

Report of ACEJMC Evaluation

Undergraduate program 2022-2023

Name of Institution: North Carolina Agricultural and Technical State University

Name and Title of Chief Executive Officer: Chancellor Harold Martin, Sr., Ph.D.

Name of Unit: Department of Journalism and Mass Communication

Name and Title of Administrator: Robbie Morganfield, Ph.D., Professor and Chair

Date of 2022-2023 Accrediting Visit: Feb. 5-8, 2023

Date of the previous accrediting visit: Jan. 21-23, 2018

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2022-2023 Visiting Team: Reaccredit

Prepared and submitted by:

Team Chair

Name and Title: Barbara B. Hines, Ph.D., Professor Emerita

Organization/School: Cathy Hughes School of Communication, Howard University

Signature Barbara B. Hines

Team Member

Name and Title: Marianne Barrett, Ph.D., Louise Solheim Professor

Organization/School: Walter Cronkite School of Journalism and Mass Communication, Arizona State University

Signature Marianne Barrett

Team Member

Name and Title: Scott Fiene, Former Associate Professor and Assistant Dean

Organization/School: School of Journalism and New Media, University of Mississippi

Signature Scott Fiene

Team Member

Name and Title: Herbert Lowe, Senior Lecturer

Organization/School: College of Journalism and Communications, University of Florida

Signature Herbert Lowe

PART I: General information

Name of Institution: North Carolina Agricultural and Technical State University

Name of Unit: Department of Journalism and Mass Communication

Year of Visit: 2023

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

- Higher Learning Commission
- 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

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

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level. 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 university's legal authorization comes from North Carolina General Statutes ("N.C.G.S.") § 116 et seq. Specifically, N.C.G.S § 116-4 identifies North Carolina Agricultural and Technical State University as a constituent institution of the University of North Carolina System.

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

- Yes No

If yes, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit: Last full accrediting visit: Jan. 19-22, 2016. Revisit date: Jan. 21-25, 2018.

5. When was the unit or sequences within the unit first accredited by ACEJMC? May 2004

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

The mission statement is inserted below. Faculty approved its most recent revision Sept. 9, 2022.

The mission of the Department of Journalism and Mass Communication at North Carolina Agricultural and Technical State University is to prepare journalists, multi-platform content creators and strategic communicators to tell stories from diverse perspectives and produce high caliber professional work by engaging in cutting-edge teaching, research, practice and public service.

7. What are the type and length of terms?

Number of weeks in a semester: 16

Number of weeks in summer sessions: 5

Number of weeks in intersessions: NA

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

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

- Bachelor of Science in Journalism and Mass Communication (Mass Media Production)
- Bachelor of Science in Journalism and Mass Communication (Multimedia Journalism)
- Bachelor of Science in Journalism and Mass Communication (Public Relations)

10. Credit hours required by the university for an undergraduate degree: 120 semester credit hours

11. Give the number of credit hours students may earn for internship experience. 3 semester credit hours

(Specify semester-hour or quarter-hour credit.)

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
Mass Media Production	Arthea Perry, MFA
Multimedia Journalism	Laura Marshall, Ph.D.
Public Relations	Yahya Kamalipour, Ph.D.

13. Number of full-time students enrolled in the institution: 13,487 (Fall 2022)

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.

Fall 2022 Enrollment

Areas of Concentration	Number of Students
Mass Media Production	163
Multimedia Journalism	149
Public Relations	114
Total	426

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.)

Course / Section	Title	Semester	Enrollment
JOMC 206.002	Introduction to Video Production	Spring 2023	15
JOMC 206.003	Introduction to Video Production	Spring 2023	15
JOMC 220.001	Reporting and Writing Across Media Platforms	Spring 2023	20
JOMC 220.002	Reporting and Writing Across Media Platforms	Spring 2023	20
JOMC 220.003	Reporting and Writing Across Media Platforms	Spring 2023	20
JOMC 220.005	Reporting and Writing Across Media Platforms	Spring 2023	20
JOMC 220.006	Reporting and Writing Across Media Platforms	Spring 2023	20
JOMC 224.001	Editing for Print and Online Media	Spring 2023	20
JOMC 224.002	Editing for Print and Online Media	Spring 2023	20
JOMC 231.001	Practicum I - TV Production	Spring 2023	20
JOMC 231.002	Practicum I - Radio Production	Spring 2023	9
JOMC 231.003	Practicum I - Radio Production	Spring 2023	7
JOMC 231.004	Practicum I - Multimedia	Spring 2023	20
JOMC 231.005	Practicum I - Public Relations	Spring 2023	8
JOMC 231.006	Practicum I - Newscast	Spring 2023	14
JOMC 244.001	Script Writing	Spring 2023	20
JOMC 244.002	Script Writing	Spring 2023	19
JOMC 249.001	Introduction to Multimedia	Spring 2023	20
JOMC 249.005	Introduction to Multimedia	Spring 2023	12
JOMC 255	On-Air Delivery	Spring 2023	17
JOMC 259.001	Nonlinear Video Editing	Spring 2023	18
JOMC 259.002	Nonlinear Video Editing	Spring 2023	14
JOMC 275.001	Introduction to Radio and Digital Audio**	Spring 2023	18
JOMC 275.002	Introduction to Radio and Digital Audio**	Spring 2023	15
JOMC 299.001	Video for Multimedia	Spring 2023	17
JOMC 299.002	Video for Multimedia	Spring 2023	13
JOMC 300.001	Photojournalism	Spring 2023	20
JOMC 300.002	Photojournalism	Spring 2023	18
JOMC 300.003	Photojournalism	Spring 2023	19
JOMC 306.001	Advanced Video Production	Spring 2023	20
JOMC 325.002	Electronic News Writing	Spring 2023	18
JOMC 329.002	Advanced Reporting and Writing	Spring 2023	20
JOMC 330.002	Public Relations Writing	Spring 2023	12
JOMC 335.001	Electronic Reporting and Producing	Spring 2023	12
JOMC 335.002	Electronic Reporting and Producing	Spring 2023	12
JOMC 356.001	Business Reporting	Spring 2023	13
JOMC 375.001	Advanced Radio Production	Spring 2023	16
JOMC 396.001	Publication Design and Layout	Spring 2023	18

