty as well as maintains monthly meetings with the dean.

The CHSOC faculty members with strong professional backgrounds continue to produce creative works, and the faculty confirmed those activities are considered appropriately by the promotion and tenure committee. The tenured-track faculty cited that the Howard University Board of Trustees approved an addendum to CHSOC's Appointment, Promotion and Tenure (APT) materials that provide details about acceptable research publications, and it also includes information about the type of creative works that can be considered for promotion and tenure.

None of the faculty members expressed any concerns about the promotion and tenure process.

(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.

The CHSOC expects faculty members to develop a program of research and/or creative/professional journalistic activity. The expectations are for that research and those works to be shared to advance the body of knowledge.

The faculty communicate and share the results of their work through a number of vehicles, including panel discussions on current social issues; an annual social media conference that attracts undergraduates, scholars and industry professionals; as well as workshops and training sessions for practitioners. On occasion, faculty members have been invited to testify before government agencies and other organizations about communications and multicultural issues.

Additionally, the faculty have partnered in grant writing and research activities with other institutions or external colleagues to engage and share the results with other scholars and educators. These include: Knight Foundation Grant for an interdisciplinary research team to explore the intersection between politics, digital environments, misinformation and the Black community in Washington, D.C.; a 5-year grant under NOAA for $18.8 million, which funds the NOAA Center for Atmospheric Sciences and Meteorology and of which an SLMC faculty member is part; and the Princeton Alliance for Collaborative Research and Innovation initiative to foster interdisciplinary faculty research and innovation between HBCU faculty and Princeton faculty.

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

It is clear that the faculty and leadership of the CHSOC has the respect of its partners, peers, donors and students. The site team met with representatives from other university schools and colleges and with the provost, all of whom spoke highly of the CHSOC.

SUMMARY:
On every occasion where the site team met with students, CHSOC students praised the faculty. In fact, all students who participated in the meetings said they agreed on one aspect of their HU experience: their faculty cared for them like "they have never experienced before, and they do all they can" to help them succeed. That was affirmed by the faculty themselves, who are a strong, cohesive, determined and resilient team, 100% dedicated to helping their students and unit succeed. Under this leadership, the faculty has been productive and prolific in scholarship and creative activity. All the work toward advancement, professional development and navigating the APT process has been well received and is appreciated.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (XX)	Associate Professors (XX)	Assistant Professors (XX)	Other Faculty**	Totals
Awards and Honors	42	9	6	26		42
Grants Received Internal	6		4	2		6
Grants Received External	28	5	12	11		28
Scholarly Books, Sole- or Co-authored	8	8				8
Textbooks, Sole- or Co-authored	1	1				1
Books Edited	1	1				1
Book Chapters	35	21	4	10		35
Articles in Refereed Journals	75	6	20	49		75
Refereed Conference Papers	32	2	14	16		32
Invited Academic Papers	32	15	14	3		32
Encyclopedia Entries	5			5		5
Book Reviews	6			6		6
Articles in Non-refereed Publications	19	13	5			19
Juried Creative Works	21	3	4	14		21
Non-juried Creative Works	56		27	29		56
Other (please specify) Reviewer	25	9	14	2		25

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

(a)The unit and institution ensure that students are aware of graduation requirements.

The CHSOC has a staff of three full-time professional advisers who work with students from their freshman all the way through their senior years to ensure they are enrolled in classes appropriate to their majors, and to ensure they meet the university's general education requirements for graduation. Special emphasis is placed on working with students to ensure they graduate in four years. Students are also given a graduation checklist to further help them with selecting the classes they need to attain a diploma within that timeframe.

(b)Professional advisers, and faculty where appropriate, provide students with academic and career advice.

In addition to the CHSOC professional advisor staff, students who met with the site team spoke highly of the unit's faculty in terms of how instructors, lecturers, professors and even administrators are able to leverage connections they have in the professional world to provide students with opportunities to network, find internships and, in many cases, find jobs. The university and the unit regularly hear from professional journalism and public relations companies who are seeking students of color. While this often works to the benefit of the unit and the companies involved, some faculty indicated that they, unfortunately, have to be wary of some companies that are merely seeking access to the unit's students to "check the box" on their purported diversity efforts.

The unit keeps students informed about its policies, activities and requirements.

