



Academic Program Review (APR) Class of 2017-18 Undergraduate Program Self-study Report Template

Program:	Journalism
Program Director/Coordinator Name:	Dr. Robert Littlefield
Program Self-study Contact: (if different from above)	Dr. Lindsay Neuberger
Self-study Contact Email:	Lindsay.neuberger@ucf.edu
Self-study Contact Phone Number:	407-823-5537

Program Overview

Supplemental Information to Inform Reflection

- Summary of programming available online and at locations off the main Orlando campus

1. Provide a hyperlink to the program's mission or state it below. If the program's mission is identical to the department's mission, you may respond by simply saying so. (Note: program mission is a comprehensive statement that describes the purpose(s) of the program, including its main functions, activities, and stakeholders; it is included as a component of the program's institutional effectiveness student learning outcomes assessment plan)

Journalism can and should matter. That five-word phrase sums up the mission of the Nicholson School of Communication (NSC) Journalism program. If one trusts that a free and responsible press is the bedrock of democracy, then one must assume journalism education matters. It isn't a stretch to say the quality of professional journalism tomorrow is largely determined by the quality of Journalism instruction today. The NSC Journalism program is a professional program, and its primary goal is to prepare students to work for the news media, especially websites, newspapers, and magazines. The Journalism program emphasizes communication, technical skills, research and critical thinking, all necessary skills as graduates engage in writing and editing. The program also acquaints students with their historical heritage and with their legal and ethical rights and responsibilities. Stakeholders include students, faculty, alumni, members of the professional journalism community where students intern and will ultimately work, and members of society as a whole as high quality news they will be reading in the years to come is being shaped in UCF classrooms today.

2. Review the data provided by Academic Program Quality identifying the proportion of the program available online and the list of locations off the main Orlando campus where a substantial proportion of the program is offered face-to-face. Discuss any plans for reduction or expansion of online or off-campus program offerings, if applicable. Note any niche opportunities.

All Journalism courses are offered on the UCF main campus and many are offered online or in mixed mode.

SCH Generated by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	SCH	Percent	SCH	Percent
Main Campus (Orlando)	1,462	85.1%	255	14.9%

Sections Taught by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	Sections	Percent	Sections	Percent
Main Campus (Orlando)	24	82.76%	5	17.24%

Data provided to address this topic are separated by CIP code, and thus do not completely represent all NSC courses students in a given program may be taking in their program of study (e.g., Ad/PR, Journalism, and R-TV students all take MMC coded courses). To provide additional context, the general communication undergraduate course online/face-to-face data are provided below. There is a broad offering of online courses available to students in the Nicholson School of Communication, but there are not currently any plans to substantively increase online instruction.

Undergraduate Communication General**SCH Generated by Full-Time Faculty in 2015-16**

Location	Full-Time Faculty		Adjunct or GTA	
	SCH	Percent	SCH	Percent
Main Campus (Orlando)	2,735	97.4%	72	2.6%
Web/Video	2,817	70.2%	1,194	29.8%

Sections Taught by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	Sections	Percent	Sections	Percent
Main Campus (Orlando)	24	92.31%	2	7.69%
Web/Video	15	78.95%	4	21.05%

3. List competing program(s), particularly those within the State University System of Florida.

University of South Florida (SUS)
University of Florida (SUS)
Florida International University (SUS)
Florida Gulf Coast University (SUS)
University of Miami

Faculty Overview

Supplemental Information to Inform Reflection

- *Contributing Faculty Activity Worksheet* completed by the department for the review (numeric summary of scholarly/creative works and UG and grad teaching activity by faculty member)
- List of **noteworthy** awards and achievements accomplished by department faculty members since 2013
- List of **significant** professional service activities undertaken by department faculty members since 2013
- department/unit faculty workload policy
- department/unit faculty annual evaluation standards and procedures
- department/unit (or college) promotion and tenure criteria
- department minimum teaching qualifications statement (Discipline Description)
- current faculty CVs
- summary - percent of instruction taught by full-time faculty (by SCH and section)
- summary - percent of undergraduate instruction taught by faculty holding the terminal degree in field (by SCH and section)
- average 9-month faculty salaries by faculty rank, department and college
- link to [Faculty Cluster Initiative website](#)

4. Review the faculty counts and FTE trend data provided by Institutional Knowledge Management and the additional detail provided by the department in the Contributing Faculty Activity Worksheet (CFAW) completed for this review. (Consult with your chair regarding CFAW data collection.) Discuss the degree to which department faculty members have the capacity to meet the program's goals and objectives; address the relative appropriateness of faculty mix to support those undertakings (consider full-time vs. adjunct; academic ranks and tenure status; areas of expertise)

The data below represent faculty for the complete Nicholson School of Communication.

Year	2010		2011		2012		2013		2014		2015		2016	
Communication	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N
Type														
Tenured or Tenure Earning	22	22	21.8	22	22.5	23	22	22	20.5	21	19	19	20	20
Regular Non- Tenure Track	18.2	18	15.8	18	15.2	16	14.7	17	20.7	23	24.9	28	24.4	29
Visiting Non- Tenure Track	4	4	7	7	6	6	4	4	2	2	2	2	3	3
Adjunct	2.36	25	5.36	20	5.06	19	7.04	23	8.25	21	6.15	19	5.69	17
GA/GRA	0.5	1	0.5	1	1.25	3	0.5	1	1	2	.	.	0.5	1
GTA	6.75	13	6.63	14	7	13	6.5	13	6.5	13	7.5	15	7.5	15
Total	53.8	83	57	82	57	80	54.7	80	58.9	82	59.6	83	61.1	85

The Journalism program has two tenured faculty and five additional full-time faculty assigned to the program. The Journalism program is a skills based program with five additional faculty having professional journalism experience teaching most of the courses.

The need to add tenure-earning faculty to Broadcast Journalism is essential.

- As it relates to this program, reflect on program faculty retention, mentoring, and advancement.

Retention

An Equitable Load Policy has been implemented to assist with employee retention. This policy assigns course load based on research productivity with all Assistant Professor level faculty automatically assigned a 2-2 teaching load. This provides junior faculty with additional time needed to complete the research and service required to successfully earn promotion and tenure. Additionally, this policy results in a more manageable teaching load for our tenured faculty members as well, with their load being dependent on publications and grant productivity across a three-year rolling average. For example, a tenured faculty member who consistently publishes an average of two double-blind peer reviewed articles a year will remain on a 2-2 teaching load, thus creating a more sustainable environment and also laying the groundwork for successful promotion to full professor.

