



PART II: **STANDARD 6** **STUDENT SERVICES**

College of Journalism
& Communications
UNIVERSITY of FLORIDA

Part II: Standard 6, Student Services

EXECUTIVE SUMMARY

The College of Journalism and Communications prides itself on the extensive services it provides students in their “career continuum,” from recruiting to graduation. CJC provides support for each step in their academic journey, including building an academic roadmap, providing one-on-one counseling, offering unrivaled experiential opportunities, and extensive career planning and placement services.

The College’s Professional Advising and Teaching Hub (PATH) is the primary location for support services for undergraduate students. This centralized services suite houses the College’s academic advising team, the Office of Careers and Corporate Partnerships and the Knight Division for Scholarships and Student Inclusion. It also provides remote workspace for the college librarian and the Career Connections Center’s Pathway coaches to meet the students where they are.

The PATH office is the starting point for prospective students, undergraduates, families and community groups. It is the central location to find out more about the College and the opportunities it provides, guidance on coursework, assistance with a personal or financial crisis, information on financial aid, career advice, etc.

To ensure CJC was providing the optimal experiences for its students, the College created the assistant dean for student experience role in 2019. Dr. Katrice Graham, director of the Knight Division, has been serving in that role since 2021. The assistant dean for student experiences’ responsibilities include overseeing the Knight Division, supervising the Office of Careers and Corporate Partnerships, and serving as liaison to the directors of the College’s various immersion opportunities. The position also oversees student involvement activities, including the more than 25 student organizations.

The College maintains continuous communication with students through a variety of digital, print and in-person platforms to ensure they are aware of policies, procedures, opportunities for academic and professional growth, and more. (Communication examples are [available here](#).)

1. Complete and insert here Table 9, “Student Aid.”

STUDENT AID		
	2022-2023	2023-2024
Total amount of scholarship dollars from funds controlled by UF	\$3,058,239.00	\$2,736,474.00
Number of students receiving scholarships from funds controlled by UF	654	590
Median individual scholarship from funds controlled by institution	\$2,500.00	\$3,000.00
Total amount of scholarship dollars from funds controlled by unit	\$507,579.00	\$554,800.00
Number of scholarships given from funds controlled by unit	194	209
Total amount of Loans accepted by CJC Undergrads	\$4,164,718.00	\$3,849,094.00
Number of students with accepted Loans	420	387
Median individual Loan Amount	\$7,500.00	\$7,405.00
UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS		
Number of students holding appointments	30	40
Range of stipends	\$87.18 – \$13,526.00	\$357.22 – \$10,832.00

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 100% compliance with the requirements. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Describe availability and accessibility of faculty to students.

The University of Florida provides multiple resources to ensure that students are aware of graduation requirements. These resources include the [university catalog](#), their [ONE.UF](#) account, a self-service program to register for classes, see schedules and grades, etc., and college resource aids.

Each student has access to their degree requirements via their [ONE.UF](#) account. When they log in, they can access their degree audit. The degree audit displays all their degree requirements and clearly displays the requirements that are met and the ones that are remaining. In addition to allowing students to monitor their progress, students can degree shop and see how the courses they’ve completed would count toward progress in a different major. This is useful for students who may want to change the course of their studies with minimal delay in their commencement timeline.

The [ONE.UF](#) system will also display any holds the student may have. Holds can be applied to a student’s files for financial, procedural, or academic obligations that will impact the ability to register for classes, access transcripts, participate in student activities, or receive a diploma. The system will display the name of the hold, instructions to remove the hold, and contact information for the department that added the hold.

The College of Journalism and Communications also offers access to academic advisers that specialize in the requirements for the four baccalaureate programs: Advertising, Journalism, Media Production, Management,

and Technology, and Public Relations. The academic advising team provides students with an advising syllabus, a checklist of items to complete each semester during their degree journey. They also provide an [academic plan](#) to assist students in planning their individual semester plans, including electives, minors, dual degree, study abroad, and more.

The College is committed to providing students with timely and effective academic and career preparation resources. Opportunities for assistance and coaching are offered in multiple formats (see question 4).

ACADEMIC ADVISING

The Academic Advising team, all professional advisers, is housed in the Professional Advising and Teaching Hub (PATH) office suite (the associate dean for undergraduate affairs, a faculty member, oversees the advising activities for the College). The team consists of six residential advisers, four UF Online advisers, and a graduate assistant. Two of the advisers are focused on first- and second-year students and immersion experiences. Four advisers are dedicated to each of the four residential majors and four are dedicated to each of the online majors.