Course / Section	Title	Semester	Enrollment
JOMC 206.002	Introduction to Video Production	Fall 2022	20
JOMC 206.003	Introduction to Video Production	Fall 2022	18
JOMC 220.001	Reporting and Writing Across Media Platforms	Fall 2022	20
JOMC 220.002	Reporting and Writing Across Media Platforms	Fall 2022	19
JOMC 220.003	Reporting and Writing Across Media Platforms	Fall 2022	20
JOMC 220.004	Reporting and Writing Across Media Platforms	Fall 2022	20
JOMC 224.001	Editing for Print and Online Media	Fall 2022	19
JOMC 224.002	Editing for Print and Online Media	Fall 2022	18
JOMC 231.002	Practicum I – Radio Production	Fall 2022	10
JOMC 231.004	Practicum I – Public Relations	Fall 2022	18
JOMC 231.005	Practicum I – Radio Production	Fall 2022	10
JOMC 231.006	Practicum I – Newscast	Fall 2022	16
JOMC 244.001	Script Writing	Fall 2022	20
JOMC 249.004	Introduction to Multimedia	Fall 2022	20
JOMC 249.005	Introduction to Multimedia	Fall 2022	20
JOMC 259.001	Nonlinear Video Editing	Fall 2022	20
JOMC 259.002	Nonlinear Video Editing	Fall 2022	14
JOMC 275-001	Radio Production I	Fall 2022	14
JOMX 275-002	Radio Production I	Fall 2022	5
JOMC 299.01	Video for Multimedia	Fall 2022	20
JOMC 299.002	Video for Multimedia	Fall 2022	20
JOMC 300.001	Photojournalism	Fall 2022	25*
JOMC 300.002	Photojournalism	Fall 2022	25*
JOMC 306.001	Advanced Video Production	Fall 2022	14
JOMC 325.001	Electronic Newswriting	Fall 2022	15
JOMC 325.002	Electronic Newswriting	Fall 2022	20
JOMC 329.001	Advanced Reporting and Writing	Fall 2022	20
JOMC 330.001	Public Relations Writing	Fall 2022	5
JOMC 330.002	Public Relations Writing	Fall 2022	12
JOMC 335.002	Electronic Reporting and Production	Fall 2022	11
JOMC 356.001	Business Reporting	Fall 2022	9
JOMC 375.001	Advanced Radio Production	Fall 2022	9
JOMC 396.001	Publication Design and Layout	Fall 2022	14

Online Courses

Course / Section	Title	Semester	Enrollment
JOMC 249.02A	Introduction to Multimedia	Fall 2023	20
JOMC 249.02B	Introduction to Multimedia	Fall 2023	20
JOMC 231.01A	Practicum I – Multimedia	Fall 2022	20
JOMC 249.01A	Introduction to Multimedia	Fall 2022	20
JOMC 249.01B	Introduction to Multimedia	Fall 2022	21***

(*Over enrollment occurred in two sections of Photojournalism in fall 2022 because the university's registration system reverted to a previously used semester of courses that listed the course capacity at 25, instead of 20. The glitch was not noticed until the registration period ended, which would have required removing students from the sections. The unit opted not to do so. It was during the spring 2022 semester that JOMC added Photojournalism to its skills courses. Previously it was taught as a theoretical course. A new instructor with a broader scale of professional experience converted the course to a more practical model in line with student demand, assessment results and recommendations.)

(**Radio Production I (JOMC 275) was listed as Introduction to Radio & Digital Audio on the Spring 2022 Dynamic Schedule that students use to register for classes. This designation is consistent with how the course has been listed on the Curriculum Sheet dispersed to students but not with the catalog entry. Efforts have been made to resolve the discrepancy.)

(***An incoming transfer student who registered late was permitted to enroll in JOMC 249 because it is a prerequisite for various other courses. Failure to take the class in fall 2022 would have adversely affected the student's ability to advance through the curriculum in a timely manner.)

16. Total expenditures planned by the accredited unit for the 2022–2023 academic year:
\$1,554,032

Give percentage increase or decrease in three years: 10.5% increase

Amount expected to be spent this year on full-time faculty salaries: \$1.1 million

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.

JOMC Full-time Faculty Roster Fall 2022-Spring 2023

Name	Rank/Title
Michael Carter	Lecturer
Dr. Gary Guffey	Instructor
Joseph Jowers	Instructor
Dr. Yahya Kamalipour	Professor
Dr. Kevin Keenan	Instructor
Dr. Laura Marshall	Assistant Professor/Director of Aggie TV
Dr. Robbie R. Morganfield	Professor/Department Chair
Arthea Perry	Senior Lecturer
Dr. Kimberly Smith	Associate Professor
Dr. Kate (Ecaterina) Stepaniuc	Assistant Professor
David Squires	Lecturer
Dr. Daphne Valerius	Teaching Assistant Professor
Nicole Watson	Broadcast Journalist in Residence
Tony Welborne	Lecturer
Dr. Sheila Whitley	Associate Professor, Associate Dean, College of Arts, Humanities and Social Sciences
Dr. Maria (Xueying) Zhang	Assistant Professor

Additional Faculty (Not teaching)

Dr. Frances Ward-Johnson	Tenured Professor and Dean, College of Arts, Humanities and Social Sciences
Dr. Linda Callahan	Professor Emerita

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.)

Part-time Faculty Spring 2023

Dwight Davis
John Hinton
Allen Johnson
Gary Kenton
Reginald Peterson
Devon Smith

Part-time Faculty Fall 2022

Michael Crawford
Arlette Hawkins
John Hinton
Allen Johnson
Gary Kenton
Reginald Peterson
Devon Smith

Part-time Faculty Spring 2022

Tracey Clemons
Michael Crawford
Dwight Davis
Allen Johnson
Joseph Jowers
Kevin Keenan
Gary Kenton
Reginald Peterson

19. For each of the last two academic years, please give the total number of graduates from the unit.

2021-22 academic year: 120

2020-21 academic year: 143

PART II — Standard 1: Mission, Governance and Administration

North Carolina Agricultural and Technical State University was founded in 1890 as a public, historically Black land-grant research university. It is one of 17 institutions in the University of North Carolina System. It boasts high research activity, offers doctoral education and is striving to earn Carnegie 1 research status. In fall 2022, there were 13,487 students enrolled on the Greensboro campus and 426 study in the Department of Journalism and Mass Communication (JOMC).

Education in journalism and mass communication at North Carolina A&T State University dates to 1969, with the formation of the Department of Speech Communication and Theater Arts. In 1970, the unit moved into the newly constructed Crosby Hall, named after the University's first president, a newspaper publisher. In 1986, the Department developed concentrations in broadcast news, broadcast production, print journalism and public relations and graduated its first students in 1989. It was first accredited in 2005.

In 2023, JOMC is one of six units in the College of Arts, Humanities and Social Sciences (CAHSS), the fourth largest college on the campus. The Department now offers three concentrations: Mass Media Production, Multimedia Journalism, and Public Relations. During the pandemic, the University offered online instruction and the Department continues to offer a limited number of courses online due to student demand.

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 Department's mission statement and five-year strategic plan is tied to *Preeminence 2023*, the University's current strategic plan and was formulated with the leadership of the dean of the CAHSS and the faculty. The revision of the mission statement began in 2019 but was halted during COVID and restarted with the hiring of an interim chair in 2021-2022. During the planning for the self-study, the Department conducted two SWOT analyses. The first was directed at faculty and staff; the second was designed for students. Both provided feedback and identified strengths JOMC must build upon and the weaknesses it needs to correct. With that research, the strategic plan grew out of the Department's committee structure, was led by the chair, and approved by the faculty after several months of planning, meetings, and deliberations. It includes 11 categories of strategic directions, ranging from academic excellence to community and alumni engagement. The mission statement, originally 119 words, was pared down by the faculty in its planning in 2022 to 42.

