

UNIT REPORT

College of Journalism & Communications - Reviewer's Report – IE

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College of Journalism & Communications

Journalism and Communications Mission

Mission Statement:

The college's mission is to: Prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The College is the home for some of the world's most respected educators and scholars who seek to advance the value, practice, and understanding of journalism and communications in a democratic society. The faculty is committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge. The core of the university's mission statement deals with the central values of teaching, research and scholarship, and service. These elements are reinforced in the college's mission statement.

Start: 07/01/2021

End: 06/30/2022

Progress: Ongoing

Unit/College: College of Journalism & Communications

Responsible Roles:

Goal 1 Advance Efforts for Diversity and Inclusion Across the College

Goal:

Support and maintain a college climate that is inclusive and respectful for all, and increase diversity of our student, faculty and staff population.

Action Items:

Action Item 1: Support and maintain a college climate that is inclusive and respectful for all through appropriate policies, programming, and initiatives.

Action Item 2: Maintain or increase recruitment of undergraduate and graduate students from underrepresented groups.

Action Item 3: Maintain or increase number of lecturers, speakers, guests who can address perspectives from underrepresented groups.

Action Item 4: Maintain or increase in the number of job applications and hires from underrepresented groups.

Measures of Action Items:

Measure of Action Item 1. The policies that are implemented, the courses that are offered, the two halls / meetings that are convened, and so on, that address issues of inclusion, diversity and equity.

Measure of Action Item 2. The number of students from candidates from underrepresented groups.

Measure of Action Item 3. The number of guest speakers from diverse backgrounds speaking to students and faculty.

Measure of Action Item 4. The number of hires from underrepresented groups.

Time Period of Action Items:

Time Period for Item 1. AY 2021/22

Time Period for Item 2. AY2020/21 - AY2021/22

Time Period for Item 3. AY2020/21 - AY2021/22

Time Period for Item 4. AY2020/21 - AY2021/22

Resources of Action Items:

Action Item 1. Support and maintain a college climate that is inclusive and respectful for all through appropriate policies, programming, and initiatives.

- Dean Hub Brown; Executive Associate Dean Spiro Kiouisis; Associate Dean for Graduate Studies Tom Kelleher; Associate Dean for Undergraduate Studies James Babanikos; Advertising Chair Robyn Goodman; Journalism Chair Ted Spiker; Public Relations Chair Marcia DiStaso; Media Production, Management, and Technology (MPMT) Chair David Ostroff; Knight Division for Scholarships and Student Inclusion Director Katrice Graham; Inclusion and Diversity Chair Joanna Hernandez.

Action Item 2. Maintain or increase recruitment of undergraduate and graduate students from underrepresented groups.

- Associate Dean for Graduate Studies Tom Kelleher; Associate Dean for Undergraduate Studies James Babanikos; Knight Division for Scholarships and Student Inclusion Director Katrice Graham.

Action Item 3. Maintain or increase number of lecturers, speakers, guests who can address perspectives from underrepresented groups.

- Advertising Chair Robyn Goodman; Journalism Chair Ted Spiker; Public Relations Chair Marcia DiStaso; MPMT Chair David Ostroff.

Action Item 4. The number of hires from underrepresented groups.

- Dean Hub Brown; Executive Associate Dean Spiro Kiouisis; Advertising Chair Robyn Goodman; Journalism Chair Ted Spiker; Public Relations Chair Marcia DiStaso; MPMT Chair David Ostroff; Human Resources Director Keisha Reynolds.

Results and Evaluation:

Action Item 1. Support and maintain a college climate that is inclusive and respectful for all through appropriate policies, programming, and initiatives.

This Diversity Statement was adopted by the College faculty on April 12, 2017:

“The College of Journalism and Communications understands the importance of diversity as a contribution to the industries of journalism and communications in our increasingly multicultural nation and globalized marketplace. We value diversity and the development of competence in intercultural communication and behavior for all who are a part of our college, industry and society. Thus, we are committed to incorporating diversity and inclusiveness in our faculty, staff, student, curriculum, research, immersion properties and culture.

“We embrace diversity as a shared responsibility among faculty, staff, and students and strive for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities and abilities, to express their culture and perspectives through the art and science of journalism and communications.”

The College has made it a priority to live up to this commitment. Below are the highlights of what was done in AY2021-22 to advance efforts for diversity and inclusion across the College:

The Inclusion, Diversity and Equity (IDE) Committee

- The IDE Committee meets once a month for 90 minutes at a time.
- This past year, the IDE Committee helped establish the CJC Staff Council. It did that by establishing “listening sessions” and “on the road” discussions among the various staff departments. Election of Staff Council leaders occurred in the spring of 2022, and the next step is to have the Staff Council acknowledged in the CJC bylaws.
- The IDE Committee also administered its second Climate Questionnaire this past year.
- The IDE Committee provided feedback and support to Human Resources in revamping the recruiting, hiring, and retention processes.
- The IDE Committee continued to review and discuss the ‘how might we’ responses from the 2020 CJC Retreat and how they layer on our IDE explorations of recruitment, retention, classroom environment and other identified areas of focus.

CJC Town Hall

- CJC held a Town Hall at the end of spring 2022 for faculty and staff. The session, titled “What’s on Your Mind?” included open conversation on multiple subjects and included videos of CJC student responses to the same question.
- Four themes were developed and distributed among four breakout groups for discussion on how we envision making it happen:
 - More show of support for LGBTQIA+ students and community.
 - Adding more diversity to research sources (de-colonizing literature).
 - Expanding bi-lingual immersion opportunities to other languages, like Mandarin.
 - Working to fix representation challenges among students, faculty and staff.

Knight Division for Scholarships and Student Inclusion

- The Knight Division worked with the Summer Media Institute to promote scholarship opportunities for the high school summer camp to underrepresented students. This led to a 13% increase in underrepresented student attendance at the camp.
- The Knight Division held both live and virtual info sessions for community/state college potential transfer students. It targeted rural areas that receive minimal university engagement as well as state colleges with diverse student bodies.
- The Knight Division continued to promote its transfer success program, CJC PATHS (Positioning All Transfers Highly for Success). This program targets underrepresented transfer students, and provides a first semester cohort course focused on accelerating their acclimation to the university, while exposing them to the resources within the college and across campus for student success. It also paired the participants with a peer mentor from the Journalism and Communications Ambassadors and guaranteed every participant a Knight Division Scholarship.
- Knight Talks, a student production in talk show format, began in the Knight Division with volunteers. This past school year, it was officially adopted by the college and is now offered as a credit earning immersive learning opportunity. The show interviews diverse leaders across unique sectors for the communication's industry, with a focus on the unexpected obstacles and triumphs on the road to success.
- The CJC through the Knight Division awarded over half a million dollars in scholarships with the majority being need based funding, helping to create economic equity in degree attainment.
- The Knight Division hosted a lunch with Gale King, an African American alumna who retired as a vice president for a Fortune 500 company. She met with underrepresented scholarship students to provide encouragement and professional mentorship. A donor to the College, she also gifted the students with signed copies of her books. =
- The Knight Division and the College of Journalism and Communications features industry highlights reflective of respective heritage months. This serves to remind students, alumni, and all those engaging with the college that communications and achievement transcends all demographics.

Who reviewed the results? The information was collected by Inclusion and Diversity Director Joanna Hernandez and Interim Assistant Dean for Student Experiences Katrice Graham, and reviewed by Joanna Hernandez, Katrice Graham, and Associate Dean for Undergraduate Affairs James Babanikos.

What did we find out? The CJC is certainly living up to its commitment on diversity and inclusion, especially through the efforts of the Inclusion, Diversity and Equity (IDE) Committee, as well as the Knight Division for Scholarships and Student Inclusion.

Action Item 2. Maintain or increase recruitment of undergraduate and graduate students from underrepresented groups.