Advisers are primarily responsible for working directly with students from the time they are admitted to the university to degree completion. Advisers work directly with current and prospective students about academic/degree requirements as well as college and institutional regulations. Advising includes:

- Course planning and creation of a four-year academic plan (or in the case of transfer students, a two-year plan)
- Interpretation of the degree audit and critical tracking requirements
- Interpretation of standardized test scores and course equivalencies
- Evaluation and approval of requests to change majors
- Planning for minors, dual degrees, and combination degrees
- Understanding requirements for graduation, including graduating with honors
- Planning for study abroad, transient student coursework, Flexible Learning (distance) coursework
- Special needs related to wellness and support, making referrals as need to the Dean of Students Office, Counseling and Wellness Center, and the Disability Resource Center
- Schedule adjustments (drop/add), including retroactive withdrawals
- Understanding college and university petitions processes
- Identification of college and university student organizations

Residential students are able to visit advisers by appointment or as a walk-in on Mondays, Tuesdays, Wednesdays and Fridays between 8:30 a.m. and 3:30 p.m. On Thursdays, office hours are between 12:30 p.m. and 3:30 p.m. to allot time for weekly advising meetings and petition committee meetings. During advanced registration, appointment services are suspended to accommodate the increased walk-in traffic. UF Online students may schedule virtual appointments Monday through Friday from 9 a.m. to 4 p.m. except for Thursdays. Thursday UF Online office appointments are held from 12:30 p.m. to 4 p.m.

FACULTY HOURS

The University of Florida, Florida Statue 1012.945 and the Collective Bargaining Agreement require faculty to “provide students predictable access” outside of scheduled class time. This is provided through the mechanism of office hours. The policy also requires that each faculty member hold a minimum of two hours of office hours per week, and that those hours be posted in a conspicuous location, such as the syllabus or Canvas page. Office hours should be held on campus and during reasonable times of the day. Virtual office hours may be specified, and faculty who teach fully online courses to non-residential students must also maintain consistent and predictable office hours. Office hours may not be limited to by-appointment only.

On average in Spring 2024, CJC faculty spent 4.5 hours per week in their offices meeting with students.

Our faculty syllabi display office hours and can be found [here](#).

The official office-hour policy can be viewed [here](#).

STUDENT COMMUNICATION

The College offers a variety of communication channels to keep students informed about its policies, activities, and requirements, including:

E-newsletters

The Knight Division publishes a weekly e-newsletter, The Knight Division Digest, to keep the student body informed of the opportunities available within the college and through the university and surrounding community. The email is forwarded to a student listserv that automatically subscribes any undergraduate student currently enrolled in the College of Journalism and Communications. All of the department chairs, academic advisers, and interested faculty members are included on the mailing list.

The College sends a monthly newsletter – [Student Communigator](#) – to all students during the first week of every month during the school year. The Student Communigator includes information on events, academic and professional opportunities, news about the College and profiles of students, faculty and staff. CJC also sends a Weekly Update on Mondays with events and opportunities for that upcoming week.

Examples of e-newsletters are [available here](#).

Advising emails

Throughout the term, PATH office sends announcements and reminders to the student body. These emails include items such as reminders of registration deadlines, changes in advising hours, or action items for graduating seniors.

Examples of advising announcements are [available here](#).

Student News

The CJC website includes a [news page](#) tailored toward students that contains announcements and updates. The information is displayed in reverse chronological order and is searchable.

College Calendar

The College website includes an [event calendar](#) accessible to both students and the general public. Each event profile can be linked for ease of sharing by faculty, staff, and students. All college-sponsored events, such as guest speakers, forums, and celebrations, are added to the calendar.

University Catalog

Every school year, the University creates a [catalog of academic requirements](#). The university honors the requirements that a student received when they matriculated to the university. Should a degree program change its requirements, those requirements will only impact the cohorts matriculating after the change. So if a student entered the university during the 2021–2022 school year, and a new course becomes required for their major in 2023, they will not be impacted by the change because they are only required to meet the requirements as listed in the 2021–2022 catalog. All students entering under the 2023–2024 catalog will be obligated to complete the newly required course.

