

2012
Annual Survey of Journalism
&
Mass Communication Enrollments

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2012 Project Sponsors:

Association of Schools of Journalism & Mass Communication
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Aug. 9, 2013

Executive Summary

- Overall enrollments in journalism and mass communication programs declined 2.9% in the fall of 2012 from a year earlier. It was the second year in which enrollments dropped from the year before.
- Enrollments have dropped two years in a row only once before going back to 1988. That was in 1992 and 1993.
- At the undergraduate level, enrollment dropped 2.9%, following a decrease of 0.5% one year earlier.
- Undergraduate enrollments were down at the sophomore (-2.0%) and junior level (-1.0%) and down substantially (-6.9%) at the senior level. Enrollments just barely increased (0.1%) at the freshmen level.
- Enrollments in journalism and mass communication master's degree programs also were 2.9% lower in 2012 than in 2011. Master's enrollments had dropped 9.4% a year earlier.
- Doctoral program enrollment increased from 2011 to 2012 by 4.9%. They had increased by 4.2% a year earlier.
- Journalism and mass communication education continues to be dominated by undergraduate enrollments, with 93.0% of those enrolled in the fall of 2012 seeking a bachelor's degree.
- The number of journalism and mass communication programs that were active in 2012 was 485, down from 491 a year earlier.
- The number of master's level programs went down from 222 in 2011 to 217 in 2012, while the number of doctoral programs remained unchanged from the previous year at 50.
- The field showed a decrease in the number of undergraduate (-0.9%) and doctoral degrees granted (-8.6%), while the number of master's degrees granted went up 4.1%.
- Nationally, university enrollments continue to increase and are expected to grow slightly in coming years.
- Enrollments in the journalism specialization, as well as in public relations and advertising, increased on a percentage basis in the autumn of 2011 compared with a year earlier, while the number of students with a specialization in telecommunications declined slightly.
- Women continue to dominate the field of journalism and mass communication, and the percentage of women enrolled in bachelor's degree and master's degree programs in the autumn of 2012 increased from a year earlier. At the doctoral level, the number was almost identical with the one a year earlier.

- The field continued to become more diverse racially and ethnically at the undergraduate level. Undergraduate students classified as members of racial or ethnic minorities made up a larger percentage of enrolled students in journalism and mass communication programs in the autumn of 2012 than at any point in the history of the field.
- The number of full-time faculty teaching in journalism and mass communication programs increased 5.9% from a year earlier, while the number of part-time faculty went down slightly.
- The financial situation at journalism and mass communication programs improved somewhat in 2012, continuing the trend that started in 2011. More programs reported an increase in their operating budget and fewer reported a decrease. Eight out of 10 administrators reported there was no hiring freeze at their university.
- Journalism and mass communication programs continued to engage in a number of strategies to update their curricula to reflect changes in the media landscape. Nearly nine in 10 administrators reported their programs taught skills such as: using social media, using video and still photos on the web, using video in reporting, and editing and writing for the web.
- More than 90% of the administrators said their programs had formal assessments of the curricula impact on students.
- More than half of the administrators report that they have encountered obstacles to curricular change at their institutions, but most of those encountering obstacles have found ways to overcome.

Survey Methodology

The methods used in the *Annual Survey of Journalism & Mass Communication Enrollments* have remained unchanged since 1988. Schools included in this survey are listed in either the *Journalism & Mass Communication Directory*, published by the Association for Education in Journalism and Mass Communication, or *The Journalist's Road to Success: A Career Guide*, available online from the Dow Jones News Fund, Inc. All degree-granting senior colleges and universities with courses organized under the labels of journalism and mass communication are invited to be listed in the *AEJMC Directory*. To be included in the *Guide*, the college or university must offer at least 10 courses in news-editorial journalism, and those courses must include core courses, such as an introduction to the mass media and media law and ethics, as well as basic skills courses, such as reporting and editing. Since 1992, the two journalism programs listed in the *AEJMC Directory* in Puerto Rico have been included in the population.

A combination of these two directories produced 488 listings in 2012. In October 2012, a questionnaire was mailed to the administrator of each of these programs. A second mailing of this questionnaire was sent to the non-responding schools in December. A third mailing was sent to the non-responding schools in January of 2013. In February, the administrators were sent a fourth mailing. The 245 administrators of the programs who had not responded by the beginning of April were contacted by telephone and asked to answer as many of the questions over the telephone as possible. Three of the 488 schools reported as a result of the contacts that their programs were no longer active and were eliminated from the population.

With each mailing, administrators were given the option of returning a printed form via the regular mail, returning a downloadable form by mail or as an attachment to an email message, or completing the form online. When contacted by phone, administrators also were given the option of using a downloadable form or completing the survey online. In the end, 119 administrators (24.5%) used the online option, compared with 136 (27.7%), a year earlier.

The questionnaire asked the administrators to provide information on total enrollments in autumn of 2012, enrollment by year in school, enrollment by sequence of study, enrollment by gender, and enrollment by racial or ethnic group. In addition, administrators were asked to indicate the number and type of degrees granted in the 2011-2012 academic year, degrees granted by sequence of study, degrees granted by gender, and degrees granted by racial group. The questionnaire also asked about skills taught in the curricula, faculty size, and faculty hiring.

Data were obtained for all of the 485 active programs in the population. This is six programs fewer than in 2011. Of the 485 returns, 342 were for programs listed in both directories, 96 were only in the *AEJMC* listing, and 47 were only in the *Dow Jones Guide*.

As in the past, there was great variability in the detail and precision of the information administrators provided. Some administrators answered every question, while others answered only a few. Data on degrees offered and on enrollments at the bachelor's, master's, and doctoral level were obtained from all of the 485 programs. Of all these programs, 481 offered bachelor's degree programs, 217 offered master's degree programs, and 50 offered doctoral programs. Data on degrees granted at the undergraduate level were obtained for 466 of the 485 undergraduate programs, or 96.1%. For master's programs, the number was 202 of 217, or 93.1%. At the doctoral level, 45 of the 50 programs reported number of degrees granted, or 90.0%.

Data from the program administrators that were not obtained online were manually entered into a data file. Any inconsistencies in the original documents that were noted were corrected, sometimes by eliminating obviously erroneous information. All manual entry of data was then proofed against the original form. Reports by program administrators that were not clearly in error were taken as accurate. These data were then merged with the online data.

The AEJMC *Directory* lists membership of the Association of Schools of Journalism and Mass Communication (ASJMC) and accreditation by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). This information was included in the data file. The most complete data were available for the 113 accredited programs.¹ In general, less complete data were available for the 79 schools that are members of ASJMC but not accredited by ACEJMC. The 293 schools without accreditation or ASJMC membership had the least complete data. In general, these latter schools are smaller than the accredited or ASJMC-affiliated schools.

