

**Report of On-Site Evaluation
ACEJMC
Undergraduate program
2015- 2016**

Name of Institution: North Carolina Agricultural and Technical State University

Name and Title of Chief Executive Officer: Dr. Harold Martin

Name of Unit: Department of Journalism and Communication

Name and Title of Administrator: Yahya R. Kamalipour, Ph.D., Department Chair

Date of 2014 - 2015 Accrediting Visit: January 19-22, 2016

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

Date of the previous accrediting re-visit: 2012

Recommendation of the previous site visit team (2010) : Provisional

Previous decision of the Accrediting Council (2010) : Provisional

Recommendation by 2012 Revisit Team: Reaccreditation

Recommendation by 2016 Reaccreditation Team: Provisional Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Jannette L. Dates, Ph.D.

Organization/School: Howard University (Retired)

Signature Jannette L. Dates

Team Members

Name and Title: Earnest Perry

Organization/School: University of Missouri

Signature Earnest Perry

Name and Title: John Paluszek

Organization/School: Ketchum

Signature John Paluszek

PART I: General Information

Name of Institution: North Carolina Agricultural and Technical State University

Name of Unit: Department of Journalism and Mass Communication (JOMC)

Year of Visit: 2016

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

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

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

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

- Private
- Public
- Other (specify)

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

According to Rashanda Lowery, Legal Specialist in the Office of Legal Affairs at North Carolina A&T State University, "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.

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

Yes

No

If yes, give the date of the last accrediting visit: February 2012 (Revisit)

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

May 2004

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

Adopted in June 2015, the Vision and Mission statement is in Part 1 of the *NC A&T JOMC Governance* document, which was significantly updated and revised during the fall 2014 and spring 2015 semesters. The Governance Document describes the rationale for the department; the participants in its operations; the processes for conducting its affairs; the standards of performance for its chair, faculty and staff; and its recruitment, evaluation, retention and promotion policies.

We include below the *NC A&T JOMC Vision and Mission* statement, as an excerpt from the Governance document, which was adopted by the faculty in June 2015. See the entire Governance Document in Standard I of the self-study.

NORTH CAROLINA A&T STATE UNIVERSITY
DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION

Excerpt of GOVERNANCE DOCUMENT (Adopted June 2015)

A. VISION

The vision of the Department of Journalism and Mass Communication is to promote excellence in instruction, research and professional practice by preparing future journalists, professional communicators, and media practitioners.

B. MISSION

The mission of the Department of Journalism and Mass Communication at North Carolina Agricultural and Technical State University is to prepare students with high quality education necessary to succeed as professionals and critical thinkers and to become productive citizens of their communities, the nation and the world. We cultivate diversity, interdisciplinary learning, creativity, freedom of expression, mutual respect, ethical conduct, social responsibility, and expertise in journalism and mass communication. Students are encouraged to integrate their knowledge and skills for service to their communities, career advancement, graduate study, and lifelong learning. The mission of the department also reflects the philosophy and supports the ideals of the unit's accrediting agency, the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC).

The goals of the department are to:

1. cultivate in students the practice of acquiring interdisciplinary knowledge and developing analytical and critical skills for acquiring balanced views of world issues;
2. develop in students good oral and written communication skills necessary to the journalism profession;
3. develop in students at least one area of specialty and preferably the convergence of multiple areas in their chosen field;
4. develop the ability of students to collaborate with specialists in other fields in order to be informative, analytical, and critical in their reporting on issues;
5. cultivate in students and--an understanding of the historical, cultural, legal, ethical and moral contexts in which they apply their knowledge and skills;
6. prepare students for employment and career advancement in local, national and international media markets;
7. engage students in local community activities in order for them to apply their classroom knowledge to public use;
8. encourage students to participate in scholarly work and creative productions;
9. encourage students to explore new channels of communication and collaborative work that transcends departmental and institutional boundaries; and
10. maintain strong relationships with alumni, community, business and non-profit sector.

By achieving these goals, students in the Department of Journalism and Mass Communication will be able to function effectively in all facets of modern journalism and mass communication. The diversity and veracity of knowledge that a liberal arts education provides will allow journalism majors to engage in experiential learning that will help them to acquire critical leadership and management skills to function effectively in the ever-expanding global media market.

7. What are the type and length of terms?

Semesters of 16 weeks
Quarters of _____ weeks
Summer sessions of 5 weeks
Intersessions of _____ weeks

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

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

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

- Bachelor of Science in Journalism and Mass Communication (Broadcast Production–discontinued as of fall 2012)
- Bachelor of Science in Journalism and Mass Communication (Mass Media Production–began fall 2012)
- Bachelor of Science in Journalism and Mass Communication (Electronic Media and Journalism–discontinued as of fall 2012)
- Bachelor of Science in Journalism and Mass Communication (Multimedia Journalism–began fall 2012)
- Bachelor of Science in Journalism and Mass Communication (Public Relations)
- Bachelor of Science in Journalism and Mass Communication (Media Management–discontinued as of fall 2012)

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

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

124 – 128 semester credit hours. The university is in the process of reducing the number of hours required for graduation to 120 – 124 semester credit hours. The faculty has voted and passed the curriculum package of three concentrations with total of 120 credit hours. The projected date for implementation in JOMC is fall 2016.

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

JOMC 498 (formerly JOMC 598) Mass Communication Internship is three (3) semester credit hours.

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

Name of Sequence or Specialty	Person in Charge
Mass Media Production (Formerly Broadcast Production)	Dr. Sheila Whitley
Multimedia Journalism (Formerly Electronic Media and Print Journalism)	Dr. Kim Smith
Public Relations	Dr. Linda Callahan

13. Number of full-time students enrolled in the institution: 10,725 (Fall 2014)

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

A major curriculum change for the department went into effect fall 2012. The required core courses, concentration courses and courses outside the major were evaluated, and several changes were made in many of those courses. Additionally, the university dropped the University Studies requirements for all majors and implemented the new General Education requirements for all majors. Electronic Media and Journalism and Print Journalism were merged into the new concentration Multimedia Journalism. Broadcast Production had a name change to Mass Media Production. Media Management was discontinued. The department has a residual number of students in the old concentrations.