Each major and certificate program is featured with its own page in the catalog. On a major's page is a description of the major, its specializations, required coursework, model semester plan, and learning outcomes. The page also provides links to the department's website.

In addition to degree requirements, the catalog provides official university rules, policies, and regulations. All students must abide by the most recent catalog of rules, policies, and regulations. An archive of catalogs can be [found here](#).

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, and any changes or adjustments made because of the findings.

The associate dean for undergraduate affairs oversees the College's 10 advisers – six in-residence advisers, four UF Online advisers, and one part-time graduate student adviser.

The associate dean meets weekly with all of the advisers to discuss and update any advising issues. The associate dean also meets every two weeks with the in-residence advisers, and once a month with the online advisers to review issues specific to their areas.

Approximately four years ago, the University of Florida initiated the "UF Engaged" policy, where supervisors meet individually with their employees quarterly and assess the employees' performance. The review consists of three parts: (1) Document progress, events, and accomplishments; (2) Indicate areas where good performance can be elevated or where improvement is needed and provide a plan of action, if necessary; and (3) Identify goals, needed career/skill development, and growth opportunities. As of May 2024, the University stipulated that the UF Engaged assessment will now be done every six months.

The College measures the effectiveness of its advisers by the evaluations that students are asked to fill out after every advising session. Though the response rate is not high (about 15% – 22%), it provides a good sense of what students think of advisers and their advising sessions. As a whole, in 2023–2024, 94.7% of students who completed the survey said that they Strongly Agree or Agree that they were satisfied with their advising session.

Post-Advising Survey

Students log into the advising system electronically prior to meeting with an adviser in-person or virtually. Once the adviser has closed the student's file, the student receives an automated survey to rate their experience.

Below is a list of the survey questions and a chart displaying advising traffic, survey responses and overall satisfaction per semester.

UF ADVISING CASE MANAGEMENT POST-ADVISING SURVEY QUESTIONS (as of Summer 2024)	
Responses: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree	
1	Overall, I am satisfied with my advising session.
2	My adviser reviewed strategies to assist with meeting my academic goals.
3	My adviser acted professionally and appropriately during the advising session.

UF ADVISING CASE MANAGEMENT POST-ADVISING SURVEY QUESTIONS (as of Summer 2024)

Responses: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

4	My adviser reviewed my current academic status (e.g. timely graduation date, on-track or off-track, probation, etc.).
5	My adviser clearly explained rules and procedures that related to my situation.
6	My adviser clearly communicated my requirements (to be on track, to graduate, for double major, etc.).
7	My adviser asked questions that made me think about my academic decisions.
8	My adviser made me feel comfortable in the advising session.
9	My adviser referred me to appropriate resources related to the topics we covered.
10	My adviser was realistic and honest with me.
11	My adviser allowed sufficient time for our advising session.
12	My adviser took time to listen to my questions, comments, and concerns.

CJC ADVISER SESSIONS AND SURVEY RESPONSE*

Semester	# of Advising Sessions	# of Students Taking Survey	% Positive responses (Strongly Agree/Agree)
Summer 2024	629	15	100%
Spring 2024	2053	269	91.6%
Fall 2023	2081	353	96.3%
Summer 2023	833	84	97.6%
Spring 2023	1962	299	97.32%
Fall 2022	2061	451	98.89%
Summer 2022	821	141	96.45%
Spring 2022	2165	413	96.13%
Fall 2021	2255	538	97.4%
Summer 2021	983	195	94.36%
Spring 2021	2287	471	92.78%

*The UF Online advisers' students never enter the virtual lobby, so they don't receive the survey. The online advisers are supposed to manually enter survey responses into Salesforce after each appointment but that does not happen consistently. The College is working with UF IT on a system where students with online advisers automatically receive the survey after each session.

4. Describe student professional organizations or other extracurricular 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. Do not duplicate information already included in Standard 2 (Curriculum and Instruction).

STUDENT ORGANIZATIONS

The College has two officially sponsored student organizations, the Journalism and Communications Ambassadors (JCAs) and the Graduate Students in Mass Communications Association (GSMCA). Officially sponsored student organizations are those that are registered with the office of Student Activities and Involvement, do not charge dues and receive financial support from the College. As sponsored student organizations, their operations are deemed an extension of the services of the College. For example, the Journalism and Communications Ambassadors serve as tour guides and hosts for college visitors, high school panels, and College events.

