

Standard 6 Student Services

Executive Summary

One of our great success stories during the review period was the development of the College's student advising efforts. The College's central student services office, the Professional Advising and Teaching Hub (PATH), was reorganized and significantly expanded between 2013 and 2017, moving into a newly renovated space and growing from five to eight full-time staff members who are able to provide a wide range of student services. The center now provides advising to all undergraduate students, replacing a system where each department handled advising individually and differently. The expansion included adding full-time advisers dedicated to each of the four majors, and one adviser who handles internship and online guidance. In 2014, the College centralized operations on the main floor of Weimer Hall, for the first time providing "one stop" accessibility for undergraduate students.

The Knight Division is now located in PATH. The director of the Knight Division and two full-time staff members provide advice and assistance to all undergraduate students in the three areas which are the division's focus: scholarships, career resources, and multicultural affairs.

PATH visitors, including undergraduates, prospective students, and their families, are advised about specific persons, especially faculty, and organizations in and outside the College from whom they may seek further help/support/development, depending on student needs and interests.

Question 1. Student Aid

Table 10 Scholarships and Financial Assistance Awarded to Undergraduates

	2015 – 2016	2016 - 2017
Total amount of scholarship dollars from funds controlled by institution	\$1,942,398	\$2,037,867
Number of students receiving scholarships from funds controlled by institution	465	490
Median individual scholarship from funds controlled by institution	\$4,177	\$4,159
Total amount of scholarship dollars from funds controlled by unit	\$332,250	\$336,150
Number of students receiving scholarships from funds controlled by unit	192	186
Median individual scholarship from funds controlled by unit	\$1,500	\$1,500
UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS		
Number of students holding appointments	100	89
Range of stipends	\$20.13- \$6,352.83	\$32.50- \$6,077.11

Question 2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide advising guidelines, manuals, newsletters, or other internal communication with students. Describe availability and accessibility of faculty to students.

Academic Counseling

The College maintains a central advising office, the Professional Advising and Teaching Hub (PATH). It is on the main floor of Weimer Hall and is the first stop for new students with advising questions and for veteran students with questions about graduation requirements, etc. The center's expansion began in Fall 2013 and the staff moved in on April 1, 2014.

For academic counseling, the PATH and the department offices remain the primary resources for undergraduate students. The university's website offers a detailed account of the curriculum and its requirements and serves as a self-tutorial on navigating the program.

In addition to the system described above, an active student organization, the Journalism and Communications Ambassadors (JCA), provides peer counseling twice yearly for students in the College. Other student organizations such as the campus chapters of the Public Relations Student Society of America and the Ad Society provide similar academic peer counseling to members as well as career counseling from guest speaker professionals invited to organization meetings.

During an undergraduate's first two years, the primary focus is on general education and pre-professional requirements. The associate dean for undergraduate affairs, a long-time faculty member, administers this office. The office staff includes eight full-time professional staff members who serve as advisers, four quarter-time graduate assistants, and several undergraduate assistants.

These resources have been greatly expanded since the last accreditation, when the College employed only two full-time advisers. Upper-class student advising was done by faculty. Students now have a subject-matter expert adviser for their entire four years of school. One adviser specializes in advertising and public relations, another in journalism, and a third in telecommunication. An additional adviser serves online students in Telecommunication and Public Relations, as well as students seeking immersion opportunities. The team is supervised by an associate director of advising.

Each department maintains a listserv and frequently communicates with majors. The Knight Division also maintains a listserv that allows messages to be sent to all students in all majors with important information. And the Division distributes a weekly e-newsletter, The Knight Division Digest, which includes a list of announcements, internship opportunities, scholarships, and student organization events. Some departments also publish newsletters, and each student organization is assigned bulletin-board space to communicate with students about meetings, presentations and professional activities.

Advising materials are maintained in the online UF catalog. Here students can easily find program learning outcomes, a list of required and elective classes, and a description of course pre-requisites, and a sample eight-semester plan for completing the degree.

The full-time professional advisers participate in professional development activities including attendance at NACADA (National Academic Advising Association) regional conferences and UF's Annual Advising Conference. Professional development funds are made available by the Dean's Office for support including annual NACADA memberships for each adviser. Two advisers are appointed to the [UF Undergraduate Advising Council \(UAC\)](#) for two- year terms. Advisers are asked to attend the following college committee meetings: Curriculum and Teaching Committee, College Petitions Committee, UOnline College Committee, and departmental faculty meetings. PATH advisers and College faculty regularly attend the twice-monthly meetings of the UF Online Advisors Group which shares best practice and advising information for all advisors of online students.