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

The mission statement and strategic plan can be found on the department's accreditation page at <https://www.ncat.edu/cahss/departments/journalism-and-mass-communication/pdf/jomc-strategic-plan.pdf> It also is posted on the walls in the building for all to see.

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 Department was ranked by the U.S. Department of Education as the number one producer of African-American graduates in communications, journalism, and related programs for 2019-20. With that designation comes great expectations and challenges. In developing the strategic plan, any faculty

member can offer a suggestion about updating or enhancing the plan to keep it current with academic and industry requirements. The chair oversees the process for moving forward with recommended changes or updates to the plan. Faculty and staff have the opportunity for input and ultimately vote to approve any changes. Faculty members participate in all aspects of the Department's operation. They propose ways to enhance the unit; approve new courses, programs, and policies; serve on search committees; and vote on hiring new faculty members, including chair candidates.

(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.

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?

Since the last site visit, there is new leadership across campus. The dean of the College of Arts and Humanities was appointed in 2018; the provost in 2021. They are aligned in their support of the Department and in 2020 hired Dr. Robbie Morganfield for an endowed professorship teaching journalism and mass communications. Shortly after, there was a search conducted to replace the chair, a long-time faculty member who retired. In 2021, Dr. Morganfield was appointed interim chair; in 2022 he was named permanent chair. All of this happened during COVID, a time when the University was closed. Dr. Morganfield used that time to meet people from across campus via Zoom and to foster strong relationships for the Department.

Dr. Morganfield is highly respected both on and off campus for his leadership skills. He has long been a promoter of HBCUs both in his academic and professional communities. Faculty, students, and campus administrators appreciate his demeanor and willingness to be creative in solving challenges. He has been a cheerleader for his faculty and has encouraged them to expand their scholarly productivity and maintain their professional skills.

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

The data are updated through 2021.

(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.

That information can be found at <https://www.ncat.edu/cahss/departments/journalism-and-mass-communication/accreditation.php>

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.

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

The Department's governance documents outline membership, responsibilities, procedures for voting, and procedures for initiating and modifying policies and procedures. The documents clearly provide a roadmap for success. Faculty members are actively involved in developing, implementing, and assessing the curriculum. There was a 10-month university-wide curriculum moratorium that ended Dec. 31, 2022; faculty continue to monitor changes in industry that must be addressed in the classroom. The document can be found at <https://www.ncat.edu/cahss/departments/journalism-and-mass-communication/jomc-governance-document-final-draft-march-2022-002.pdf>

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

The dean of CAHSS appoints the Department chair after the position has been identified and advertised. The Department's search committee leads the initial evaluation process, identifying qualified applicants and arranging interviews with faculty, staff, and students. Following the interview process, the search committee develops a list of finalists to send to the dean. The dean confers with the search committee, reviews candidate data, conducts one-on-one interviews, identifies the preferred candidate and extends an offer in conjunction with the Office of the Provost.

The dean of CAHSS has developed a document explaining the procedures for the annual evaluation of chairpersons. Evaluations are conducted in late June, consistent with the end of the fiscal year. Chairs complete the Annual Performance Planning and Evaluation for Senior Administrative and Academic Officers instrument that details their goals and objectives for the year, goals for the coming academic year, and includes a professional development plan. The dean then provides ratings and comments and meets with the chair to discuss the performance planning and evaluation instrument. Final results are then shared with the Division of Human Resources.

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

The University has a document that provides guidelines for faculty and staff complaints. There is an eight-person Faculty Grievance Committee authorized to hear and offer advice concerning faculty member grievances. The document is here: <https://hub.ncat.edu/administration/legal/policies/sec2-acad-affairs/faculty-handbook/appendix-f-2---regulations-of-faculty-grievance-policy-and-procedure.pdf> Staff complaints can start at the Department or College level before going through the Employee Relations office in the Department of Human Resources. That procedure can be found at <https://hub.ncat.edu/administration/human-resources/employee-relations/index.php>

Student complaints first go through the chair; students may also file grievances online with the Office of Student Affairs at <https://www.ncat.edu/campus-life/wellness-and-safety/reporting.php>

Directions are also on the university's website:

<https://www.ncat.edu/provost/academic-affairs/accessibility-resources/grievance-procedures.php>

SUMMARY:

Since the last visit in 2016 and revisit in 2018, the Department bid farewell to long-time key faculty who retired, it embraced new ways of delivering education and training to students during the challenges of COVID, and it experienced leadership changes at the Department, College, and University levels. Despite those challenges and opportunities, the Department continues to move forward and is considered one of the model departments in the University.

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 degree requires 120 credits. Forty-two credits must be taken within JOMC, which consists of a 21-hour core that all students take; another 15-18 hours in the sequence (multimedia production, multimedia journalism or public relations), and 3-6 elective credits (depending on the sequence).

Additionally, students take 23 credits outside the unit (grammar, English, political science, philosophy, geography, foreign language, business and health/physical education). Students must also complete 32 hours of general education courses required by the University including written communication, reasoning, African-American culture/heritage, global learning, math/logic, humanities/fine arts, behavioral sciences and “student success.

The remaining 23 credits can be in a minor outside the Department, or students can take any other free electives to complete the degree, either within or outside of the department. The Department does offer a variety of elective courses such as Minorities in Mass Media; Black Press in the United States; Women and Media; Race, Media and Politics; Current Issues in Mass Communication, among others that students can take to fulfil the requirements.

A minimum of 55 credits (45 percent of the degree) *must* be outside the Department. The degree of those courses contributes to a liberal arts and social sciences perspective. While it’s technically possible for a student to take all the remaining electives within JOMC, conversations with some faculty and leaders outside the Department indicate that students are advised to take elective coursework and/or a minor in another area that aligns with their career interests.

(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.

As per the self-study, 14 of the 21 core hours are significantly focused on theory/conceptual issues. A spot check of student advising sheets and syllabi show there is a good balance of theory and skills courses throughout the curriculum. Additionally, many skills and production courses include theoretical concepts; as the Department indicates in the self-study, “Theory and practice are inseparable because students cannot practice their crafts well without understanding what drives the principles associated with the various forms of practice.” A check of syllabi indicates that skills courses do include some theory, for example, one of the learning outcomes for Advanced Video Production is that students will “understand the basic theories of why video production and video editing is essential.”

(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.

A review of syllabi for the core courses required of all students indicate the curriculum is relevant for the rapidly changing media world. For example:

- JOMC 102 is about interactive communication in a digital world
- JOMC 220 covers reporting/writing across multiple media platforms
- JOMC 231 is a practicum in which students work at the radio station
- JOMC 249 is an introduction to research methods with a focus on digital
- JOMC 303 is another research course focusing on qualitative and quantitative techniques
- JOMC 393 focuses on current laws and legal issues
- JOMC 493 is a professional development seminar to prep students for internships
- JOMC 498 is an internship

Additionally, a spot check of syllabi for other courses shows a commitment to relevant and current topics, such as:

- JOMC 224 – editing/writing for print/online
- JOMC 275 – introduction to digital and audio
- JOMC 335 – electronic reporting/producing
- JOMC 330 – public relations writing covering all types of PR writing
- JOMC 396 – publication editing/design, which is a lab class where students work on real publications.