The annual Faculty Workday and Program meetings (held every August) also help facilitate retention and mentoring within NSC. The Faculty Work Day provides an opportunity for NSC faculty and staff to meet prior to the start of each academic year, welcome new faculty and staff, celebrate successes from the previous year, and introduce upcoming changes. Additionally, the program specific meetings allow each academic program with an opportunity to discuss opportunities related to curriculum, gather and share information related to assessment, outline goals for the upcoming year, and build community.

Mentoring

All NSC junior faculty participate in the Assistant Professor Excellence Program, focused on mentoring tenure-track faculty on the college and university level. This program, which is a joint venture between the College of Sciences and Faculty Excellence, provide professional development and coaching for assistant professors specifically during their first three years. This formal structured mentoring program matches assistant professors with seasoned faculty members to serve as their mentors meeting once a month and assist them with funding opportunities, promotion and tenure, establishing research, and preparing their annual report. This program often results in meaningful long-term mentorship relationships well beyond the bounds of the program timeline.

The Nicholson School of Communication also has a new mentoring program for faculty during their first year at UCF. This program matches new, incoming faculty members with veteran faculty members within NSC to help with their transition into the School. This mentoring relationship provides new faculty members with an opportunity to develop an informal connection with a more senior colleague that allows them to have a contact for any questions while providing support during their transition.

Advancement

The Nicholson School is committed to the advancement of faculty through progression in rank, accomplishment in the field, movement into administrative roles, and professional development. During the tenure process, tenure earning faculty receive annual feedback from the Promotion and Tenure Committee (all tenured faculty), the Chair, and the Dean of the College of Sciences. Normally this process occurs during the spring semester in accordance with University requirements. Evaluation formats include Cumulative Progress Evaluations (reviewed by tenured faculty, Chair, and Dean) and Annual Performance (Merit) Evaluations (Chair).

Over the past five years, a concerted effort has been made to streamline and clarify tenure and promotion criteria in an attempt to expedite appropriate progression in rank. The Equitable Load Policy has been essential in this process as it provides faculty members more time to focus on the research essential for promotion.

The university has also implemented a new promotion process for instructors and lecturers. Instructors and lecturers can now apply for promotion to associate instructor/lecturer and senior instructor/lecturer levels. Candidates must demonstrate excellence in instruction, a commitment to professional and curricular development, dedication to student advisement or mentoring, and significant service to the school, university, and field. This, paired with the traditional tenure and promotion process for tenure-track faculty, provides a clear advancement structure NSC faculty members.

Additionally, funding to support faculty travel to academic and professional conferences and meetings as well as faculty development institutes and workshops has been ample. This provides an opportunity for faculty to disseminate their work, collaborate with colleagues in the field, and network with academics and professionals.

NSC structure also provides many opportunities for advancement into leadership roles within the school. Faculty members are encouraged to apply for positions as program coordinators, now occurring on a three-year rotating basis. There are also opportunities to represent NSC in Faculty Senate, on college and university committees, and to chair internal NSC working groups. Two new associate director positions have also been created within the past five years to assist the school in addressing emerging opportunities, and also provide faculty with internal administrative advancement opportunities.

6. If there is concern about departmental capacity, provide a future hiring plan that prioritizes needs.

The Journalism program has two tenured faculty and five additional full-time faculty assigned to the program. The Journalism program is a skills based program with five additional faculty having professional journalism experience teaching most of the courses. There are some faculty assigned to R-TV who support the Broadcast Journalism program. No tenured Journalism faculty teach skills courses in Broadcast Journalism. The need to add tenure-earning faculty to Broadcast Journalism is essential. The Journalism program is limited access and without additional faculty will not be able to grow in the future.

NSC was provided a tenure-earning growth position in Strategic Environmental Communication (Mass Media). The search will cross all areas of mass media, but the Journalism program may benefit based upon the preferences associated with the position description.

Student and Prospect Overview

Supplemental Information to Inform Reflection

- seven-year program trend data provided by Institutional Knowledge Management

7. Review the trend data provided by Institutional Knowledge Management and reflect on upward or downward trends of the program's enrolled majors over the review period. Consider the following in your response:
- high school GPAs and test scores (e.g., SAT, ACT) of enrolled students
 - mix of full-time and part-time prospective and enrolled students
 - mix of FTIC, community college transfer, other transfer, and non-degree seeking prospects or students

Students in the Journalism program have had relatively stable SAT/ACT scores over time, and most students remain full-time, but there has been an increase in GPA as well as more transfer students entering the program.

From 2010-2016 the average SAT score for students in the Journalism BA program has increased from 1150-1161.97. The score in 2010 was above university average, but the score in 2016 fell slightly below the university average of 1165.

Year	N	SAT Composite	Avg. University SAT
2010	61	1150.00	1148
2013	49	1161.63	1163
2016	61	1161.97	1165

ACT scores have fluctuated slightly during this period and have been slightly above or slightly below the university average.

Year	N	ACT Composite	Avg. University ACT
2010	45	24.67	24.2
2013	42	25.55	25
2016	52	24.98	25.2

Average high school GPA among students in this program increased during this same time period from 3.675 in 2010 to 4.167 in 2016. The average GPA in the program rose above the university average of undergraduate students in 2016.

Year	N	HS GPA	Avg. University HS GPA
2010	63	3.675	3.69
2013	55	3.781	3.79
2016	68	4.167	4.1

Since 2010 the majority of students enrolled in Journalism have consistently been FTIC students.

Program	Type of Student	2010	2013	2016
Journalism	Beginner – FTIC	76 (63.33%)	72 (60.00%)	95 (57.93%)
	FCS Transfer	36 (30%)	43 (35.83%)	60 (36.59%)
	Other Undergrad Transfer	8 6.67	5 (4.17%)	6 (3.66%)
	Post Bacc. Degree Seeking	.	.	3 1.88%

In the Fall of 2010, 76.67% of students were full time while only 23.33% of students were part time. In Fall of 2013, the percentage of full time students rose to 84.17% while the percentage of part time students decreased to 15.83%. Finally in Fall of 2016, the percentage of full time students returned back to 76.22% and the percentage of part time students also returned to 23.78%.

	Fall 2010	Fall 2013	Fall 2016
--	-----------	-----------	-----------

Full Time	92	101	125
Part Time	28	19	39

8. Review program data provided by Institutional Knowledge Management reflecting the following:
- mix of gender and ethnicity among enrolled students
 - proportion of student racial and ethnic demographics relative to the geographic area,
 - proportion of Pell-eligible students relative to the geographic area

The Journalism program has consistently had more female students, but student ethnic diversity and the number of Pell-eligible students has increased over time.