To remain on track in the undergraduate programs during the first two years at UF, students must maintain a minimum 2.5 GPA and complete certain required courses that are predictive of success in the major. Students are kept informed of their progress through consultation with advisers prior to advance registration each semester and by referencing their degree audit and critical tracking audit (available 24/7 in the ONE.UF portal). The audit tracks the student's record against the courses and requirements that should be completed each semester, based on the student's degree program.

The catalog page for each major describes the required courses and specifies classwork of 72 hours outside each major. In addition, the student audits, available to every student, list the course requirements for the degree, which caps at 52 hours in the major. That leaves 72 hours for outside work.

Students not meeting tracking standards for two consecutive semesters have a hold placed on their records to prevent future registration until they see an adviser in PATH. At that point, the student must sign a "tracking agreement form" that specifies the courses necessary to get back on track over subsequent semesters. The adviser will remove the hold, set stipulations for future registration, or in some cases, ask the student to find another major. The tracking program works though the first five semesters at UF. After that, students need only the minimum 2.0 GPA on overall, upper division, and professional averages to graduate.

Faculty members are required to maintain a minimum of four posted office hours each week. These are drop-in times for students and appointments normally are not required. Faculty office hours are posted outside each faculty member's office and are noted on course syllabi.

All department offices are open and staffed from 8 a.m. to 5 p.m., Monday-Friday. The PATH Office (advisers and Knight Division) is open from 8 a.m. to 4:30 p.m., Monday-Friday.

All faculty offices are in Weimer Hall and therefore convenient for student access. Some departments hold various events, such as group advising days, to inform students about variations in scheduling for each semester and changes in curriculum.

Question 3. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

Accuracy in advising is a core value of PATH. The office has strengthened our commitment in a variety of ways since our last accreditation review. New policies include:

- Freshman to graduation advising in PATH. At the last accreditation visit, only underclassmen were advised by specifically dedicated advisers. Juniors and seniors were advised by faculty. Some faculty embraced this role enthusiastically, others less so. Given their other responsibilities, faculty had trouble keeping up with the demand for advising, especially during drop-add week and pre-registration. By moving all core advising responsibilities to PATH, faculty can now focus on career counseling, mentoring, and student support.
- Professional advisers specialize in departmental curricula. This specialization means the adviser is an active part of both the PATH office and the department she/he serves. The adviser attends all department meetings, sees all curriculum proposals, and hears what faculty say about the major.
- Juniors and seniors now may only consult with a full-time adviser. At the last accreditation visit, upperclassmen could be advised by a graduate assistant or a full-time adviser. Under the new structure, graduate assistants may now only advise underclassmen about general education requirements.
- Appointment advising. Except for busy times (first week of the semester and pre-registration), all advising is done by appointment. This ensures the adviser has ample time with the student to clarify requirements. It also allows advisers to build deep, trusting relationships with their students.
- Detailed record-keeping. Advisers keep detailed notes about their advising sessions, which are shared among advisers within the college and in other colleges. Graduate student advisers share a digital copy of each student's audit with the student and include notes from the advising session to ensure the student has a memory aid of what was discussed during their visit.

- A secure, FERPA-compliant log-in system. Students visiting the office log in to indicate who they are and the purpose of their visit. The system monitors who is using PATH, frequency of visits, and wait-times for seeing an adviser.
- Graduate assistant adviser training. The college has an excellent record of using talented grad students to serve some undergraduate advising needs. To ensure the effectiveness of these graduate assistants, written materials and a “shadowing” program were developed. An adviser handbook teaches graduate assistants the basics of their task. During the first two weeks of a new graduate student’s tenure, she/he shadows a professional adviser.

The office has other ways to access the accuracy of advising, including the College’s petition process. Students can file a petition for exemption of a College or University requirement using a form at our website. A clear basis for waiving a requirement is proof of incorrect advising. However, no petitions claiming misadvising have been filed in the past five years.

One of the best measures of the effectiveness of the academic advising process is the number of students who graduate in compliance with ACEJMC standards for 72 credit hours outside the College. Also, the College’s “on track” record, providing routine assessments of student progress, lends further evidence of the effectiveness of advising for freshmen and sophomores. In addition, surveys of graduating seniors and alumni offer valuable feedback on the quality of faculty advisers and of other dimensions of the advising structure and process described in this standard.