Undergraduate Enrollment

For the College as a whole:

	Spring 2021 (2,357 students, total)		Spring 2022 (2,366 students, total)		Percentage Change
	# of students	% of total	# of students	% of total	
Asian	134	5.7%	134	5.7%	0%
Black	169	7.2%	152	6.4%	-0.8%
Hispanic	656	27.8%	668	28.2%	+ .4%

For individual departments:

Asian:

	Spring 2021	Spring 2022
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	# of students	# of total students	% of total	# of students	# of total students	% of total	% change
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ADV	40	581	6.9%	39	631	6.2%	-.7%
JOU	27	639	4.2%	25	621	4.0%	+.2%
PR	37	666	5.6%	37	656	5.6%	0%
TEL	30	471	6.4%	29	458	6.3%	-.1%

Black:

	Spring 2021	Spring 2022
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	# of students	# of total students	% of total	# of students	# of total students	% of total	% change
ADV	36	581	6.2%	36	631	5.7%	-.5%
JOU	46	639	7.2%	42	621	6.8%	-.4%
PR	55	666	8.3%	47	656	7.2%	-1.1%
TEL	32	471	6.8%	24	458	5.2%	-1.6%

Hispanic:

	Spring 2021	Spring 2022
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	# of students	# of total students	% of total	# of students	# of total students	% of total	% change
ADV	164	581	28.2%	174	631	27.6%	-.6%
JOU	153	639	23.9%	154	621	24.8%	+.9%
PR	191	666	28.7%	195	656	29.7%	+1.0%
TEL	148	471	31.4%	103	458	22.5%	-8.9%

The number of students from underrepresented groups has remained more or less steady this last year. The percentage of Asian students was unchanged from Fall 2020 to fall 2021 at 5.7%. There was a slight increase of 0.4% in the number of Hispanic students enrolled, which is good news. However, the problem continues to be recruiting black students, which continues to be low -- dropping by 0.8% to 6.4% of the student body.

To give the enrollment numbers some perspective, it is noteworthy that based on the 2020 Census, the breakdown of the Florida population is 57.7% white (non-Hispanic/Latino), 26.5% Hispanic/Latino, 15.1% black, and 3.0% Asian. So, recruitment-wise, we're doing really well as far as Asian students go (3.0% of the population and 5.7% of the student body); we are well represented in terms of Hispanic students (26.5% of the population and 28.2% of the student body); but we have significant strides to make with Black students (16.9% of the population but only 6.4% of the CJC student body).

While our percentage of Black students has decreased slightly in the past year, the College of Journalism and Communications consistently maintained a greater percentage of Black students than the university as a whole. The chart below (depicting student enrollment in successive fall semesters) illustrates that the CJC has consistently held a larger share of the Hispanic and Black Student population, largely due to Knight Division for Scholarships and Student Inclusion's recruitment efforts. Because the college does not have the power to admit freshmen, recruitment efforts are limited to the exploratory student pool and potential transfer students. While looking at the long term trends, it is clear that the campus closures during COVID severely impacted our Black student recruitment efforts. The power of physical presence and relationship building amongst the underrepresented student body cannot be overstated. As campus reopens and student in-person programming resumes, we will see if our renewed efforts are able to make an impact.

Race	CJC Fall 14	UF Fall 14	CJC Fall 15	UF Fall 15	CJC Fall 16	UF Fall 16	CJC Fall 17	UF Fall 17	CJC Fall 18	UF Fall 18	CJC Fall 19	UF Fall 19	CJC Fall 20	UF Fall 20	CJC Fall 21	UF Fall 21

White	59.26%	57.97%	60.99%	57.28%	58.13%	56.36%	56.52%	55.31%	56.58%	52.34%	54.95%	52.86%	55.19%	52.33%	53.21%	58.89%
Hispanic	22.97%	19.87%	22.40%	20.75%	23.87%	21.19%	24.44%	21.42%	22.84%	19.11%	25.12%	22.78%	26.29%	23.48%	28.3%	24.09%
Black	8.12%	6.67%	7.31%	6.40%	7.00%	6.13%	7.17%	6.18%	7.45%	6.01%	6.59%	5.76%	5.94%	5.62%	5.19%	5.15%
Asian	2.88%	7.60%	3.02%	7.77%	3.38%	7.86%	3.56%	7.79%	3.76%	7.51%	3.9%	8.70%	4.03%	9.09%	4.09%	9.62%
Native Am/HI	.65%	.89%	.46%	.77%	.48%	0.77%	.48%	.61%	.24%	.22%	.36%	.39%	.29%	.24%	.26%	.17%
Int'l	1.09%	1.20%	1.32%	1.34%	3.10%	1.68%	1.84%	1.86%	3.04%	7.85%	2.5%	2.29%	1.91%	2.17%	1.96%	2.17%
Multi									3.11%	3.12%	3.67%	3.96%	3.7%	4.27%	4.21%	4.76%
Unknown									2.97%	3.5%	2.93%	3.27%	2.66%	2.81%	2.09%	2.23%

The Knight Division takes a three-pronged approach to recruiting underrepresented students at the undergraduate level. 1) targeting prospective undergraduates prior to accepting an admittance offer; 2) targeting current UF undergraduates who are exploring major and career possibilities; and 3) focusing recruitment efforts on potential transfer students.

The Knight Division's strategies uniquely evolved during the 2020 school year due to campus closures and the transition to virtual courses and events. Some of the traditional recruitment opportunities were cancelled completely, but they were replaced with new virtual recruitment efforts. This included, but is not limited to:

- Virtual and Live College Tours
- Virtual Recruitment Info Sessions
- Community College and High School Campus Visits
- Diverse Campus Event Sponsorships

While the university limits the college's role in the freshmen admissions process, the college has greater autonomy in the transfer student admissions process. For this reason, transfer admissions has been an integral part in the Knight Division's inclusive recruitment strategy.

The Knight Division replaced live campus visits with virtual info sessions with campus media groups at:

- Miami Dade College- North Campus
- Broward College – South Campus
- Hillsborough Community College

The Knight Division also hosts virtual transfer recruitment workshops, targeting out of state and rural colleges for recruitment purposes. Recruitment sessions highlight the academic and student services, immersion opportunities, and scholarships within the College of Journalism and Communications, in addition to reviewing the admission process and requirements.

During the Fall 2021 term, the Knight Division continued the pilot of the PATHS (Positioning All Transfers Highly for Success) Program, with its first in-person cohort. The program is designed to increase CJC student diversity by recruiting underrepresented transfer students. Students admitted to this program receive a cohort style experience that includes the assigning of a peer mentor from our college ambassadors, a Knight Division Scholarship, a CJC PATHS exclusive section of MMC1009 that is tailored to transfer student needs and full of introductions to college leaders and resources, and regular access to individual meetings with the Knight Division Director. During the MMC1009 course, each student will obtain a professional resume critique, hold an informational interview with an industry employer, and attend a professional organization meeting, and have an early advising session for advanced registration.

Graduate Enrollment, Spring 2020-Spring 2022

Master of Arts in Mass Communication

MAMC	Spring 2020 282 students, total	Spring 2021 668 students, total	Spring 2022 812 students, total
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	# of students	% of total	# of students	% of total	# of students	% of total
Asian	12	4.2%	30	4.5%	42	5.2 %
Black	24	8.5%	59	8.8%	77	9.5%
Hispanic	38	13.5%	137	20.5%	159	19.6%

Doctor of Philosophy

Ph.D.	Spring 2020		Spring 2021		Spring 2022	
	54 students, total		60 students, total		60 students, total	
	# of students	% of total	# of students	% of total	# of students	% of total
Asian	6	10.0%	6	9.8%	5	8.3%
Black	4	6.7%	3	5%	3	5%
Hispanic	3	5.0%	3	5%	3	5%

Focusing on underrepresented minorities, we have realized overall and proportional increases in both Black and Hispanic master's students the past two years, while we have maintained levels of Black and Hispanic doctoral students.

In addition to increasing accessibility and diverse recruiting by increasing our overall master's program size, we also permanently removed the GRE requirement for all master's admissions.

For our Ph.D. program, our numbers of Asian, Black and Hispanic students did not increase from spring 2020 to spring 2022, but remained relatively stable. With recruiting class sizes in the single digits or teens each year, individual efforts are paramount in building diverse doctoral class cohorts.

We definitely need to keep up our work to increase the numbers of students from underrepresented populations in our graduate programs, particularly the Ph.D. program.

Who reviewed the results? Associate Dean for Graduate Studies Tom Kelleher and Associate Dean for Undergraduate Affairs James Babanikos gathered the data, and the data was shared and discussed with Dean Hub Brown, Executive Associate Dean Spiro Kiousis, and the four department chairs.

What did we find out? For the undergraduate program, the number of Hispanic and Asian students remains high at 28.2% and 5.7% of the student body, but the number of Black students remains low at 6.4%. While the percentage of Ph.D. students remained pretty steady, the enrollment in the master's program was positive, in that the number of Hispanic, Black and Asian students have all gone up this past year compared to the one before, from 13.5% to 19.6% for Hispanics, from 8.5% to 9.5% for Blacks, and from 4.2% to 5.2% for Asians.

Action Item 3. Maintain or increase number of lecturers, speakers, guests who can address perspectives from underrepresented groups.

The College strives to invite many guest speakers from underrepresented communities into our classrooms. By underrepresented, we mean people who are non-white (Black, Hispanic, Asian), or people who are part of the LGBTQ community.