The Journalism program has consistently had more female students enrolled than male students. In 2010, the percentage of female students in the program was 65.00%. In 2016, the percentage was 68.29% female and 31.71% male.

Mix of gender

	Fall 2010	Fall 2013	Fall 2016
Male	42 (35%)	38 (31.67%)	52 (31.71%)
Female	78 (65%)	82 (68.33%)	112 (68.29%)

The predominant ethnic identification among students in the program has been white, accounting for 75.83% in 2010, but decreasing to 47.56% in 2016. The second most represented ethnic identification was Hispanic/Latino, representing 15.00% of students in 2010 and increasing to 25.00% in 2016, followed by Black/African American students who accounted for 5.00% in 2010 and 14.02% in 2016.

Mix of ethnicity

	Fall 2010	Fall 2013	Fall 2016
American Indian/ Alaska Native	-	-	-
Asian	2 (1.67%)	5 (4.17%)	6(3.66%)
Black/ African America	6 (5.0%)	8 (6.67%)	23 (14.02%)
Hispanic/ Latino	18 (15.0%)	25 (20.83%)	41 (25.0%)
Multi-racial	1 (.83%)	5 (4.17%)	14 (8.54%)
Native Hawaiian/ Other Pacific Islander	-	-	-
Non-resident Alien	-	-	2 (1.22%)
Not specified	2 (1.67%)	-	-
White	91 (75.83%)	77 (64.17%)	78 (47.56%)

The percentage of Pell-eligible students has increased from 28.02% in 2010 to 41.28% in 2016.

Pell Eligible Students												
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Pell Recipient	72	28.02	87	34.39	74	30.83	98	41	98	39.2	123	41.28
Not Pell Recipient	185	71.98	166	65.61	166	69.17	141	59	152	60.8	175	58.72

Given these data on students and student demographics, evaluate your ability to recruit and retain a diverse student body within your program. Compare your student body to the demographics of the geographic region in which the university is located and, if known, to national norms for this type of program. What plans do you have for the future recruitment and retention of a diverse population of students in your program?

The racial and ethnic demographics in the Journalism program are similar are reflective of the geographical location of Orlando, which is a highly diverse metropolitan area. According to the Statistical Atlas (<https://statisticalatlas.com/place/Florida/Orlando/Race-and-Ethnicity>) demographics for Orlando include: 40.50% White; 25.1% Hispanic; 28.6% Black; 3.5% Asian; Mixed 1.6%; and Other .8%. The demographics for the State of Florida are: 57.2% White; 22.2% Hispanic; 16% Black; 2.49% Asian; 1.58% Mixed; and Other .53%.

The Nicholson School of Communication has committed to meeting school and university goals of becoming more inclusive and diverse in its recruitment and retention efforts. The large increase in the percentage of Hispanic/Latino students enrolled in 2016 is reflective of these efforts as well as the local community, state of Florida and to UCF becoming a Hispanic Serving institution. Journalism program faculty have engaged in meaningful discussions about diversity and ways to increase participation of engagement with students from underrepresented groups.

The Nicholson School of Communication has done many different things to continue to recruit and retain a diverse student body. Recently, a Hispanic/Latino Media Certificate has been created to appeal to those that are interested in the role that Hispanics and Latinos have in the media. Additionally, NSC offers a Knightly Latino course, which is a course that develops a weekly Spanish webcast. Students in the Journalism program can also participate in UCF student divisions of the National Association of Black Journalists and National Association of Hispanic Journalists to build community and professional networks.

9. If applicable, provide the program's criteria for admission.

The Journalism program is one of the school's limited access programs and requires a separate application for admission. Applications are accepted three times a year. To be considered for admission into the program applicants must have completed 30 college credits and demonstrated grammar proficiency by earning an "A-" grade or better in the first-year writing and rhetoric courses. Applicants must also submit an essay explaining their career

goals and interest in the Journalism program. The top 25 applicants based on their cumulative GPAs, essays, and published articles are admitted during each application cycle.

10. If applicable, discuss the degree program's state-approved "limited access" or university-approved "restricted access" status. Note the reason(s) why limiting or restricting access to the program remains necessary (undergraduate programs only).

The Journalism program is one of the school's limited access programs and requires a separate application for admission. Applications are accepted three times a year. The top 25 applicants based on their cumulative GPAs, essays, and published articles are admitted during each application cycle. Access to the program is limited to maintain a high quality of program graduates as well as due to need for smaller sized skills classes, limited number of faculty, available classroom space, equipment, and computer lab resources to meet demand.

11. If the degree program enforces a graduation requirement that requires a GPA higher than the university's 2.0 minimum standard for "good academic standing," please provide the rationale.

N/A

12. Explain any major shifts or challenges faced with regard to enrollments, time-to-degree, degrees awarded. (Consult the trend data provided by Institutional Knowledge Management.)

Headcount has increased in 2015 and 2016 because Broadcast Journalism has moved from the Radio-TV program to the Journalism program.

Headcount

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
120	134	122	120	128	163	164

There has been a slight decrease in degrees awarded, perhaps because of the shifts in the journalism industry at large. Recent movement of Broadcast Journalism into the Journalism program should result in an increase in the coming years.

Journalism	Degrees Awarded
2010-2011	41
2011-2012	44
2012-2013	41
2013-2014	37
2014-2015	34

2015-2016	35		
2016-2017	36		

Time to degree has decreased for FTIC students from an average of 4.13 years in 2010 to 3.78 in 2016 and fluctuated for transfer students since 2010.

Recent Type	Academic Year	N	Avg. Years To Degree
Beginner - FTIC	2010-11	25	4.13
	2011-12	29	4.45
	2012-13	21	4.21
	2013-14	24	4.10
	2014-15	22	4.02
	2015-16	21	3.9
	2016-17	27	3.78
FCS Transfer	2010-11	15	2.98
	2011-12	11	4.97
	2012-13	19	3.23
	2013-14	11	2.79
	2014-15	10	3.23
	2015-16	12	2.92
	2016-17	9	3.26
Other Undergrad Transfer	2010-11	1	3.67
	2011-12	4	2.75
	2012-13	1	1.67
	2013-14	2	4.83
	2014-15	2	2.50
	2015-16	2	7.17

13. Describe any specific program efforts to improve student retention, time-to-degree, or degree attainment. Note any interventions for specific populations (e.g., transfer students).