Finally, every student visitor is emailed immediately after their visit and is asked to evaluate their experience. Students respond to the three questions in the table below with the following responses: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, or (5) strongly agree. (Means and medians for each statement covering the time from February 2016 through February 2017 are below.) The PATH office receives thousands of visitors each semester and the daily survey is completed by hundreds over the course of a year. All student responses are anonymous. Students are encouraged to name the specific adviser they met with, providing an extra level of accountability. An open-ended question allows students to provide any additional insights into the reasons for their ratings. The means listed below attest to the satisfaction PATH visitors have with their advising experiences.

Anonymous Evaluations of Advising in PATH Between Feb. 2016-2017

Item	Mean	Median
1. The information I received was accurate and clear.	4.42	5.00
2. I felt welcomed by this person and comfortable speaking to them	4.55	5.00
3. I was served promptly	4.13	4.00

(1= Poor, 5 = Excellent)

Question 4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

Student Media/Professional Immersive Experiences

The College is home to multiple broadcast television and radio stations, associated websites and social media platforms that are integral to the College's instructional and outreach missions. For advertising and public relations students, The Agency provides an immersion experience focused around persuasive communication. For journalism and telecom students, there are numerous multiplatform media operation housed in the College's Division of Media Properties which has added numerous multimedia platforms and immersive experiences during the past six years. These includes GatorVision and the Innovation News Center. The number of students involved in the media properties numbers in the hundreds each semester. Here are descriptions of those broadcast properties and digital assets:

WUFT-TV, DTV channel 5 over the air and channel 3 on Cox cable, was the first television station on the air in north Florida with transmission beginning in 1958. It is the PBS television affiliate for the Gainesville-Ocala area and the host of the PBS Learning Media initiative in the region. WUFT-TV produces an award-winning local news product for live on air distribution that incorporates student oversight and execution. Students report, produce, anchor and direct this live 30-minute weekday newscast when classes are in session. It originates in the College's media properties' Innovation News Center, a part of the WUFT-TV/FM operation. WUFT-TV incorporates professional immersion experiences for telecommunications news and production students as well as journalism students. WUFT-TV's studio and production facilities are state of the art as the College has invested in building out new digital/HD production labs and control rooms in the past six years. In coordination with Florida's 89.1 WUFT-FM, the College launched a new video/audio mobile app for the College's public media entities in 2017, highlighting the news and entertainment programming created in the College for the Gainesville-Ocala market.

WRUF-LP, DTV channel 10 over the air and channel 6 on Cox cable, serves as a full-time 24-hour platform for student-created content in the Innovation News Center, a state of the art weather StormCenter and the partnership with Gatorvision, the multimedia operation of the University of Florida's University Athletic Association, which is housed in the College's Division of Media Properties. News, weather, sports and feature content produced by students in the College and professional staff in the Division of Media Properties and Gatorvision, form the core of programming on this 24-hour local channel. Over the air coverage is a full high-definition signal while cable penetration into the market is achieved through carriage by Cox cable in Gainesville and the surrounding area.

WUFT-FM, Florida's 89.1 (89.1 mhz), is a news/talk 100,000-watt radio station serving 16 counties in North Central Florida. First transmitting to the region in 1982, WUFT-FM is an NPR affiliate and focuses programming content on news, information, public affairs and weather information for the marketplace. College students who work in the Innovation News Center produce the bulk of local news content that airs on WUFT-FM along with appearing on WUFT.org. WUFT-FM has taken a leadership role among public media in the state of Florida through the innovative Florida Public Radio Emergency Network (FPREN) which is headquartered at WUFT-FM with an affiliated staff of 20 people and has as its reach a state of 20 million people. Students involved in the media properties' multimedia meteorology immersive experience play a critical role in the creation and dissemination of important hurricane and tropical storm information that is distributed through each of Florida's 13 public radio stations during times of severe weather. WUFT-FM is the lead radio station in that effort.

WUFT Classic (102.7 mhz): In the fall of 2015, the College's Division of Media Properties launched a FM translator on 102.7 mhz to rebroadcast the 100,000 watt WUFT-HD2 "WUFT Classic" arts programming to the Gainesville area on a FM analog signal, bringing an arts-oriented format back to the University and community. The new signal both fills a community need and creates new opportunities for the College to provide an audio production experience to students. It also allows the College to feature University of Florida student musicians and artists. WUFT Classic and the associated "WUFT Classic Performance Studio" creates a unique and powerful tool to serve the arts audience and student body through live and produced performances from the WUFT Classic studios.