Conversations with faculty indicate they feel the curriculum is relevant, as did a conversation with leaders of other units within the College of Arts, Humanities and Social Sciences.

Alumni survey responses show students land good jobs after graduation, with 86 percent of the respondents in one of the surveys indicating they felt JOMC did an “excellent” or “good” job of preparing them for the job market, which is another indicator of a relevant curriculum.

Course syllabi are descriptive, professional and consistently formatted with each one articulating how that course maps to ACEJMC standards.

While it appears social media concepts are embedded within the context of several courses, there is only one course-JOMC 203, an elective- that is specifically focused on social media. Given the importance of social media to being successful in both the journalism and public relations professions, the Department might consider if or how this course could become a required part of the curriculum.

(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.

A review of faculty CV’s shows nearly all have relevant industry experience and remain connected to the profession and regularly receive awards and recognition, and some are engaged in consulting. Faculty also otherwise indicate they feel supported in their professional development efforts.

(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 or online, should not exceed 20-1.

As per its chair, there are no courses in the Department with an enrollment of more than about 35 students. Skills courses are capped at 20, with several having enrollments of fewer than that. However, there were three instances in Fall 2022 in which skills courses did exceed the maximum (two sections with 25 students and one with 21 students). This was explained as a glitch in the University's registration system and was not noticed until students had already enrolled. Fixing the situation would have required removing students from the 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).

A practicum and a one-time three-credit internship are required for all students in JOMC. Conversations with students indicate they are aware of the requirements, and feel they receive good information about the opportunities. Several faculty members also mentioned they help students find internships.

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.

Evaluations of the internship are a shared responsibility between the internship supervisor and the faculty teaching the internship course. The Department's internship coordinator visits the internship sites each semester if practical (e.g., there may be cases where the internship is not local) and conducts bi-weekly meetings with the interns to assess progress. The site team reviewed internship evaluations and the results were good.

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.

Students may take a one-credit Practicum (JMOC 231) at WNAA-FM, Aggie News TV, *The A&T Register*, and public relations offices on campus, and they are supervised by faculty and media advisers. The Practicum may be repeated depending on the student's curriculum.

SUMMARY:

Overall, the Department is meeting the standard. Students mentioned they would like to see social media concepts more prominent in the curriculum. With new leadership, additional faculty, and the end of the curriculum moratorium, there are opportunities for additional curriculum enhancement. The Department must continue to work with the registrar to monitor enrollments during registration to avoid over-enrollment in skills courses. Repeated instances of over-enrollment could cause the evaluation of this standard to be non-compliant.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another.

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.

A written assessment plan covering the years 2016-2022 can be found on the website via the “accreditation” tab in the left navigation. <https://www.ncat.edu/cahss/departments/journalism-and-mass-communication/pdf/jomc-assessment-plan.pdf>

As indicated in commentary for Standard 2 (Curriculum and Instruction), a review of syllabi indicates the curriculum is up-to-date and relevant for the rapidly changing media world.

(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 assessment plan includes the Department’s mission and vision statements, 12 Departmental goals, and the 10 ACEJMC professional values and competencies. These values and competencies are what the Department seeks to instill in its graduates and they are prominently displayed in hallways and classrooms throughout the building (sometimes listing one value at a time on “Crosby Kids” posters, and other times as signage that lists all 10 of the values). The mission and vision statements are also prominent throughout the building. Note: “Crosby Kids” is a reference to the shared sense of community and great pride of being a student in Crosby Hall.

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

In the self-study report, the Department identified three direct and three indirect measures to assess student learning.

The direct measures are:

- A portfolio evaluation conducted in JOMC 492 (Professional Development Seminar, a required course for all students). These electronic portfolios are evaluated by media industry professionals, alumni, and faculty who do not teach this specific course. Evaluations touch on all 10 ACEJMC competencies.
- An evaluation of internship experiences (JOMC 498), which is also a required course. The evaluations are conducted by the internship supervisors, as well as industry professionals and faculty. Like the portfolio evaluation, it touches on all 10 ACEJMC competencies.
- A comprehensive exam administered in JOMC 498. The exam consists of random questions from a test bank covering topics on grammar, AP Style and other items. There have been several changes in the approach to this direct measure: Until 2017, students took a Graduate Proficiency Exam; this later became a pre-test in JOMC 102 Interactive Communication with a post-test administered in JOMC 220 Reporting and Writing. Although the pre- and post-tests showed students made improvements, in 2020 faculty decided this was not an effective measure of learning, and therefore switched to the current comprehensive exam. The Department has been trying to find its way with how to best use an exam to measure the student learning.

The indirect measures are:

- An annual satisfaction survey of seniors
- An alumni survey (conducted in 2017 and 2022)
- Tracking the number of student awards and scholarships

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

Two of the direct measures (portfolio and internship evaluations) involve alumni and industry professionals. The alumni survey (an indirect measure) also involves communication professionals.

(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.

The self-study includes a document outlining changes/enhancements to courses, activities, the overall curriculum, faculty training and other endeavors aimed at closing the loop with the assessment plan. The department is serious about assessment, and tracks the changes made with the information that is gathered. Conversations with faculty also indicate they take assessment seriously and use the results to make improvements in their instruction.

The faculty has developed a curriculum map illustrating how each value/competency is aligned with each course (both core courses, and courses in the three sequences).

However, based on the information provided in the self-study, it was unclear to the site team exactly how the loop was closed. There was information about what was measured, and information about changes made, but no detail defining what transpired in between. The site team was looking for specific goals, metrics and evidence, for example:

- 80 percent of the students should be able to....
- 75 percent of the students met the goal....
- Here is how the information was used to close the gap...

In conversations with the faculty member in charge of assessment, as well as discussions with other faculty, it was determined the process worked like this: Faculty members agreed on what would be assessed in their courses, they conducted the assessments, then discussed the results as a group – and from there, made what they felt were appropriate changes and improvements. The self-study included a very comprehensive document about enhancements to courses, alumni involvement, additional faculty training, workshops, curriculum changes and other initiatives. Again, it’s very clear the Department takes assessment and learning seriously and feels it has made significant strides.

But the fact remains that it was unclear what the *measurable* goals are, to what degree goals are being met, and to how deficiencies are identified, addressed, and measured again to show improvement. Department leadership has expressed they felt they were doing a good job with assessment and had provided adequate documentation to the site team. The provost and college dean also expressed they felt the Department understood and was doing a very good job with assessment and in closing the loop. This led to some head scratching among site team members until a conversation with the dean and provost revealed that the Department *is* doing exactly what the site team was looking for – but it was for the institutional accreditation process. In other words, the Department was conducting assessment for both ACEJMC and SACSCOC, but viewed these as two separate endeavors. The process for the institutional accreditation was solid, and what should have happened with the ACEJMC accreditation.