Fall Semester 2015 Enrollment

Name of Sequence	# of Majors
Public Relations	133
Multimedia Journalism	137
Mass Media Production	221
Broadcast Production (discontinued fall 2012)	39
Electronic Media (discontinued fall 2012)	11
Media Management (discontinued fall 2012)	1
Print Journalism (discontinued fall 2012)	5
Total	547

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

(* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

NOTE: Due to two retirements, one resignation, and one termination, the Department has been forced to temporarily extend the maximum student enrollment by a couple of students, especially seniors, to ensure that they graduate, hence, avoiding adding a semester or a year to their course of study. We have been judicious and have extended the limits based on necessity and reducing student hardships. *Our goal is to strictly adhere to the 20- student enrollment cap in skills courses, effective spring semester 2016.*

Course / Section	Title	Semester	Enrollment
JOMC 220.01	Reporting and Writing Across Media Platforms	Fall 2015	21
JOMC 220.02	Reporting and Writing Across Media Platforms	Fall 2015	20
JOMC 220.03	Reporting and Writing Across Media Platforms	Fall 2015	22
JOMC 220.HON	Reporting and Writing Across Media Platforms	Fall 2015	19
JOMC 220.005	Reporting and Writing Across Media Platforms	Fall 2015	20
JOMC 231.01	Communication Practicum – TV Production	Fall 2015	25
JOMC 231.02	Communication Practicum – Radio Production	Fall 2015	10
JOMC 231.03	Communication Practicum – Print	Fall 2015	15
JOMC 231.04	Communication Practicum – Public Relations	Fall 2015	20
JOMC 245.01	Digital Information Resources	Fall 2015	6
JOMC 255.01	On Air Delivery	Fall 2015	19
JOMC 299.01	Introduction to Video Production and Editing	Fall 2015	22
JOMC 309.01	Introduction to Multimedia	Fall 2015	21
JOMC 309.02	Introduction to Multimedia	Fall 2015	23
JOMC 330.01	Public Relations Writing	Fall 2015	20
JOMC 405.01	Introduction to Radio and Digital Audio Production	Fall 2015	23
JOMC 406.01	Introduction to Electronic Field and Studio Production	Fall 2015	21
JOMC 419.01	Nonlinear Video Editing	Fall 2015	20
JOMC 425.01	Electronic News Writing	Fall 2015	20
JOMC 435.01	Electronic Reporting and Producing	Fall 2015	15
JOMC 475.01	Special Projects	Fall 2015	8
JOMC 486.01	Public Relations Campaign	Fall 2015	16
JOMC 496.01	Publications Editing and Design	Fall 2015	16

Course / Section	Title	Semester	Enrollment
JOMC 507.01	Advanced Electronic Field and Studio Production	Fall 2015	17
JOMC 508.01	Advanced Radio and Digital Audio Production	Fall 2015	13
JOMC 220.01	Reporting and Writing Across Media Platforms	Spring 2015	20
JOMC 220.02	Reporting and Writing Across Media Platforms	Spring 2015	20
JOMC 220.03	Reporting and Writing Across Media Platforms	Spring 2015	22
JOMC 220.HON	Reporting and Writing Across Media Platforms	Spring 2015	19
JOMC 231.01	Communication Practicum – TV Production	Spring 2015	21
JOMC 231.02	Communication Practicum – Radio Production	Spring 2015	9
JOMC 231.03	Communication Practicum – Multimedia	Spring 2015	16
JOMC 231.04	Communication Practicum – Print	Spring 2015	17
JOMC 231.05	Communication Practicum – Public Relations	Spring 2015	20
JOMC 245.01	Digital Information Resources	Spring 2015	20
JOMC 255.01	On Air Delivery	Spring 2015	15
JOMC 299.01	Introduction to Video Production and Editing	Spring 2015	23
JOMC 309.01	Introduction to Multimedia	Spring 2015	24
JOMC 309.02	Introduction to Multimedia	Spring 2015	23
JOMC 330.01	Public Relations Writing	Spring 2015	22
JOMC 405.01	Introduction to Radio and Digital Audio Production	Spring 2015	20
JOMC 406.01	Introduction to Electronic Field and Studio Production	Spring 2015	23
JOMC 419.01	Nonlinear Video Editing	Spring 2015	23
JOMC 419.02	Nonlinear Video Editing	Spring 2015	22
JOMC 425.01	Electronic News Writing	Spring 2015	21
JOMC 435.01	Electronic Reporting and Producing	Spring 2015	21
JOMC 475.01	Special Projects	Spring 2015	15
JOMC 486.01	Public Relations Campaign	Spring 2015	20
JOMC 496.01	Publications Editing and Design	Spring 2015	20
JOMC 507.01	Advanced Electronic Field and Studio Production	Spring 2015	13
JOMC 508.01	Advanced Radio and Digital Audio Production	Spring 2015	17

16. Total expenditures planned by the unit for the 2015 – 2016 academic year: Percentage increase or decrease in three years: Amount expected to be spent this year on full-time faculty salaries:

**Department of Journalism and Mass Communication
Budget Data (2010-2016)**

JOMC	2010 FY	2011 FY	2012 FY	2013 FY	2014 FY	2015 FY	2016 FY	SCHs	\$/FTE Students
EPA Faculty*	\$1,440,910	\$1,443,450	\$1,394,079	\$1,247,273	\$1,247,273	\$1,219,617	\$1,219,617		
EPA Non-Teaching*	\$72,448	\$72,448	\$72,448	\$73,271	\$73,271	\$73,271	\$73,271		
Title III EPA Non-Teaching*	\$76,200	\$76,200	\$76,200	\$76,200	\$76,200	\$76,200	\$76,200		
SPA Staff*	\$85,558	\$85,559	\$85,559	\$86,829	\$81,724	\$126,098	\$86,549		
Operating Budget	\$35,672	\$34,780	\$34,780	\$21,989	\$21,989	\$21,989	\$		
TOTAL	\$1,710,788	\$1,712,437	\$1,663,066	\$1,505,562	\$1,500,457	\$1,517,175		5306	\$4,289

* includes vacant positions & benefits

Note: The reduction in departmental budget reflects loss in North Carolina's state budget allocations.

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

Full-Time Faculty

Full-Time Faculty	Rank
Callahan, Linda Florence	Full Professor
Cunningham-Engram, Vanessa	Associate Professor
Kamalipour, Yahya	Full Professor
Mereba, Tamrat	Full Professor
Perry, Arthea B.	Full-Time Lecturer
Smith, Kimberly	Associate Professor
Whitley, Sheila	Associate Professor
Wiggins, Gail	Assistant Professor

Full -Time Staff/Instructor

Full Time Staff/Instructor	Position
DeVanney, Kenneth	TV Studio Manager
Harris, Emily	Lecturer/Advisor to the <i>A&T Register</i>
Welborne, Tony	Lecturer/General Manager, WNAA. 90.1

18. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)

Part-Time Faculty: Fall 2015-Spring 2016

Faculty Name	Fall 2015	Spring 2016
Atkinson, Charlie	X	X
Carter, Michael	X	X
Coleman, Keonte	X	X
Guffey, Gary	X	X
Hornsby, Karen	X	
Hughes, Sandra	X	X
Johnson, Allen	X	X
Lindo, Dean	X	
Squires, David	X	X

19. Schools on the semester system:

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

72 or more semester hours outside of journalism and mass communications

Academic Year	Graduates	Number	Percent
2014-2015	80	80	100%
2013-2014	98	98	100%
2014-2015	87	87	100%

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The Department of Journalism and Mass Communication is one of 13 academic units in the College of Arts and Sciences at North Carolina A&T State University. Its offices, classrooms and facilities are housed in a three-story building, Crosby Hall, and its students and faculty are associated with media, such as The A&T Register, the student newspaper, and WNAA-FM 90.1, the University's radio station. The other major University media facility, the Television Studio, is housed in Crosby Hall and in 2015, was formally transferred to the Department of JOMC, and thereby offers students and faculty additional opportunities to collaborate.