There were well over 220 guest lecturers in the CJC this past academic year. As impressive as this number is, this is actually a low estimate as this is what full-time faculty self-reported in their annual reports. Many of our classes are taught by adjuncts, and they bring in many guest speakers as well, but there's no way to ascertain that number because adjuncts don't submit annual reports.

Roughly 40% of the guest speakers were from minority groups, including a large number of black, Hispanic, and Asian-Americans. They include:

- Edgardo Rivera, President of DDSB Puerto Rico HM
- Marissa Olson, Marketing Director for the Florida Theatrical Association HF
- Pablo Miro, Zubi Advertising New Business Vice President HM
- KaToya Fleming, writer BF

- Kamille Whitaker, managing editor, Atlanta magazine BF
- Osai Endolyn, writer BF
- Michael Collins, ESPN BM
- Monique Jones, managing editor, Undeclared BF
- Grant Holloway, Olympic silver medalist BM
- Domingo Santana, CNN en Espanol HM
- Jerome Reed, Founder of R.A.W.E. Recruits BM
- Maria Tridas, Supervising Producer HF
- Dia Ryan, Music Director and radio Host HF
- Rachel Wang, Actress AF
- Chuck Wallington - EVP and Chief Marketing & Communications officer, Cone Health BM
- Carmella Glover - President, Diversity Action Alliance and Director of DE&I, Page Society BF
- Sunita Menon - Global Data Strategist and Advisor, Data-Driven Journeys AF
- Jano Cabrera – CCO, General Mills HM
- Sonia Diaz - SVP, Balsara Communications and President, HPRA HF
- Tori Chin - HBO Max Communications Coordinator, WarnerMedia AF

Who reviewed the results? *The data was obtained from the four department chairs (Robyn Goodman from Advertising; Ted Spiker from Journalism; David Ostroff from Media Production, Management, and Technology; and Marcia DiStaso from Public Relations) from each individual full-time faculty annual reports.*

What did we find out? *There were well over 220 guest speakers in CJC classes, and about 40% were from minority groups. This is a low estimate because it only reflects the number of guest speakers in classes taught by full-time faculty; many of our courses are taught by adjuncts, but there's no way to ascertain the number of guest speakers they bring in because adjuncts don't submit annual reports.*

Action Item 4. The number of hires from underrepresented groups.

From 7/1/2021 – 6/30/2022, the College of Journalism and Communications hired the following faculty (as of 8/17/22, we have 71 full-time faculty):

- Elizabeth Flood-Grady – WF
- Santiago Kember – Other M
- Haoran Chu – AM
- Christine Bucan – HF
- Yang Feng – AF
- Won-Ki Moon – AM
- Seungahrh Nah - AM

From 7/1/2021 – 6/30/2022, the College of Journalism and Communications hired the following staff (as of 8/17/22, we have 92 staff):

- Alexander Marques – Other Male
- Thomas Garvey – WM
- Cheryl Oberlin – WF
- Taylor Johnson – BF
- Justin Ballard – WM
- Yenny Barrios – HF
- Vanessa Alonso – HF
- Miesha Davis – BF
- Korbin McCoy – WM
- Mara Pino-Diaz – HF
- Jessica Osegueda – HF
- Lorenzo Phrasavath – AM

- Denise Vickers – WF
- Thomas Dean – WM
- Jeffrey George – WM
- Heather Van Blokland – WF
- Shannon Alexander – WF
- Kimberly Dukes – WF
- Sheila Gaspers – WF
- Max Williams – WM
- Trellis Williams – BF
- Kutonya Sowell – BF
- Matthew Deprospero – HM

Who reviewed the results? The data was collected by HR Director Keisha Reynolds and HR Specialist Julia Seay, and shared with Associate Dean for Undergraduate Affairs James Babanikos.

What did we find out? The number of faculty hired in 2021-22 was one less than the 8 that were hired in 2020-21. Of the seven that were hired, 2 were Hispanic, 5 Asian, and 3 were women. The number of staff hired in 2021-22 was 23, more than four times the 5 that were hired in 2020-21. Of the 23 that were hired, 4 were Black, 5 were Hispanic, 1 was Asian, and 14 were women.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 1 The University of Florida offers an exceptional academic environment for all.

Goal:

An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds

Objective:

Four objectives are associated with this goal.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.
- Objective 3. Diverse, robust educational and interdisciplinary areas of excellence.
- Objective 4. Increased globalization to enhance our effectiveness as world citizens.

Goal 2 Grow enrollments in Online Classes, Degrees, and Certificates

Goal: Grow CJC online education program enrollments

Action Items:

Action Item 1. Grow student enrollment in the four undergraduate UFO programs (Advertising; Journalism - Sports and Media; Media Production, Management, and Technology - Media and Society; and Public Relations).

Action Item 2. Grow student enrollment in the online graduate specializations.

Action Item 3. Increase revenues from online programs.

Measures of Action Items:

Measure of Action Item 1. Number of majors enrolled in the four undergraduate UFO programs (Advertising; Journalism - Sports and Media; Media Production, Management, and Technology - Media and Society; and Public Relations).

Measure of Action Item 2. Number of students enrolled in graduate specializations.

Measure of Action Item 3. Revenues of all online programs.

Time Period of Action Items:

Time Period of Action Item 1. Change in number of undergraduate majors in the four undergraduate UFO programs (Advertising; Journalism - Sports and Media; Media Production, Management, and Technology - Media and Society; and Public Relations).
AY2020/21 - AY2021/22

Time Period of Action Item 2. Change in number of students enrolled in graduate specializations. AY2020/21 - AY2021/22

Time Period of Action Item 3. Change in revenues of all online programs. AY2020/21 - AY2021/22

Resources of Action Items:

Action Item 1. Grow student enrollment in the four undergraduate UFO programs (Public Relations; Telecommunication - Media and Society; Advertising; and Journalism - Sports and Media).

- CJC Associate Dean for Undergraduate Affairs James Babanikos; Advertising Chair Robyn Goodman; Journalism Chair Ted Spiker; Public Relations Chair Marcia DiStaso; Media Production, Management, and Technology Chair David Ostroff; UFO Undergraduate Academic Advisors Bridget Dunbar and Carla Fragomeni; Associate Director of Advising Judy Hunter.

Action Item 2. Grow student enrollment in the online graduate specializations.

- CJC UFO M.A. Director Evan Kropp and the CJC UFO M.A. Advising Staff.

Action Item 3. Increase revenues from online programs.

- CJC Associate Dean for Undergraduate Affairs James Babanikos; CJC UFO M.A. Director Evan Kropp and the CJC UFO M.A. Advising Staff.

Results and Evaluation:

Action Item 1. Grow student enrollment in the four undergraduate UFO programs (Public Relations; Telecommunication - Media and Society; Advertising; and Journalism - Sports and Media).

The CJC as a whole:

# of Students	Spring 2021	Spring 2022
PaCE (total)	487	531
UF Online (excluding PaCE)	256	269

The individual departments:

# of PaCE Students	Spring 2021	Spring 2022
Advertising	107	130
Journalism	142	150
MPMT	90	101
Public Relations	148	150
TOTAL	487	531

# of UF Online Students (excluding PaCE)	Spring 2021	Spring 2022
Advertising	39	73
Journalism	11	23
MPMT	66	54
Public Relations	140	119
TOTAL	256	269

Who reviewed the results? CJC Associate Dean for undergraduate affairs collected and reviewed the results, and shared them with the deans and chairs of the College.

What did we find out? The number of PaCE and UFO undergraduate students increased last this past year, as compared to 2020/21, which was expected in light of the two new majors that were introduced a year ago -- Advertising, and Journalism - Sports and Media. In fact, both of these new programs doubled their enrollment compared to the year before; Advertising went from 39 to 73

majors, and Journalism went from 11 to 23. There was a dip in the number of MPMT and Public Relations majors, from 66 to 54 MPMT, and from 140 to 119 in Public Relations. The reason for the dip may be attributed to the fact that students have two new options in the College that they can choose to major in.

Action Item 2. Grow student enrollment in the online graduate specializations.

The online graduate program experienced significant growth in FY '20-'21 and that growth peaked in the spring 2022 semester. At the conclusion of Summer 2022, there were 692 students enrolled (MA, Cert and Combination) compared to 833 the prior year. Most of this decline was due to our graduating 184 total students in fall and spring while replacing graduating students at a slower pace than the previous two-years.