Students are kept informed through their advisers, faculty and administrators. The following are just some of the additional resources also in place (as listed in the self-study and confirmed by the site team):

- Semester "classification meetings" and group advising
- Departmental meetings with students and the Academic Advising Center staff
- Information and recognition bulletin boards
- University and CHSOC online calendars
- E-mail and additional electronic communications
- Individual consultation
- CHSOC eBlasts, e-newsletter

(c)The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

The university and the CHSOC provide an impressive number of extra-curricular activities and opportunities to students relevant to the curriculum and their chosen areas of study within the unit.

Here are the programs affiliated with the unit, as listed in the self-study and confirmed by the site team:

- **Alpha Epsilon Rho**: A student chapter of the honorary broadcasting society. Requirements for membership in AERho are "B" (3.0 GPA) or equivalent in broadcasting courses and a minimum of "C" (2.5 GPA) or equivalent in other courses; must be major/minor in Broadcast Production, Broadcast Journalism or Telecommunications Management.
- **American Adverting Federation (AAF) Thomas Burrell Chapter:** Helps student network and get immersive experiences in the industry through experiential learning. Membership in the American Advertising Federation help students gain access to a comprehensive national network of Advertising professionals and practitioners in media, marketing and advertising industries.

The AAF network ensures that students have a robust support community behind them (both on campus and at home) who can make important introductions, provide valuable career advice, and support, and serve as trusted mentors and counselors.

- **American Women in Radio & Television**: This student chapter has the goal of advancing the impact of women in the media and allied fields by educating, advocating and acting as a resource to its members and the industry. Membership is open to all with a communications major or professional background.

- **Annenberg Honors Program:** A supplemental academic and extracurricular program designed to expand and enrich the total learning and growth experiences of students throughout the School. Entry into the program is open to all first-year students and first semester sophomores. A GPA of 3.5 or better is required. The Annenberg Honors Program (AHP) is an endowed program in the School of Communications at Howard University that provides a diverse learning experience. This experience includes in the classroom and the community. The program fosters intellectual development both in and outside the university. It includes seminars that culminate in a research thesis and prepares students for public presentations. Additionally, students participate in services to a variety of communities.

- **Broadcast Education Association (BEA):** The School is an institutional member, which provides students free membership to this national organization.

- **Cover-to-Cover:** A professional organization for students interested in careers in magazines, but open to all students and majors. It hosts an annual magazine conference and annual trips to visit magazine companies in New York.

- **GlassHouseRadio.com:** This organization is open to students interested in producing a talk radio program online.

- **Graduate Student Film Association:** An association open to all graduate and undergraduate film majors.

- **Howard Association of Black Journalists (HUABJ)**: A student affiliate of the National Association of Black Journalists.

- **Howard University News Service:** A student-produced website and wire news service with coverage of Washington, D.C., Maryland and Virginia as well as national news stories. (hunewservice.com)

- **Howard University Film Organization (HUFO)** - This organization provides opportunities for students in production areas to work together on curriculum and external projects.

- **Ida B. Wells Society for Investigative Journalism:** The only student chapter of the national organization devoted to training investigative journalists of color. Open to all students.

- **Lambda Pi Eta:** A national communications honor society that recognizes competitive scholarly research by undergraduates in communications. Open to all undergraduate majors in communications with a GPA of 3.2 or higher.

- **Martin Luther King, Jr. Forensics Program:** The program prepares students to become leaders in the global community through speech, debate and mock trial intercollegiate competitions. The team competes primarily in the parliamentary debate format. Parliamentary debate is recognized internationally and focuses more on the student's oratorical and analytical abilities. Open to all majors.

- **101 Magazine and 101Magazine.net:** A national, multicultural student publication and website as a cornerstone of an evolving, interdisciplinary curriculum in magazine publishing

- **Public Relations Student Society of America (PRSSA) D. Parke Gibson Chapter:** This organization is open to all majors with an interest in public relations.

- **School of Communications Student Council:** This council consists of four executive officers (President, Vice President, Treasurer, and Secretary) and two undergraduate Student Assembly Representatives who are all elected by the School of Communications student body; three student representatives are elected from each department, as well.

•**WHBC 96.3 HD3L** A student-operated radio station which broadcasts in most of the dormitories and in the University center. It usually operates on a 12-hour a day schedule during the school year but is available 24/7 online. It is open to all majors.