The Department received provisional accreditation from ACEJMC in 2010. After the site team visit and provisional decision by the Council in May 2010, the department chair resigned (in December 2010), and the then director of the Institute for Advanced Journalism Studies was appointed interim chair; a longtime faculty member was appointed as the assistant chair. They stayed in those positions from 2010- 2012.

Under their leadership, the Department's curriculum was revised and updated. Based on external, professional recommendations, the five concentrations (Broadcast Production, Electronic Media and Journalism, Public Relations, Print Journalism and Media Management) were reduced to three concentrations (Mass Media Production, Multimedia Journalism and Public Relations).

In 2012, the dean of the College, working with departmental leadership and faculty members, developed a process for selecting and hiring a permanent chair. From 2012 to 2014, a longtime professor in the department served as the interim chair. During her term, the student-centered public relations agency was established, enrollment increased to more than 500 majors and the University approved the unit's request to offer minors in mass media production, multimedia journalism and public relations.

In 2014, after a national search, a new permanent chair was selected. He has over three decades of scholarly, administrative, service, and global engagement. Under his leadership, the unit developed "A Road Map to Success," aimed at moving the department to the next level of academic excellence. The unit's stated goal is to ensure that the program offerings support the NC A&T State University Preeminence 2020 Strategic Plan, support the requirements of ACEJMC and contribute to student success.

During the 2014-2015 academic year, the Department revised and updated its governance document and approved its comprehensive 2015-2020 Strategic Plan, which includes a mission statement and vision statement. The site team reviewed each document, noting that they provide

a focused vision and clear direction for the department's future. In our discussions with key upper administrators the team was informed that the unit is supported by the administration on its vision and goals. The role of the faculty in governance and the development of educational policy is spelled out in its faculty policy manual entitled "Goals and Objectives of the Department." File folders on searches and hiring and files on concerns and complaints were reviewed by the team. They were adequately filed.

Faculty members had positive statements to share with members of the team about the chair's leadership. In the fall 2015 semester, the Department enrolled 544 students and there were five fulltime faculty members and seven part-time faculty members for the program.

The student: faculty ratio (including adjuncts) is 36:1

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

The new Department chair meets bi-weekly with the JOMC faculty and staff to discuss relevant Departmental and University issues. The Department chair also meets individually with the Dean of the College of Arts and Sciences for discussions regarding Departmental and related issues. In addition, the Chairs of all units in the College meet with the Dean and her Associate Deans for discussions of the College and related matters. Faculty members in the College meet monthly under the leadership of the Dean or her designee.

Faculty members in the Department helped to develop the policies and procedures for faculty governance within the Department that reflect, as well, the policies of the College of Arts and Sciences, North Carolina A&T State University, and the University of North Carolina system.

Faculty members, as individuals or groups, can initiate and modify policies and procedures in the Department. They may develop ideas for changes and seek the adoption of them at regular faculty meetings. They may propose the changes to their committees, seek the full discussion and development of the ideas within the committees, and then seek the adoption of them by the faculty at large. In addition, they may work with the chair to develop their ideas, and then seek approval from the general faculty.

Students play several roles in the Department. The faculty and chair invite them to interview and evaluate candidates for faculty or other positions, and they participate in departmental events: serving as departmental ambassadors, and leaders of student organizations and participating in new student orientations.

Spearheaded by the chair, the JOMC Governance document was updated and revised during the fall 2014 and spring 2015 semesters. The document describes the rationale for the Department; the participants in its operations; the processes for conducting its affairs; the standards of performance for its chair, faculty and staff; and its recruitment, evaluation, retention and promotion policies.

All chairs within the College of Arts and Sciences are reviewed annually by the Dean. The assistant/associate chair is a non-administrative position and remains under a 9-month contract, unless a summer release/stipend is awarded. Responsibilities of this position are based on the unit's needs and agreed upon by the department chair and assistant/associate chair.

Academic preparation is the primary responsibility of the faculty members in the Department as stipulated in the current Faculty Handbook. Faculty members expect to be – and now believe they are -- consulted on departmental policies and matters in order for them to offer suggestions and revisions of proposed actions or activities.

The department has the usual types of committees: standing and ad hoc.

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

The unit administrator is the chair of the Department of Journalism & Mass Communication: Dr. Yahya Kamalipour. The chair reports to the dean of the College of Arts & Sciences: Dr. Goldie S. Byrd. The dean reports to the provost and associate vice chancellor: Dr. Joe B. Whitehead. The provost reports to the chancellor: Dr. Harold L. Martin.

Since he arrived in August 2014, the chair has immersed himself in the components of the unit and has helped move the program forward – reorganizing and refreshing it. Many faculty members see him as strong and capable, as do the dean and provost and the chair represents the unit well at the university level.

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

Between 1993 and 2007, the Department had seven different leaders. After the concerns that were raised by faculty members about the method used to appoint a chair in 2007, the upper administration worked closely with the department and included the faculty in its decision-making plans. Currently, there is a well-developed University-wide system for selecting and evaluating administrators, involving faculty and administrators both within and outside of the unit. There are files on faculty and staff searches and hiring.

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

In addition to the policies and procedures for faculty governance, faculty members can take up concerns with the department chair. The unit has a clearly stated system for handling different types of concerns and issues. It also has systems for handling student concerns involving grade disputes and other student matters.

Overall Evaluation: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

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

The department is 100 percent compliant with the 72/104 requirement.

(b)The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)

The curriculum has undergone significant modifications and revisions since the previous accreditation visit. Previously, the department consisted of five sequences. In fall of 2012, the department restructured and now has three sequences: Mass Media Production, Multimedia Journalism and Public Relations.

One faculty member said the changes have led to a more streamlined curriculum that “fits with the changing industry environment.” The faculty member noted that students are better equipped to gather information and write across platforms under the new structure.

Students are very pleased with the current curriculum. One said that the department “prepares them to be well-rounded journalists.” They also complimented the department in teaching them to be the best writers they can be across media platforms.

The department fully endorses ACEJMC’s 12 professional values and competencies. It has created a matrix that links courses to the 12 values and competencies. Faculty have also linked the core competencies to the course objectives and outcomes in their class syllabi and there is consistency across multiple sections.

The curriculum is enhanced by a campus media component and other organizations. The weekly student newspaper, *The A&T Register*, is an integral part of the department’s curriculum. The non-commercial licensed campus radio station, WNAA-FM, is on the air 24-hours daily. The station is housed in the same building as the department and falls under the purview of the department. The television studio also falls under the purview of the department and produces weekly television programs that regularly air on the local cable channel, on their website, on Youtube and on the radio station.

The school has active chapters of the National Association of Black Journalists (NABJ) and the Public Relations Student Society of America (PRSSA).