The University allows for non-college sponsored student organizations to register with the Office of Student Activities and Involvement (SAI) as general registered student organizations (GRSO). This registration process requires a certain level of membership participation, training of officers and compliance with university policies in exchange for access to campus resources. CJC allows all registered student organizations with a focus on journalism and communications careers to book meeting room space in Weimer Hall.

CJC promotes journalism and communications-focused student organizations during the College's Student Involvement Days, in CJC's [Thrive Guide](#), and in individual advising sessions when students are seeking opportunities for involvement and professional development. Descriptions of each of the student organizations in the communications industry and student organization contact information is displayed on the [student organization page](#). The university maintains a [searchable database](#) for all registered student organizations, regardless of whether they are service, career, or leisure oriented. This allows students from any major to find organizations that align with their goals and interests.

Each fall and spring semester, the College hosts a Student Involvement Day event, planned by the Knight Division for Scholarships and Student Inclusion. This event is held mid-week, from 10 a.m. to 2 p.m. in the College's atrium and lawns. All student organizations that are affiliated with journalism and communications' careers can register for this free event. In addition, CJC invites the University's Career Connections Center, Gatorwell and all immersive learning experiences the opportunity to register as well. Registered organizations are provided a table and tablecloth to promote membership to their organizations.

The Knight Division handles promotion of the event, marketing on the College's digital monitors, the student news website, social media, the monthly Student Communicator, and the Weekly Update and weekly Knight Division e-newsletters. The Knight Division also provides participation cards to students. The cards increase engagement by allowing students to receive a stamp from each table they visit. Once they garner several stamps, they are able to receive treats. If they complete all 10 stamp slots, they enter a raffle for prizes.

Participation in the Student Involvement Fair decreased when the campus reopened after the pandemic. However, it has since rebounded with the highest levels of engagement since the event's inception. The table below displays the number of students who utilize the meal ticket cards given to increase event engagement and the number of organizations that hosted a table. Table hosts were a combination of student organizations, immersive learning venues, and campus resource offices.

STUDENT INVOLVEMENT FAIR PARTICIPATION		
Semester	Meal Tickets Used	# of Org Tables
Fall 2017	128	28
Fall 2018	155	23
Fall 2019	187	22
Fall 2020 (Virtual)	1,107 video engagements; 151 participants	19
Spring 2021 (Virtual)	554 video engagements, 137 unique users	21
Fall 2021	71 (post COVID – live w/ masks required)	21
Spring 2022	106 (post COVID- live w/ masks optional)	23
Fall 2022	188	23
Spring 2023	147	30
Fall 2023	234	28
Spring 2024	207	25

NBCU ACADEMY EVENTS AND RESOURCES

In 2022, the College was selected to join the [NBCU Academy](#) as the second cohort of academic partners. CJC is one of only 46 partners nationwide.

As a part of this program, CJC received \$175,000 to spend over a two-year period, including \$25,000 toward the purchase of a Ross Overdrive, an automated broadcast production control system, to improve the technology students use in the Innovation News Center. The other \$150,000 was distributed as scholarship funding to two cohorts of students who were selected to participate in an NBCU Academy Fellowship program. Program participants were selected based on a series of eligibility requirements. Eligibility required a minimum 3.0 GPA, academic standing as a junior, senior or master's student, work samples and a statement on their passion for inclusive storytelling and how it aligns with their career goals. Program participants were required to participate in multiple workshops each semester.

The program also offered NBCU-sponsored learning resources that CJC professors were able to use in the classroom. They provided virtual career workshops and collaborated to provide guest speakers for programming sponsored by the College. For example, CJC in 2023 hosted an Inclusive Storytelling Workshop, and NBCU flew NBC correspondent Ron Allen to Florida to lead the workshop with more than 50 student participants, visit journalism classes for Q&A sessions, and serve as a guest for the College's student-led talk show, Knight Talks.

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.