As mentioned last year, we received a huge influx of students in FY '20-'21 due to the pandemic, key partnerships, removing the GRE requirement, and the success of our marketing. When we reached 926 active students in the Fall 2021 (the peak of our enrollment), CJC leadership met to decide if we wanted to continue growing our online program or not. We decided to pull back on this aggressive growth and settle-in to a lower enrollment number that we would then work to maintain in the future. We have not yet determined what the "right" program size is for us, but we hope to have that determined by summer 2023 (Note: we currently guesstimate the target number to be in the 500-600 student range). For this reason, we will be removing the action item to "grow student enrollment in the online graduate concentrations." A new action item to deploy strategic marketing and recruiting initiatives to attract and convert a pool of high-quality and diverse students will be used. We will also focus our efforts on improving the overall quality of our programs through S.M.A.R.T curriculum oversight. This will be a second new action item added for next year to replace the current item related to growing revenue. Both of these action items were identified as strategies in our 2022-2027 strategic plan specifically written for our online graduate programs.

As enrollment in our Master's program rose, we did see a corresponding drop in students pursuing certificates. We believe that many of the past certificate students would have preferred to pursue their MA, but chose the certificate route due to the GRE being required for admission to the MA and it was not a requirement for certificates. Since we removed the GRE requirement from the MA, many students who would have previously elected to pursue the certificate therefore decided to pursue the full MA.

Future enrollment will also be impacted by our potentially sunsetting the Political Communication concentration. In Fall 2022, we will also begin seeking approval to add a new concentration in Journalism and Multimedia Storytelling. But, since this will take a year to be approved, future enrollment in that program will not impact our overall numbers until FY '23-'24.

As anticipated, this year we decided, in conjunction with UF Online and HHP, to discontinue our relationship with Disney/Aspire (Guild). That partner accounted for 10% of our enrollment.

To soften our forthcoming enrollment drop, we are finalizing an agreement with a higher-education focused marketing firm which we hope will allow us to offset some looming declines to maintain our enrollment at whatever number we determine to be most suitable.

We are pleased with the gains made in Combination Degree students and we hope to keep that momentum next year. With the recent departure of the staff member who was overseeing that program, we expect a semester or two dip, but then hope to recover and continue building on that important enrollment funnel.

Online Master's Concentrations (Active Students by Semester)

Gains/losses are year-over-year comparisons to prior years

	Fall 2021	Spring 2022	Summer 2022
Audience Analytics	15 (+2)	16 (+2)	15 (+1)
Digital Strategy	250 (+115)	246 (+38)	184 (-40)
Global Strategic Communication	70 (+28)	69 (+5)	51 (-34)
Political Communication	23 (+13)	23 (+5)	17 (-6)
Public Interest Communication	80 (+41)	90 (+31)	70 (+2)
Public Relations	157 (+84)	166 (+52)	151 (+13)
Social Media	78 (+30)	84 (+21)	53 (-13)

Web Design and Online Communication	112 (+35)	105 (+3)	67 (-30)
Total	785 (+348)	799 (+156)	608 (-117)

Certificate Programs (Active Students by Semester)

Gains/losses are year-over-year comparisons to prior years

	Fall 2021	Spring 2022	Summer 2022
Audience Analytics (New Summer '21)	4 (+4)	5 (+5)	5 (+4)
Cross Media Sales (Sunset)	0 (-2)	0	0
Global Strategic Communication	20 (-1)	18 (-4)	14 (-9)
Social Media	37 (+8)	33 (-10)	25 (-13)
Web Design & Online Communication	29 (+4)	30 (-11)	25 (-4)
Total	90 (+13)	86 (-20)	64 (-27)

Combination Students (Active Students by Semester)

	Fall 2021	Spring 2022	Summer 2022
Total Combination Students	51 (+19)	49 (+16)	20 (+2)

Who reviewed the results? CJC UFO M.A. Director Evan Kropp collected and reviewed the results, and shared them with the College's deans and chairs.

What did we find out? After the exponential growth we had last year, peaking at 926 students in the Fall of 2021, we decided to pull back on this aggressive growth and settle in on a lower enrollment number that we would then be able to maintain in the future. We estimate this number to be around 500-600 students.

Action Item 3. Increase revenues from online programs.

Online Undergraduate Programs

CJC UFO Undergrad Enrollment:

	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022
ADV	76	93	69	128	125	112
JOU	89	79	34	108	90	87
MPMT	120	101	74	109	92	65
PR	197	188	135	200	166	135
TOTAL	482	461	312	545	473	399

Revenues:

	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022
ADV	25,440	47,040	24,000	45,200	47,040	29,280
JOU	65,760	67,440	40,560	72,880	67,200	39,120
MPMT	78,560	64,560	36,560	72,880	62,400	33,360
PR	97,600	86,720	49,840	80,640	84,480	49,040
TOTAL	\$267,360	\$265,760	\$150,960	\$271,600	\$261,120	\$150,800

UF Online enrollment increased substantially in 2021-2022 when compared with 2020-2021, from 482 students in the fall of 2020 to 545 in the fall of 2021 (+63); from 461 students in the spring of 2021 to 473 in the spring of 2022 (+12); and from 312 students in the summer of 2021 to 399 in the summer of 2022 (+87). In total, there were 162 more students registered in 2021-2022 than there were in 2020-2021.

However, even though the number of students went up significantly this past year, the revenues did not increase proportionally. The reason is that revenue is based on the number of credit hours students take in courses from our college, not the number of students registered. Some students (especially FTICs and Lower Division Transfers) may have taken pre-reqs and Gen Eds offered by the College of Liberal Arts & Sciences or College of Business. Delivery for those credit hours do not end up with CJC.

The most significant headcount growth is in the new programs CJC added to UF Online (Advertising and Journalism: Sports & Media). As those students progress with their studies to upper division, enrollment in those courses should increase, and we will see an increase in revenues.

Online Graduate Programs

Revenues for FY 2021-2022 were approximately \$6,606,946 as compared to approximately \$5,779,427 in FY 2020-2021. This represents an increase of \$827,519. Cash balances in all distance accounts as of 08/16/2022 was \$4,920,326 an increase of \$1,292,313 from 09/07/2021. Our ability to increase cash balances faster than we increased overall revenue was possible due to controlling expenditures.

This continued increase in revenue reflects the ongoing growth of the online programs that commenced in spring 2020. As predicted, revenue started to fall by the end of the year. In Fall 2021, revenue was up 36% from Fall 2020 but Summer 2022 revenue was down 2%. This decline is due to two factors. First, we started graduating students from the initial period of growth we experienced near the beginning of the pandemic. Second, we are seeing the average tuition paid per student decrease as enrollment has been shifting from our higher cost concentrations to the lower cost concentrations. So, revenue has started to drop at a faster rate than enrollment. This is another trend we expect will continue. The good news is that fewer of our students are coming from the Disney/Aspire (Guild) relationship where we are paying back a 35% revenue share. So, even though revenue has started to decline, our expenses have decreased resulting in a net gain.

Who reviewed the results? The undergraduate CJC UFO program revenues were provided by Nadav Katz, Assistant Director, Finance of UF Online, and they were reviewed by CJC Associate Dean for Undergraduate Affairs James Babanikos, The M.A. CJC UFO program revenues were collected and reviewed by CJC UFO M.A. Director Evan Kropp.

What did we find out? For the undergraduate online program, even though enrollment increased substantially from 2020/21 - 2021/22, the revenues did not increase proportionally because students were taking more Gen Ed courses outside the CJC; however, as students progress with their studies to upper division, we expect revenues to increase proportionally. For the graduate online program, revenues increased substantially, from \$5,779,427 in 2020/21 to \$6,606,946 this year.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.**Goal:**

An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.

- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

Goal 3 Improve Quality of Student Professional Development

Goal: Improve Quality and Rate of Student Career Success

Action Items:

Action Item 1: Increase undergraduate job placement rates.

Action Item 2: Increase number of employers directly recruiting students from CJC.

Action Item 3: Maintain or increase student utilization of college career resources.

Action item 4: Maintain or increase number of students doing internships.

Action Item 5: Maintain or increase student participation in the CJC immersion opportunities.

Measures of Action Items:

Measure of Action Item 1. Percentage of students with jobs at the time of graduation (CJC Exit Survey).

Measure of Action Item 2. Number of employers recruiting directly from the CJC (job/internship postings, CJC Career Day participation).

Measure of Action Item 3. Data from CJC graduation survey ratings of usage of various resources and the number of students attending CJC Career Days.

Measure of Action Item 4. Number of internships completed at the time of undergraduate degree completion, based on CJC graduation survey and department data.

Measure of Action Item 5. Immersion experience participation numbers.

Time Period of Action Items:

Time Period of Action Item 1. AY2021/22 as compared to AY 2020/21.