These two characteristics--accreditation and ASJMC membership -- serve as ways of differentiating the 485 journalism and mass communication programs in the population. As was the case in recent years, these two characteristics were used in 2012 to make projections based on the data reported. Data from the reporting accredited schools were used to estimate characteristics of the accredited schools for which there was any missing information. Similarly, statistical means from the nonaccredited ASJMC schools were used to estimate missing data for similar schools, and data from the nonaccredited schools not affiliated with ASJMC were used to estimate missing data for those programs. The overall estimates, then, were based on complete information and best approximations about data not reported.²

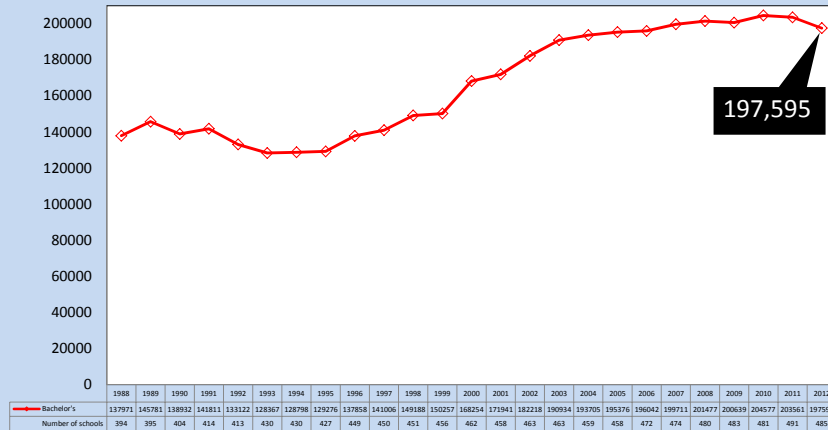
A full report of the findings of the 2012 *Annual Survey of Journalism & Mass Communication Enrollments* will appear in the Winter 2013 issue of *Journalism & Mass Communication Educator*. Reports of the enrollment survey have appeared in that publication since 1972. The report and supplementary tables will be posted to the *Annual Survey of Journalism & Mass Communication* web site in November. The URL for the site is: www.grady.uga.edu/annualsurveys/.

Endnotes

1. Indiana University's School of Journalism and the journalism program at the Indianapolis Campus of I.U. are treated as separate programs in this analysis, though they share accreditation.
2. Special thanks are given to the following University of Georgia students who worked on the 2012 enrollment survey: Emily Demario, Maura Friedman, Alex Kazragis, Michelle Lanier, Taylor Rooney, Sarah Turner and Meg Ward.

1. Undergraduate enrollments

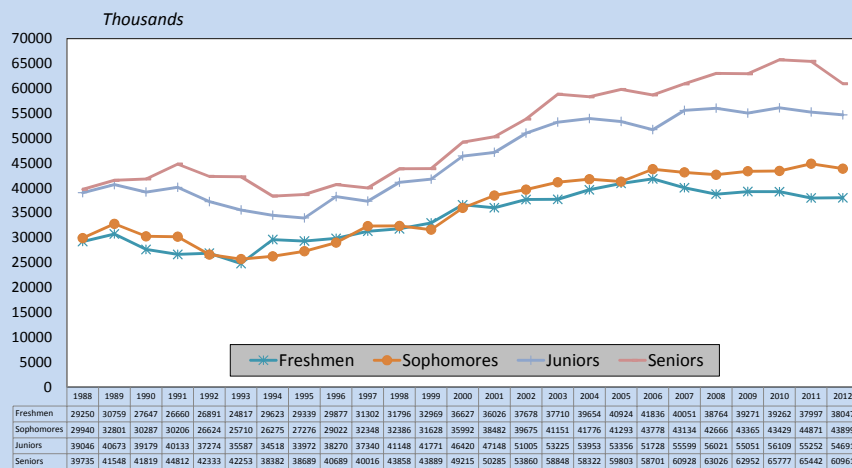
Autumn undergraduate journalism and mass communication enrollments



Source: Annual Survey of Journalism & Mass Communication Enrollments

2. Enrollments by class

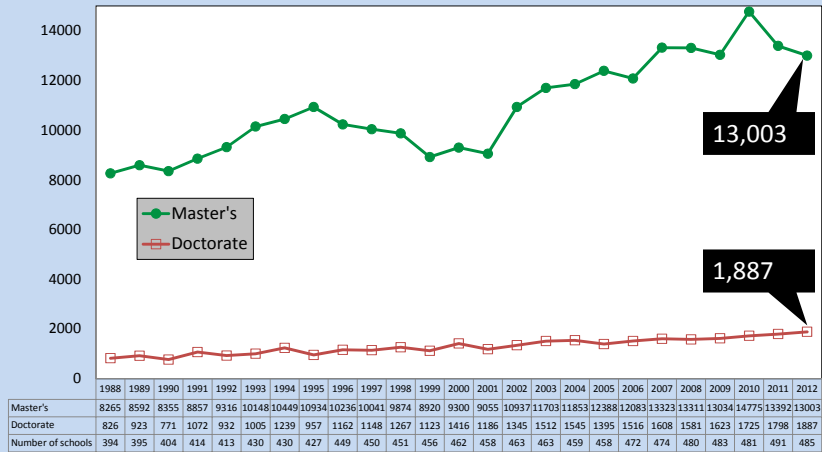
Autumn journalism and mass communication undergraduate enrollments by class



Source: Annual Survey of Journalism & Mass Communication Enrollments

3. Graduate enrollments

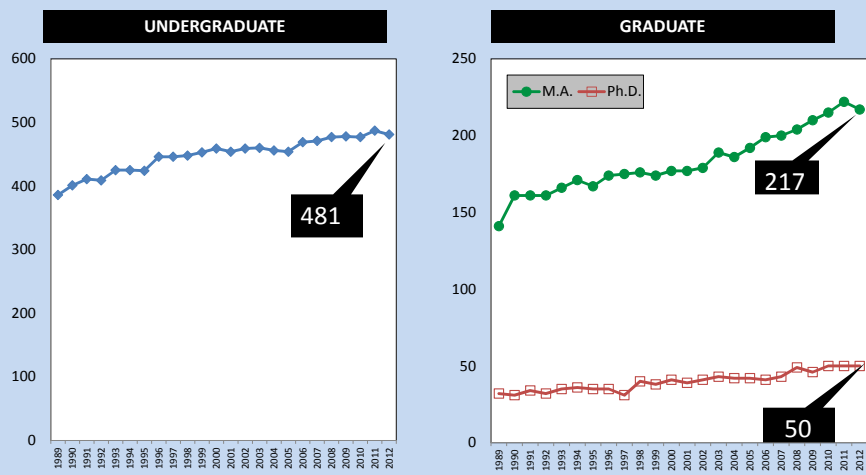
Autumn graduate journalism and mass communication enrollments



Source: Annual Survey of Journalism & Mass Communication Enrollments

4. Number of programs

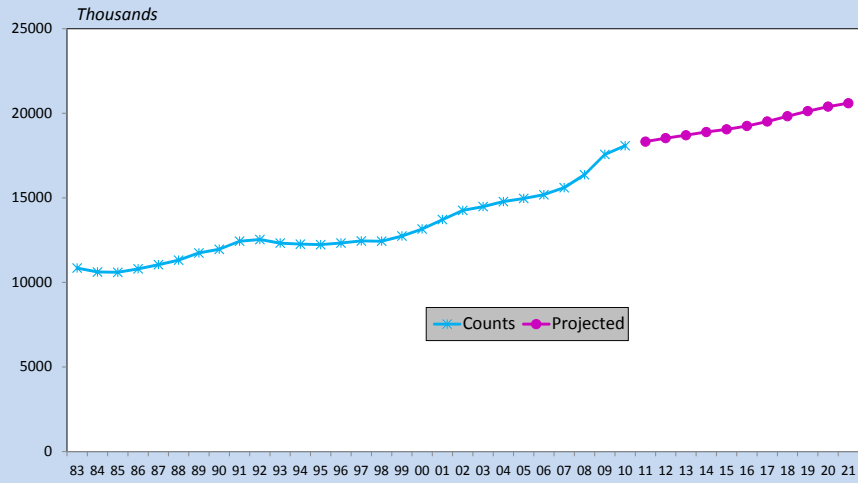
Growth in the number of undergraduate and graduate journalism and mass communication programs over the past 22 years