In collaboration with the NSC faculty, Nicholson Academic Student Services Center (NASSC) staff have developed an early warning system to reach out to at-risk students in an attempt to get them back on track before they are put on academic probation. This hands-on approach encourages students to come in for additional advising and provides access to useful resources. Students placed on probation will be called in for a meeting with a NASSC advisor and notified that they must attend mandatory advising sessions and/or workshops in order to improve retention, time-to-degree, and degree attainment. The school is currently working on the development of online modules particularly focused on retaining transfer students and helping them succeed.

The Journalism program has a capstone course requirement of all majors. JOU4950 provides multimedia techniques for gathering and reporting news and RTV4681C provides techniques for gathering and producing newscasts.

In addition, the college advising office also engages in several efforts that supplement the retention, TTD, and degree attainment efforts of this program. See the attached College Addendum.

Program Curriculum Design and Student Learning Outcomes

Supplemental Information to Inform Reflection

- program catalog copy
- program handbooks
- Academic Learning Compacts (*undergraduate programs only*)
- last two years of institutional effectiveness (student learning outcomes) assessment results reports
- upcoming year's institutional effectiveness (student learning outcomes) assessment plan
- selected syllabi (e.g., core courses, representative sample of elective courses)

14. [Click here](#) to review the state-approved lower-level common prerequisites for the degree program. If the degree program is not in compliance, please explain in detail how it will be updated during fall 2017 to bring it into compliance for 2018-19. (undergraduate programs)

The program is in compliance with the state approved common program prerequisite requirements.

SPCX608 is the only course required to satisfy the UCF CPP.

15. Provide an overview of the program goals and learner outcomes. Refer to the program's Academic Learning Compacts (available at <http://oeas.ucf.edu/academiclearningcompacts.html>) and institutional effectiveness (student learning outcomes) assessment results and plans (available at <https://www.assessment.ucf.edu/>).

The Journalism program is designed to ensure students learn and are able to demonstrate essential critical thinking and professional skills. Specific program goals are listed below:

1. Graduates will demonstrate the ability to conduct journalistic research.
2. Graduates will demonstrate a respect for deadlines and the ability to consistently meet them.
3. Graduates will understand the importance of accuracy and demonstrate an ability to practice it.
4. Journalism students will demonstrate an understanding of professional and ethical standards, and act accordingly.
5. Journalism graduates will demonstrate strong news judgment (i.e. the ability to recognize and gather news).
6. Journalism graduates will demonstrate the ability to develop compelling story ideas as well as to tell compelling journalistic stories through an appropriate medium (e.g., photos, words, graphics).
7. Journalism graduates will use the English language with clarity and precision.
8. Journalism graduates will exhibit a mastery of grammar, punctuation, spelling, and Associated Press style.

16. Reflect on recent student learning outcomes assessment results and evaluate each of the following:

- a. extent to which students are achieving planned outcomes

At the program level, the vast majority of assessment measures come from one of two places: portfolios or internship supervisor evaluations. Over the past years, these measures have ultimately demonstrated students are largely meeting outlined the planned learning outcomes as measured in the assessment process.

1. Graduates will demonstrate the ability to conduct journalistic research. Intern supervisors largely indicate Journalism interns demonstrate very good (or better) news judgment, and an overwhelming majority of student portfolios demonstrate the ability to effectively cover a wide range of topics.

2. Graduates will demonstrate a respect for deadlines and the ability to consistently meet them. Internship supervisors and instructors in News Reporting, Advanced Reporting, and Electronic Journalism I indicate most Journalism students respect deadlines and are able to meet them.

3. Graduates will understand the importance of accuracy and demonstrate an ability to practice it. Internship supervisors report students largely submit accurate work and student portfolios are submitted with few errors overall.

4. Journalism students will demonstrate an understanding of professional and ethical standards, and act accordingly. Nearly all internship supervisors indicate their interns behave ethically and a broad measure of professionalism including measures on characteristics like initiative and collegiality suggest most interns are displaying adequate professionalism.

5. Journalism graduates will demonstrate strong news judgment (i.e., the ability to recognize and gather news). Intern supervisors largely indicate Journalism interns demonstrate very good (or better) news judgment, and an overwhelming majority of student portfolios demonstrate the ability to effectively cover a wide range of topics.

6. Journalism graduates will demonstrate the ability to develop compelling story ideas as well as to tell compelling journalistic stories through an appropriate medium (e.g., photos, words, graphics). Internship supervisor evaluations suggest students are performing adequately but have ample room for improvement when it comes to developing and pitching compelling stories.

7. Journalism graduates will use the English language with clarity and precision. Intern supervisors indicate students have above average writing skills and the majority of graduation portfolios demonstrate quality writing.

8. Journalism graduates will exhibit a mastery of grammar, punctuation, spelling, and Associated Press style. Intern supervisors indicate most students have a good command of grammar, punctuation, and style. Recent graduates largely believe they have developed these skills as well.

- b. how the institutional effectiveness assessment process has resulted in program improvements over the last three years

Assessment results in several areas (including assessment of writing, reporting and professionalism) led to the development and implementation of the senior capstone in Journalism and NSM Today.

There has also been an attempt to enhance and standardize instruction in JOU2011C News Reporting as a result of assessment results. In particular there is now a greater emphasis on deadline writing and developing story ideas.

17. What are the program's milestones? A milestone is a course or activity that needs to be accomplished at a certain point in a student's plan of study. These can be identified as items to be completed by a certain semester (e.g., 2nd fall of enrollment), by a certain level (e.g., junior year), or prior to advancing to a next stage of academic progress (e.g., before admission into a limited access program). Examples of milestone activities include: major or career specific standardized exam(s) (e.g., GKT, Praxis, DAT, MCAT, LSAT, GRE, etc.).

Although student milestones vary by track, the Journalism program tends to be very sequential. Students must first meet the grammar proficiency before taking News Reporting, which is a prerequisite or co-requisite for nearly every Journalism skills class.

In the Electronic News track, most students then complete Electronic Newsgathering and Electronic Journalism I before completing Electronic Journalism II. Only after completing all the courses may students enroll in Television News, a track-relevant capstone course in which students produce daily web updates and a weekly TV program.

There is somewhat more flexibility in the Digital News track. News Reporting is required. After News Reporting, students must take Advanced Reporting and either Online Journalism I or Multimedia Journalism. Although students may take these courses in any order, program faculty encourage them to take Advanced Reporting as soon as possible. Only after taking the previously mentioned courses may students enroll in the track-relevant capstone course, in which students serve as editors of the online student news outlet: NSM Today.

Despite the senior capstone pre-requisite requirements, the Journalism faculty have necessarily been somewhat flexible in enforcing them in recent semesters for two reasons. 1. Students under older catalogues aren't required to take all the prerequisites. 2. The current curriculum is relatively new. That means that there simply aren't enough students who need the class, and yet a certain number of students are needed in this class to serve as editors for the website. This has meant allowing students into the course at the discretion of the instructor.