Ethics, law, history and theory of journalism and mass communications are taught in separate courses by faculty members who have completed graduate work or have established records in these areas.

Mass Media Production: Students majoring in Journalism and Mass Communications with a concentration in Mass Media Production (125 credit hours) are required to take a series of courses typical of this type of curriculum. The program prepares students for professional careers by helping them understand mass media production's objectives, messages and strategies, as well as its research and planning needs. In addition to the courses required by all majors in the department, those with a concentration in Mass Media Production must also take the following required courses: Introduction to Video Production, Scriptwriting, Introduction to Radio & Digital Audio, Non-linear Editing, Electronic Field and Studio Production or Advanced Radio Production.

Multimedia Journalism: Students are required to take 18 credit hours or 6 classes in the concentration (JOMC 299, Introduction to Video Production and Editing; JOMC 224, Editing Print and Online Publications; JOMC 300, Photojournalism; JOMC 325, Electronic Newswriting; JOMC 329, Advanced Reporting and Writing; and JOMC 335, Electronic Reporting and Producing) and 1 course or 3 credit hours of a JOMC elective. Including the above required course for all concentrations, this concentration requires a total of 42 credit hours in JOMC.

Public relations: The unit's public relations curriculum is well designed in keeping with the Council's values and competencies for preparing students to meet current professional expectations. It provides the needed balance between conceptual and professional skills courses and it meets the standards established by the Commission on Public Relations Education as presented in its "The Professional Bond" report.

In addition to the five core courses required in all JOMC concentrations, the public relations curriculum requires six designated courses or 18 credit hours and one three credit elective. The required courses are: JOMC 276, Introduction to Public Relations; JOMC 224, Editing for Print and Online Media; JOMC 330, Public Relations Writing; JOMC 390, Public Relations Case Studies; JOMC 386, Public Relations Campaigns; and JOMC 296, Publication Editing and Design.

The unit's public relations majors express confidence that the curriculum, and support services – including advising, internships, alumni and visiting professionals – provide needed credentials for successful entry and growth in the profession. However, they are cognizant of the breadth of the public relations profession and therefore they would appreciate additional instruction reflecting that range.

(c)Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

Given the shortage of paid internships and the hardships unpaid internships impose upon many of students, the department is creating in-house internships in multimedia journalism as a complement to their new course offerings. A multimedia newsroom was launched in October 2011 to give students an opportunity to produce print, video, audio and sound-slide content for *The Aggie Press* (formerly the *JOMC Journal*), the department's new online news delivery platform. In addition to a traditional array of coverage areas, *The Aggie Press* also has Twitter reporters who tweet news blurbs throughout the day that appear on the news platform's front page.

The department also is working to be certain that all students have more academic and practical exposure to multimedia. The core curriculum was changed to ensure that each of the new concentrations will offer more multimedia exposure and hands-on training. The new Multimedia Journalism concentration focuses on writing, producing and disseminating news across media platforms. The Public Relations concentration core also provides the necessary introduction to multimedia. A few courses were updated and existing courses explore ways to include multimedia.

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

Due to two retirements, one resignation, and one termination that unduly affected graduating seniors, the department temporarily extended (during the 2015 fall semester) the maximum student enrollment by a few senior-level students to ensure that they graduate on time. The department judiciously extended the limits based upon necessity and to reduce student hardships. The department is strictly adhering to the 20-1 student ratio, effective spring semester 2016.

(e)The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals.

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

Internship providers have been satisfied, some quite impressed, with the quality of preparation and abilities of student interns, although some suggest that students' writing skills need improvement. JOMC management of the program is regarded highly – i.e., evaluations are

distributed in timely fashion and the program is seen to be “organized and streamlined”, reducing the likelihood of excessive paperwork. Most internships are provided by local community organizations and businesses; a few are in service to units on the campus. The soon-to-be-opened, digitally-based Internship/Alumni/External Relations Center is expected to significantly increase reach and efficiency.

Overall evaluation: COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

(a)The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

The Department of Journalism and Mass Communication adopted its most recent diversity plan in 2012. The plan focuses on the unit's participation in university-led diversity initiatives for student and faculty recruitment. The plan sets diversity goals, objectives and policies and focuses on diversity as a condition of inclusiveness. The unit and the university define minority as any non-African American.

The diversity plan establishes the department's goal as the pursuit of the ideal of demographic diversity, demographic diversity in journalism and mass communication, and in-depth understandings of ideational diversity. The unit's plan -- to foster diversity within the student body, increasing diversity in enrollments and within the faculty and fostering community engagement -- is designed to take place in the context of -- and measured with-- the University's commitment to enhance diversity across the campus.

For student recruitment: the unit participates in campaigns to share information about the program with potential students, sending invitations to prospective students to apply for assistance packages, and sending invitations to local, prospective students of diverse racial and ethnic backgrounds for them to attend departmental activities. Not surprisingly, since it is an HBCU, the student body remains largely African American (80%), however, with 5% White, 2% Hispanic/Latino and the rest other race.

The faculty is more diverse than are the students. As of spring 2016, full-time faculty include: 4 African American women, 1 African American man, 1 white woman, and 2 international men. Part-time and full-time adjunct faculty include 1 white woman, 2 African American women, 3 African American men and 3 white men, making it more than 40% minority (non - African American).

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

The University's vision for the future includes a focus on a more diverse and inclusive campus, among students, faculty and staff. However, reaching this goal continues to be a challenge for this HBCU, since the local community's majority culture views the University as a place for African American students -- not necessarily for white students. As a member of the group of

Historically Black Colleges and Universities (HBCUs), and as a part of their diversity plan, the University and the department view their role as a leader in the state on the diversity front. They believe in the inclusion of all groups among faculty, within the student body and as a part of their inclusive, diverse curriculum.

A number of courses were identified in the self-study as ones that focused specifically on issues related to diversity and inclusion -- and, sharing examples with the team, students stated that their studies focus on all types of diversity.

The department views diversity as a condition of variety; thus, in addition to the focus on domestic diversity, there is an emphasis on global experiences and involvement for students and faculty members. Some students benefit from the unit's privately funded, study abroad programs that were originally initiated by the Institute for Advanced Journalism Studies. The self-study identified a number of courses and experiences that are global educational opportunities for students, offering a strong--and desirable--international experience for some of them.

(c)The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and provides an environment that supports their retention, progress and success.

The self-study describes the department's successful recruitment of faculty members (full-time and part-time) who are African American and non-African American. The unit solicits potential faculty members by advertising and soliciting among the major JMC publications and national organizations. As a result, they have recruited and retained a diverse faculty (50% African American +50% non-African American).

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

As an HBCU, the university has traditionally recruited African American students for its programs. In recent years, however, it has sought to become more inclusive, recruiting white and Hispanic students from nearby high schools by means of the University's A&T Preeminence 2020 activities, Aggie Day Activities as well as vigorous use of the University's Multicultural Student Center, the International Student and Scholars Office, the Center for Academic Excellence and the Dowdy Scholarship Program -- each designed to support student retention, as non-African American, as well as African American, students enroll.