Time Period of Action Item 2. AY2021/22 as compared to AY 2020/21

Time Period of Action Item 3. AY2021/22 as compared to AY 2020/21

Time Period of Action Item 4. AY2021/22 as compared to AY 2020/21

Time Period of Action Item 5. AY2021/22 as compared to AY 2020/21

Resources of Action Items:

Action Item 1: Increase undergraduate job placement rates.

- Office of Careers and Career Partnerships Director Julie Frey

Action Item 2: Increase number of employers directly recruiting students from CJC.

- Office of Careers and Career Partnerships Director Julie Frey; Knight Division for Scholarships and Student Inclusion Katrice Graham.

Action Item 3: Maintain or increase student utilization of college career resources.

- Office of Careers and Career Partnerships Director Julie Frey; Knight Division for Scholarships and Student Inclusion Katrice Graham; CJC Integrated Partnerships Manager David Adams.

Action Item 4: Maintain or increase number of students doing internships.

- Advertising Chair Robyn Goodman; Journalism Chair Ted Spiker; Media Production, Management, and Technology Chair David Ostroff; and Public Relations Chair Marcia DiStaso.

Action Item 5: Maintain or increase student participation in the CJC immersion opportunities.

- Immersion Experiences Academic Advisor Alicia Bolen; Division of Media Properties Executive Director Randy Wright; INC Interim News Director Ryan Vasquez; The Agency Consulting Executive Director Laurent Burman; The Agency Associate Director Mark Rottensteiner; frank Conference Director Ann Christiano.

Results and Evaluation:

Action Item 1: Increase Undergraduate job placement rates.

Job placement numbers stabilized in 2022 as companies returned to pre-pandemic hiring practices.

The data comes from the College survey that students are required to complete as a condition for graduation.

	Spring 2019	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year
1. Accepted a position	23%	13%	22%	16.5%
2. Staying in current position	7%	13%	16%	18.3%
3. Considering an offer	9%	7%	7%	8.7%
4. Applied for jobs, declined an offer, and still looking	6%	5%	5%	4.5%
5. Applied for jobs, interviewed, but have not received an offer	0%	21%	16%	17.7%
6. Applied for jobs, but have not received any interview offers	46%	24%	18%	21.9%
7. Have not started applying for jobs	9%	17%	15%	12.6%
Total offered employment at time of graduation (sum of rows 1-4)	45%	38%	50%	48%

Who reviewed the results? The data was collected by Interim Assistant Dean for Immersion Experiences Katrice Graham, and reviewed by Office of Careers and Career Partnerships Director Julie Freyand Associate Dean for Undergraduate Affairs James Babanikos.

What did we find out? The data shows that 48% of the students were offered employment upon graduation. The CJC is working on a method for tracking how many of our graduates were working in the field six months after graduation, as many students opt to take some time off after finishing their degree and before starting a full-time position. This will give us a better idea of how successful our students are at finding employment upon graduation.

Action Item 2: Increase number of employers directly recruiting students from CJC.

The pandemic impacted the career fair as we moved from in-person in Fall 2019 to virtual for all of 2020 and Spring 2021. In 2021-2022, we returned to in-person career fairs. In Fall 2021, we also had a virtual interview day since some companies were not yet traveling.

Semester	Fair Format	Employers	Students	Interactions*
Fall 2019	In person	26	**	n/a
Spring 2020***	Virtual (Symplicity Chat)	14	60	155
Fall 2020	Virtual (Career Fair Plus)	20	190	335
Spring 2021	Virtual (Symplicity VCF)	19	86	222

Fall 2021	In Person + Virtual Interview Day (Symplicity)	31	304	n/a
Spring 2022	In person	56	302	n/a

* Interactions represent unique meetings between students and employer representatives – including via 1-on-1 or group chats or interviews – during virtual fairs.

** Student attendance was not tracked for the Fall 2019 fair.

*** The Spring 2020 fair was held immediately after the switch to remote work and learning due to the pandemic. Only 14 of 28 registered employers and 60 of 247 RSVP'd students participated.

These are the figures for jobs and internship postings, and how 2021-2022 compares to the two previous years. We redesigned the job/internship board in Fall 2021. The redesign combined with employer outreach and the increased need in the job market resulted in a large increase in the number of postings.

Job and Internship Postings	
Year	Total
2018-2019	689
2019-2020	548
2020-2021	628
2021-2022	1028

Who reviewed the results? The data was collected by Office of Careers and Career Partnerships Director Julie Frey, and reviewed by Julie Frey and Associate Dean for Undergraduate Affairs James Babanikos.

What did we find out? The coronavirus pandemic stranglehold eased up this past year as compared to the year before, and as a result, we had 606 students meeting with companies in a live career fair, as opposed to 276 of them meeting virtually the year before. Also, there were 1,028 job and internship postings in 2021/22, as opposed to 628 in 2020/21.

Action Item 3: Maintain or increase student utilization of college career resources (CCC liaison, OCCP, Knight Division Digest, Faculty, etc.)

Office of Careers and Corporate Partnerships

OCCP launched the Gator-to-Gator Coaching Program in 2020 to support CJC students graduating during the pandemic by matching them with CJC alumni for a one-time virtual coaching session.

Semester	# of Undergraduate Students	# of Graduate Students	Total
Summer 2020*	32	0*	32
AY 2020-2021	60	25	85
AY 2021-2022	84	13	97

* Summer 2020 was the program pilot and includes May and August 2020 graduates.

** Program was piloted with undergraduate students only.

OCCP held an Employer Immersion Showcase in Spring 2021, which included a conversation with our news team, a networking reception between employers and student leaders and a tour of the immersion programs for our employers. This allowed for higher engagement between CJC students and the 25 employer representatives in attendance.

Career Connections Center

The CCC made some changes this year, and CJC students now have a career coach that covers the career pathway, which includes Arts, Communications, Media and Marketing. The coach provides career advice and assistance specifically for students pursuing careers in these areas.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Percent of unique students engaged	37%	23%	45%	39%	37%
Unique student engagement	1,081	682	1,342	1,200	1,223
Total student engagement	2,078	1,706	2,464	1,768	2,434

CCC Interaction	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Workshop	886	782	631	460	919
Express Drop-In	376	247	428	308	183
Career Fairs	338	205	335	310	648
CHOMP	96	57	347	316	312
On-Campus Interview	67	46	82	89	31
Career Planning	264	192	150	204	227
Employer-Hosted Event	22	38	98	4	5
Gator Career Closet	0	101	147	8	35
Project Resume	27	21	201	39	59
Diversity Meet-Up	0	17	37	24	13
Virtual Mock Interviews	2		1	0	2

Who reviewed the results? The data was collected by Office of Careers and Career Partnerships Director Julie Frey, and reviewed by Julie Frey and Associate Dean for Undergraduate Affairs James Babanikos.

What did we find out? The Gator-to-Gator Coaching Program launched in 2020 to support graduating CJC students pandemic by matching them with CJC alumni for a one-time virtual coaching session continues to be a success; 84 undergraduates took advantage of this in 2021/22, as opposed to 60 in 2020/21. Also, 2,434 students received guidance and assistance from the Career Connections Center coach this year, up significantly from the 1,768 students that participated the year before.

Action item 4: Maintain or increase number of students doing internships.

AY 2020 - 2021

	ADV	JOU	PR	TEL/MPMT	TOTAL
Summ. 2020	15	39	47	9	110
Fall 2020	11	23	28	4	66
Spring 2021	22	21	57	5	105
TOTAL	48	83	132	18	281

AY 2021 - 2022

	ADV	JOU	PR	TEL/MPMT	TOTAL
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Summ. 2021	32	33	57	12	134
Fall 2021	6	12	15	8	41
Spring 2022	10	28	17	11	66
TOTAL	48	73	89	31	241

There was a slight decrease in the overall number of internships that CJC students registered for in 2021-2022 as opposed to the year before – 281 in 2020-2021 as opposed to 241 in 2021-2022 (-40).

The main reason for this is the decline in the number of PR (Public Relations) students doing ‘formal’ internships – from 132 in 2020-2021 to 89 in 2021-2022 (-43). This decrease was due to the fact that PR changed its requirements so that students no longer need to do an internship for credit. The department thought that requiring their students to complete an internship for credit was an equity issue. Lots more students are doing internships than the table above shows, but they’re doing them for no credit, and often for pay. The facts that many PR students now don’t have to register for internships means that the department doesn’t have accurate records on how many students are actually participating in internships. However, in the spring 2022 graduating students’ exit survey, 87 out of 117 PR graduates (i.e., 75%) responded that they had done at least one internship.