Students in both tracks must also produce a cumulative portfolio of their work, which is judged by the faculty.

18. Provide the curriculum designed to meet the milestones described above. Please do so by identifying the typical course sequence on a year-by-year basis (e.g., first year courses, second year courses); you may attach a separate document to respond to this question (e.g., program curriculum map).

Plan of Study

Freshman Year - Fall 13 hrs

ENC 1101 Composition I 3 hrs
ANT 2000 General Anthropology 3 hrs
SPN 1120C Elementary Spanish Language and Civilization I 4 hrs
GEP Course in Mathematical Foundations 3 hrs

Freshman Year - Spring 13 hrs

ENC 1102 Composition II 3 hrs
AMH 2020 U.S. History: 1877-Present 3 hrs
SPN 1121C Elementary Spanish Language and Civilization II 4 hrs
MGF 1107 Explorations in Mathematics 3 hrs

Freshman Year - Summer 6 hrs

Elective 3 hrs
Elective 3 hrs

Sophomore Year - Fall 12 hrs

COM 1000 Introduction to Communication 3 hrs
SPN 2200 Intermediate Spanish Language and

Civilization I 3 hrs

HUM 2020 Encountering the Humanities 3 hrs

ANT 2511 The Human Species 3 hrs

Sophomore Year - Spring 12 hrs

ARH 2050 History of Western Art I 3 hrs

GEP Course in Cultural & Historical Foundations From B.1 3 hrs

GEP Course in Science Foundation 3 hrs

LAS 3002 Topics in Latin American Studies 3 hrs

Sophomore Year - Summer 4 hrs

LAS 3955 Study Abroad 1 hr

Elective 3 hrs

Junior Year - Fall 12 hrs

LAS 4023 African Caribbean Experience 3 hrs

Elective 3 hrs

Elective 3 hrs

Elective 3 hrs

Junior Year - Spring 12 hrs

LAH 3200 Modern Latin America 3 hrs

LAS 3101 Latin American Popular Culture 3 hrs

Elective 3 hrs

Elective 3 hrs

Junior Year - Summer 6 hrs

Elective 3 hrs

Elective 3 hrs

Senior Year - Fall 12 hrs

Course in Minor 3 hrs

Course in Minor 3 hrs

Elective 3 hrs

Elective 3 hrs

Senior Year - Spring 15 hrs

Course in Minor 3 hrs

Course in Minor 3 hrs

Elective 3 hrs

Elective 3 hrs

Capstone Course 3 hrs

Senior Year - Summer 3 hrs

Elective 3 hrs

19. Please evaluate the degree to which the program's course/activity/experiences sequence is appropriate to achieve the program outcomes and student learning objectives.

The ultimate goal of the NSC Journalism program is to produce working journalists who will thrive when they land an entry-level journalism job. Most students come to the program with no journalism experience, so professional journalists must be built from the ground up. In 2015, a representative of academic affairs and the Faculty Center for Teaching and Learning presented an interactive workshop (including curriculum mapping exercise) for program coordinators. Course sequencing prepares students to be strong professional journalists and is explained below.

The foundation is News Reporting, where students begin to develop skills in writing, reporting, interview skills and news judgment that they will build upon later in the program and ideally for the rest of their professional lives. In essence, News Reporting is a journalism boot camp.

At the other end of the pipeline are the capstone courses and the portfolio requirements for the respective tracks. Nobody can wave a magic wand at graduation that suddenly turns somebody into a professional journalist, but it is through the capstone course that students prove they're ready by managing their own news organization. For print/digital students, that's NSM Today, which is an online news website covering UCF and the surrounding community. For Electronic Journalism students, that's Knightly News, a weekly news program that is supplemented by daily webcasts.

In between News Reporting and the capstones are classes to bridge the gap. For example, in the print/digital track, students take Advance Reporting, where they learn to cover a beat and get plenty of additional practice conducting interviews and developing stories. Because they need to evolve into multimedia journalists, they also must take Electronic News Gathering and either Online Journalism or Multimedia Journalism. By the time they've completed these courses, students have significant experience reporting with words, pictures and video. At this point, they're prepared to manage, edit and provide content for the online news website that is NSM Today.

In the Electronic Journalism, bridging-the-gap courses includes Electronic News Gathering, Electronic Journalism I and Electronic Journalism II. Electronic Journalism I allows students to build up the skills they developed in News Reporting while focusing on writing for broadcast media. Electronic Newsgathering focuses in videography in journalism. Once students are skilled with both words (EJI) and moving pictures (ENG), they can then put them together in Electronic Journalism II. Students spend much of EII producing the kinds of packages they'll need to produce in Knightly News. The difference is they are free to focus on producing individual pieces without worrying too much about how an entire show will come together.

20. If applicable, please identify one or more programs in your field offered elsewhere that provide(s) an exemplar curricular model and/or student outcomes to which the program aspires. In addition to providing the names of the institution(s) and program(s), please describe

the key attributes of interest and corresponding goals for student engagement, learning outcomes, and/or other achievements.

The **Arizona State University Walter Cronkite School of Journalism** is an aspirational program as it is similarly situated in an urban environment and has the depth and breadth of faculty combined with a large population of motivated students that allows it to effectively employ a “teaching hospital model” that places on emphasis on hands-on experience. ASU does a lot of things currently in the UCF program, but it’s able to do so on a larger, and grander scale. For example, it has a bureau that covers Major League Baseball spring training. There is a strong program commitment to hands-on in the field student reporting opportunities that prepares them for future careers in the industry and the faculty have the practical real world experience to equip students for success.

The **Syracuse University Newhouse School** is aspirational because they have managed to strike a balance between extremely successful undergraduates Journalism programs combined with a successful doctoral program. Specific programs in newspaper and online journalism as well as broadcast and digital journalism help students learn journalism basics while also integrating emerging technology and providing opportunities to work with strong student run news outlets. Additionally, the Newhouse School has a strong national internship program and extremely loyal army of alumni who can and will open doors for interns and recent graduates.

Student Engagement

Supplemental Information to Inform Reflection

- representative sample of undergraduate theses (if available electronically)

21. Describe opportunities for students in the program to engage in research and creative activities.

- Since the last program review, NSC started to participate in the Honors in the Major Program in conjunction with the Burnett Honors College. The Honors in the Major program is a prestigious undergraduate research program that is dedicated to helping students identify and work with faculty mentors who assist students in their undertaking original and independent work in their major.
- Students can engage in research with faculty members. Undergraduate Research Student Headcounts for Journalism over this six-year period total 30. This commonly occurs through the instruction of an independent research or a directed research project.