(e)The unit has a climate that is free of harassment and 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.

The unit has a disability accommodation statement and the University installed equipment and facilities to accommodate persons with physical disabilities. The Department is guided by the University’s policies on sexual harassment and equal employment opportunity.

Overall evaluation: COMPLIANCE

Table 6. Academic year 2014/15 Full-time faculty				
Group	Female	% of total faculty	Male	% of total faculty
Black/African American	5	45%	2	18%
White	2	18%		%
American Indian/Alaskan native	0	0.00%	0	0.00%
Asian	0	0.00%		%
Hispanic/Latino (any race)		%		%
Native Hawaiian/other Pacific Islander	0	0.00%	0	0.00%
Two or more races	0	0.00%	0	0.00%
Other race	0	0.00%	0	0.00%
International (any race)	0	0.00%	2	18%

Table 6. Academic year 2014/15 Part-time/adjunct faculty				
Group	Female	% of total faculty	Male	% of total faculty
Black/African American	1	20%	2	40%
White		%	2	40%
American Indian/Alaskan native	0	0.00%		%
Asian	0	0.00%		%
Hispanic/Latino (any race)	0	0.00%		%
Native Hawaiian/other Pacific Islander	0	0.00%	0	0.00%
Two or more races		%	0	0.00%
Other race	0	0.00%	0	0.00%
International (any race)	0	0.00%	0	0.00%

Standard 4: Full-Time and Part-Time Faculty

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

Unit performance with regard to indicators:

The unit has procedures in place responsive to the standard's indicators as follows:

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

The department has detailed written criteria for selecting and evaluating its faculty and instructional staff. Selection of full-time faculty follows a multi-step process involving department faculty and university officials. The process involves the Dean of the School of Arts and Sciences, the department chair and a department faculty search committee. Hiring part-time faculty is similar to the procedure for selection of full-time faculty. Detailed announcements of opportunities are published in print and web media including those of the Association for Education in Journalism and Mass Communication, Chronicle of Higher Education and Diverse Issues in Higher Education. Both full-time and part-time candidates must present a highly-detailed "credential evaluating packet" before hiring.

The evaluation process for faculty performance and achievement is documented in the Faculty Handbook. Criteria for evaluation of faculty members is detailed in a series of documents developed and revised by the College Evaluation Committee. The annual process begins with a benchmarking set of specific expectations for each faculty member. The department chair assesses achievements related to these objectives and includes conclusions in an annual report to the Dean. Faculty evaluations are also made by peers and students (both lecture and online). Detailed criteria for reappointment to assistant professor; promotion from assistant professor to associate professor with tenure; and promotion from associate professor to full professor are well established and implemented.

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

At the time of the site visit, the faculty was seriously understaffed. Although the chair has launched the needed replacement searches and other appropriate measures, the current lack of adequate faculty has had serious negative implications for advising, research, resources and service.

Despite their heavy teaching, service and advising loads, full-time faculty are reported to have taught an average of 83% of core courses in the three academic years 2014-2015, 2013-2014 and 2012-2013, trending upward from the 75% average in the 2012-2013 year. Most full-time faculty teach a 4/4 load annually. A duty agreement for full-time faculty represents an understanding between faculty members and the department chair. In it, the general weights, which are

standards for units in the College of Arts and Sciences are: teaching, 50 percent for reappointment, tenure and promotion.

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

The department faculty members reflect a sound balance of background in professional and educational experience. All have scholarly and/or professional backgrounds in journalism and mass communications. There are lines for nine–full time faculty members. However, only five are currently filled; four searches are underway. In addition there are nine full- and part-time adjunct faculty members.

Faculty participate in the Academy for Teaching and Learning, a campus-wide resource promoting teaching excellence. ATL provides workshops and seminars on effective teaching practices, support for travel to related conferences and recognition of teaching excellence. The department also encourages faculty participation in additional workshops, seminars, and online journalism and media training programs to enhance teaching and learning provided by Poynter Institute, Association for Education in Journalism and Mass Communications and National Association of Black Journalists.

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

Regular evaluation of instruction, onsite or online, is based on detailed peer and student reviews. Faculty members are subject to two peer reviews every school year with policies and procedures established by the Evaluation Committee of the College of Arts and Sciences. Criteria include organization, presentation, rapport, content, interaction, “active learning”, credibility and control. A grand total of points on each category and reviewer comments are signed by both parties and recorded in department files.

Faculty members are also evaluated by students in their classes. These evaluations are completed online late in the course or at its conclusion. Students enrolled in lecture classes are encouraged to respond to a questionnaire with 27 prompts and an opportunity for additional comments. Distance learning students receive an even more detailed course evaluation questionnaire. The faculty member being reviewed and the department chair may examine the degree of similarity between peer evaluations and student evaluations.

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

Meetings with the dean, provost and chancellor evoked supportive comments of the unit and its importance to the college and university. This respect reflects achievements of the department within its academic and service communities as well as the fact that a number of JOMC faculty serve on the University’s councils and committees including the Faculty Senate and The New

Programs and Curricula Committee. The student public relations agency serves several organizations on campus and the related television studio and radio station produce programming of interest throughout the campus and well into the Greensboro community and beyond.

Overall, the significant faculty understaffing, important in itself, also has negative implications across the unit affecting scholarship, advising, mentoring and service, and is sufficient to require non-compliance on this standard.

Overall Evaluation: NON-COMPLIANCE

Standard 5: Scholarship: Research, Creative and Professional Activity

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

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

The unit requires, supports and rewards faculty research, creative activity and/or professional activity, according to the Department's governance document, tenure and promotion guidelines, annual performance evaluations, the College of Arts and Sciences Faculty Research and Publication Expectation document, and the Dean's Tenure/Promotion Evaluation sheet. The department recognizes that its faculty members will have different specializations in scholarly or creative/professional activity. It rewards faculty work in the form of peer-reviewed publications and presentations as well as professional activity that impacts student and professional development.

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

In accordance with the University's Preeminence 2020 Strategic Plan, there is an expectation of increased scholarship with the intention of moving the campus' national ranking to a higher level (i.e., a tier one research institution). Increased scholarship has now been incorporated into the hiring, promotion, and annual evaluation of the faculty. One of the strategies is to "Increase recognition of institutional quality and distinction among top research universities" through scholarly activities and publications in refereed journals.

The department includes language that outlines expectations for research, creative activity and/or professional activity in recruitment materials and position announcements. The department's criteria for research, creative activity and/or professional activity are also outlined in the tenure and promotion and governance documents. All faculty members are expected to teach and provide departmental, university, professional and community service, along with scholarship and creative and professional activity.

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

The department has a dual system for academic and professional faculty. Academic faculty are expected to connect their scholarly work with their teaching in ways that impact students. Teaching will be the primary contribution, followed by research and service. Professional track faculty members are expected to contribute creative and professional productions, teach and publish material that impacts the field, and perform public service. The department chair meets with all faculty members individually to discuss goals in preparation for evaluations, promotion and tenure reviews.