GHQ (95.3 mhz and GHQ app): GHQ is a cutting-edge audio-based multimedia platform project designed to test mobile, digital and social concepts for the billion-dollar commercial radio industry. Broadcast via the 100,000 watt WUFT-HD3 signal and via an analog FM translator at 95.3 mhz, GHQ targets the 18-24 demographic and in particular the 50,000+ students on the University of Florida campus with a contemporary hit radio (CHR) format. More than 30 College of Journalism and Communications students are involved each semester in this unique immersive experience that works with industry partners such as Futuri, the leading developer of apps for commercial radio, to test app features with millennials and the upcoming "Generation Z" with a goal of increasing audience engagement and loyalty to traditional radio platforms via digital, mobile and social strategies.

Florida Public Radio Emergency Network (FPREN) StormCenter: In 2013, WUFT-FM launched the Florida Public Radio Emergency Network or "FPREN," serving the 13 public radio stations that cover the entire state of Florida with critical hurricane, tropical storm and other emergency messaging from the FPREN StormCenter, located in the Division of Media Properties. The StormCenter incorporates students through immersive experiences in multimedia meteorology working alongside two full-time meteorologists who lead the broadcast, digital, social and mobile content generation that is distributed throughout the state of Florida via FPREN's public media partners. While FPREN has enjoyed numerous success stories since the 2013 launch, the 2016 and 2017 hurricane seasons proved the value of FPREN and the student staff through the coverage of Hurricanes Hermine and Matthew during which FPREN broadcast continually for more than 38 hours and Hurricane Irma with 81 hours of continuous coverage. Multimedia content, including digital, social and mobile information produced by students was distributed by FPREN through Florida's public media to every market in the state.

WJUF-FM (90.1 mhz): WJUF-FM is the 20,000-watt repeater station for Florida's 89.1, WUFT-FM, that transmits from a tower close to Inverness, Florida (Citrus County), about 60 miles south of Gainesville. By invitation of the residents of Citrus County, WJUF-FM was established in 1995 to retransmit WUFT-FM's signal outside the Gainesville-Ocala region and it remains a core foundation of the extended coverage and service WUFT-FM and the College provides to citizens of the Nature Coast region of Florida. All programming on WUFT-FM is rebroadcast to west central Florida via WJUF-FM and this signal became particularly important with the launch of WUFT-FM's FPREN project which provides ongoing hurricane and tropical storm coverage for public radio stations throughout the state.

WRUF-AM, (850 khz and 98.1 mhz): WRUF-AM has operated continuously from the University of Florida since 1928 as one of the first radio stations to serve the state of Florida. Now as "ESPN 98.1/850 WRUF," WRUF-AM is a commercial radio station serving 13 counties with six hours of live, local sports talk daily from its 5,000-watt transmitter and a new FM signal that covers the Gainesville area. As a foundational element and platform for the College's quickly-developing sports journalism emphasis area, WRUF-AM provides a real-world commercial media outlet for students to work alongside professionals in the creation of sports content for broadcast, and associated digital, social and mobile platforms. WRUF-AM operates a sports-oriented app ensuring students are exposed to all the platforms and tools being deployed in the commercial media world in 2017.

WRUF-FM, (103.7 mhz): Known in the Gainesville-Ocala radio market as "Florida's New Country, 1037, The Gator," WRUF-FM is a 100,000-watt commercial radio station that serves 16 counties with a country format targeting adults 18-49. The station first went on the air in 1948 and continues to provide the bulk of revenue to support the commercial radio operation which, in turn, helps support the sports-oriented programming and opportunities for College of Journalism and Communications students on WRUF-AM. WRUF-AM/FM are totally self-supporting through advertising revenues; they receive no state funding for their operation so the ongoing success of WRUF-FM is critical to the College.

GatorVision: First developed in 2011-2012, the innovative partnership between the College's Division of Media Properties and the University of Florida's University Athletic Association (UAA) forms another foundational element of the media properties' efforts to create a state of the art media experience for the College's students. With multiple state of the art digital/high definition production control rooms and editing stations, the immersive experiences available to CJC students are powerful, especially for those interested in sports production and reporting. Created as an initiative to provide unique experiences for students and a new revenue stream to the College's media properties, the GatorVision partnership has proven to be very successful and is recognized as a unique model among major institutions.

Student-Hosted Florida Gator Broadcasts: In 2016, and as a part of the ongoing partnership with GatorVision, the media properties constructed a remote “play by play” studio booth in house as a part of the GatorVision/WUFT-TV/WRUF-TV video infrastructure. This facility allows students to gain frequent and ongoing experience doing live play by play, color, producing, etc. of Gator sporting events in a real-world environment, similar to what many national sports networks are experimenting with. Traditionally play by play and color announcing teams would be positioned on site where the live event was being played. However, as budgets tighten and networks look for expense saving “off site” options to achieve the same high quality broadcast, new options are being considered and the College’s operation sets the standard for student immersive experiences in this area. Broadcasts are streamed and also archived for teaching purposes to ensure the student experience is of the highest caliber.