Academic Plan	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Journalism BA	1	8	2	2	14	3

- Journalism students also engage in research as part of their participation with UCF organizations such as NSM Today, Knightly News, Central Florida Future, Knight News, Central Florida Focus, and HerCampus UCF.
- Collaborative Experiential Research Practicums (CERPs) are experiential learning practicums in which qualified students can enroll to learn about research by participating as part of a research team and research assistants under the direct supervision and direction of a faculty/PI (optional).

22. Describe any student internship opportunities and indicate if they are required or optional. If optional, discuss participation rates.

Internships are not required for students in the Journalism program, although students can earn internship credit under certain circumstances. Internships must be approved by faculty, and are not granted until the student completes the coursework appropriate to the internship experience. This usually means sometime during the students late junior or senior year of enrollment. Internships are available at a variety of broadcast and non-broadcast entities in the Orlando/Central Florida area. Students residing outside the Orlando area may apply for summer internships in their area, state, or country of residence.

Participation Rates

Summer 2013	17
Fall 2013	14
Spring 2014	18
Summer 2014	19
Fall 2014	12
Spring 2015	15
Summer 2015	29
Fall 2015	10
Spring 2016	17
Summer 2016	12
Fall 2016	15
Spring 2017	11

Experiential Learning Student Headcounts by Plan and Academic Year (Includes Clinical, Internship, Co-op, and Practicum courses)

Academic Plan	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Journalism BA	40	44	49	35	39	28	40
Journalism Pending	.	.	.	2	1	1	3

23. Describe any other engagement activities available to students in the program (e.g., co-op, service learning, and study abroad) and indicate if they are required or optional. If optional, discuss participation rates.

- Students have the opportunity (optional) to participate in NSC's global communication studies initiative for a semester in Jonkoping, Sweden; University of Canberra, Australia; IE Universidad and Universidad de San Jorge, Spain; Bournemouth University, UK and in Salzburg College, Austria. In addition there are opportunities for students to study abroad in short-term faculty led programs that are available through NSC or the Office of International Studies.
- Journalism students also have access to a diverse sampling of student groups including a chapter of the Society for Professional Journalists, National Association of Black Journalists, and National Association of Hispanic Journalists

Student Accomplishments and Satisfaction

Supplemental Information to Inform Reflection

- Graduating Senior Survey results (last three years)
- First Destination Survey results (last three years)

24. If applicable, provide licensure pass rates for 2014-15 through 2016-17. Include the total number of students attempting the exam and the total number who pass.

N/A

25. Does the unit or program currently collect any of the following information regarding program graduates? If so, please provide recent data in that regard and incorporate appropriate reflection.

- Job placement rates and employer information
- Employer satisfaction
- Graduate school placement and caliber of graduate schools

The Journalism program does not currently track these data systematically, but there is a tradition of keeping track informally in various ways. All of the faculty remain in touch with a sizeable number of graduates and there are two Facebook pages associated with the campus chapter of the Society of Professional Journalists. One primarily serves current students and the other primarily keeps us connected with alumni. The latter page has 811 members.

Strong relationships with alumni indicate students who are committed to working in the field are successful in finding jobs. A recent 2017 NSC alumni survey indicated 79.7% of the

Journalism respondents (N=68) had full-time employment while 2.9% were part-time, and only 1.4% looking for work.

Data below are from the First Destination Survey administered to all students upon graduation. Most students do seek full-time employment upon graduation. There has been a 16% decrease in students attending graduate or professional school from 22% in 2010 to 6% in 2016.

1. Please select the statement which MOST CLOSELY describes your PRIMARY plan IMMEDIATELY after graduation.	2013-14		2014-15		2015-16	
	JOU		JOU		JOU	
	count	col %	count	col %	count	col %
Seeking full-time or part-time employment	21	77.70%	25	86.2%	30	90.90%
Attending graduate or professional school	6	22.20%	2	6.8%	2	6.00%
Military Service	-	0.00%	0			
Volunteering	-	0.00%	0			
Starting or raising a family	-	0.00%	0			
Taking time off	-	0.00%	2	6.8%	1	3.00%
Total	27	100.00%	29	100.0%	33	100.00%

To add more context, a recent 2017 NSC alumni survey indicated 27.5% of the Journalism respondents attended graduate school – mostly earning MAs, but also MS, MBA, and a substantive number of JD degrees. Most alumni attend graduate school at UCF, but many attend other institutions such as the University of Florida, Rollins College, University of Miami, New York University, and Northwestern University. The most frequently enrolled graduate programs are in communication, business, education, law, and management.

According to the first destination survey (question 2 below) the majority of students searching or waiting on offers has increased from 33.30% in 2013-14 to 56.60% in 2015-16.

2. Which statement best describes your CURRENT (at graduation from UCF) employment status?	2013-14		2014-15		2015-16	
	JOU		JOU		JOU	
	count	col %	count	col %	count	col %
Have accepted a position to begin in the coming months (including residency and internship positions)	4	19.00%	4	16.0%	4	13.30%
Working in a position I plan to continue after graduation	3	14.20%	8	32.0%	4	13.30%
Have been offered a position or multiple positions, but declined offers and still searching for preferred position	-	0.00%	1	4.0%		
Considering one or more offers	2	9.50%	1	4.0%	1	3.30%

Searching or waiting on offers	7	33.30%	10	40.0%	17	56.60%
Will begin searching for a position in the coming months	5	23.80%	1	4.0%	4	13.30%
Total	21	100.00%	25	100.0%	30	100.00%

The data show of those that reported having a job or internship fluctuated a bit, the majority were full-time positions. It is interesting to note that in 2013-14 all the respondents were self-employed (perhaps indicating freelance work) and in 2014-15 and 2015-16 none reported being self-employed.