The unit also sponsors professional development programs including CapComm, a student-run advertising and public relations agency; HUNewsService.com, an online news website that disseminates news to the Black press; and NewsVision, a broadcast news program airing on both WHUT and ResNet.

In addition to these unit-sponsored activities, many students are involved, through either internships or other arrangements, in working at the university's commercial radio and television stations, WHUR and WHUT, respectively; at the university student newspaper, *The Hilltop*; and through a program known as "Spotlight," in which students may produce video news stories that are available for use on WHUT's public-facing broadcasts; the university-operated HBC Channel and HBC Voices channels on Sirius XM; and the "HUR Network," which features multicast content projects.

Providing resources to students to help them attain internships and jobs is a clear priority for the unit. For more than 50 years, it has hosted an annual Job and Internship Fair for CHSOC students, those from surrounding universities and other HBCUs. It also regularly posts internship and job opportunities on a dedicated Slack channel to which all students have access. Faculty regularly provides connections between students and professionals. Additionally, the unit works closely with the University's Center for Career and Professional Success, where students sign up for howard.joinhandshake.com, a platform for career services for all university students.

(d)The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

The CHSOC monitors retention and graduation data from the university's Institutional Research and Assessment office. The retention rate for first-time college students in the School of Communications was 88.0% in Fall 2021, compared to 90.72% for the university as a whole. Students who fall below a 2.0 GPA are placed in the unit's retention program. They are required to write an essay explaining their "downfall" and are provided with a list of seminars and other activities to help them get back on track. They are required to submit the seminars/activities in which they plan to participate, then meet with an advisor or the assistant to the dean for student affairs twice a month. If a student fails to achieve an increase in his/her/their GPA within one semester, they are placed on probation. Further failure leads to suspension from the unit, and students must then seek permission to reenter. If they are allowed to reenter, they must follow specific guidelines. The inability to do so leads to their suspension from the university. Unit administrators indicate this has been a successful process in helping with student retention.

SUMMARY:
With the university as a whole and the CHSOC seeing a significant increase in enrollment during the review period, resources have been enhanced and special emphasis is in place to help students achieve their requirements for timely graduation. This is evidenced by the rigorous advising infrastructure (involving professional advisors, faculty and administrators) now in place. Additionally, a large number of extra-curricular, internship and professional opportunities exist. The site team was impressed by the degree to which students feel nurtured and empowered to graduate and then move on to successful professional careers.

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 CHSOC has a detailed annual budget. The previous site team expressed concerns about institutional funding and the need for external support. In 2021, after Program Prioritization Task Force review and self-study, the university designated CHSOC a Strategic Investment Area. The university selected the MJFC department for Strategic Investment Funding. The CHSOC can apply for additional funding from the university to support new projects, programs and curriculum development in the MJFC department.

The CHSOC requires undergraduate students pay a lab fee of $200 to contribute to technology, software, and equipment purchases for the tech center and computer labs. Students paid a reduced fee during the global pandemic because courses were moved to an online environment. The fee is used to upgrade software and keep up with the latest technology hardware.

The most significant financial improvement has come from external sources. The dean and faculty have secured funds through several supporters during the past seven years. The Craig Newmark Fund provides $2.5 million in support of the journalism programming**.** The Ida B. Wells-Barnett Textbook Fund, created to assist HBCU students, provides funds for textbooks, laptops, internet hotspots and other technical needs.

NBC Universal's NBCU Academy awarded MJFC a 3-year $175,000 grant to train students for a career in the news and media technology industry and to help professional journalists gain new skills. The grant will also provide scholarships and equipment.

There were other key donations and partnerships. The CHSOC also received funds from Discovery Networks and the Disney Storytellers Fund to provide equipment, student stipends and grants for creative and innovative projects. And the CHSOC received a $67,000 equipment donation from the American Advertising Federation. The Time Warner Endowment continues to fund honoraria for visiting professionals and the Media, Journalism and Film Paul Robeson Student Showcase and Awards.

The Knight Foundation awarded $5 million to establish the Knight Chair in Race and Journalism at the CHSOC. An additional $20 million has been pledged to launch the Center for Journalism and Democracy. The center will help young journalists develop the historical, analytical and technical skills needed for exemplary investigative reporting.