In 2020, thanks to a generous donation from one of the College's alumni, CJC launched the Office of Careers and Corporate Partnerships (OCCP) to build internship and career pipelines to top employers, promote graduates to potential employers and provide career preparation and planning resources for students and recent graduates. The OCCP, staffed by a full-time director and marketing analyst and part-time graduate assistant, provides the following services to students and employers:

- Two [career fairs](#), one held in the fall and one in the spring
- Free posting on the College's [jobs and internship database](#)
- Virtual and in-person recruiting opportunities
- Connections to students via guest lectures or workshop hosting
- [Mentorship opportunities](#)
- Access to career readiness resources for students and CJC alumni

CAREER PLANNING

The OCCP's in-person career fairs provide 300–400 students each semester with an opportunity to meet directly with employers representing a range of disciplines. The College introduced a virtual career fair during the pandemic and continued to offer that opportunity to expand the recruitment opportunities available to employers and students. In 2020–2021, the virtual fairs were operated by UF's Career Connection Center. In 2023–2024, CJC invested in its own virtual platform that allowed students to meet one-on-one with employers and/or drop off resumes.

CAREER FAIR PARTICIPATION				
Semester	Fair Format	Employers	Students	Interactions*
Fall 2019	In-person	26	**	n/a
Spring 2020	Virtual	14	60	155
Fall 2020	Virtual	20	190	335
Spring 2021	Virtual	19	86	222
Fall 2021	In Person + Virtual Interview Day	31	304	n/a
Spring 2022	In-person	56	302	n/a
Fall 2022	In-person	45	385	n/a
Spring 2023	In-person	54	342	n/a
Fall 2023	In-person	30	443	n/a
Fall 2023	Virtual	8	61	37 booked appt 34 dropped resume

CAREER FAIR PARTICIPATION				
Semester	Fair Format	Employers	Students	Interactions*
Spring 2024	In-person	43	285	
Spring 2024	Virtual	8	45	21 booked appt 34 dropped resume
Summer 2024	Virtual (Career Fair Plus)	9	27	12 booked appt 34 dropped resume

* Interactions represent unique touchpoints between students and employer representatives during virtual career fairs. It is not applicable to the in-person career fairs.

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

OCCP also partners with employers to engage students by organizing employer-sponsored workshops. During the 2023–2024 school year, OCCP facilitated recruitment and professional development workshops hosted by TEGNA, Sinclair Broadcast Group, Report for America, and BCW Global Agency. The workshop topics ranged from 1-on-1 on-air talent coaching to investigative reporting techniques.

CAREER CONNECTIONS CENTER

The College partners with the University's Career Connections Center (CCC) to offer career development and coaching resources to students. The CCC is UF's student career hub, sponsoring multiple career fairs, workshops and career coaching services while managing employer relationships with the university and students.

Part of the CCC's website is dedicated to Career Pathways, providing resources and opportunities targeted toward specific career interests. CJC promotes the [Arts, Communications, Media and Marketing pathway](#) page to its students.

There are two university-wide Career Showcases each school year, in addition to the career fairs sponsored by the College. This means that students have at least six free and convenient career fair options per school year.

The Career Connections Center allows students to schedule in-person or virtual appointments with their Career Pathways Coaches, who specialize in various career industries. Students can also utilize Express Drop-In areas.

CAREER PLACEMENT

The College has seen a steady increase in the number of students who have accepted a position at graduation or who have been offered employment at graduation.

PLACEMENT STATISTICS FOR COLLEGE OF JOURNALISM AND COMMUNICATIONS GRADUATES					
	2019-20	2020-21	2021-22	2022-23	2023-24
Accepted a position	13%	22%	17%	24%	28%
Staying in current position	13%	16%	18%	11%	11%
Considering an offer	7%	7%	9%	10%	6%
Applied for jobs, declined an offer, and still looking	5%	5%	4%	4%	4%
Applied for jobs, interviewed, but have not received an offer	21%	16%	18%	22%	22%
Applied for jobs, but have not received any interview offers	24%	18%	21%	16%	17%
Have not started applying for jobs	17%	15%	13%	12%	11%
Total offered employment at time of graduation	38%	50%	48%	49%	49%

The data shows that 49% of the students were offered employment upon graduation in spring 2024. Many students opt to take some time off after finishing their degree and before starting a full-time position. CJC is developing a method for tracking how many graduates are working in the field six months after graduation.

In August 2024, the College hired a new outreach coordinator, the first in the College's history, to steward CJC's outreach to prospective, applying and current students. This position will interact with prospective students, organize recruitment events, monitor the progress of applicants and collaborate with staff and faculty for recruitment initiatives. The position will also support the Office of Careers and Corporate partnerships. With the new hire, the College will dedicate more bandwidth to developing a post-graduation data collection process.