3. Is the job or internship a full-time position? (30-40 hours a week)?	2013-14		2014-15		2015-16	
	JOU		JOU		JOU	
	count	col %	count	col %	count	col %
Yes	6	85.70%	8	66.6%	6	75.00%
No	1	14.20%	4	33.3%	2	25.00%
Total	7	100.00%	12	100.0%	8	100.00%

4. Are you self-employed?	2013-14		2014-15		2015-16	
	JOU		JOU		JOU	
	count	col %	count	col %	count	col %
Yes	6	0.00%	0			
No	-	100.00%	11	100.0%	9	100.00%
Total	6	100.00%	11	100.0%	9	100.00%

26. Provide a brief summary of student accomplishments during the review period in the following areas:

a. awards at the national, regional, state, university and college levels

Journalism students win awards and gain recognition in many areas – selected examples are included below:

Awards during the academic year 2016-2017

- NSC students Alissa Smith, Andrew Ramos, Aileen Perilla, and Ciara Varone received the University of Florida Award for Investigative Data Journalism Award. They were awarded this by the Online News Association. This is one of the largest media awards. (State).
- Natalia Hernandez and Dianelys Fuentes received top scholarships worth \$2,000 each from the National Association of Hispanic Journalists (NAHJ). (National)

Awards during the academic year 2014-2015

- Madeline Wahl Alumna 1st place in Internet Blog/Website category for 2014 Awards for Excellence in Journalism and Feature on HuffPost Live (National)

Awards during the academic year 2013-2014

- Adam Rhodes & Jake Lamb received the Mobile Reporting of Fiesta Bowl published in the Orlando Sentinel (Regional)
- Jason Kelly was featured on BBC Radio 5 live to speak on journalism ethics

(International)

Awards during the academic year 2012-2013

- Kayla O'Brien was selected as convention reporter for the Excellence in Journalism Conference (National)
- Alicia Delgallo had an article chosen as a centerpiece article for the Sport section of the Orlando Sentinel (Regional)
- Adrienne Cutway, Christine Jauch, Katie Huber, Valerie Cooper were recognized nationally for quality reporting of UCF active shooter by WESH-2, Tampa, ABC's Good Morning America, and Anderson Cooper (National)
- Baileigh Johnson was awarded an internship with Marie Claire magazine (National)
- Ryan Little & Matt Reinstetle were awarded top Honors for use of social media to report breaking news (University)
- Amanda Palmeira was awarded the Florida Communication Research Poster Award (State)

- b. significant scholarly and creative works and activities completed outside of regular classroom activity (e.g., publications, presentations, performances) - include the nature of the activity and the venue and note whether the activities were refereed or juried

N/A

- c. other noteworthy student accomplishments

N/A

27. Reflect on student perceptions of program quality based on appropriate data sources (e.g., institutional effectiveness assessment results, Graduating Senior Survey results, First Destination Survey results, alumni survey data).

The University of Central Florida requires all students with senior standing to complete a survey prior to graduating. The survey addresses many facets of the university experience including questions specific to the student's major program of study to assess perceptions of program quality and program specific questions.

Of seniors graduating from the Journalism program surveyed in the 2011-12 academic school year, 32.5% reported their overall experience "excellent", while 42.5% rated it "very good", and 22.5% reported "good". In total, 97.5% of students reported an overall positive experience with the UCF Journalism program. That percentage decreased in 2015-16 with 92.7% of respondent reporting an overall positive experience with the program, however a higher number of students reported their experience was "excellent" with 64.2%.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Excellent	32.5%	39.3%	52.9%	42.3%	64.2%
Very Good	42.5%	51.5%	29.4%	34.6%	17.8%
Good	22.5%	6%	14.7%	15.3%	10.7%
Fair	2.5%	3%	2.9%	7.6	7.1%
Poor	-	-	-	-	-

A recent 2017 NSC alumni survey indicated Journalism alumni (N=68) felt satisfied with their education M=4.39 (1.01), prepared for the workforce M=4.13 (1.09), and overall had a positive experience in the Nicholson School of Communication M=4.39 (1.01). These items were measured on five point scales with five indicating high levels of satisfaction and preparedness.

Alumni also indicated they felt their core Journalism courses, internships, and faculty relationships were the most helpful in preparing them for their careers: general education: M=3.15 (1.22), Journalism core: M=4.49 (.81), electives: M=3.98 (.90), internship: M=4.45 (.96), outside NSC classes: M=3.40 (1.01), faculty mentorship: M=4.29 (1.04). These data indicate alumni feel strongly satisfied with their educational experience and found program curriculum to be impactful.

*Note: M=X.XX (X.XX) indicates mean and standard deviation for each item.

SWOT Analysis and Planning

28. List program strengths.

- Faculty is collegial and committed to student learning.
- Immersive multimedia curriculum.
- Multiple student media outlets (NSM Today, Knightly News, Knightly Latino, and Centric Magazine) and well as independent student media outlets.

29. List program weaknesses.

- Could be quicker and more nimble when it comes to making changes.
- Faculty is not as diverse as it could be, especially when it comes to African American representation.
- Need more faculty, especially on the tenure track. There are no assistant professors and very few electives are offered because once all the required courses are covered there is not much capacity left. Recent pressure to reduce the number of adjuncts has made this even worse.

- Not currently a destination program for people who have grown up wanting to be journalists.

30. List program barriers, threats, and unique vulnerabilities (e.g., loss of one faculty member may result in inability to offer program).

- Too much emphasis on student evaluations (be it in annual reviews or in the fact only teaching awards are based on student evaluations to the perceived importance of student evaluations for winning teaching awards) leave many faculty feeling as though they can only be so demanding without risking a student backlash that could be held against them.
- There is a fear that an increasing expectation for service (especially at the national level) will detract from teaching.
- In an era of “Fake News” and attacks on the profession, there is a fear that backlash will extend to Journalism education and student journalists.
- Freedom of Expression on campus would seem to be under attack nationally, and that could easily be extended to student media.

31. Discuss potential opportunities in the following areas:

a. actions to improve program quality

Efforts to improve program quality are enhanced by the fact that the Journalism faculty has a highly collegial faculty committed to student success. Because many classes operate as newsrooms (or part of a larger newsroom), we have daily reminders of how are students are doing, and there a frequent discussions (both formal and informal) among faculty about what can be done better by both students and faculty.

b. new ventures to increase demand or improve competitiveness (e.g., internal or external partnership opportunities)

Efforts to increase demand and improve the competitiveness of our students are enhanced by the fact that faculty members are highly engaged in the professional community. One fulltime faculty members still works part-time in two different newsrooms and the rest remain engaged with the profession as internship supervisors and as advisers to student groups.

c. actions to achieve productivity gains (e.g., recruitment, non-traditional instructional delivery systems)

Efforts to improve productivity are enhanced by the fact that we have a highly collegial faculty that remains agile and flexible. As a unit, we have one of the highest percentages of faculty who teach in multiple modalities such as face-to-face, online and mixed mode.

d. actions to improve efficiency and reduce cost

The Journalism program has a faculty full of realists who make student learning the number one priority but who also try to be efficient. Although Journalism skills courses are kept to manageable sizes, a number of courses serve hundreds of students at a time. Unlike some units, there are not any midsize classes and instead a mixture of smaller classes that allow for hands-on-learning and larger classes that allow us to serve many students at once is employed. Midsize classes can be inefficient in that they don't allow for hands-on learning but at the same time limit access to education.

e. other opportunities not addressed above

The growing Hispanic Media Initiative is well positioned to take advantage of the fact that UCF is becoming a Hispanic serving institution and there will be increasing opportunities for students based on a growing Hispanic audience.