The institutional reports (which were subsequently provided to the site team) are mapped to ACEJMC standards, and include specific learning objectives. For example, the 2022 report includes these objectives:

- Student portfolios will be accessed to ensure students write correctly and clearly, and that students will speak professionally in a clear and concise manner. A rubric will be used to score the portfolio, with a goal that 80 percent of the students will score 3.0 or higher on a 4.0 scale using a Qualtrics evaluation form.
- Mock interviews will be assessed to ensure students think critically, creatively, and independently. A rubric is used to measure it, with the goal being that 80 percent of the students will score 3.0 or higher on a 4.0 scale.
- Graduating students who complete the internship will apply the appropriate tools and technologies for the professions within which they work, and that truth, accuracy, fairness, and diversity is reflected in their work. A rubric will be used to access, with the goal that at least 80 percent of the students will score 3.0 or higher on a 4.0 scale.
- Students will demonstrate effective research skills, as evidenced by a course rubric with a goal of at least 80 percent of the students scoring 3.0 or higher on a 4.0 scale.

The above goals are for the current academic year, results of which are not yet available. A report for the prior academic year included similar goals but with results. For example, the goal for mock interviews was that 80 percent of the students would achieve a 3.0 or higher on a 4.0 scale rubric. Only 56 percent of the students met the goal in fall 2021, and 32 percent met the goal in spring 2022. It is indicated that improvements will be made by working closer with alumni and industry to increase the mock interview success. This is what is meant by closing the loop!

SUMMARY:

Initially there was concern that the Department did not provide enough information about closing the loop with assessment. This would have been especially problematic given the noncompliance on this standard at the last accreditation. However, it was determined that the unit is closing the loop on its institutional assessment plans, and that those plans also address ACEJMC values. A recommendation to marry the two processes as much as possible (using the institutional approach), which will make things clearer for ACEJMC accreditation, as well as eliminate the work required for what appears to be two completely independent processes. Another suggestion is to have a faculty member go through ACEJMC accreditation training and explore being part of a site team that visits other schools – that would be a good way to become more familiar with the ACEJMC accreditation process and the expectations especially with respect to assessment.

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.

Placed prominently at the main entrance to the Department of Journalism and Mass Communication at North Carolina A&T is a placard with the Department’s mission statement, which is “to prepare journalists, multi-platform content creators and strategic communicators to tell stories from diverse perspectives and produce high caliber professional work by engaging in cutting-edge teaching, research, practice and public service.” In terms of diversity and inclusion, the Department advances that mission in a number of ways. It has a diversity plan that is reviewed and updated annually, most recently in fall 2022. As part of a historically Black university, most of the Department’s students and about half of its faculty members are African-American, but it recognizes that diversity is broader than race and has expanded its efforts particularly with respect to gender and sexual identity. In addition to its goals of recruiting diverse students and faculty, the Department is committed to ensuring an inclusive and welcoming environment and to cultivating within students an understanding of and appreciation for how a diversity of ideas and perspectives advances journalism and mass communication. It has a standing committee on diversity and inclusion that is charged with leading the unit’s efforts in this regard. The committee meets regularly, researches best practices and makes recommendations on curricular and other changes to the faculty and Department administration.

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

The Department of Journalism and Mass Communication’s mission is “to prepare journalists, multi-platform content creators and strategic communicators to tell stories from diverse perspectives and produce high caliber professional work by engaging in cutting-edge teaching, research, practice and public service.” In support of that mission, the department’s Diversity and Inclusivity Policy is in the accreditation section of its website <https://www.ncat.edu/cahss/departments/journalism-and-mass-communication/accreditation.php>

(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.

Developing culturally proficient communicators is at the heart of the Department’s curriculum and students must complete at least one diversity-related assignment in each course. Those in the required JOMC 220 Reporting and Writing Across Media Platforms course complete the Poynter Module on Race and Diversity and are taught to use more inclusive pronouns when referring to issues that affect a broad range of individuals. As a result of its assessment efforts, the Department added an assignment to JOMC 393 Communication Law and Ethics. Students in that class now write a five-page report on diversity in media practices, while those in JOMC 292 Professional Development complete a project that looks at workplace issues.

Additionally, as part of their general education and liberal arts requirements, all journalism and mass communication students must complete six credit hours of course work in a foreign language, three credit hours of geography, three credit hours of history focused on African-American culture and heritage and three credit hours of history with an emphasis on global learning and awareness. The Department also offers elective courses such as JOMC 201 Minorities in Mass Media, JOMC 204 Black Press in the United States and JOMC 351 International Communication. In JOMC 250 Race, Media and Politics. In our meetings with them, students said they appreciated doing assignments focused on the good, bad and ugly of journalism's relationship to diversity.

Outside of the classroom, the Department actively participates in a number of the University's diversity initiatives, has collaborated with the University's chief diversity officer, and engages students in conversations about diversity through its "Diversity Dialog" series. The series' initial session focused on what diversity looks like at an HBCU and explored issues related to non-Black and LGBTQ+ students. The Department also created a study abroad course that was scheduled to take students to Costa Rica. The program was canceled because of COVID and has been rescheduled for fall 2024.

When asked whether there were discussions of diversity in their classes, students said the discussions were focused on race and some expressed a desire for those discussions to acknowledge that among African-Americans there is a broad range of experiences and backgrounds. Others were frank about their concerns that in their attempts to diversify the student body, the Department and University might veer away from the core mission of providing a safe space for students of color; one in which they feel seen and comfortable expressing their points of view. Other students said their instructors addressed the realities of being Black in an industry that is predominately white.

(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.

As detailed in its strategic plan, fostering cultural diversity and global awareness is one of the Department of Journalism and Mass Communication's key objectives. To that end, as noted above, one of its standing committees is devoted to diversity and inclusion. At the time of the self-study, the committee was chaired by an African-American woman and its members were two African-American men and an international woman. The committee provides regular updates on the status of its diversity initiatives and at least once a semester diversity and inclusion are an agenda item at the Department's faculty meeting. Faculty are provided with a copy of the Department's cultural diversity statement to include in their course syllabi. While many of the course syllabi include that statement, others do not.

The Department uses a variety of methods to recruit a diverse faculty and staff and its efforts have been successful. At the time of the site visit, 50 percent of its faculty were African-American, about a third were white, another 12.5 were international and just over 6 percent were Asian. Since the last accreditation review the Department, like others at the University, has sometimes struggled with retaining faculty, especially those of color who often are recruited away with offers of higher salaries and prestigious positions. At the time of the site visit, the Department had four faculty searches underway: three to replace faculty who left at the start of the current academic year and the fourth for a new faculty line.

(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.

North Carolina A&T State University is the nation's largest HBCU. It was founded in 1891 to provide education to African-Americans at a time when they were not permitted to attend state-supported institutions that served whites. The University and the Department are open to all students but remain committed to the University's founding mission. According to the U.S. Department of Education, in the 2019-2020 academic year, the Department of Journalism and Mass Communication produced more African-American graduates in communications, journalism and related fields than any other school in the country. Efforts to diversify the student body are ongoing across campus but challenges remain. There are four historically white state universities that offer programs in mass communication-related areas within an hour's drive of A&T. As noted above, some students expressed a desire that the University and Department not veer away from their core mission.

(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.