(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.

Since the last accreditation visit, the faculty has produced: six scholarly books, six book chapters, four refereed journal articles, four academic book forwards, 43 non-juried creative works, and 18 peer-reviewed paper presentations at conferences, while teaching a 4-4 load and teaching students who have a wide range of skill sets.

Dr. Linda Callahan received the 2013 Robert P. Knight Multicultural Recruitment Award for her efforts at recruiting high school students to the field of communications with her annual High School Media Day event. In 2014, Dr. Callahan was named the NABJ Journalism Educator of the Year.

Professor Emily Harris was awarded a graduate certificate in Communication Technology from the University of North Carolina Chapel-Hill in 2013 thanks to a faculty development grant.

Dr. Kim Smith was awarded the AEJMC Basket Moose Faculty Development grant in 2015 for the improvement of the teaching of multimedia journalism in the Department.

Faculty have also presented papers at regional, national and international conferences such as the Association for Education in Journalism and Mass Communication national conference, the American Journalism Historians Association national conference and the National Association for African-American Studies conference.

The team evaluated this standard on the basis of the unit's criteria for research, scholarship and creative activity that has been approved at the college level and the office of Provost and Vice Chancellor at the university.

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

The unit supports faculty in a variety of ways, including: faculty travel grants to make scholarly presentations at national and international conferences, making faculty aware of development opportunities, and making funds available at the department, college and university levels. Faculty have been encouraged to seek out grants to assist with scholarly, creative/professional activities and teaching.

Overall Evaluation: COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

Full-time faculty members advise and mentor all JOMC students. The advisers are dedicated but the advising system needs reinforcement. Advising loads are substantial – 50 to 80 students per faculty members – but there is no formal mechanism in place for evaluating this vital component of the academic program. The unit reports that it monitors student advising services through faculty meetings, internal communication, student opinions and evaluations of the accuracy of the advice. Reflecting that the department has reached its highest enrollment and is continuing to grow, the dean and provost have aggressive plans to strengthen advising within this unit.

The department informs students of the requirements for a degree and the major during student orientation and via e-mail, Facebook, Twitter and Instagram. Included are curriculum guides, descriptions of each concentration and departmental scholarship guides. Despite the heavy advising loads, faculty members appear to be meeting student needs. Students were unanimous in saying they feel well served by faculty on advice for graduation requirements, career goals and internship opportunities.

(b) Faculty are available and accessible to students.

Full-time faculty members are requested to dedicate ten hours a week to meet with students for advising, career counseling, mentoring, course tutoring and information on policies and procedures. The advisers must post office hours on their office doors and in their course syllabi. These faculty members as well as adjuncts are also accessible via e-mail and telephone. Students can schedule meetings outside regular office hours. Students reported that in formal and many informal sessions faculty provide not only registration and graduation counsel, but also offer contacts with internship providers, alumni and other useful sources.

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

Vital information for students begins and is sustained with “The Aggie Ten” a near-ubiquitous visual graphic enunciating the unit’s media education values and core competencies. “The Aggie Ten” graphic also conveys the unit’s commitment to the “12 Professional Values and Competencies” of the Accrediting Council on Education and Mass Communications. The team encouraged the unit to include all 12 of ACEJMC’s values and competencies within the “Aggie 10,” for faculty members and students to focus on them as goals.

Students can stay current with activities on campus and, more generally, on developments in their fields of study, by accessing the university website, Facebook, Twitter and television studio and radio station.

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

Students are encouraged to be involved in a variety of co-curricular and extra-curricular activities to further develop the knowledge and skills needed for entry into their chosen professions as well as their intellectual abilities and avocational interests.

Student media -- *The Register* weekly newspaper, the campus television studio, WNAA 90.1 FM/HD radio station and JOMC Multimedia Newsroom -- offer practical media experience. Student professional organizations such as National Association of Black Journalists Student Chapter and two public relations-oriented organizations -- The Aggie Media Group, a student run public relations agency and the JOMA chapter of the service-oriented Public Relations Student Society of America -- provide exposure to professional development, industry best practices, policies and procedures and ethical standards.

In a premier offering for its students -- and students from many other colleges and universities -- since 1997 the unit has annually hosted the prestigious National Association of Black Journalists Multimedia Short Course. The course, planned by the department and NABJ manager, is a four-day boot-camp that provides training and develops skills in broadcast journalism. The Short Course accepts 30 students a year and is supported financially and on-site by Comcast/NBC Universal. It was recently expanded to include professional development guidance and internship and employment opportunities.

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

The department, like the rest of the university, relies on the College of Arts and Sciences and Institutional Research & Planning for collecting, maintaining and analyzing enrollment, retention and graduation rates within the unit. As needed, the chair makes such data available to faculty, students and other involved parties. It is published on the college website. The data is reported as first year retention rates, four year graduation rates and six year graduation rates. The unit's first-to-second year retention rate increased from 75% in 2010 to 87.5% in 2014. The four-year graduation rate increased from 28% of the freshman cohort in 2000 to 33% for the 2010 freshman cohort. The six-year graduation rate increased from 49% for the freshman cohort in 2004 to 58.6% for the 2008 freshman cohort. The rates of improvement in each category are significantly higher than those for the College of Arts and Sciences and for the university.

Overall Evaluation: COMPLIANCE

Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The department's budget has been consistent for the past three academic years. The budget for 2014-15 showed a decrease of about \$88,000 that is attributed to the loss of faculty. The department is in the process of hiring three full-time faculty members and a staff person. The Chair obtains from the faculty and staff a list of needs for the department based on the strategic plan and long range goals of the department. The request is presented to the Dean of the College of Arts and Sciences who considers it and the Provost makes the ultimate decision.

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

For the 2014-15 academic year, the amount of funding allocated per student to the department was about \$2,600 more than the next largest department in the college. Overall, the department's budget allocation is 138 to 200 percent higher than the allocation of similar programs on a full-time equivalent student basis in the college.

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

Over the past five years, the equipment and facilities used by students and faculty for instructional purposes have served the unit well, but due to age and intense usage, most of the equipment and computers have become either dysfunctional or obsolete. Upgrading is now a necessity. The Chair, in collaboration with the faculty, has submitted proposals to the Dean of the College of Arts and Sciences and Provost requesting that all computer laboratories be upgraded by academic year 2016-17. The department is also exploring the possibility of requiring students to have a laptop for classes. In conversations with students, the Chair, Provost, Dean, and Chancellor there was agreement that the department should move in this direction to foster a more robust educational environment.

An issue that should be addressed is the lack of an in-house technical person to monitor, repair and upgrade existing equipment within the classrooms and laboratories. The department has received approval to advertise and hire a broadcast producer and video technician before fall 2016.