Source: Annual Survey of Journalism & Mass Communication Enrollments

5. National undergraduate enrollments

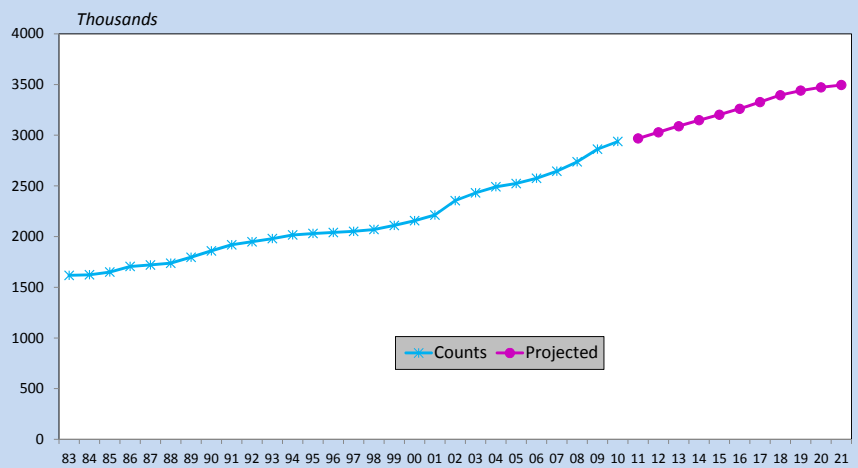
Autumn undergraduate enrollments across fields



Source: National Center for Education Statistics "Projections of Education Statistics to 2020"
Table 27, available at http://nces.ed.gov/programs/projections/projections2021/tables/table_27.asp?referrer=list

6. National postbaccalaureate enrollments

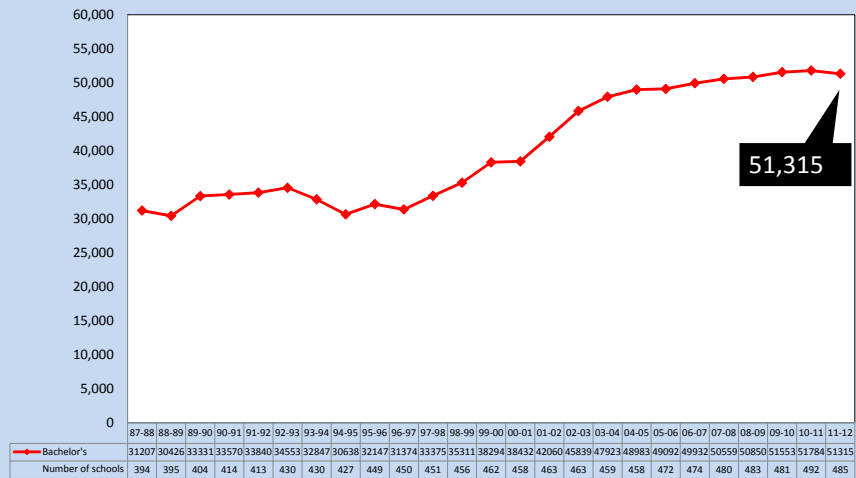
Autumn graduate enrollments across fields



Source: National Center for Education Statistics "Projections of Education Statistics to 2021"
Table 28, available at <http://nces.ed.gov/programs/projections/projections2021/tables.asp>

7. Undergraduate degrees granted

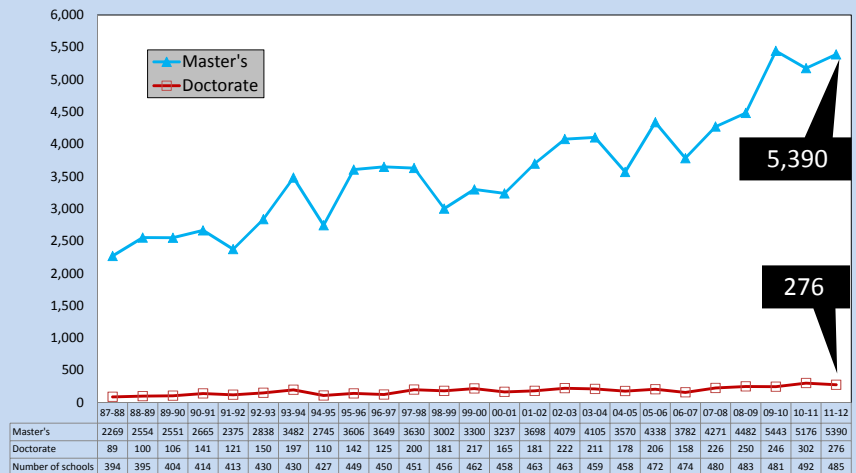
Undergraduate journalism and mass communication degrees granted



Source: Annual Survey of Journalism & Mass Communication Enrollments

8. Graduate degrees granted

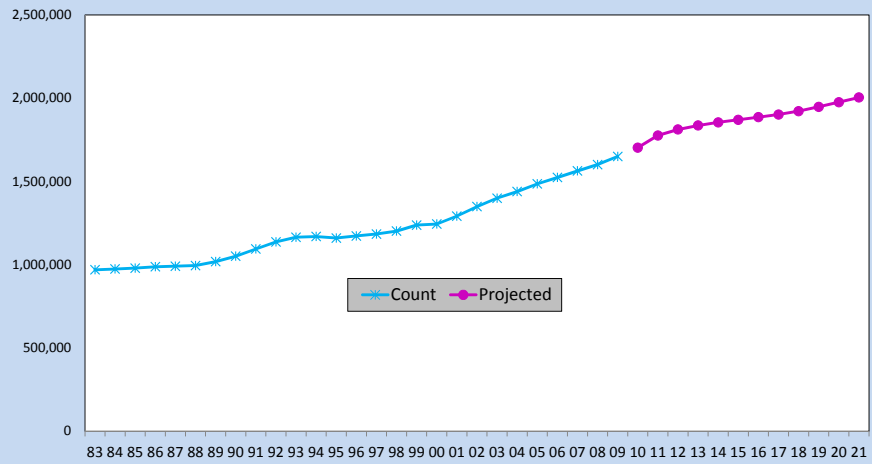
Graduate journalism and mass communication degrees granted



Source: Annual Survey of Journalism & Mass Communication Enrollments

9. Bachelor's degrees across fields

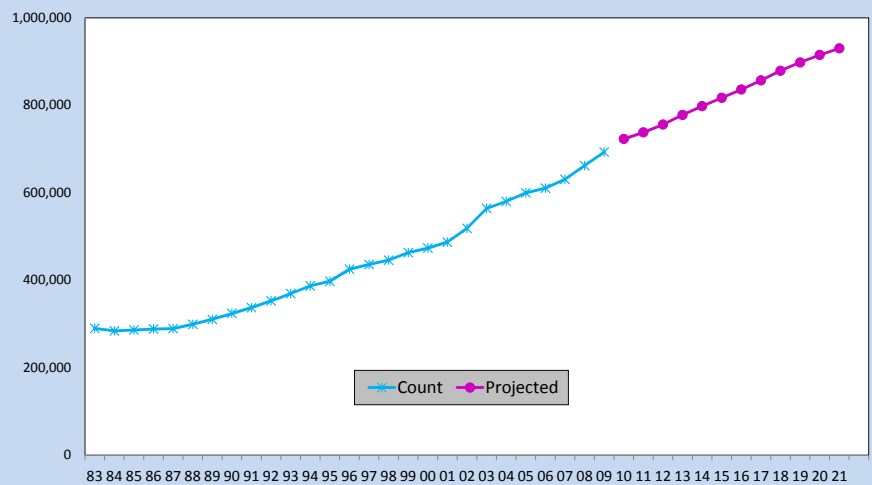
Undergraduate degrees granted nationally



Source: National Center for Education Statistics "Projections of Education Statistics to 2021"
Table 33, available at http://nces.ed.gov/programs/projections/projections2021/tables/table_33.asp?referrer=list