Telecommunication students also volunteer to work in the broadcasting activities of the University Athletic Association. These activities include producing segments for magazine format television programs, and production work for webcast and broadcast coverage of live sporting events. Announcements recruiting students are sent out on the department listserv, and representatives of the Athletic Association visit classes at the beginning of each semester to recruit volunteers.

The Agency at UF was launched in 2014, as an integrated advertising, public relations and digital firm led by professionals and staffed by a team of 100 students. Built on a foundation of research, The Agency allows students to craft insights and creative concepts to help brands and marketers more effectively communicate to the Millennial generation. Students have the opportunity to work on real, revenue-generating accounts in a structured agency environment. The Agency is founded on six pillars, including 1) Catalysts, handling account management, 2) Strategists, who conduct research, 3) Creators, including graphic design and copywriting, 4) Connectors, handling earned, paid, shared and owned media, 5) Developers, creating app and website development, and 6) Administration, overseeing development, culture and diversity.

Alpha Productions is a student-run public-relations agency, providing students with hands-on experience and area organizations with free public relations service. The group takes on about 10 organizational clients each year.

Because the University of Florida has a number of communications offices throughout the campus, some of these are ideal sites for student internships. Major offices that serve this purpose, chiefly for public relations majors, are the University’s Office of Government Relations and Public Affairs and communications offices at the University of Florida Foundation, the Health Science Center, and the College of Law.

Student Professional Organizations

Each of the College’s academic departments has at least one professionally-related organization for its majors.

The Department of Advertising boasts one of the best and largest student ad clubs in the United States. Maintaining a membership count of approximately 200 students in recent years – about one third of all advertising majors – the Ad Society provides opportunities to reinforce the curriculum and develop students’ professional and intellectual abilities and interests.

It includes a student-run firm (AdWerks) that serves nonprofit clients. In 2016, Ad Society students launched an annual book of creative work called *Advnt*. Ad Society students also organize professional development and networking trips to major media markets each semester. In the past six semesters, these have included New York (twice), Chicago, Miami, Austin, and Atlanta.

The Department of Journalism has five related student organizations: The Society of Professional Journalists, the National Press Photographers Association, the Florida Magazine Student Association, the Society of News Design, and the Honor Society of Kappa Tau Alpha. The four professionally-related student organizations have strong track records, and the SPJ chapter usually wins best in the region at the Mark of Excellence Awards. The current chapter adviser is held in such high regard by practicing journalists that he was once elected national president of SPJ.

The Department of Public Relations sponsors one of the oldest and largest chapters of the Public Relations Student Society of America (PRSSA), the Alpha Chapter. Founded in 1968, the Alpha Chapter was one of nine original student chapters created by the Public Relations Society of America. The Alpha Chapter maintains a membership of nearly 200 students each year. It annually sponsors multiple professional development workshops, career preparation workshops, field trips, and social events. The Alpha Chapter hosted a PRSSA Regional Conference in Tampa in 2010 and the PRSSA National Conference in Orlando in 2011. That same year, UF PRSSA was named Chapter of the Year. The Alpha Chapter and the department co-sponsor one team each year in the PRSSA Bateman Case Study Competition. The UF Bateman team finished first nationally in the competition in 2014 and second nationally in 2015. The UF team has more national finalists than any other institution.

The Department of Telecommunication has two major affiliated student organizations: the National Broadcasting Society, and ChomPics, a local group which produces scripted video content for distribution on various platforms, including WUFT-TV. The department has provided support to the organizations in a variety of ways, including providing financial support for officers to attend national meetings, and providing food for various activities. Each semester the National Broadcasting Society sponsors a "Front Burner Roundtable," featuring members of our department's Advisory Council, with refreshments paid for by the department. Organization leaders are invited to speak to introductory courses early each semester to recruit new members. The department's listserv, which reaches all majors, is used to announce meetings and other events. The department also distributes information about other student organizations on campus that may be of interest to our students.

The College, under the guidance of the Knight Division, sponsors two student organizations for underrepresented students. The Gator Chapter of the National Association of Black Journalists is a professional student group that includes majors from all departments in the College. Founded in 1980 as the Association of Black Communicators, the major goal of this organization is to assist members with career development with a sense of communal support. It was the first minority student organization in the College, and it is a student chapter of the National Association of Black Journalists (NABJ). The second group is the Hispanic Communicators Association which was founded in 1992. Its membership also encompasses students from all College majors. Based on total Hispanic enrollment, HCA normally has the highest percentage of participation of any of the College's minority student media organizations.