It should be noted that the budgets for the Television Studio, WNAA 90.1 FM/HD, and *The A&T Register* are separate from those of the Department. These units use some of their funds in ways that benefit the department. They provide opportunities for students in the department to gain practical and hands-on experience through engaging in writing, editing, producing, and participating in various aspects of their daily operations. In addition, the manager of WNAA-FM

and the adviser to the *Register* teach courses in the department, and the managers of all three units support instruction in the unit.

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

The department has a radio/audio production lab, two multimedia labs, two writing labs, a dedicated lab for public relations students, and an AVID video editing lab. Students are also able to check out video and audio equipment. Faculty offices are spacious and equipped with computers. Students and faculty can also work with the Television Studio, WNAA 90.1 FM/HD and *The A&T Register*. Students and faculty currently have wireless Internet capability and the department is scheduled for an upgrade in February 2016.

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

The F.D. Bluford Library serves the entire university. It is open 24-hours on weekdays. The JOMC collection is an integral part of Bluford's holdings and is interspersed within the collection according to the call number. Electronic resources in journalism can be accessed through the library's website. Acquisition of resources is a collaborative effort carried out by Bluford Library and the JOMC faculty. In recent years, the reduction to the library's budget has resulted in new collection policies that focus on the elimination of duplication of materials in format type and resource point for better use of yearly allocations. All faculty members and students are encouraged to make recommendations for e-resources, books, journals, and audio visual materials; requests are considered according to the availability of funds.

From FY 2009/10 to FY 2014/15, the number of department students attending library instruction has increased. In FY 2009/10, 136 journalism and mass communication students attended Library Instruction/Research sessions and in FY 2014/15, 298 students from the department attended such sessions.

Overall evaluation: COMPLIANCE

Standard 8: Professional and Public Service

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

Unit performance with regard to indicators

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

The unit's alumni are well engaged in keeping current both the curriculum and teaching. Much of this support is centered on a well-established Alumni Council. The purpose of the 13-member Council, in place since 2011, is to provide networking opportunities, mentoring, fundraising and program development. Its Professional Mentoring Program provides all levels of the unit's students with college and career advice based on alumni experiences in various fields of communications. The Council also facilitates on-campus lectures and other speaking engagements and its members participate in the annual Town Hall Summit in which students discuss current industry trends with visiting graduates. When the department knows of upcoming visits by alumni, it invites them to fill out a JOMC Data Sheet indicating their areas of expertise, providing contact information for future involvement. Alumni also serve as supervisors of some internships and have been instrumental in significant contributions to the department from media such as E! Entertainment News and Comcast-NBC Universal.

The department communicates with alumni mainly through its multi-audience print and online media, often with special efforts to reach and interest alumni. An example: the spring edition of its broad-based newsletter, JOMC Connections, was sent to about 1500 graduates - dating back to 1980. Alumni spoke highly of the department's efforts to keep them informed and involved.

(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.

In recent years the department participated substantially in the university-based Institute for Advanced Journalism Studies. This program provided a series of development opportunities for mid-career black journalists and practical news gathering experience for black journalism students. In 2012 the Institute sponsored a trip to Johannesburg, South Africa, for a unit faculty member and five students. In 2013, for the fifth year, the unit sponsored a faculty member and students travel to Johannesburg for another round of co-curricular activities. In both instances, the unit representatives attended sessions of the African Presidential Roundtable, which convenes annually to examine a range of issues that affect countries on that continent. During the same period faculty and students visited Havana, Cuba, and produced a documentary on the 1912 massacre of the Independent Party of Color. These international opportunities were supported by AT&T and Nestle respectively.

The Richard E. Moore Memorial Lecture series extends Moore's legacy of promoting professional competency and service. Since 2012 this annual series has brought to campus leading journalism and mass communications professionals to impart insights and experiences of value to students and faculty alike. Speakers in this series have included Kathleen McElroy, managing editor of The New York Times, Byron Pitts, CBS national news correspondent and Addie Whisenant, White House Director of African American Media.

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

Faculty have contributed to the improvement of journalism and mass communications as academic disciplines in a variety of commitments. In terms of outcomes, they regularly judge college student competitions such as those of the North Carolina College Media Association and the Society of Professional Journalists/Sigma Delta Chi. They also participate and play leadership roles in several academic and professional associations devoted to the improvement of journalism and mass communications as academic disciplines. The department chair is founder of *Global Media Journal* and the Global Communication Association, an online scholarly publication and a scholarly association with annual conferences around the world, respectively. He continues as a leader in those organizations. He is also a board member of several other mass communications associations. Additional faculty involvement in academic associations includes board memberships in the Association for Education in Journalism & Mass Communications and the Council for the Advancement of Science Writing; and chairmanships of the AEJMC Commission on the Status of Minorities as well as AEJMC's Lionel C. Barrow Award for Distinguished Achievement in Journalism and Mass Communication.

The unit has also supported faculty membership and attendance, as well as panelist and moderator participation, in a long list of annual academic association conferences spanning the range of its curriculum offerings.

(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.

Faculty and students participate in many unit-supported service projects and events.

The list of faculty civic engagements encouraged and supported by the unit is long and varied. It includes unit/faculty projects such as: organizer/moderator of plenary panel discussion at Globalization for the Common Good Conference, California Lutheran University; webmaster, Lee County (NC) Democratic Party; presenter at NCA&T Constitution Day; keynoter at Annual Black Law Students Association Convocation; coordinator/trainer at Society of Professional Journalists Diversity Leadership Fellows Program; and member of the Board of Trustees of the Piedmont Blues Preservation Society.

The student run Aggie Press multimedia blog and the Aggie Media Group public relations firm are venues for student participation in service to the general community. They cover community events and meetings, and produce audio and video programs for community organizations, non-

profit groups, government agencies and political campaigns. This service is often a requirement for JOMC 2231, Practicum.

In the broadest sense of community (national), with guidance from faculty students attended the 2012 National Democratic Convention as student reporters and multimedia journalists as well as media aides for NBC Universal's coverage of the convention.

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

Since 1997 the department has held an annual High School Media Day, which exposes high school students to ideas, practices and opportunities in mass media. An average of 200 HSMD students a year benefit from instruction from the department's faculty and other experts. Faculty have also been involved in related scholastic programs such as the summer North Carolina Scholastic Media Institute at UNC-Chapel Hill's School of Media and Journalism as well as the 2012 Upward Bound Program, NCA&T university's one-week boot camp for students interested in journalism and mass communication. The latter offered workshops in news writing, multi-media journalism, on-air delivery and shooting and editing. Since 2011 the school's TV Studio has hosted "Lights, Camera, Action" every summer introducing middle school students to A&T's HD TV facilities and video production techniques. Campers produce a video and can take it home for multiple uses.

Overall Evaluation: COMPLIANCE

Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

In 2010, the department approved an assessment plan that used different program learning outcomes to guide the gathering of direct and indirect data. In Academic Year 2014-15, during the process of completing the self-study, however, and after a close examination of the assessment plan’s direct and indirect measures, the department revised the plan. The revised assessment plan is to be implemented for the first time during the 2016 spring semester—during the time of the ACEJMC site team visit. Thus, the team is unable to assess the effectiveness of the plan over time.