10. Master's degrees across fields

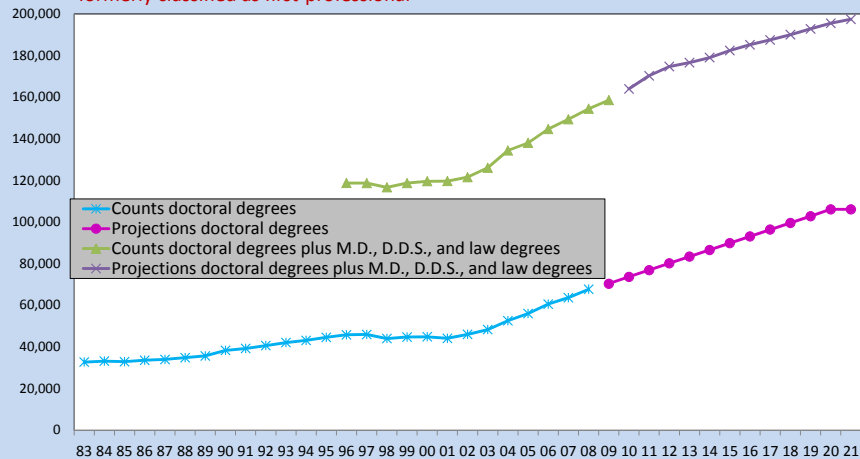
Master's degrees granted nationally



Source: National Center for Education Statistics "Projections of Education Statistics to 2021"
Table 34, available at http://nces.ed.gov/programs/projections/projections2021/tables/table_34.asp?referrer=list

11. Doctoral degrees across fields

Doctoral degrees granted nationally and doctoral degrees plus most degrees formerly classified as first-professional



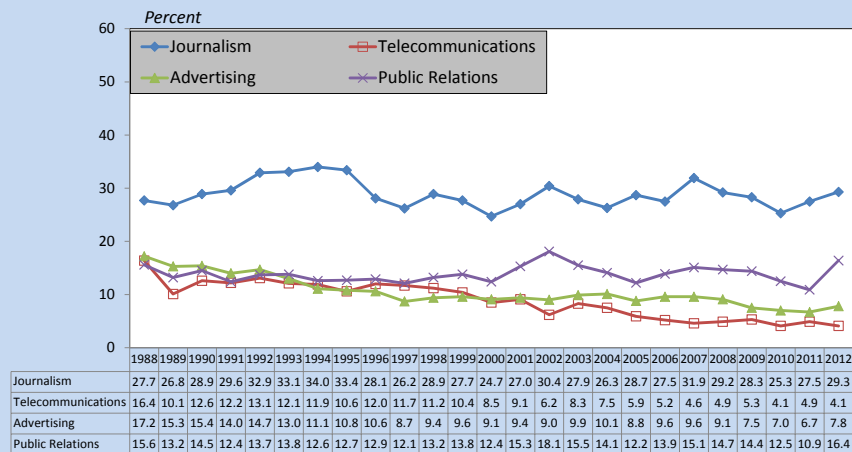
Source: National Center for Education Statistics "Projections of Education Statistics to 2020 & 2021"

Table 35, available at <http://nces.ed.gov/programs/projections/projections2020/tables.asp>

Table 35, available at http://nces.ed.gov/programs/projections/projections2021/tables/table_35.asp?referrer=list

12. Enrollments by specialization

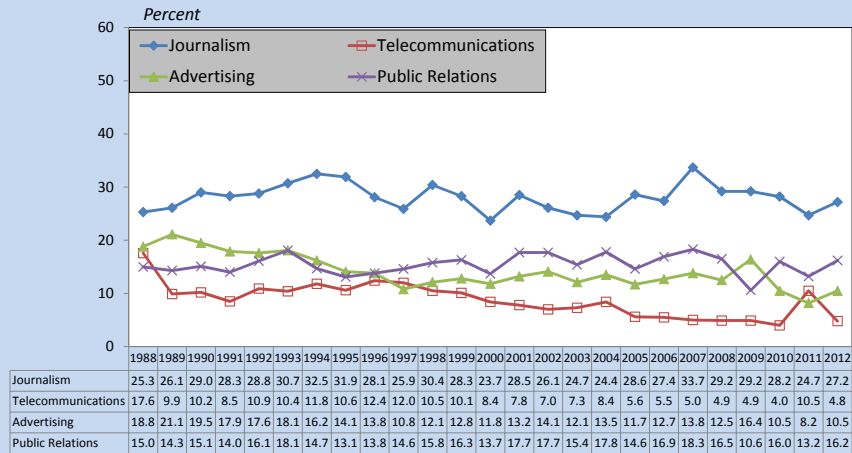
Undergraduate journalism and mass communication enrollments by specialization



Source: Annual Survey of Journalism & Mass Communication Enrollments

13. Degrees by specialization

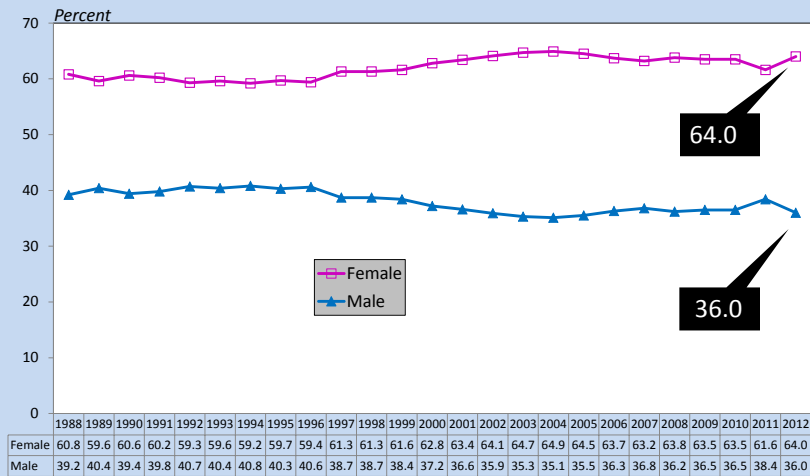
Undergraduate journalism and mass communication degrees granted by specialization



Source: Annual Survey of Journalism & Mass Communication Enrollments

14. Bachelor's enrollments - gender

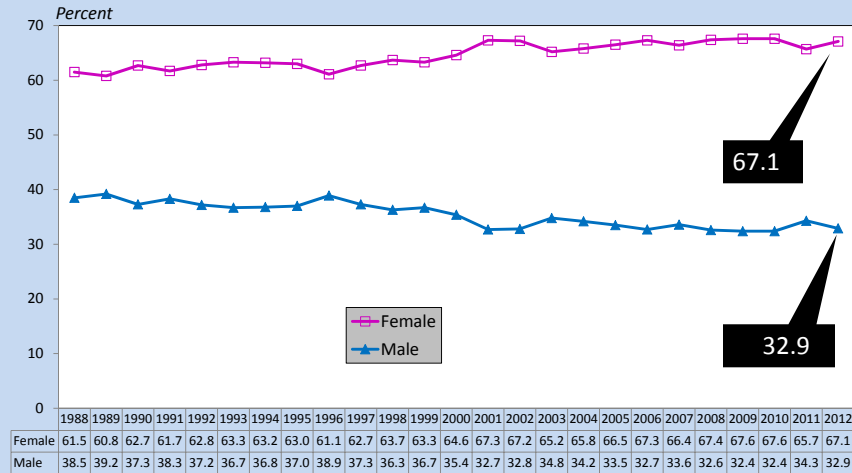
Bachelor's journalism and mass communication enrollments by gender