The Knight Division, in conjunction with their faculty adviser, also helps guide the members of the Journalism and Communications Ambassadors (JCA). This group is dedicated to promoting high standards of excellence in the College through a variety of activities and projects that aim to give all students access to opportunities for both academic and personal development. JCA members conduct outreach service activities in local high schools and serve as tour guides for potential students and professionals who visit UF, and hosts for College career fairs. JCAs and the Knight Division collaborate on forums and events that help to enrich the College of Journalism and Communications student experience through education and engagement.

Question 5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

The College provides employment assistance using both structured and informal methods. Its structured methods are coordinated through the Knight Division, which organizes College sponsorship of several activities to assist students with job searches: (1) two job fairs each year, one each in fall and spring, (2) individual visits by recruiters throughout the year, (3) listing of job and internship openings, updated weekly, on the College web site that is accessible only to students, faculty and alumni of the College, and (4) regular and immediate updates about job openings via the Knight Division listserv.

Also, through the Knight Division, the College posts job announcements, works closely with UF's Career Resource Center (CRC) and has CRC representatives who are embedded in the College, available for counseling and workshops on resume writing and other career-related activities. The Knight Division director attends meetings of student groups in the College to discuss how the Knight Division can assist them with job searches.

A list of participants in the Fall 2016 and Spring 2017 CJC Career Days, and the undergraduate majors they were interested in recruiting, is found in Appendix 6A.

In addition to the formal career services and activities of the Knight Division and UF's Career Resources Center, many College faculty and staff maintain close relationships with working professionals and are consulted regularly during the year for referrals of graduating seniors and alumni who might fit a particular job opening. This "Gator Network" in journalism and communications is an effective and constant means of connecting students with jobs that often become the start of their life-long professional careers.

Career Counseling

The College maintains the Knight Division for Scholarships, Career Services and Multicultural Affairs. As the name implies, this division's mission focuses on three areas, and it provides the College's most significant and coherent effort in the realm of career counseling. The University also has a career services center, headquartered in the Reitz Union across the quad south of Weimer Hall, and the Knight Division works collaboratively with this office to maximize career advising and job-fair opportunities for College of Journalism and Communications majors.

Each of the College's four departments has a vigorous and proactive advisory council of professionals, listed in Appendix 1D, who visit twice each year, offering students one-on-one career counseling through meetings, interviews, lunches and a variety of other methods. During the period under review, Advisory Council members conducted workshops with students on "How to Market Yourself," "The Many Career Paths of UF Graduates," "Ethics" and other topics. Advisory Council members offered career counseling and reviewed student resumes and portfolios and engaged in informal interactions with students about trends in the professions. The role of the advisory councils in advising and assessing student performance is discussed in Standard 9.

The College sponsors a Career Day each Fall and Spring semester, a career fair exclusively for CJC majors coordinated by the Knight Division. The "CJC Career Day" has grown to host more than 60 employers at each fair across the journalism and communications industries. The weeks leading up to the career day include student workshops for interviewing, networking, and resume building skills. The Knight Division collaborates with the university's Career Resource Center to host the workshops, and cooperates with the University's twice-yearly career fair to prevent scheduling conflicts and to maximize student opportunity to participate in both fairs. The university wide Career Showcase, includes many employers seeking to hire students with strong skills in journalism, media, and communications. In 2016, the college and Career Resource Center partnered in the creation of a shared position, providing CJC specific career coaching by a designated liaison from the Career Resource Center. This liaison holds office hours within the college in the PATH. The University's Career Resource Center and the Knight Division continue to look for creative ways to create synergy in providing CJC student resources and opportunities.

The Knight Division encourages alumni to interview during the job fairs and individual visits. Alumni also are permitted to have access to the Knight Division's Web site listings. Many faculty members maintain contact with former students and notify them when job openings are announced. Faculty frequently write letters of recommendations for alumni as well as for current students.

Placement Statistics

The University of Florida conducts graduation surveys each semester, compiling data on student job placement statistics, graduate school admissions rates, and student satisfaction rates. Additional details and results are included at the end of Standard 9. The chart below displays the Spring semesters' undergraduate data for most recent years. Spring was selected because it is our primary and largest graduation semester, thus providing the most accurate picture of student success.

Over the years, the survey questions on job placement have become more detailed, which is displayed in the chart with the merging of rows for earlier years. Completion of the university's survey is required prior to receiving one's diploma, and has the statistical equivalence of a 100% response rate for each year.