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

ACEJMC requires that, using multiple direct and indirect measures, each unit assesses the strengths and weaknesses of the cohort of students in their program, in order for the unit to make the case that curriculum and programmatic strategies are responsible for a given cohort’s mastery of the 12 core competencies and values. Based on this, the team reviewed the design of the unit’s revised plan and made some recommendations for non-binding consideration, as specified below:

- The department may want to use other programs’ examples to strengthen its plan. To better focus on the main purpose of assessment, for example, they could directly loop back what is learned from assessing students’ knowledge, understandings and abilities, and use that information to modify the curriculum; then examine the effectiveness of that modification.
- To gather needed information and use it to improve instruction, the unit could use pre-test/post test analyses. Although the post-test did not work well for the Department in the past, and recently may have been discontinued as a requirement for graduation, it can be used to assess program strengths and weaknesses, strictly for assessment purposes, as a means for improving the curriculum.
- The Department may want to consider having outside professionals review samples of cohorts of students’ portfolios. Professionals (this can include alumni), who are more removed from the program, rather than current faculty members, can give more objective, professional reviews and assessments. Also, alumni have a special interest in increasing the strength of the program and, therefore, ACEJMC encourages use of alumni professionals in this manner.
- The team observed that the unit seems to define assessment to mean to generally

review assignments students are required to complete, whereas ACEJMC states that the purpose of the assessment of student learning is to assure and demonstrate that graduating classes (cohorts) have mastered the 12 professional competencies and values defined by ACEJMC.

- The team noted that in the self-study one faculty member's description of how to obtain assessment data was well focused. She had invited industry professionals to conduct mock interviews and evaluate students' skills and she had invited professionals to critique students' electronic portfolios. Using this model, the unit could accumulate sampled information/data about cohorts of students **over time** and then use the findings to make decisions about changes in the curriculum. This process could lead the unit more firmly toward meeting the goal of ACEJMC's assessment requirement.

The unit's current plan included few of the elements noted below. The team offers here additional non-binding recommendations that the department can use for assessment planning purposes:

- Within the assessment plan, state the goals of the unit, related to the institution's mission, as well as the purposes of assessment as defined by ACEJMC
- Note in the plan how, within syllabi, program outcomes are framed as *student learning outcomes* (what a student should know or be able to do) – that reflect ACEJMC's values and competencies
- Include a curriculum map that indicates where the values and competencies are addressed in core and required courses, with indications of where among the courses *awareness, understanding or application* are the expected outcomes for students
- Include more than one direct and more than one indirect measure of learning outcomes
- Include a timeline of when assessment measures will be implemented and results reported
- Include a plan for oversight responsibilities—a person responsible for implementing the plan
- Include a timeframe for the use of information—(i.e., a description of provisions and target timeframes for sharing information with others and for making recommendations and decisions for implementing changes in the curriculum)
- In sum, have a written plan for assessing, revising, implementing and re-assessing program changes over time

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

The unit's direct measures are:

- a grammar proficiency examination pre-test (The team encouraged the unit to have a comprehensive assessment instrument {It could include this examination or another one or a combination.} -- as both a pre-test and a post-test to assess how well the program develops students' skills and abilities.) At present, after recently possibly dropping the post-test as a graduation requirement, the unit plans to offer only a pre-test. The pre-test only system gives little information to the unit about how well it is doing what it purports to do.
- Individual internship site supervisor's evaluations (The team encouraged the unit to analyze the internship data/evaluations in the aggregate -- over time -- looking for trend lines or patterns that may suggest ways to improve the curriculum and instruction); the evaluations can focus on items from the internship site coordinator that assess demonstration by the student - of clear, accurate writing skills, accuracy in applying numerical concepts, etc. -- rather than a focus on attendance, attitude, and the like.
- Electronic portfolios (The team encouraged the unit to have faculty (not students) define the values and competencies the portfolio measures and have outside professionals (including alumni) evaluate them. After they receive the evaluations, the faculty members can look carefully at them for trend lines or patterns, over time - that may suggest ways to improve curriculum and instruction.)
- End of year unit summary assessment reports and analyses are useful for keeping records of and carefully planning for the program's progress on assessment.

The unit's indirect measures include: a) student surveys, b) student awards and c) levels of participation by students in organizations and programs. These measures can give valuable feedback on ways to improve the curriculum and instruction.

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

The department's internship coordinator surveys seniors just prior to graduation. Through emails, newsletters, social media and the alumni survey, the internship coordinator maintains contact with alumni after graduation occur.

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

The team encouraged the unit to include outside professionals in the assessment process. The currently established Alumni Council is the unit's primary source of professional involvement with its program.

Overall evaluation: NON-COMPLIANCE

Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

- 1) A revised curriculum that is current and demanding
- 2) A solid amount of service work in the community
- 3) An engaged student-centered faculty and staff
- 4) A solid reputation across the campus
- 5) Strategic leadership by the department head
- 6) A supportive, visionary upper administration
- 7) Energetic, enthusiastic students

WEAKNESSES:

- A weak assessment plan. The team gave some examples to the unit that may be useful for the department as it plans for the future.
- A seriously under-staffed faculty
- A weak advising system
- A lack of succession-planning for persons in key roles

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

STANDARD 4: Full-time and Part-time Faculty

STANDARD 9: Assessment of Learning Outcomes

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

- a) 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.
- b) 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. For example, they need to be certain that the courses identified as focusing on *awareness* include among the objectives and assignments within the syllabi of those courses *activities that increase awareness*. The same needs to be done with *understanding* and *application*. These can be identified on the unit's curriculum grid and in the course syllabi.

Additionally, the unit can develop a loop between what they have found (in patterns over time) from assessing cohorts of students who completed the program - and a plan for using that information to strengthen the academic program.

In addition, use of end of the year unit summary assessment reports and analyses are helpful for keeping records of and carefully planning for the program's progress on assessment.

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

Please see above.

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

When the unit was visited in 2010, it was found in non-compliance on the Standard 1: Mission, Governance and Administration, with weaknesses in the restricted availability of equipment, limited awareness among students of diversity issues other than race, and an outdated curriculum.

When the unit was re-visited in 2012, the unit was found in compliance on Standard 1, because of the "complete turnaround in the department" that occurred under the leadership of an interim chair and assistant chair from 2010-2012. Subsequently, the department had at the

helm the steady leadership from a seasoned interim chair from 2012-2014, and a strong new chair who took over in August 2014 and who has skillfully led the faculty since then.

The above-noted weaknesses have been addressed. Student awareness of multicultural issues were addressed under the leadership of the chairs—who, for example, obtained outside funds to offer some students opportunities to travel outside of the country and then share their experiences with classmates. The limited access to equipment for out of class assignments and projects was addressed by the input of resources that were previously not available.

- 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 well done.