Source: Annual Survey of Journalism & Mass Communication Enrollments

15. Master's enrollments - gender

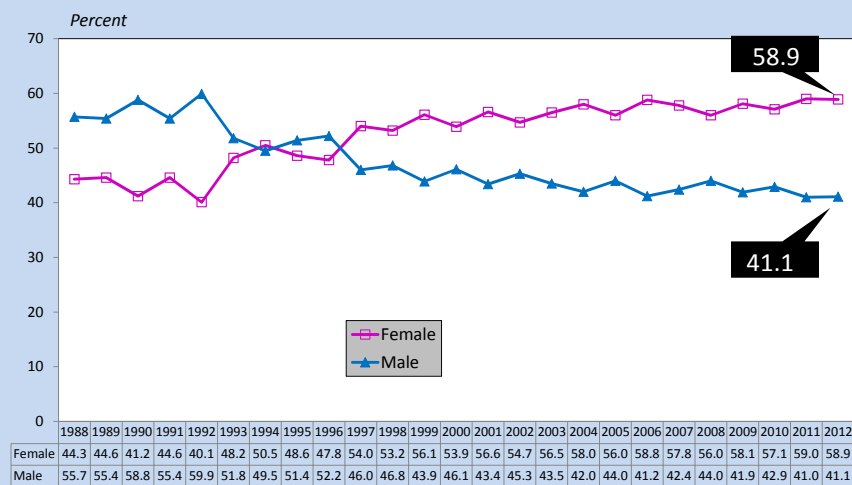
Master's journalism and mass communication enrollments by gender



Source: Annual Survey of Journalism & Mass Communication Enrollments

16. Doctoral enrollments - gender

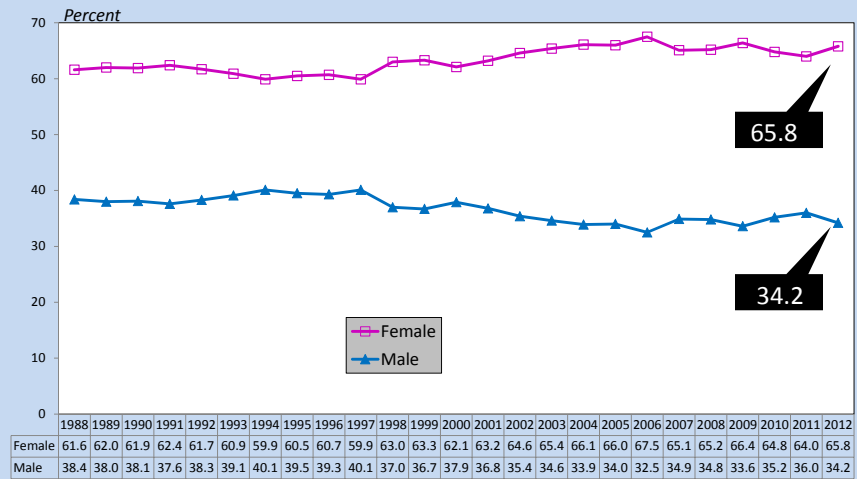
Doctoral journalism and mass communication enrollments by gender



Source: Annual Survey of Journalism & Mass Communication Enrollments

17. Bachelor's degrees granted - gender

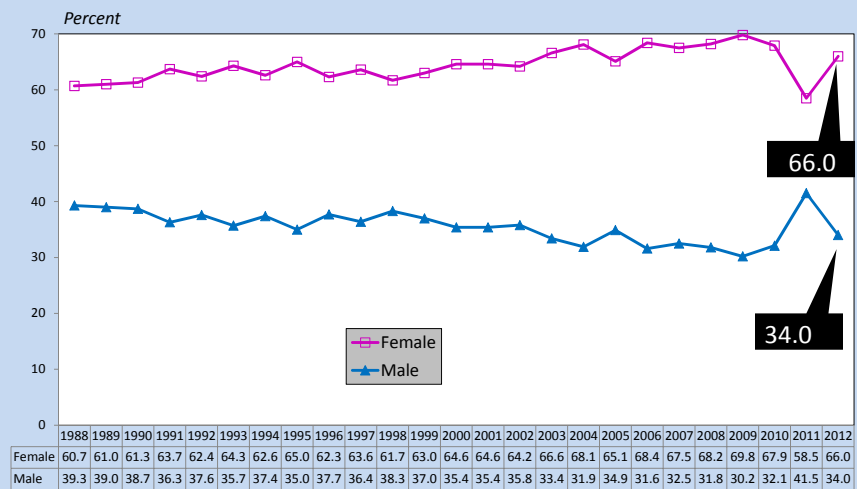
Undergraduate journalism and mass communication degrees granted by gender



Source: Annual Survey of Journalism & Mass Communication Enrollments

18. Master's degrees granted - gender

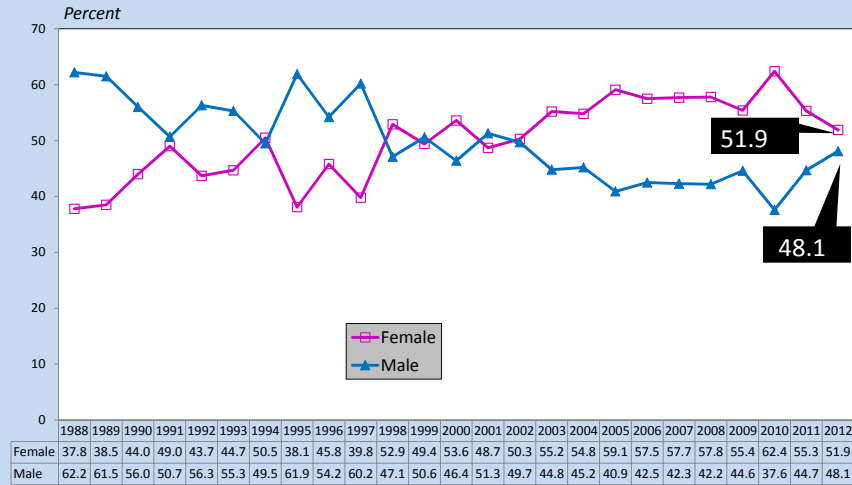
Master's journalism and mass communication degrees granted by gender



Source: Annual Survey of Journalism & Mass Communication Enrollments

19. Doctoral degrees granted - gender

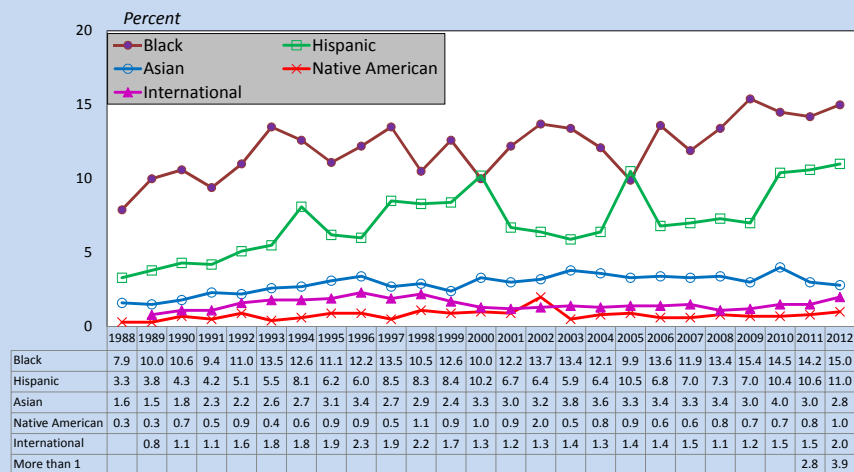
Doctoral journalism and mass communication degrees granted by gender