A professor in the doctoral program in the Department of Communications, Culture and Media Studies received a $2.9 million grant from the CDC to conduct a study on health communication and health disparities in six communities across the country. Equipment purchased to conduct the study will now be used for production courses in the CHSOC. The increased resources, both internal and external, have helped the program meet its strategic goals.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

The CHSOC had been housed in the historic C.B. Powell Building (formerly the historic Freedman's

Hospital built in 1908). The move in 2021 to a renovated D.C. public school building donated to the university is an improvement, especially after a renovation project that provides more space and technology upgrades.

A new building, the Center for Fine Arts and Communication, will house the CHSOC and the Chadwick Boseman College of Fine Arts. A capital campaign is underway to fund construction of the building.

The CHSOC has been designated a Strategic Investment Area and the school's organization and curriculum redesign has energized the faculty. University officials and the governing board see the value of the CHSOC and the Boseman College of Fine Arts as among the five areas of strategic investment.

(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.

The CHSOC relocated to a renovated building in 2022. The temporary building has 21 classrooms, including six computer labs; a new studio with infinity wall and control room; 200-seat auditorium; small media production room; green-screen room for broadcasting; a multipurpose room that supports the student-run agency and podcast room; audio engineering lab; three whisper rooms and additional spaces to support students.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty

The CHSOC Tech Center houses various state-of-the-art equipment for faculty members and students. The broad inventory includes such items as video cameras and tripods to boom mikes and still cameras. Faculty members can request use of the equipment at any time. Students, through an online system, can reserve equipment for in-class or remote use. Professional staff are available for service of the equipment and training.

SUMMARY:
In 2022, the president announced a $785 million campus renovation plan that includes a new complex to house the Cathy Hughes School of Communications and the Chadwick Boseman College of Fine Arts. The development campaign for the building is currently underway. Meanwhile, the CHSOC has moved to a renovated temporary building that provides a more environmentally safe space that can house up-to-date equipment, classrooms, and lab space. The school has obtained external resources to provide additional equipment for student use in courses and remote projects.

Overall evaluation, compliance/non-compliance:
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 actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

Several alumni make up the faculty ranks, especially those who are part-time or adjunct lecturers. These were specifically mentioned by students as being very impactful in their teaching as not only do they know the "Howard Forward" way and background, but they also bring a level of hands-on experience the students appreciate. It is clear the faculty remains in close contact to the profession through, in part, their alumni relationships. Additions to student projects and to student organizations reflect professional input. Internship opportunities also reflect the great connections faculty maintain with professionals. A student said, "Anyone at the CHSOC who wants an internship can get an internship because there are many opportunities that come to Howard."

The unit maintains contact with alumni in several ways. Through Howard University's Alumni Relations, the unit identifies alumni to lead webinars, seminars and other sponsored sessions. The current president of the Howard Alumni Association is an CHSOC alumna, something several professors mentioned as a point of pride. Regular alumni communication includes the CHSOC eBlast, an online newsletter, and the annual alumni reception held during homecoming week. The latter was paused during the pandemic, but resumed in the fall of 2022. Alumni participation is also sought through the unit's involvement in the annual National Association of Black Journalists Convention (NABJ). Historically this has been a great avenue for student employment recruitment, to obtain alumni feedback on necessary changes and to provide professional development for faculty as well.

Other opportunities where the unit has found support for academic programs, guest speakers, curriculum feedback and internships have come through alumni involvement in regional meetings with CHSOC leadership and at the annual conferences of the National Communication Association, Maryland Communication Association, and the National American Speech-Language-Hearing Association.

Social media has been another important way in which the unit has engaged with alumni. The faculty and students both mentioned social media as a great connector to alumni during the pandemic. In fact, the unit reports that its Twitter and Instagram accounts have experienced significant growth in followers, engagement and activity, making them a go-to resource for alumni, students and faculty. In addition, many events were livestreamed on the unit's YouTube page, including its 50th Anniversary hybrid celebration at the National Press Club. These events allowed alumni to participate.

The CHSOC has a Board of Visitors that includes alumni, industry leaders and friends of the unit. Each board member makes a commitment to assist with recruitment, fundraising and career enrichment opportunities. The Board of Visitors members are:

Ms. Lori Billingsley	Mr. Dexter E. Cole	Derrick Humphries, Esq.
Global Chief Diversity and Inclusion Officer Coca-Cola Atlanta, GA 404-862-1100 loriinspires@gmail.com	Senior Vice President, Scheduling & Acquisitions TV One, LLC Silver Spring, MD 240-463-6309 cole.dexter@gmail.com	Humphries & Partners, PLLC Washington, DC 20005 (202) 347-7000 derrick.humphries@gmail.com
Ms. Michelle Hord	**Mr. Don Lowery**	**Mr. Joseph M. Perta**

(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 issues of public consequence and concern.