JOMC's Diversity and Inclusiveness Policy states "it recognizes that demographic diversity means the inclusion of all groups, including those who receive protection from discrimination on the basis of race, ethnicity, gender, religion, national origin, sexual orientation, political affiliation or other factors," and that it is committed to ensuring its climate is free of harassment and discrimination. To that end, at least twice a year the Department holds town hall meetings in which students have the opportunity to voice their concerns. On a more formal basis, the University distributes copies of the Unlawful Workplace Harassment policy to all new employees during the orientation period and pledges to conduct impartial and fact-based investigations of complaints. The University also requires units to provide reasonable accommodations for disabled students, faculty, and staff.

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

SUMMARY:

The Department of Journalism and Mass Communication at North Carolina A&T is committed to ensuring diversity and inclusion in all of its forms. That commitment is evident in its curricula and instruction, hiring practices and student engagement activities and alumni outreach.

Overall evaluation, compliance/non-compliance: COMPLIANCE

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

Academic year: 2022 – 2023 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	3	18.75%	5	31.25%
White	2	12.5%	3	18.75%
Asian	1	6.25%	0	0
International (white)	1	6.25 %	1	6.25%

Academic year: 2021 – 2022 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	0	0	3	60%
White	0	0	2	40%
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

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.

Full-time faculty are actively involved in teaching: a full load of courses is normally 3/3 for tenure track and 4/4 for non-tenure track. This is a change since the 2015-2016 accreditation visit when “the seriously understaffed faculty” was cited as a weakness. In fall 2022, there were 16 full-time faculty teaching most of the core courses in the Department. One of those faculty members also serves as associate dean of the College of Arts, Humanities and Social Sciences (CAHSS) and teaches one course a semester. On average, over a three-year period, 76 percent of the core courses were taught by full-time faculty, who are also responsible for developing the curriculum, conducting research or creative activity and engaging in service. North Carolina A&T aims to become a Carnegie I research institution and believes that effective teaching “grows out of competence rooted in productive scholarship.” There is a renewed focus on scholarship with avenues for traditional peer-reviewed publications and creative work. The Department is well represented in the Faculty and Staff Senates, as well as on JOMC and many university and college-level committees.

(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.

JOMC faculty members have a wide range of educational and professional experience. Ten of the full-time faculty have doctoral degrees; three have an MFA, one has an MBA and two hold MA degrees as terminal degrees. Six of seven part-time faculty have master’s degrees in mass communication fields, and one of them holds a doctorate. All faculty have industry experience and have received awards and commendations for their excellence. They have participated in professional development provided by many organizations including the Poynter Institute, Duke University endowment, IRTS, Scripps Howard, Dow Jones News Fund, and Solutions Journalism.

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

All faculty develop a plan and portfolio of teaching, research, creative and professional activity, and service accomplishments. Expectations for faculty are clearly explained in the University’s *Faculty Handbook* and are regularly shared with faculty throughout the appointment, reappointment, promotion, and tenure process. A separate JOMC document provides additional guidelines. With a senior level faculty, the Department must continue to ensure that junior faculty-upon their hiring-understand the promotion and tenure process and are provided mentors when needed.

Notably, new tenure-track faculty each receive \$10,000 in startup funds to support research activities; other faculty can apply for college-level or university-level support. Travel support is provided for faculty who are engaged in professional activity related to their discipline, for example, AEJMC, AAF, BEA, PRSA and PRSSA to name a few.

Tenure-track assistant professors must have completed a minimum of four years of service to apply for tenure and promotion to associate professor; associate professors typically are required to complete five years of service at that rank to apply for promotion to full professor. Until 2021, NCA&T did not have a sabbatical policy. That year, however, the provost announced a policy to support two sabbaticals each

academic year as part of the university's Reassigned Time Policy for tenured faculty with seven years of full-time, continuous service. To date, no JOMC faculty members have applied for sabbaticals.

(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.

JOMC faculty members have a strong record of activity in the areas of research, creative, professional activities, and mentorship. With the University's *Preeminence 2023 Strategic Plan*, the Department and the College of Humanities, Arts, and Social Sciences have elevated their expectations of research and publication, and it's incorporated into faculty hiring, promotion, and annual evaluation.

Faculty productivity ranges from 20 awards and honors to 12 grants, from five edited books to 19 articles in refereed journals, to 60 articles in non-refereed publications. Faculty members present widely at AEJMC, BEA, College Media Association, NABJ, PRSA: 29 presentations at professional conferences, 23 keynote speeches at national and international conferences, plus many more. They are respected for their contributions to both the academy and the industry.

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

Faculty, students, and administrators across campus spoke highly of the faculty and chair of the Department. Many faculty members serve on college and university-wide committees. Admirers also mentioned collaborative projects, community engagement activities, and media projects initiated by faculty. They commended their collegiality and work to ensure student success.

SUMMARY:

JOMC has a talented faculty working on overdrive to teach, conduct research, creative activities, and other scholarship. Respected by students and colleagues alike, they have been successful in contributing to the campus and professional communities.

Overall evaluation, compliance/non-compliance: COMPLIANCE

JOMC Scholarship, Creative and Professional Activities Chart

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (15)
		Full Professors (3)	Associate Professors (2)	Assistant Professors (3)	Other Faculty** (7)	
Awards and Honors	20	3	12	4	1	20
Grants Received Internal	10	2	0	8	0	10
Grants Received External	2	1	0	1	0	2
Panelist/Moderator/Judge/Presenter at Professional Conferences	29	2	2	25	0	29
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	6	6	0	0	0	6
Book Chapters	6	2	1	3	0	6
Journal Article Reviewer	13	1	2	10	0	13
Articles in Refereed Journals	19	0	0	12	7	19
Refereed Conference Papers	23	0	7	15	1	23
Keynote speeches at professional conferences (national/international)	23	20	0	3	0	23
Mentorship of undergraduate research/creative works	64	1	18	10	35	64
External Communications Portfolio Reviewer/PTR	13	12	1	0	0	13
Articles in Non-refereed Publications	60	4	8	6	42	60
Juried Creative Works	2	0	0	0	2	2
Non-juried Creative Works	116	1	1	103	11	116
Journalism and Mass Communication Program Reviews	1	1	0	0	0	1
TOTALS	407	56	50	200	99	415

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

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 College of Arts, Humanities and Social Sciences has established an advising structure to serve all freshman majors, in part to help dramatically decrease the number of advisees assigned to full-time faculty members in the Department. All seniors are assigned to the Department chair and an associate dean, who is a JOMC faculty member assigned to assist in certifying them for graduation. Every student receives a personal curriculum course-tracking guide sheet for their respective major.

Another associate dean reports that all department chairs in the College receive training related to student advising and are to relay that to their respective faculty; she said a pending new advising system should make it even more efficient and effective. Other chairs in the College say JOMC exhibits no evidence of “mis-advisement,” that is, its students don’t take classes they don’t need or fail to take those they need. Indeed, a chair said, JOMC students are quite “deliberate” in taking “Gen-Ed” classes on schedule.