Source: Annual Survey of Journalism & Mass Communication Enrollments

20. Bachelor's enrollments – race/ethnicity

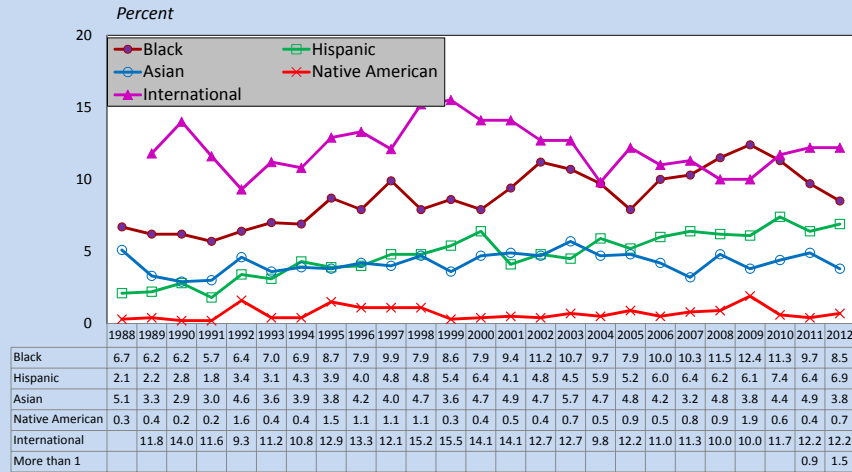
Undergraduate journalism and mass communication enrollments by racial or ethnic classification



Source: Annual Survey of Journalism & Mass Communication Enrollments

21. Master's enrollments – race/ethnicity

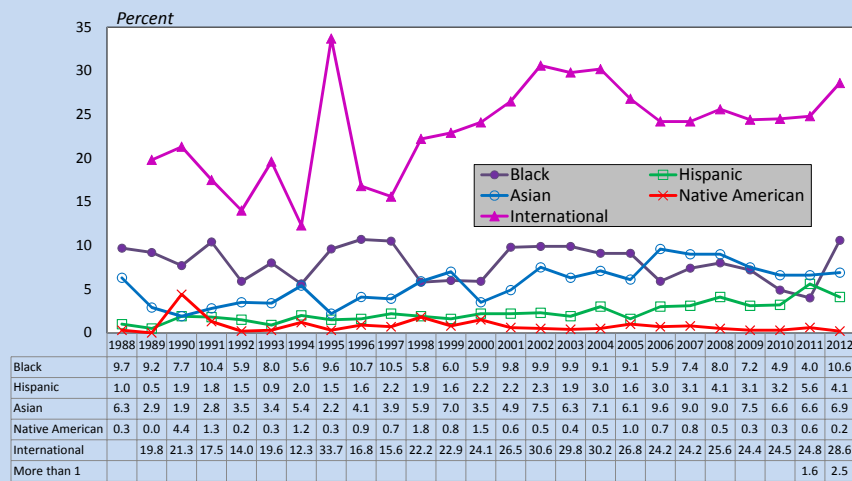
Master's journalism and mass communication enrollments by racial or ethnic classification



Source: Annual Survey of Journalism & Mass Communication Enrollments

22. Doctoral enrollments – race/ethnicity

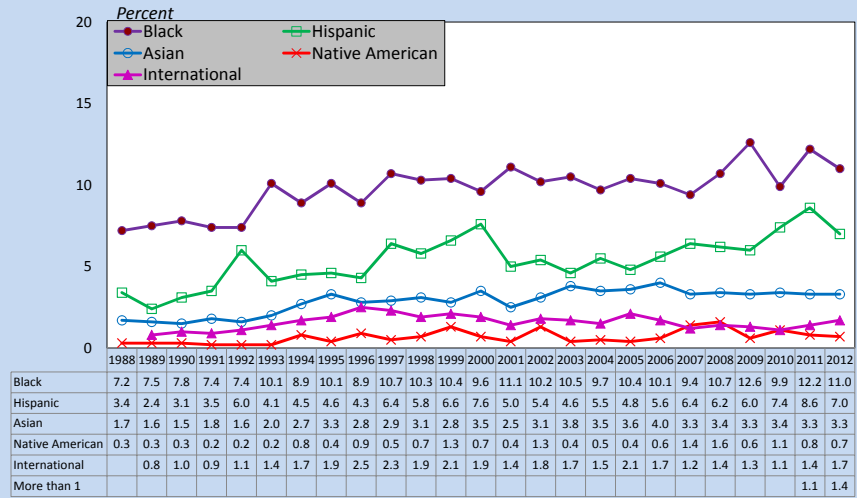
Doctoral journalism and mass communication enrollments by racial or ethnic classification



Source: Annual Survey of Journalism & Mass Communication Enrollments

23. Bachelor's degrees – race/ethnicity

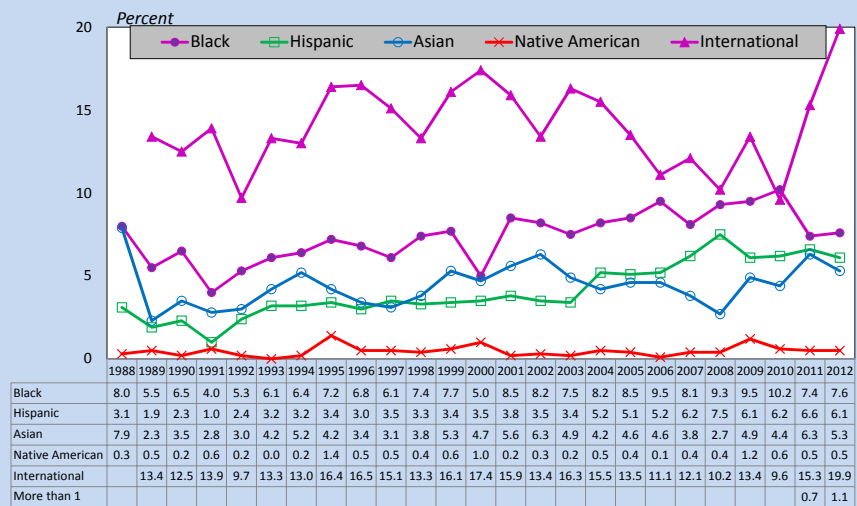
Undergraduate journalism and mass communication degrees granted by racial or ethnic classification



Source: Annual Survey of Journalism & Mass Communication Enrollments

24. Master's degrees – race/ethnicity

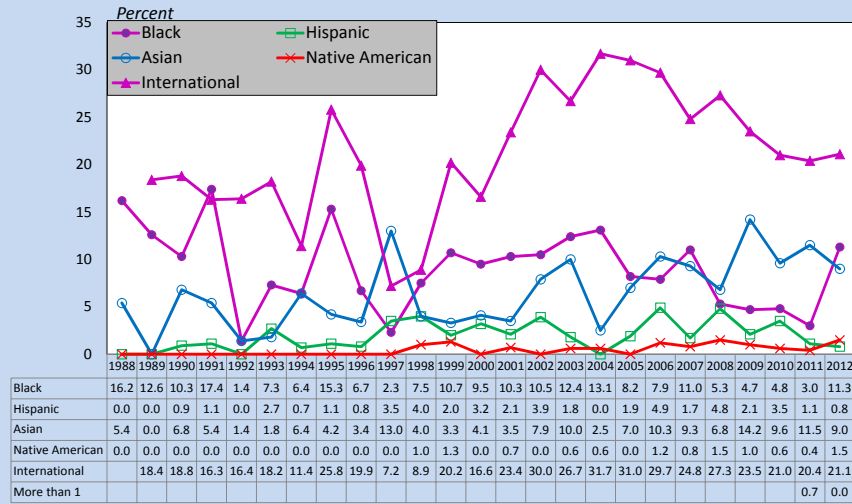
Master's journalism and mass communication degrees granted by racial or ethnic classification