In all of the materials, interviews and meetings, the site visit team found that the faculty and administration demonstrated they uphold high standards of professional practice and ethics. This can be seen in all the work they do with colleagues and students. In fact, one student said, "Every single one of my professors keeps the 16 competencies in mind, and they have taught me what's ok and what's not ok in my work as a journalist."

Continuing education was specifically mentioned by faculty as something they have found to be a key factor in retention. One faculty member referred to "lifelong learning" as a need for any discipline housed in CHSOC, and how he brings that mantra to life in all of his teaching to students. The unit frequently invites thought leaders and industry professionals – whether on panels or as individual guest speakers -- to discuss issues of public consequence and concern. Examples provided included the George Floyd killing and concerns of social justice with law enforcement.

The faculty and administration of CHSOC demonstrated how they uphold the core values of Howard University: excellence, leadership, truth, and service. They are committed to help find tomorrow's contributors to the body of knowledge and teaching, who "drive change" and help modernize the curriculum by addressing contemporary problems, with a focus on Black/African Americans and social justice.

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

The CHSOC does an effective job of positively impacting its surrounding community and other areas. The unit has sponsored panel discussions on current social issues and has held an annual social media conference that attracts undergraduates, scholars and industry professionals, as well as workshops and training sessions for practitioners. Several faculty members have been invited to testify before government entities and other organizations about a variety of communications and community related issues.

Many faculty members participate in workshops and seminars at other universities on topics such as multiculturalism and social justice, digital journalism, organizational communications and social media. Others serve on professional and academic boards throughout the country and around the world. The faculty expressed the support they receive from the leadership for these endeavors as they view their involvement as crucial to helping improve the CHSOC and Howard University as a whole.

In addition, the unit has renewed its programming for high school students through workshops that were developed through grants from a variety of organizations such as the Dow Jones News Fund, Journalism Solutions, and others. Below are more examples of professional and public service activities undertaken by CHSOC faculty.

- A public talk was held in January 2022 after *The 1619 Project* book was published, with Pulitzer Prize winning journalist Nikole Hannah-Jones, a member of the unit's faculty, and student moderator Deante "Micah" Washington, where free books were donated by the John Legend Foundation.

- A special screening was held in spring 2022 for "Trauma to Triumph - The Rise of the Entrepreneur," a documentary featuring Cathy Hughes, founder of Radio One/Urban One and the namesake of the unit. The documentary was created by filmmakers Harold and Nan Klein.

- An interdisciplinary webinar program in fall 2021, "NDA Inter-Professional Student Leaders Colloquium and Summit," sponsored by the National Dental Association, included co-faculty advisors Dean Gracie Lawson-Borders and George Jenkins, Assistant Dean of the Office of Access, Equity and Inclusion Columbia University College of Dental Medicine.

- Award-winning film and video director Melina Matsoukas partnered with Instagram and CHSOC in June 2021 to support aspiring Black storytellers with the Instagram x Share Black Stories "Future First" Reels Challenge for Black History Month.

- The NextGen TV 101 three-part webinar series held in February 2021 to inform students about the future of next generation TV and provided a certificate of completion. This was a partnership of National Association of Broadcasters, Howard University's WHUT-TV, and CHSOC.

- In March 2021, "Uncomfortable Conversations: Race, The Humanities, and Inclusion in Higher Education," a symposium sponsored by Howard University and the Inclusion Imperative for the Humanities, featuring keynote speaker CHSOC professor Natalie Hopkinson, as well as Provost Anthony Wutoh and Associate Provost Okainer Dark.

- The panel "Reporting While Black: Journalists on the Frontlines," a YouTube event sponsored by the Media, Journalism and Film department, held in June 2020.

- "Power of Black Entrepreneurship" webinar with entrepreneurs and alumni, sponsored by Melissa Bradley, John H. Johnson Entrepreneurship Chair as part of a workshop series, held September 2020.

(d) The unit supports scholastic journalism.

The CHSOC's outreach to scholastic journalism takes on several forms allowing university students and faculty to "give back" to the community.