For their part, all but a few students reported having positive advising experiences, and said their advisers and those at higher levels were helpful in making sure they graduated on time. Some students expressed frustration about the number of times their assigned advisor changed during their time in the Department.

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

Each JOMC sophomore or junior student is assigned an academic adviser who is a faculty member based on the student’s classification and concentration. The advisees are assigned in groups alphabetically by their last names. During the University’s designated advisement period each semester, faculty members typically allow students to electronically reserve appointments.

Students in most instances cast their faculty advising as quite helpful, provided there’s time for a relationship to build, and that the faculty member has enough experience in the unit and on campus. Most students report having mentorship relationships with faculty, and a sense that the faculty are keen on preparing them for their careers and to make the best decisions according to their aspirations.

Faculty seem delighted to offer students their best advice and mentorship. There is certainly, though, a desire from some tenured and tenure-track ones to have reduced advising requirements to have more time for research, particularly with the University’s Research I aspirations.

Students are required to complete at least one internship aligned with a related capstone-level course before graduation. They credit their faculty instructors and mentors for preparing them for the real world, and most students state they will have had two or three internships before leaving JOMC. A recent unit survey of the Class of 2019 found that 71 percent were currently employed in media-related jobs.

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

The unit features information about its majors and degree requirements on its designated pages of the University’s websites. The Department chair has begun holding town hall meetings each semester with students to discuss curriculum information and performance standards; the students say more advance notice would help draw more attendance. Curriculum guides outlining course requirements – including prerequisite listings – are available for students to review in the unit’s main office and on hallway tables near the unit’s main office. Faculty members are

required to offer ample opportunities for office hours, and they all have a list of which hours are set aside for advising posted outside their offices.

(d) 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 unit sponsors chapters of several professional organizations or other extracurricular activities and opportunities relevant to the curriculum and potential future aspirations and endeavors.

Its National Association of Black Journalists chapter supports those students who wish to pursue journalism careers – and it was named the national student chapter of the year in 2018. A longtime NABJ member who is on the faculty serves as its adviser, and students indicate they hope to attend their first national convention in Birmingham this summer.

There is also an A&T chapter of Public Relations Student Society of America (PRSSA) and, because of an increase in students wanting to pursue careers in sports journalism, a new one for the Associated Press Sports Editors (APSE). The unit also cites new initiatives aimed at supporting/promoting activities and careers for aspiring filmmakers and those interested in related fields.

There's a definite campus media presence. Nearly 35 students were seen actively and adeptly participating in a story pitch meeting of *The A&T Register*, the student newspaper, which is regularly published digitally and produces two to three special print editions each academic year. The staff includes paid editor positions and offers experience for staff writers, contributors, columnists, page designers, photographers and multimedia specialists.

A TV studio enables students to produce news, documentaries, and specialized programs. Students learn how to perform on camera and are encouraged to create content for their newscasts in their TV reporting, production, and multimedia practicum courses. The students were purposeful and passionate about their respective duties during a taping in the studio and control room. Their results are generally seen on screens across Crosby Hall and on YouTube. Efforts to have the newscast seen more broadly are blocked by a University policy requires University approval prior to the creation of any social media accounts tied to campus-related initiatives. Hopefully, the unit can help push for the necessary approvals soon.

WNAA-FM, the unit's 10,000-watt full power radio station in Crosby Hall, allows students to gain experience producing programs and services for a coverage area of about 45 miles and a worldwide online audience. The unit reports that a student-run, faculty advised public relations agency serving the university's community ceased operations during the pandemic. Students are eager for that to resume.

Last fall, the unit launched storieswetell.news to give students an additional platform for showcasing content they create in classes and otherwise. One goal in mind was to encourage broader JOMC participation in the annual Hearst National Journalism Awards competition. (Multiple students at The Register's news meeting affirmed that their work has been nominated for Hearst Awards.) A review of the new platform and faculty and student feedback suggest its potential for success; however, its content is limited and so time will tell whether it takes off as intended.

Students expressed a desire for the expansion of Aggie Media, the PR agency, and additional faculty will help here.

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

Analyses of JOMC enrollment range from freshmen persistence rates to first-year retention to four-year and six-year graduation rates. In 2021-22, the unit had the second highest persistence rate within its college, at 96.1 percent, and much higher than the university's overall rate of about 75 percent.

JOMC's first-year retention rates for the fall 2017 cohort was 79.3 percent, which increased to 82.9 percent for the fall 2021 cohort.

Regarding four-year graduation rates:

- Public relations rose from 58.8 percent for 2015-19 to 63.6 percent for 2016-20 but decreased to 50 percent for 2017-21.
- Multimedia journalism fell from 51.7 percent for 2015-19 to 47.2 percent for 2016-20 and to 46 percent for 2017-21.
- Mass media production rose from 48.1 percent for 2015-19 to 55.8 percent for 2016-20 but fell to decreased to 51.1 percent for 2017-21.

The Department's chair reports using the data as well as conversations with faculty and students to surmise that economic concerns helped to explain the decreases.

The Dean's and Chair's offices both whenever possible use discretionary gap funding to help allay the students' financial concerns on an as-needed basis. The chair said he has spoken with students individually and collectively about improving their time management skills to better their success capacities. He also said he stresses during faculty meetings the importance of advising to help keep students moving forward. "We're trying to get to what is behind the data," he said.

SUMMARY:

In a unit with clearly articulated concentrations, there's a sense that advising and mentoring are taken seriously, and the notion of pursuing a multimedia journalism major was evident in how the students converge their activities across campus media and external opportunities. For example, administrators laud the unit for its extensive commitment to internships, and many of the students working in the newscast leave the studio and head directly to *The Register's* meeting. Notably, a TV anchor also serves as the newspaper's opinions editor, the show's producer is the newspaper's multimedia editor, and the show's sports reporter is the newspaper's sports editor.

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.

At North Carolina A&T, budget allocation is largely done at the college level. JOMC is one of six units in the College of Arts, Humanities, and Social Sciences (CAHSS). As part of the budgeting process, the Department's Resources, Facilities and Equipment Committee collects information from faculty and staff to develop a proposal for the operation of the television studio, radio station and computer labs. The proposal is submitted to the chair who makes recommendations to the dean based on the priorities set by the unit in its strategic plan.

(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.

According to the self-study, the Department believes it has been treated fairly and has received the resources it needs to achieve its mission. The self-study notes its allocation is the highest among the three programs in the College that rival it in full-time equivalents. The Department saw an approximately six percent increase to its budget in each of the last three years, much of which was attributable to a University-wide increase in clerical salaries. When asked if there was a risk of having its budget reduced because of declining enrollment, the Department chair did not voice any concerns. In the site team's meeting with the dean and provost, both administrators expressed their confidence in the unit, and their hopes that it will move toward offering a master's degree.

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

JOMC is housed in Crosby Hall. Its 15 classrooms have a capacity that ranges in size from 25 to 55 seats. The Department also has six 20-seat computer labs and a handful of editing bays. As part of a five-year cycle of hardware replacement, at the time of the site visit, the Department had recently undergone an upgrade of the software and equipment in those labs. It recently received approval to use \$1.5 million in Title III funds to update its television studio. The funds will be encumbered by June 2023, with work expected to be completed by the beginning of fall 2023.