STUDENT MENTORING

The OCCP's Gator-to-Gator mentor program invites graduating seniors and recent graduates to be paired with alumni for virtual career coaching. Participants are matched with alumni who have achieved success in their desired industry, providing current and relevant career advice, networking and encouragement. The coaching sessions are 30– 60 minutes long. This opportunity is promoted each semester to students who have completed a graduation application.

GATOR-TO-GATOR COACHING PROGRAM PARTICIPATION		
Semester	Student Participation	Coach/Alumni Participation
(Pilot) Summer & Fall 2020	42	31
2021	105	96
2022	99	80
2023	82	73
Spring 2024	85	69
Summer 2024	16	14

The Gator-to-Gator program quickly displayed its promise, winning the 2022 Florida Public Relations Association (FPRA) Golden Image Award for outstanding programming. The program has been nominated again for the 2024 awards. Its impact can also be seen in student and alumni testimony. [Adriana Fernandez](#), a Fall 2020 graduate, described the program as “one of the best decisions she made.”

Alumni are also finding the opportunity to serve as a mentor rewarding. Jim Jenkins, a 1984 Advertising alumnus, said he was “happy to put people in touch” after years of experience and building his network. The program has become an opportunity for alumni to engage with the rising generation of CJC communicators, sharing their insights and providing encouragement for recent graduates. Likewise, graduating seniors and new professionals are able to find guidance and a network as they enter the industry.

The College is working to increase its offering of industry coaching and professional development. In 2022, the College introduced Industry Edge, a series of brief video clips featuring industry professionals sharing their advice on various aspects of career planning and placement. The videos are housed on the CJC [website](#) and [YouTube](#) and shared across the College's social media channels for greater consumption.

Since Spring 2022, graduates have landed jobs at industry-leading companies, including Amazon, Berkshire Hathaway, Dell, ESPN, Facebook, Forbes, Google, IBM, Marriott, New York Times, Nielsen, Paramount, P&G, Royal Caribbean and Warner Brothers-Discovery.

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major, and provide comparison to the university's rates. Discuss the findings of the analysis.

ENROLLMENT

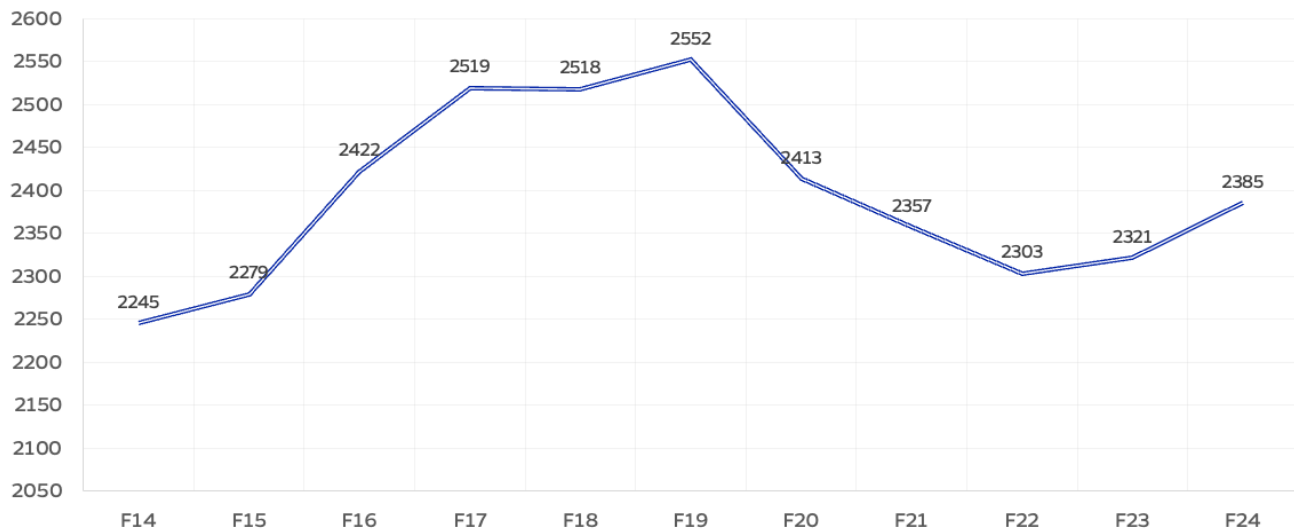
The associate dean of undergraduate affairs monitors student enrollment, retention and graduation rates based on data from UF's Institutional Planning and Research and the UF Registrar. This monitoring and reporting allow the College to track enrollment trends, set recruitment goals, and guide CJC in identifying issues that may impact enrollment in specific areas or majors.