The number of internships for MPMT (Media Production, Management, and Technology... formerly TEL, or the Dept. of Telecommunication) increased slightly from 18 in 2020-2021 to 31 in 2021-2022 (+13), but they’re still the lowest of the four departments. That’s largely due to the many immersion experiences students can take part in within this college, with its two TV and three radio stations, as well as GatorVision and the Innovation News Center.

Who reviewed the results? *The data was collected by the four department chairs, and reviewed by Associate Dean for Undergraduate Affairs James Babanikos.*

What did we find out? *There was a slight decrease in the overall number of internships that CJC students registered for in 2021-2022 as opposed to the year before – 281 in 2020-2021 as opposed to 241 in 2021-2022 (-40), and this is in large part due to the drop of students doing internships in Public Relations, as PR no longer requires students doing an internship for credit.*

Action Item 5: Maintain or increase student participation in the CJC immersion opportunities.

The College of Journalism and Communications has a wealth of opportunities for students to gain professional experience outside the classroom and within the walls of Weimer Hall. From our seven broadcast stations (two TV and five radio) that serve our Journalism and MPMT students to The Agency that caters to students in Advertising and Public Relations, literally hundreds of students a semester can partake in these immersion experiences.

A couple of years ago, the CJC created a course that captures many of these immersion experiences. That course is RTV3945: Electronic Media Practicum course, and it consists of many different sections each dealing with a different topic. Below is a table that details how many students registered for this immersion experiences course this past year:

	2021/22
360 Video Production	4
Basic5 Video	62
ESPN Gainesville	120
GHQ Student Radio	41
Intro to ESPN	30
Knight Talks Video Interview Show	13
Live Gator Sports	16
TV Weather	10

WUFT-TV Production	7
WUFT-TV Programming	2
TOTAL	305

The other immersion experiences students participated in include:

	AY 2020/21	AY 2021/22
The Agency	157	124
Bateman Team	5	5
CJC x NYC	Did not exist	32
frank Gathering	26	15
Knight Talks Video Prod.	10	13
Noticias Spanish Newscast	19	24
Orange and Blue / Atrium Magazine	25	29
Study Abroad	No study abroad due to covid	122
TOTAL	242	364

Who reviewed the results? The data was collected by Interim Assistant Dean for Immersion Experiences Katrice Graham, Academic Advisor Allicia Bolen and Associate Dean for Undergraduate Affairs James Babanikos, and was reviewed by Associate Dean for Undergraduate Affairs James Babanikos.

What did we find out? There's a plethora of immersion experiences at the CJC, and students continue to make very good use of them to jumpstart their professional career. Last year, close to 700 students participated.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.

Goal:

An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

Goal 4 Increase Quantity and Quality of Scholarly Research and Increase Funded Research Activities

Goal: Increase Quantity and Quality of Scholarly Research and Increase Funded Research Activities

Action Items:

Action Item 1:Generate more high-impact research.

Action Item 2: Increase overall research productivity.

Action item 3:Increase CJC research profile.

Action Item 4: Support the development and submission of proposals.

Action Item 5:Support wide participation of college faculty in proposal development.

Action Item 6: Increase grant funding.

Measures of Action Items:

Action Item 1: Generate more high-impact research.

- Overall number of journal publications with impact factors of 1.0+ and 2.0+.
- Individual increases in H-Index scores.

Action Item 2: Increase overall research productivity.

- Mean number of peer-reviewed publications per tenure-track and tenured faculty member.
- Median number of peer-reviewed publications per tenure-track and tenured faculty member.

Action Item 3: Increase CJC research profile.

- Number of top-paper awards.
- University-wide awards.
- National/international awards.

Action Item 4: Support the development and submission of proposals.

- Number of proposals submitted.

Action Item 5: Support wide participation of college faculty in proposal development.

- Number of individual college PIs/co-PIs.

Action Item 6: Increase grant funding.

- Number and amount of monetary awards.

Time Period of Action Items:

Action Item 1: Generate more high-impact research.

- Listed by publication year, through 2021 as observed in July 2022 with H-index scores.

Action Item 2: Increase overall research productivity.

- Through publication year 2021, as observed in July 2022.

Action Item 3: Increase CJC research profile.

- AY 2021-22

Action Item 4: Support the development and submission of proposals.

- AY 2021-22

Action Item 5: Support wide participation of college faculty in proposal development.

- AY 2021-22

Action Item 6: Increase grant funding.

- AY 2021-2022

Resources of Action Items:

Action Item 1: Generate more high-impact research.

- *Associate Dean Marcia DiStaso, Division of Graduate Studies and Research*

Action Item 2: Increase overall research productivity.

- *Associate Dean Marcia DiStaso, Division of Graduate Studies and Research*

Action Item 3: Increase CJC research profile.

- *Associate Dean Marcia DiStaso, Division of Graduate Studies and Research*

Action Item 4: Support the development and submission of proposals.

- *Associate Dean Marcia DiStaso, Division of Graduate Studies and Research, and Research Administration Director Max Williams*

Action Item 5: Support wide participation of college faculty in proposal development.

- *Associate Dean Marcia DiStaso, Division of Graduate Studies and Research, and Research Administration Director Max Williams*

Action Item 6: Increase grant funding.

- Associate Dean Marcia DiStaso, Division of Graduate Studies and Research, and Research Administration Director Max Williams

Results and Evaluation:

Action Item 1: Generate More High Impact Research

Journal Articles by CJC Faculty				
	2018	2019	2020	2021
Impact Factor 1.0 – 1.99	39	28	33	9
Impact Factor 2.0+	20	23	44	53

Mean H-Index per Ph.D. Grad Faculty			
	July 2020	July 2021	July 2022
Web of Science/Clarivate H-index	8.69	8.95	10.08
Google Scholar H-index	16.09	18.34	19.28

How measured?

- Overall number of journal publications with impact factors of 1.0+ and 2.0+
- Individual increases in H-Index scores

Who reviewed the results? Associate Dean DiStaso presented results to Deans Brown and Kiouisis and discussed as part of the annual review process. This data is shared with all faculty at the end of the year all faculty meeting.

What did we find out? The total number of journal articles authored by CJC research faculty in journals with impact factors of 2.0 or higher increased from 44 in 2020 to 53 in 2021. The number of journal articles with 1.0 to 1.99 decreased as many journals recalculated their impact factors and moved into the higher category. H-index scores for both Web of Science/Clarivate and Google Scholar increased from July 2021 to July 2022.

Action Item 2: Increase overall research productivity

Peer-Reviewed Journal Articles per Grad Faculty Member				
	2018	2019	2020	2021
Mean	2.23	2.00	2.51	2.56
Median	2	1	2	2

How measured?

- Mean number of peer-reviewed publications per tenure-track and tenured faculty member.
- Median number of peer-reviewed publications per tenure-track and tenured faculty member.

Who reviewed the results? Associate Dean DiStaso presented results to Deans Brown and Kiouisis and discussed as part of the annual review process. This data is shared with all faculty at the end of the year all faculty meeting.

What did we find out? The average number of peer-reviewed journal articles saw a slight increase while the median remained the same.

Action Item 3: Increase CJC research profile.

Awards			
	2019	2020	2021
Number of Top Paper Awards	13	11	8

Number of University Awards	4	11	3
Number of International Awards	9	6	2

How measured:

- Number of top-paper awards
- University-wide awards
- National/international awards

Who reviewed the results? This information is entered into Digital Measures system by individual faculty for discussion in annual evaluations with department chairs, who then discuss it with deans. The aggregate college-wide results were discussed as part of the Research Division's annual review.

What did we find out? Our number of awards decreased this year. It's possible that this is due to a tracking error, but procedures are being updated for better award tracking for 2022.

Action Item 4: Support the development and submission of proposals.

CJC Grant Proposals Submitted				
	2019-18	2019-20	2020-2021	2021-22
Without Media Properties	-	-	-	68
Media Properties	-	-	-	4
Total	57	68	82	72

How measured:

- Number of proposals submitted

Who reviewed the results? Associate Dean DiStaso presented results to Deans Brown and Kiousis and discussed as part of the annual review process. This data is shared with all faculty at the end of the year all faculty meeting.

What did we find out? We saw a decrease in the number of proposals submitted from the previous year. However, Covid may have led to some inflated grant activity due to some additional grant opportunities. It's also possible that the Research Administration Director not starting until November 2021 also impacted grant productivity this year.

Action Item 5: Support wide participation of college faculty in proposal development.

Number of CJC Faculty Submitting Grant Proposals				
	2019-18	2019-20	2020-2021	2021-22
Without Media Properties	-	-	-	24
Media Properties	-	-	-	1
Total	24	29	28	25

How measured:

- Number of individual college PIs/co-PIs.