The Department chair and faculty offices are located on the second and third floors of Crosby Hall, adjacent to classrooms, which facilitates frequent informal interactions between students and faculty, helping to create a sense of community.

During the review period, JOMC also received additional faculty lines, and as noted in other standard reviews in the site team report, has four searches underway. Upon hiring, each tenure-track faculty member receives \$10,000 in start-up funds.

The Department has several fundraising initiatives, most of which are focused on scholarships. Its three endowed scholarships annually support six students. Notably, in 2021 the Department received a \$500,000 grant from NBCUniversal, which it is using to award \$10,000 each to 25 students in the 2021-2022 and 2022-2023 academic years. The Department continues to generate revenue by hosting a multimedia short course for students of color from around the country. The course is conducted in

partnership with the National Association of Black Journalists.

(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

In addition to the resources noted above, the Department of Journalism and Mass Communication has approximately 40 cameras of varying types, tripods, light kits and other accessories available for checkout by students. Its TV studio manager and technical coordinator supervises an administrative support specialist who oversees the checkout process and provides training on the equipment on a regular basis. Students can sign up to check out the equipment online through a Google form or in person.

The TV studio manager also has established a relationship with the University's IT team to provide support for the Department's computer labs and technical assistance to faculty as needed. That support was evident during the site visit when the University experienced a power outage as the site team was completing its work.

SUMMARY:

JOMC's budget allocation is comparable to that of units of similar size in the College of Arts, Humanities and Social Sciences. As the primary tenant in Crosby Hall, it has control of its classrooms, its computer labs are well-equipped and up-to-date and its TV studio is scheduled for an upgrade. A strong positive relationship with the university's IT department ensures faculty and students will have the technical support they need to be successful.

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.

JOMC reports having a vast network of alumni and advisers who interact with the Department's faculty and students virtually and through annual classroom visits and discussions related to curriculum, classroom instruction, industry standards, best practices, critiques of student portfolios, mentoring and coaching of students for internships and jobs, and fundraising. They include those from NBCUniversal News Group, The E.W. Scripps Co., CBS News, Disney/ESPN, Wieden+Kennedy Advertising Agency, and many other digital and broadcast news, communications and public relations organizations.

There is also an alumni council comprising about a dozen members and meets annually. Students said they appreciate having numerous alumni visiting their classes during homecoming week.

Alumni are also part of the NABJ Broadcast Short Course, a four-day intensive training bootcamp which JOMC has hosted annually for 31 years. The conference was held virtually during the pandemic.

The unit initiated a spring and fall newsletter aimed at attracting and soliciting from its 1,500 alumni; however, that effort subsided during the pandemic. The Department now communicates with them mostly by phone, email, through social media and otherwise relies on its University webpage.

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

Faculty and staff are leaders and members of various professional organizations, including the Associated Collegiate Press, College Media Advisers, Association for Education in Journalism and Mass Communication, Association of Schools of Journalism and Mass Communication, National Association of Black Journalists, Society of Professional Journalists, Associated Press Sports Editors, and Public Relations Society of America, among others. Through those associations, faculty create collaborations for student-focused workshops, master classes and travel to state, regional and national conferences.

The unit also has a lecture series named for a prominent A&T journalist and educator and brings to campus each year someone to discuss critical issues affecting mass media.

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

JOMC faculty continue to engage in various professional and public service activities at the local, state, and national levels, and did so even during the pandemic. They include leading and/or serving on boards of advisors and directors for associations, theaters, preservation societies, and fellowship and training programs. They also are presenters, moderators, panelists, coaches, instructors, reviewers and volunteers at various national and regional high school, collegiate and trade conferences, and events.

During the 2021-22 school year, the unit collaborated with the U.S. Department of State's International Visitor Leadership Program to engage and support foreign journalists. An undergraduate research

methods class participated in a simulcast with Chinese journalists and one from Rwanda, and the unit hosted 12 Brazilian journalists aiming to strengthen inclusion and diverse voices in Brazilian media.

(e) The unit supports scholastic journalism.

JOMC faculty and staff held an annual High School Media Day in conjunction with the North Carolina Scholastic Media Association from 2016-19. The event was disrupted by the pandemic in 2020 but returned as a single statewide conference that year and in 2021.

The unit is actively involved with the North Carolina College Media Association, serving as competition judges, and being one of two universities in the state to host the conference more than once. In 2019, more than 200 students and advisers came to NC A&T to explore issues affecting student media.

Just prior to the pandemic, the unit intended to partner with the Elon University School of Communication and serve as alternate-year hosts for a scholastic regional conference. Elon was to hold the event in 2022 but failed to do so. JOMC is committed to serving as a host in 2023.

JOMC was a finalist for a Scripps Foundation grant to support programs aimed at encouraging high school students of color to pursue journalism studies and careers. The unit is hoping to find funding from another source and move the plan into action during the 2023-24 academic year.

SUMMARY:

JOMC is proud of its alumni – and vice versa – and both sides engage regularly through traditional and new means, on campus and now virtually. The unit and its faculty members enjoy serving their local, regional, national and global communities, both professionally and civically.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Committed, collegial faculty focused on student readiness and success
- Inspiring students with an extraordinary sense of community and pride about being “a Crosby kid”
- Department leadership that is highly respected within the unit and across the University
- Multimedia/multiplatform mindset that permeates instruction and student activities
- Excellent staff that facilitates student and faculty success

Weaknesses:

- Process for reporting assessment outcomes; closing the loop
- Salary ceiling that hinders faculty recruitment and retention
- Limited distribution of student-produced work
- Declining enrollment

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

None

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.

None

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

None

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

NA

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.

The Department of Journalism and Mass Communication was reaccredited following a revisit in 2018 designed to address the two standards on which it was found out of compliance during the 2016 site visit. The standards out of compliance were Standard 4: Full-time and Part-time Faculty and Standard 9: Assessment of Learning Outcomes. In its report the 2016 team wrote:

The unit needs to assess the steps that can be taken, with the assistance of central administration, to lessen the burdens weighing down the faculty that causes them to be less robust in scholarship and spread too thin on advising and mentoring students.

The unit needs to focus on the following strategies for strengthening their assessment portfolio: design a well-developed and executed assessment plan with a curriculum that 1) reflects ACEJMC's 12-core competencies and values and 2) systematically focuses on awareness, understanding and application of the values and competencies at identified points within the curriculum that are clearly indicated in their syllabi. The unit may want to consider offering a more focused system for identifying where their courses fit with ACEJMC's 12 core competencies and values, using a matrix that would make it easy to see which courses are focused on which aspects of the core competencies and values.

On the revisit in 2018 both standards were found in compliance. Additional faculty were hired and the teaching load for tenure/tenure track faculty was reduced to 3/3. The assessment plan was rewritten and new data developed.

During the most recent review period, the Department aggressively recruited faculty and worked to continually update its assessment tools.

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.

While the self-study was well written, there were omissions of documents that slowed the work of the site team.