Placement Statistics for College Graduates, 2014-2017

	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Accepted a position	23%	25%	22%	22%
Staying in current position			4%	3%
Have position but still seeking			10%	11%
Offered position(s) but declined	6%	4%	4%	4%
Considering multiple offers	6%	12%	5%	5%
Currently searching	44%	45%	34%	41%
Will search after graduation	17%	12%	16%	9%
Other	4%	2%	5%	5%
Total offered employment at time of graduation	35%	41%	45%	45%

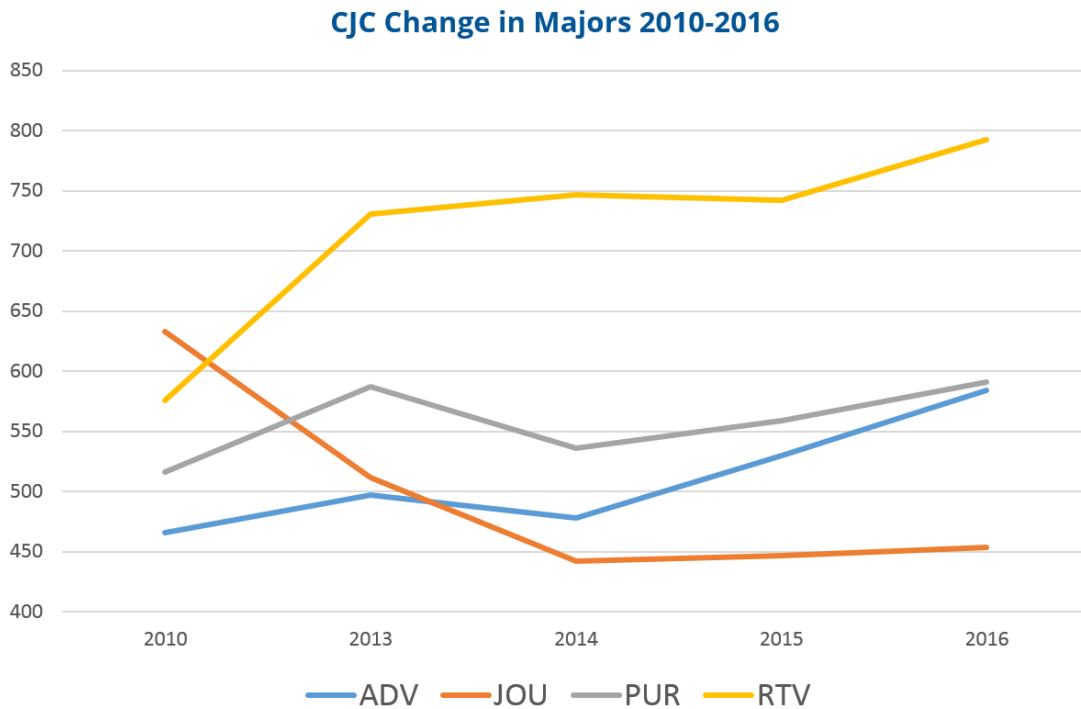
Question 6. Discuss the process in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis. Provide the web link where the unit shares its most recent retention and graduation data with the public.

Enrollment data are available to university personnel at a website maintained by the Provost's office. It provides daily updates on class enrollments, the number of majors in each department, and student credit hours. The statistics are normally accurate within a period of about 24 hours.

Once a semester, the office shares information on the ethnic and racial composition of the majors, allowing for semester-to-semester comparisons and year-over-year changes.

In general, the college has seen growth over the past six years. As the graph below suggests, every major except Journalism has experienced enrollment growth since 2010. Total College enrollment has increased from 2,191 in 2010, to 2,422 in 2016. This 11 percent growth rate exceeds overall growth at UF. We believe the continued attractiveness of the College is a function of our commitment to transformative, digitally informed classes. The revamped core curriculum implemented by all four departments in the past three years has proven attractive not only to majors in the College but to students in other disciplines.

CJC Change in Majors, 2010-2016



Graduation/Retention Study for 2011 (4-year) and 2009 (6-year) Cohorts by College

The college retention rate for the 2015 cohort (n=390) was 81.8 percent returning to the college) and 95.9 percent returning to the university. The college retention rate was a slight improvement over 2014-2015 (n=402) which was 77.4 percent. These statistics are consistent with previous years. This rate, as well as the college’s graduating rates, are posted on the college’s website, as per ACEJMC accreditation requirements.