Who reviewed the results? Associate Dean DiStaso presented results to Deans Brown and Kiousis and discussed as part of annual review process. This data is shared with all faculty at the end of the year all faculty meeting.

What did we find out? We saw a slight decrease in the number of CJC faculty who submitted grant proposals from the previous year. However, that is likely due to the Research Administration Director not starting until November 2021.

Action Item 6: Increase grant funding.

CJC Grant Totals				
	2019-18	2019-20	2020-2021	2021-22
Without Media Properties	-	-	-	19
Media Properties	-	-	-	2
Total	20	20	35	22

CJC Grant Totals				
	2019-18	2019-20	2020-2021	2021-22
Without Media Properties	-	-	-	\$1.532M
Media Properties	-	-	-	\$1.9M
Total	\$1.3M	\$998,000	\$2.2M	\$3.432M

How measured:

- Number and amount of monetary awards.

Who reviewed the results? Associate Dean DiStaso presented results to Deans Brown and Kiouisis and discussed as part of annual review process. This data is shared with all faculty at the end of the year all faculty meeting.

What did we find out? The number of grants submitted decreased but the award amount increased. This is great to see and again the new Research Administration Director will likely aid in an increase in both for 2022-23.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 4 Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Goal:

Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Objective:

Four objectives are associated with this goal.

- Objective 1. Documented advances in productivity and recognition of UF research programs.
- Objective 2. Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship.
- Objective 3. Increased extramural and intramural funding that enhance both basic and translational research.
- Objective 4. Processes and systems that facilitate excellence in research and scholarship.

Journalism and Communications IE Detail

Providing Department: College of Journalism & Communications

Administrative Support Services:

Administrative support services are monitored in several ways. First, the College administers a survey at least once every three years to all members of the faculty in which they rate the effectiveness of each administrator in the college. The dean and executive associate dean in turn meet with administrators to discuss the findings and address deficiencies. The dean shares aggregated results of the faculty's evaluation directly with the faculty.

Second, administrators complete annual self-evaluations. The self-evaluations require that administrators specifically address their units' progress towards goals set out in the college's institutional effectiveness plan. Third, the dean meets monthly with a student advisory group, a collection of student leaders from the various departments of the college. In these meetings, the dean receives candid feedback about the effectiveness of administrative support services. Fourth, each unit is required to complete an annual report where progress towards the college's institutional effectiveness plan must be documented.

Services are modified as a result of consultations between the dean and administrative support leaders. The dean reallocates resources in order to address support service needs. Additional staffing was recently provided to the undergraduate advising office due to the addition of two new UFO undergraduate majors – one in Advertising, and the other in Journalism – Sports and Media. In March of 2021, we hired a full-time advisor for the PaCE program. Also, to accommodate the increase in CJC Online Master's program, a third graduate student advisor was hired in October 2020.

In March of 2020, the College created the Office of Careers and Corporate Partnerships (OCCP), and has hired its first Director, to help student better navigate the transition between the College and a career. The OCCP has since grown to include a marketing analyst, a graduate assistant, as well as an intern. The OCCP partners with the UF Career Connections Center to provide career coaching and other career services to CJC students.

Academic and Student Support Services:

Academic and student support services are monitored through several assessments. The first is the biennial SERU survey, which asks an extensive set of questions about student advising. These data offer insights into the effectiveness of advising at the level of the PATH (our student services unit), the various departments, and college faculty. These units can be compared to others on campus and to units at other research universities across the country. Data are also obtained from an annual survey of all graduates from the undergraduate and MAMC programs.

The college also conducts a census with all graduating students to determine the quality of experiences offered in the college. The census also allows for analysis of which experiences produce a higher likelihood of jobs and high salaries on graduation.

Another input assessing advising effectiveness is a survey sent to every student after a visit (remote or face-to-face) with an academic advisor. The survey is coordinated by Salesforce, and the same survey is used to assess advisors from all UF colleges. The survey asks the student's perception of the helpfulness, promptness, and courtesy of service they received. It also provides space for students to record an open-ended response evaluating their experience, whether good or bad. Data are shared with staff in the office so that services can be modified when necessary. The office also monitors its effectiveness through periodic meetings of our associate dean and his advisers with the leadership of other advising offices on campus. The purpose of these visits is to gain information about how to better serve students and to learn about procedures and practices that improve the quality of student support in the college.

The Professional Advising and Teaching Hub (PATH) in opened in late spring of 2014 and has brought together diverse student services under one roof. The PATH Office has grown substantially since then, and it now houses eight full-time undergraduate academic advisors (five for the on-campus programs, and three for UF Online).

Research:

The Associate Dean for Graduate Studies and Research monitors faculty research by recording the publications, refereed conference papers, and funding activities that are listed in each faculty member's annual self-evaluation. He also compiles a list of papers presented by faculty and graduate students that are presented at important national and international conventions. The Associate Dean also reviews outcomes of research-sponsored activities such as grants, sabbaticals, or research summers. Finally, the Associate Dean aids with grant applications, training in the use of college labs and software, and chairs the college's research committee, which funds college research initiatives and awards summer salary for outstanding research proposals. The college has hired a director of grants to increase productivity in securing extramural funding for research.

The College limits the service and teaching loads of new faculty in an effort to help assistant professors focus on their research programs. New faculty members are also assigned research mentors, who offer guidance and support, as well as candidate assessments of the candidate's progress towards tenure and promotion. Research data are assessed annually by the associate dean. These evaluations are used to determine wise investments of research dollars. Faculty who have not followed through on publication plans mentioned in grants or sabbaticals are made ineligible for future support.

Community and Public Service:

The college subscribes to the goal of providing service that furthers the mission of the university, including service on departmental, college, and university committees, councils, and senates; service in appropriate professional organizations; participation in professional meetings, symposia, conferences, workshops; and service on local, state and national governmental boards, agencies, and commissions. Highest priority is given to certain service activities in our college:

- Service directly related to the professional/scholarly expertise of the faculty member.
- Service to the college and university through work and leadership on committees.
- Service to public schools and community colleges of Florida.

The undergraduate area of the college's mission has been enriched through faculty participation in educational programs for news media, magazines, digital publications, commercial and non-commercial broadcast facilities and production units, public relations firms, corporate communication and numerous similar entities in the government and public sectors.

All faculty members in the college have service as some portion of their overall assignment. In their annual self-evaluation, faculty members document their service accomplishments, which then are considered when department chairs write each faculty member's annual evaluation. Service is rewarded with merit pay increases, when available and as appropriate to the faculty member's assignment.

Service accomplishments are considered in tenure and promotion recommendations. The college has historically gained a measure of recognition and respect from other similar academic institutions throughout the nation because of the very nature of our service mission. Faculty involvement in service directly related to professional and scholarly expertise in advertising, journalism, public relations and media production, management, and technology has assisted the college in attaining a unique position among our peer groups. Faculty with a major assigned responsibility for and significant faculty assignment in service (i.e., 15 percent or more each semester and, for 12-month faculty, summer session) may include service as one of the two categories (besides teaching) in which they earn the distinction necessary for tenure or promotion, contingent upon written approval from the dean and provost. Evidence in this category must demonstrate the faculty member's leadership performance in service and for promotion to full professor, master lecturer, or senior associate in a national or international reputation for his/her service contributions and achievements.

The college also encourages community and public service through its support of specific units within the college with a major service/outreach mission. The Brechner Center is the focal point for the college's long tradition of support for issues related to freedom of information. The Center focuses first on Florida, but the Center also engages in national and international outreach and is recognized by FOI experts as an important resource on freedom of information. The Marion B. Brechner First Amendment Project was created in 2009 and is directed by the college's Joseph L. Brechner Eminent Scholar. The First Amendment Project is a non-profit, non-partisan organization dedicated to current and contemporary issues affecting the First Amendment freedoms of speech, press, thought, assembly, and petition.

The Knight Division's outreach focuses on attracting high school and transfer students from underrepresented groups to University of Florida and the college. The college's Division of Multimedia Properties reports directly to the dean and provides excellent educational opportunities for students. Because the multimedia properties are seen and heard throughout North Florida, they are able to provide news, information, and public service programming to a large and diverse population. For more than 50 years the Florida Scholastic Press Association has been supported by the college, which provides the college a strong link to high school journalism throughout the state. This relationship also enables the college to demonstrate its support for scholastic journalism by the resources it provides FSPA to carry out the association's mission and by its cooperation with FSPA in its work with high school journalism teachers and students. The Institute for Public Relations, founded in 1956, exists to expand and document the intellectual foundations of public relations and to make this knowledge available and useful to all practitioners, educators, and researchers as well as the corporate and institutional clients they serve. IPR has been headquartered in the college since 1995. The College also hosts the Summer Media Institute, a five-night, six-day workshop in which high school students are immersed in journalism and communications. Students with a passion and talent for storytelling and communication and invited to begin preparing for careers in the media industries at one of the largest and most comprehensive journalism and communications program in the country.