Source: Annual Survey of Journalism & Mass Communication Enrollments

25. Doctoral degrees – race/ethnicity

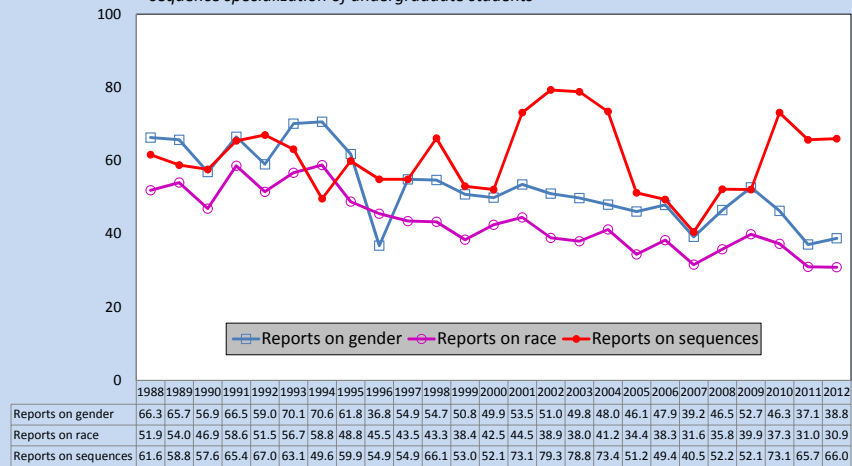
Doctoral journalism and mass communication degrees granted by racial or ethnic classification



Source: Annual Survey of Journalism & Mass Communication Enrollments

26. Reports on student characteristics

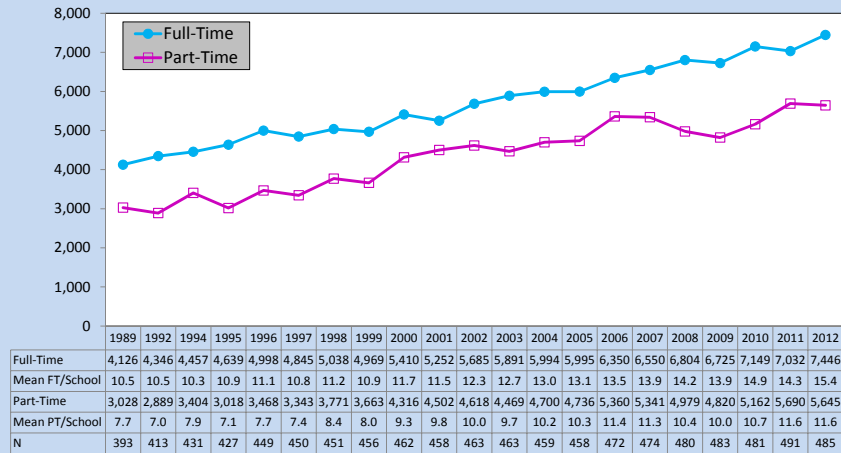
Percentage of units reporting on race/ethnicity, gender, and sequence specialization of undergraduate students



Source: Annual Survey of Journalism & Mass Communication Enrollments

27. Faculty Size

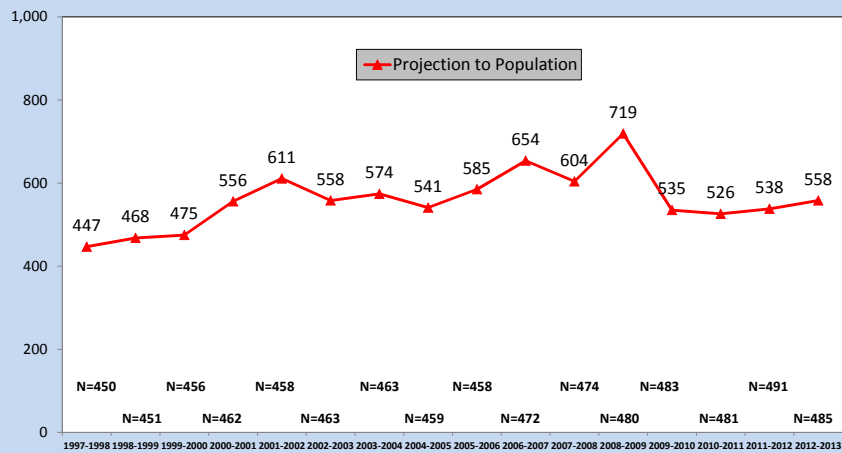
Faculty size of journalism and mass communication units



Source: Annual Survey of Journalism & Mass Communication Enrollments

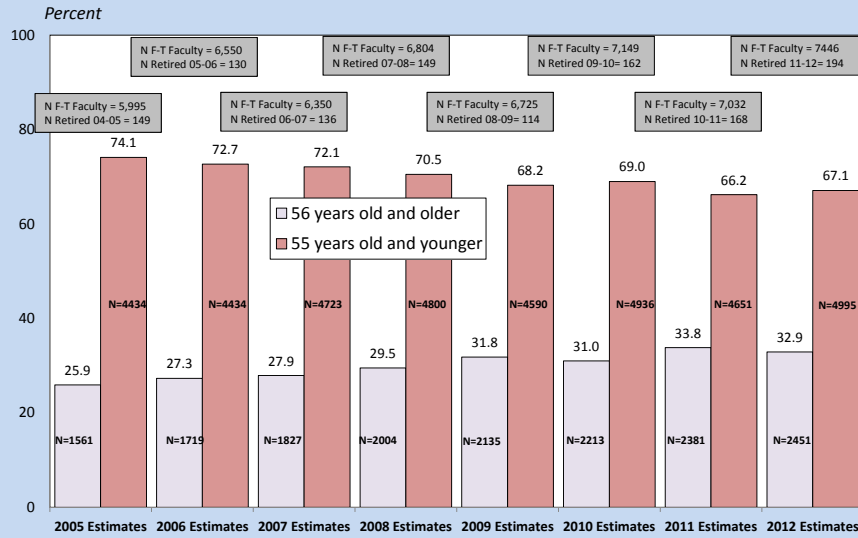
28. Hiring of full-time faculty

Journalism and mass communication faculty hiring in full-time positions; For 1997-1998 through 2012-2013



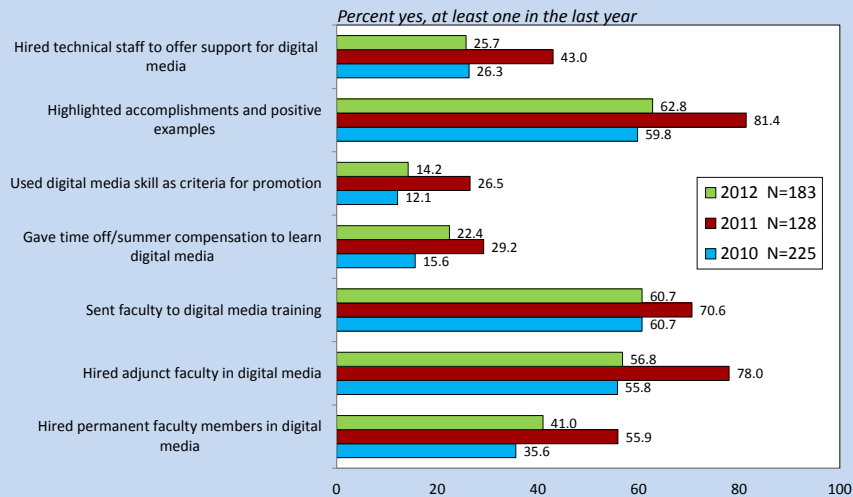
Source: Annual Survey of Journalism & Mass Communication Enrollments