With respect to the college’s graduation rate, the most recent cohort available, the class of 2010 reveals a four-year graduation rate for CJC students who declared a CJC major in their first year as 73.4 percent, virtually identical to the previous year, which was 73 percent. For those in the major at the start of their third year, typically the start of professional coursework, the rate is 80.4 percent, a figure close to the previous year’s 82 percent. The six-year rates for the 2010 cohort using the same break down are 77.9 percent for those entering the college in their first year (compared to the prior year’s 80 percent) and 93.3 percent for those beginning their junior year in the college (compared to the previous year’s 94 percent).

Data from the 2009 cohort (2010 data are not available university wide) shows that among the 11 colleges assessed by the UF Provost’s office (Agriculture, Arts, Business, Construction, Education, Engineering, Health, Liberal Arts, Nursing, and Public Health, as well as Journalism and Communications), the college ranked second in four-year graduation rate for students declaring in their first year, and third in four-year graduation rate for students declaring in their first year. For students declaring the major in year three, the college had the best four-year graduation rate of the eleven colleges and was tied for fourth in six-year graduation rate. (See table below.)

Graduation Rates by UF College

	Cohort 2011		Cohort 2009	
	Declared N	4-year Grad. Rate	Declared N	6-year Grad. Rate
AGRICULTURAL AND LIFE SCIENCES				
Declared college in 1st year	466	63%	458	69%
Declared college in 3rd year	629	74%	643	89%
ARTS				
Declared college in 1st year	133	47%	143	68%
Declared college in 3rd year	113	60%	139	83%
BUSINESS, WARRINGTON COLLEGE				
Declared college in 1st year	828	54%	727	66%
Declared college in 3rd year	765	73%	614	94%
DESIGN, CONSTRUCTION AND PLANNING				
Declared college in 1st year	106	54%	113	71%
Declared college in 3rd year	108	55%	108	96%
EDUCATION				
Declared college in 1st year	75	76%	105	66%
Declared college in 3rd year	103	80%	98	95%
ENGINEERING, HERBERT WERTHEIM COLLEGE				
Declared college in 1st year	1,090	22%	1,009	69%
Declared college in 3rd year	921	28%	841	88%
HEALTH AND HUMAN PERFORMANCE				
Declared college in 1st year	226	64%	200	73%
Declared college in 3rd year	409	85%	389	94%
JOURNALISM AND COMMUNICATIONS				
Declared college in 1st year	376	73%	402	80%
Declared college in 3rd year	435	82%	487	94%
LIBERAL ARTS AND SCIENCES				
Declared college in 1st year	2,484	59%	2,449	64%
Declared college in 3rd year	2,148	81%	2,168	89%

NURSING				
Declared college in 1st year	253	36%	225	46%
Declared college in 3rd year	109	94%	117	97%
PUBLIC HEALTH AND HEALTH PROFESSIONS				
Declared college in 1st year	317	48%	352	42%
Declared college in 3rd year	203	94%	192	96%

The CJC's numbers compare favorably to peer institutions, according to national metrics. The National Center for Education Statistics reports that the six-year graduation rate for freshmen at four-year degree granting institutions in the fall of 2008 was 60 percent. The rate was 58 percent among public universities.

Good academic standing in the College is defined as maintaining a 2.0 minimum on both overall and professional averages (two separate types of probation). The University dismisses students based on overall average only. A student is subject to dismissal when accumulating 14.5 deficit points. Deficit points refer to the points a student has accumulated below grades needed to maintain a 2.0 grade average. Students can gain readmission by petitioning department chairs and can be readmitted the next immediate semester with conditions, be required to sit out a semester, or be instructed to find another major. Students dismissed by the University must submit an application for readmission, respond to a standard set of questions posed by the college readmissions committee and provide an academic plan for how they plan to complete degree requirement.

To remain on track in the undergraduate programs during the first two years at UF, students must maintain a minimum 3.0 GPA and complete certain required courses. Students are kept informed of their progress through consultation with advisers and by a tracking audit available at all times in ONE.UF. The audit tracks the student's record against the courses and requirements that should be completed each semester, based on the student's degree program.

Students not meeting tracking standards for two consecutive semesters have a hold placed on their records to prevent future registration until they see an advisor in the PATH. The advisor will complete a tracking agreement with the student, remove the hold, set stipulations for future registration, or in some cases, ask the student to find another major.

The tracking program works through the first five semesters at UF. After that, students need only the minimum 2.0 GPA on overall, upper-division, and professional averages to graduate. The College consistently maintains a tracking record that exceeds UF averages across all colleges.

The [College's current graduation rates](#) are detailed on its website.