Back in 2015, the College launched "The Agency," a full-service advertising and public relations firm staffed by a director and 70 students from the college. While the agency serves national paying clients it also does pro-bono work for campus and charitable organizations. Two years ago, The Agency brought in a new leadership team, comprised of a new consulting executive director who will drive the vision, strategy, service offering, business development and partnership activities; and an Associate Director for Client Services and Operations.

The College also has an Executive Director for External Relations. The director's primary focus is helping to extend the college's position as a communication industry thought leader. This role includes directing the college's communications strategy, raising the visibility of the college among potential industry partners, identifying new business opportunities, collaborating with other organizations inside and outside the university, and fostering a more entrepreneurial mindset at the college.

Effectiveness Oversight:

The dean is served in his oversight capacity by his administrative team. This includes the executive associate dean, the associate dean for graduate studies and research, the associate dean for undergraduate affairs, and the assistant dean for student experiences. Additional members of the team are the chairs of each department, the distance education director, and the executive director of the multimedia properties. These individuals meet weekly to assess unit progress towards college goals.

The effectiveness of the college is also assessed through an accreditation process that takes place every seven years. The accrediting body is the Accrediting Council on Education in Journalism and Mass Communications. The accrediting process includes preparation of an extensive report documenting institutional effectiveness. The report is supplemented by a site visit. ACEJMC determines whether the college meets nine standards that include Mission, Governance and Administration, Curriculum and Instruction, Diversity and Inclusiveness, Full-Time and Part-Time Faculty, Scholarship: Research, Creative and Professional Activity, Student Services, Resources, Facilities and Equipment, Professional and Public Service, and Assessment of Learning Outcomes.

Effectiveness oversight is the responsibility of the Dean of the college, Hub Brown (hub.brown@ufl.edu) and the Executive Associate Dean, Spiro Kiouisis (skiouisis@jou.ufl.edu). Academic assessment is the responsibility of Associate Dean James Babanikos (jbabanikos@jou.ufl.edu). Oversight of research and graduate education is the responsibility of Associate Dean Tom Kelleher (tkell@jou.ufl.edu).

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Institutional Effectiveness Report Complete: true

XResponsible Roles:

College of Journalism & Communications Actions for Improvement

Unit/College Actions for Improvement :

Goal 1: Support and maintain a college climate that is inclusive and respectful for all, and increase diversity of our student, faculty and staff population.

Action Item 1: Support and maintain a college climate that is inclusive and respectful for all through appropriate policies, programming, and initiatives.

Actions for Improvement:

- Have the College's IDE Committee establish biennial CJC Climate Survey assessment and reporting to monitor climate health.
- Establish annual visiting lecturer line and utilize inclusive recruitment practices to attract faculty from underrepresented groups. Utilize this opportunity to develop a pool of qualified applicants to participate in future recruitment opportunities.
- Add meet and greet with the dean 30/90/days after start date.
- Develop CJC Affinity Groups and pioneer activities around synergy
- Schedule lunch opportunities within the college, kind of a "Getting to Know You."
- Develop optional special events beyond the scope of normal business hours to integrate more opportunities to learn about CJC colleagues and families. Learn more about UF Affinity Networking Groups, <https://worklife.hr.ufl.edu/affinity-groups/>.
- Continue holding town halls with both faculty/staff and/or students as important issues relating to inclusion, diversity and equity arise during the year.

Action Item 2: Maintain or increase recruitment of undergraduate and graduate students from underrepresented groups.

Actions for Improvement:

- Involve the faculty to help the Knight Division recruit students from underrepresented groups.
- Produce a number of short videos for social media and the CJC website that feature our four departments and are targeted specifically to recruit potential students from underrepresented groups.

Action Item 3: Maintain or increase the number of lecturers, speakers, guests who can address perspectives from underrepresented groups.

Actions for Improvement:

- The college is doing well in terms of bringing speakers of all backgrounds to speak in classes, but we need to do a better job of keeping track of these speakers, especially in classes taught by adjuncts, as the adjuncts don't submit an annual self-evaluation.

Action Item 4. Maintain or increase the number of job applications and hires from underrepresented groups

Actions for Improvement:

- A committee made up of college leaders was established this year to come up with goals, objectives, strategies and tactics to improve the recruitment of faculty from underrepresented groups, especially black and Latin scholars/professionals.

Goal 2: Grow enrollments in Online Classes, Degrees, and Certificates

Action Item 1. Grow student enrollment in the four undergraduate UFO programs (Advertising; Journalism - Sports and Media; Media Production, Management, and Technology - Media and Society; and Public Relations).

Actions for Improvement:

- Involve the faculty to help the Knight Division recruit students.
- Produce a number of short videos for social media and the CJC website that feature our four departments and are targeted specifically to recruit potential students.

Action Item 2. Grow student enrollment in the online graduate specializations.

Actions for Improvement:

- Based on our results, we have decided to replace Action Item #2 for next year. Action Item #2 focuses on growing student enrollment. We actually plan on lowering our overall enrollment for 2022-2023. Due to rapid growth over the past two years, we feel that time is needed to focus on the quality and rigor of our online courses and continued growth is not necessary. Instead, we will be focusing on most efficiently spending our marketing/recruiting dollars and attempting to attract the most qualified and diverse applicants possible. Our new action item to replace #2 will read, "Deploy strategic marketing and recruiting initiatives to attract and convert high-quality diverse applicants."

Action Item 3. Increase revenues from online programs.

Actions for Improvement:

- Based on our results, we have decided to replace Action Item #3 for next year. Along with our growth in enrollment, we experienced a corresponding growth in revenue, and Action Item #3 was met last year. Since we are not planning on growing enrollment further, we expect tuition revenue to decrease in 2022-2023. Most important for next year will be making investments in our programs and courses to continue improving quality. Action Item #3 for next year will read, "Exhibit S.M.A.R.T. curriculum oversight of academic programs and courses."

Goal 3: Improve Quality of Student Professional Development

Action Item 1: Increase undergraduate job placement rates.

Actions for Improvement:

- Create 6-month post-graduation survey to collect job placement information to collect information for those students seeking employment after graduating but who don't yet have a job when they completed the graduation survey.

Action Item 2: Increase number of employers directly recruiting students from CJC.

Actions for Improvement:

- Keep employers informed of upcoming recruitment opportunities through monthly employer/recruiter newsletter from the college's Office of Careers and Corporate Partnerships. Expand our employer network through outreach and maintain relationships with recruiters to ensure our records are up to date and to find additional opportunities to engage employers with the college and recruiting our students. Promote job/internship board through college alumni newsletter.

Action Item 3: Maintain or increase student utilization of college career resources. Julie

Actions for Improvement:

- Expand the Employer Immersion Showcase in Spring 2023 to allow for additional engagement with students and raise visibility of career services and employer engagement opportunities with CJC students.

Goal 4: Increase Quantity and Quality of Scholarly Research and Increase Funded Research Activities

Action Item 1: Generate more high-impact research.

Actions for Improvement:

- The decline in number of articles is where we need to place our attention. Starting next year, we will track unranked journals. Given that some of the CJC specializations are newer, it's common to have faculty publishing in these yet unranked journals. Therefore, tracking them is essential. We are also working with faculty to get everyone to make their Google Scholar public.

Action Item 2: Increase overall research productivity.

Actions for Improvement:

- We can always increase publications. I think it might be helpful to identify the career stages of our faculty and their publications. This can also help us identify where assistance might be helpful. We aim for 2-4 per year, so seeing this increase would be ideal.

Action item 3: Increase CJC research profile.

Actions for Improvement:

- We need to do a better job applying for awards and recognizing students and faculty when they win. Another initiative this year is to encourage faculty to update their bios. A new option for their bio is to include their awards.

Action Item 4: Support the development and submission of proposals.

Actions for Improvement:

- Increasing the number of well-written realistic proposals is our focus this year. While the number drop is not nice to see, I do think we are putting forward better work and therefore this is actually a more appropriate number for us. But we will continue to identify opportunities for grants and support submissions.

Action Item 5: Support wide participation of college faculty in proposal development.

Actions for Improvement:

- We have worked to identify areas of research and faculty needs so we believe this number will also increase.

Action Item 6: Increase grant funding.

Actions for Improvement:

- Our focus on quality is what I think helped increase the award amounts. We will continue to provide grants support to increase