Enrollment for the University and each unit is posted publicly each spring to the [Institutional Planning and Research site](#) with data from the previous fall semester. Data for full-time and part-time students is available for every year starting in 2011 and includes information on residency, gender, race/ethnicity and class level. The data can be analyzed by student category (all, main, online), sub-type (all, PaCE, PaCE transition to main, main, online), and major.

Separately, the associate dean for undergraduate affairs provides College leadership with enrollment figures for each semester for evaluation and planning purposes. The data include gender, race/ethnicity, class year, type of study (on campus, online, transfer, etc.) and enrollment by department.

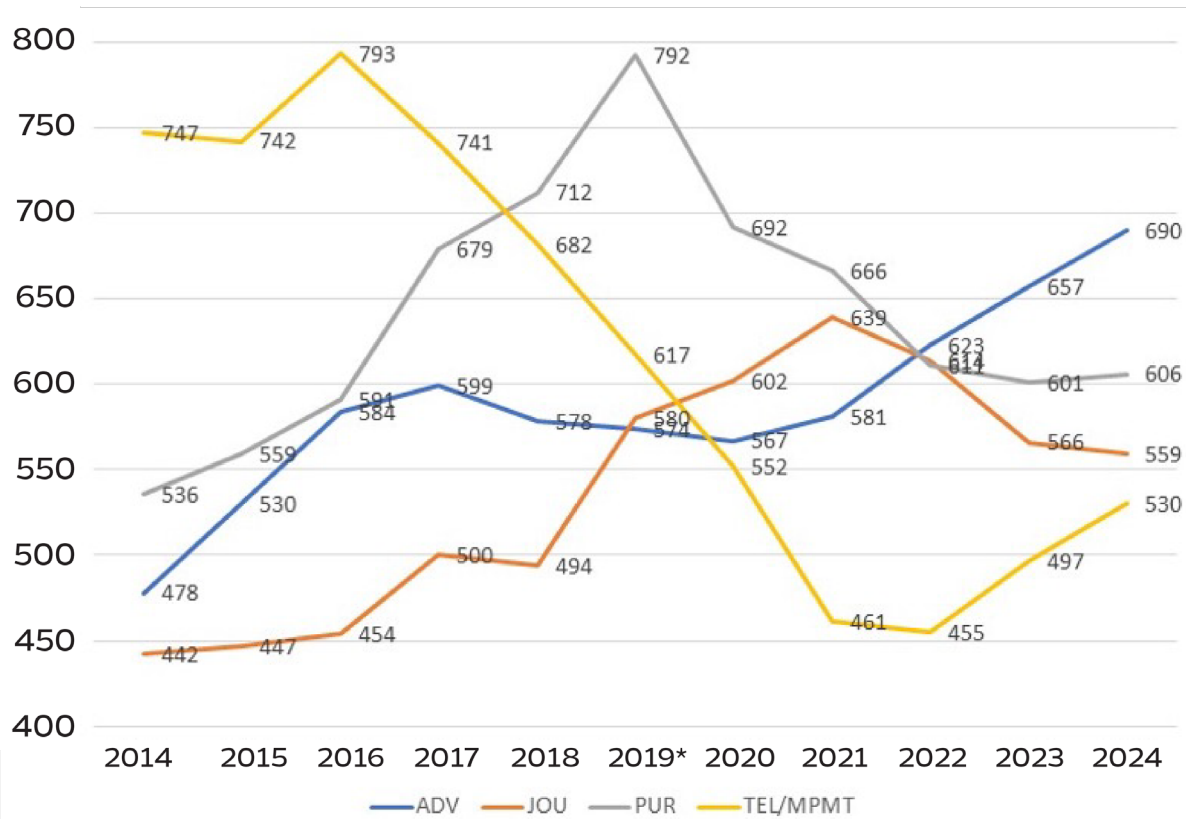
CJC undergraduate enrollment hit its peak during the past decade in Fall 2019 with 2,552 students. During the global pandemic, enrollment declined by 10% between Fall 2019 and Fall 2022. Enrollment began its upward trajectory again Fall 2023.