32. Provide any benchmark data collected during the review period, if applicable (e.g., using Academic Analytics), and a list of up to five university's the program would like to be benchmarked against.

N/A

33. Articulate key program goals and initiatives moving forward. Note how the program review consultants can help in this regard.

Overall the program must continue a strong tradition of focus on both practical journalism building blocks as well as real world practice. Further integration of these two essentials along with a larger coverage area and better coverage are major program goals. The Journalism program should produce students and outlets that are the ultimate source of news and information not only at UCF, but also in the immediate local area.

Program review consultants can help the Journalism program by evaluating the need for more faculty members in the program as well as suggesting the most impactful potential hiring areas. Additionally, feedback on innovative ways to further student immersion, manage the change associated with a downtown move, and increase collaboration potential would be helpful.

Other (Optional)

34. If necessary, please use the space below to provide any information not addressed elsewhere in the self-study that you think important to inform the review of this program.

N/A

Undergraduate Program Self-Study Addendum

Instructions: The following questions **will not apply to all programs**. Please respond to the items that do apply to the program addressed in this self-study and insert “not applicable” to those that do not.

1. If the program has received authorization by the Florida Board of Governors to exceed the 120 credit hour maximum for a baccalaureate degree program, please articulate the rationale for the additional hours required and affirm whether or not those hours remain necessary.

N/A

2. Describe any combination programs (e.g., accelerated, dual, or joint degree programs) in which the program participates with external higher education partners. Provide a summary of enrollments spanning 2014-15 – 2016-17. Identify the target population, rationale for the program, and reflect on its relative success to date.

N/A

3. Describe any interdisciplinary and/or international aspects of the program. Consider the following:
 - a. interdisciplinary partnerships (internal or external)
 - b. faculty cluster participation
 - c. centers or institutes affiliations
 - d. curricular aspects

Students have the opportunity to participate in NSC’s global communication studies initiative as reciprocal exchange students for a semester at Jonkoping University, Sweden; University of Canberra, Australia; IE Universidad or Universidad San Jorge, Spain and in Bournemouth University in the UK. They may also participate in a study abroad program at Salzburg College, Austria. In addition, there are opportunities for students to study abroad in short-term faculty led programs that are available through NSC (e.g., Italy, Cuba, Ecuador) or the Office of International Studies

Faculty members can also lead study abroad programs and have the opportunity to engage in faculty exchange with international partners focused on either teaching or research.

4. Please provide the composition of any program and advisory boards, including member affiliations.

NSC’s Advisory Board is comprised of a geographically and professionally diverse cross-section of alumni, friends, and professionals selected for their ability to provide advice to the director

on how to strengthen teaching, scholarship, and service at the Nicholson School of Communication. Membership on the board is recognized as both a privilege and an opportunity for significant service to the school. NSC pledges to treat board members with respect, professional courtesy and graciousness, recognizing the contribution of service and resources that they are providing to the school.

Membership on the NSC Advisory Board is by invitation of the director of the Nicholson School of Communication and is non-compensated. Out of pocket expenses associated with membership and/or participation including travel and transportation, accommodations and other incurred personal expenses are to be borne by the individual member and/or their employer (by arrangement). Members who reside more than 50 miles away from the UCF Orlando campus may request assistance with travel costs for attending the annual Advisory Board meeting in advance of making travel arrangements. Reimbursement of any such expenses requires prior approval. With prior approval and advance notice NSC may also, at its discretion, pay for specific events, services and programs related to the work of the board. NSC shall create and maintain a list of active board members and officers. Continuation of board membership is contingent upon consistent active member status. Periodically, the NSC director shall review board membership and invite new board members to replace inactive members.

Below is a list of all of the members on the advisory board:

- Julie Anderson – Senior Vice President at Tribune Interactive, Tribune Company
- Shawn Bartelt – Vice President and General Manager, WFTV-TV
- Cindy Barth – Editor, Orlando Business Journal
- Lisa Cianci – Local News Editor, Orlando Sentinel
- Jay Coffin – Editor, GolfChannel.com
- Peter Cranis – Vice President of Global Marketing, Visit Orlando
- Shelby Curry – Internal Communication Manager, Walt Disney World Resort
- Linda Ferrell – Professor, Anderson School of Management, University of New Mexico
- O.C. Ferrell – Professor, Anderson School of Management, University of New Mexico
- Jorge Friguls – Director of News Operations, Entravision Communication
- Michael Griffin – Vice President of Public Affairs, Florida Hospital
- Heissam I’m in. Jebailey – Managing Partner, Jebden Management
- Heather Kelly – Senior Communication Manager, Missions Systems and Training, Lockheed Martin
- Marc Ladin – Chief Marketing Officer, Tiger Text
- Lee Lerner – Editor and Publisher, Sunny Day News
- John Mahony – Chief Operating Officer, Kavaliro Staffing Company
- Lisa A. Malone – Former Director of Public Affairs, NASA Kennedy Space Center and NSC Kennedy Space Center Liaison
- Clay McMillan – Owner, CMI Production Services

- David Miller – Director of digital Media, National Oceanic and Atmospheric Administration
- Donna Mirus Bates – Senior Vice President of Marketing Communication & Content Development, Universal Orlando Resort
- Clay Newbill – President and Executive Producer, 310 Entertainment
- Anthony J. Nicholson – Benefactor, Nicholson School of Communication
- Sonja Nicholson – Benefactor, Nicholson School of Communication
- Samantha O’Lenick – Executive Director, Corporate Communication & Community Partnerships, Fl. Hospital
- Sean Perry – Founding Partner, aXis Magazine / aXis Productions & Events
- Sal Paolantonio – National Correspondent, ESPN
- Roger Pynn – President, Curley & Pynn Public Relations
- Barry Ragsdale – Litigator, Sirote & Permutt, P.C.
- Amy Rettig – Senior Vice President, Public Affairs at Nielsen
- Jeff Robertson – Chief Executive Officer, Chinese Agape Foundation
- Judge Jose R. Rodriguez – Ninth Judicial Circuit Court of Florida, Juvenile Division
- Dan Ward – Vice President and Partner, Curley & Pynn Public Relations