Among the several projects the unit works on: Jumpstart for Young Children**,** an AmeriCorps. educational outreach for early learning, which includes an agreement with six elementary schools in D.C.; Archbishop Carroll High School Advisory Board – MJFC Professor Yanick Rice Lamb is a member of the Advisory Board of the Archbishop Carroll High School Jim Vance Media Program; the

HU Multicultural Summer Media Academy**,** supported by the Dow Jones News Fund, an intensive two-week workshop for high school students (9th-12th graders & 2019 graduates) interested in journalism; the Summer 2019 Health Journalism Grants**,** for HU to host a high school health journalism workshop sponsored by the Dow Jones News Fund and the Robert Wood Johnson Foundation; AdCamp DC**,** a weeklong summer day camp that exposes high school students of diverse backgrounds to the field of advertising and strategic communications; and the Kellogg Grant Urban Health Media Project**,** which aims to train Washington and Baltimore high school students how to report on health disparities in their communities.

SUMMARY:

Throughout its 50-year history, the CHSOC and its faculty have actively engaged in professional and public service at the local, national and international levels. The faculty have been active members of national journalism, public relations and advertising associations – scholarly and professional – maintaining strong relationships to support scholastic journalism. The unit has a strong and successful track record as well as consistent commitment to professional and public service, as evidenced by its involvement and support of many initiatives. The faculty, professionals and students the site team met with all expressed that community involvement is a deeply ingrained part of the CHSOC culture.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- The pride and passion of faculty and students for the unit and the university are palpable.
- Progressive, challenging curriculum that effectively prepares students for careers in communications disciplines.
- Efficient and effective use of resources to meet the needs of the students and faculty.
- Faculty and administrators have close connections with prominent professionals in the various disciplines taught within the unit, and with alum, and leverage those connections to the benefit of the students.
- Strong leadership that has built a collaborative and engaging culture. Collegiality is obvious.
- A productive and prolific faculty in the areas of research and creative works.
- The commitment to social advocacy and social justice permeates the university, from the president's and provost's offices, through the deans of this unit and all university schools to the faculty and students.
- The unit has a close and valuable partnership with the university's Chadwick Boseman College of Fine Arts; the unit's dean and COFA Dean Phylicia Rashad collaborate eagerly and extensively to the benefit of students from both schools.

Challenges

- The pace of student enrollment within the unit may challenge existing resources.
- Unit staff that were part of a pre-pandemic reduction in force have not been completely replaced, placing greater workload burdens on administrators, faculty and existing staff.
- Maintaining the success of obtaining resources and equipment could become more difficult as universities compete for the same external funds.
- The unit has been directed by the provost's office to establish more collaborative relationships with other university schools that can produce more interdisciplinary opportunities for students; establishing and nurturing such partnerships could become overwhelming.

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

N/A

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.

N/A

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

N/A

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

N/A

6) If the unit was previously accredited, summarize 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.

During the previous reaccreditation cycle (2015-2016), the unit was found out of compliance on only one standard, Resources, Facilities and Equipment. Since then, starting in 2021 and ending in 2022, the unit has moved into a new building on the university campus, a former public high school acquired by the university which serves as a temporary headquarters until a new building, which will house the CHSOC and the Chadwick Boseman College of Fine Arts, can be constructed in the next few years. Once it moved into its current building, CHSOC made significant renovations to the physical plant and added a significant number of classrooms, lab spaces, audio and video studios, and administrative/faculty offices. Significant investment was made in equipment and resources. The unit now has more state-of-the-art audio and video equipment than many of the nation's professional newsrooms, and audio and video companies.

Also in the previous site team report, team members noted significant deficiencies in the self-study as it related to the standard governing Assessment. It is clear, however, that the dean took the previous team's constructive criticism in this area to heart, as this cycle's self-study contained comprehensive, thorough, clearly identified information on how the unit's assessment process complies with ACEJMC standards. This site team was impressed with the unit's assessment policies, procedures and outcomes.

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

The self-study was comprehensive, well-written, easy to access and provided enough information that the site team was able to spend relatively little time tracking down clarifications or further information once at the school. It is clear that the dean and others who worked on the self-study took to heart the constructive criticism offered by the previous site team (2015-2016). The only concern this site team had with the self-study was a very small number of broken links to documents that team members then had an easy time locating once on site.