ENROLLMENT FALL 2014-2024



As of Fall 2024, Advertising was the College's largest major with 690 students, followed by Public Relations (606), Journalism (559) and Media Production, Management, and Technology (530). To consolidate all of the College's news majors, in 2019 MPMT news students and news curriculum were moved to the Journalism major.

ENROLLMENT BY MAJORS



Out-of-state enrollment has remained flat since 2018, hovering around 9%-10% of the total enrollment.

In 2018, the College shifted its focus from high school recruitment to community college transfer recruitment. While the University controls freshman admissions, the College controls transfer admissions and can directly impact enrollment numbers. Most of the transfer recruitment efforts focus on community colleges in underserved communities. CJC's high school engagement efforts center around the Summer Media Institute week-long summer program, local recruitment through field trips and programs, and support for the Florida Scholastic Press Association.

GRADUATION AND RETENTION RATES

Graduation and Retention rates are updated annually and are publicly available on the CJC [website](#). University graduation and retention data can be found on the [UF Institutional Research page](#).

The one-year retention for students who became a CJC student in 2022 is 90.2% (n=258) compared to 97% for the University overall. That compares to an 81.8% retention rate for the 2015 cohort (n=390). The graduation rate for CJC students is 82.0% (four year) and 96.2% (six year).

RETENTION RATES		
One-Year	CJC	UF
2022-2023	90.2%	97.1%
2021-2022	90.7%	96.6%
2020-2021	88.4%	96.7%
2019-2020	86.4%	97.3%
2018-2019	93.3%	96.6%

GRADUATION RATES				
Cohort	CJC		UF	
	4-Year	6-Year	4-Year	6-Year
2017	85.9%	95.8%	75.6%	91.4%
2016	82.0%	96.2%	72.2%	90.0%
2015	82.5%	85.1%	71.6%	90.8%
2014	80.2%	95.7%	67.3%	88.8%
2013	75.8%	94.8%	66.7%	88.4%

GRADUATION RATES BY UF COLLEGE

COLLEGES	Cohort 2016		Cohort 2016	
	Declared N	4-year Grad. Rate	Declared N	6-year Grad. Rate
AGRICULTURAL AND LIFE SCIENCES				
Declared college in 1st year	405	67.73%	438	73.24%
Declared college in 3rd year	539	80.57%	623	93.12%
ARTS				
Declared college in 1st year	106	57.92%	126	68.85%
Declared college in 3rd year	123	74.55%	152	92.12%
BUSINESS, WARRINGTON COLLEGE				
Declared college in 1st year	679	62.75%	762	70.43%
Declared college in 3rd year	790	83.16%	910	95.79%
DESIGN, CONSTRUCTION AND PLANNING				
Declared college in 1st year	69	51.11%	103	76.30%
Declared college in 3rd year	72	47.37%	143	94.08%
EDUCATION				
Declared college in 1st year	37	84.09%	37	84.09%
Declared college in 3rd year	52	86.67%	57	95.00%
ENGINEERING, HERBERT WERTHEIM COLLEGE				
Declared college in 1st year	465	31.10%	1,084	72.51%
Declared college in 3rd year	477	39.68%	1,130	94.01%
HEALTH AND HUMAN PERFORMANCE				
Declared college in 1st year	242	67.60%	263	73.46%
Declared college in 3rd year	498	86.01%	554	95.68%
JOURNALISM AND COMMUNICATIONS				
Declared college in 1st year	275	72.37%	301	79.21%
Declared college in 3rd year	392	82.01%	460	96.23%
LIBERAL ARTS AND SCIENCES				
Declared college in 1st year	1,508	62.42%	1,632	67.55%
Declared college in 3rd year	1,765	83.53%	1,940	91.81%
NURSING				
Declared college in 1st year	84	35.90%	93	39.74%
Declared college in 3rd year	94	91.26%	99	96.12%
PUBLIC HEALTH AND HEALTH PROFESSIONS				
Declared college in 1st year	202	57.71%	202	57.71%
Declared college in 3rd year	266	97.79%	269	98.90%
UF Main Campus Total (3rd-year students)	5,068	75.16%	6,337	93.98%

7. Describe the process for academic and career advising of professional master's students.

CJC is not seeking accreditation of its professional master's program.

8. Discuss retention and graduation rates in the master's program, including the grade-point average required to remain in the program and the expected time to degree.

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