29. Age of full-time journalism and mass communication faculty



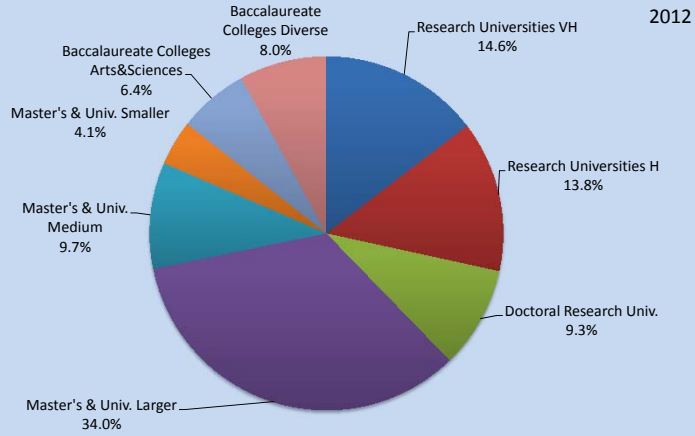
Source: Annual Survey of Journalism & Mass Communication Enrollments

30. Personnel strategies for digital media



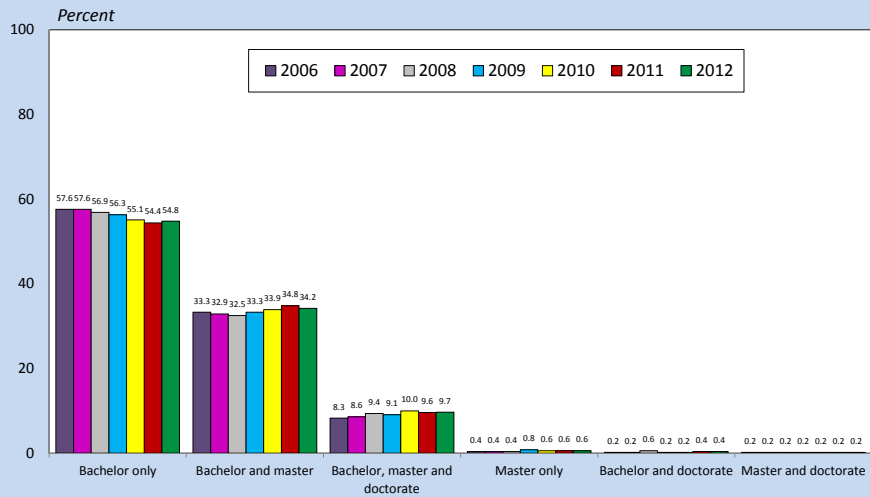
Source: Annual Survey of Journalism & Mass Communication Enrollments

31. Carnegie classification (2010) of journalism and mass communication programs



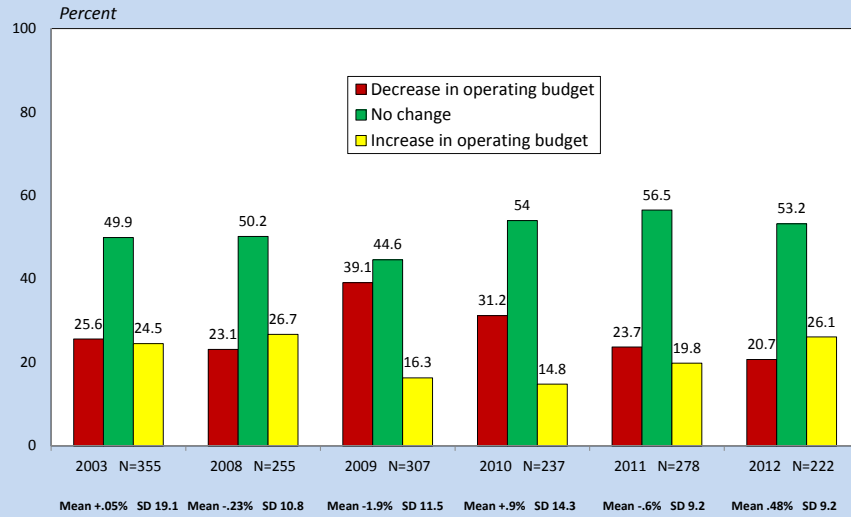
Source: Annual Survey of Journalism & Mass Communication Enrollments

32. Programs classified by journalism degrees granted



Source: Annual Survey of Journalism & Mass Communication Enrollments

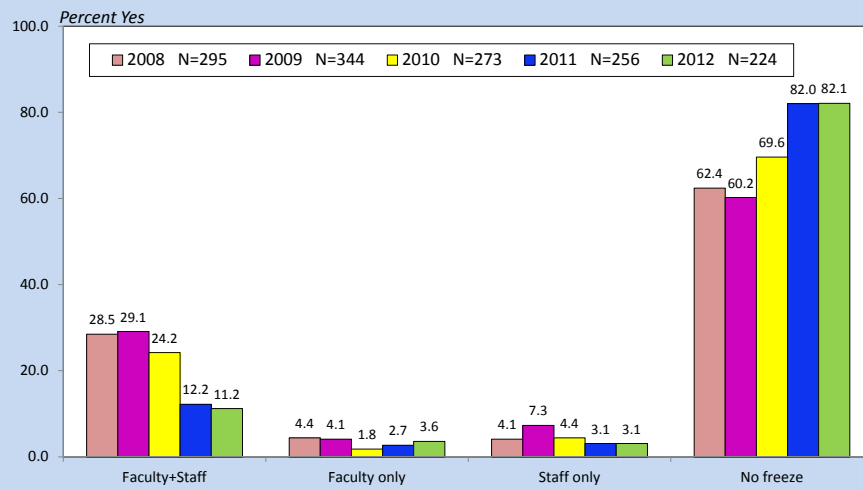
33. Changes in operating budget



Source: Annual Survey of Journalism & Mass Communication Enrollments

34. Hiring freeze at university

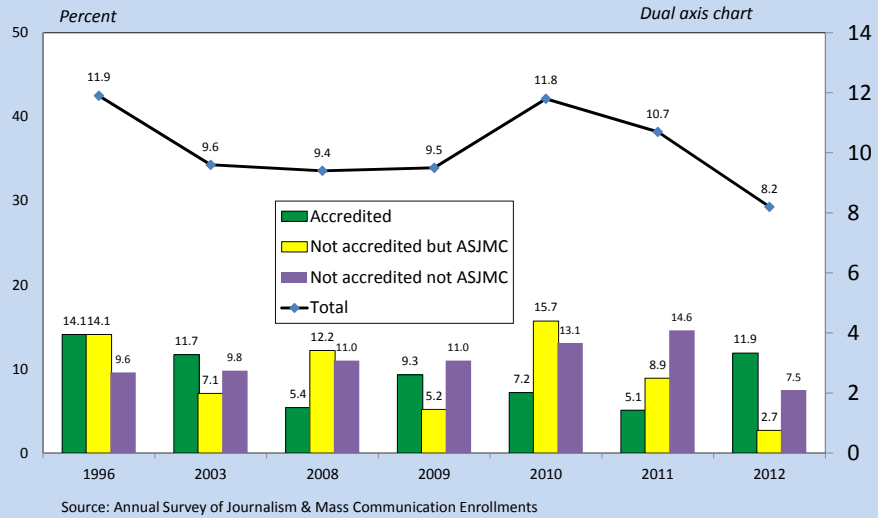
Is there a hiring freeze at your university?



Source: Annual Survey of Journalism & Mass Communication Enrollments

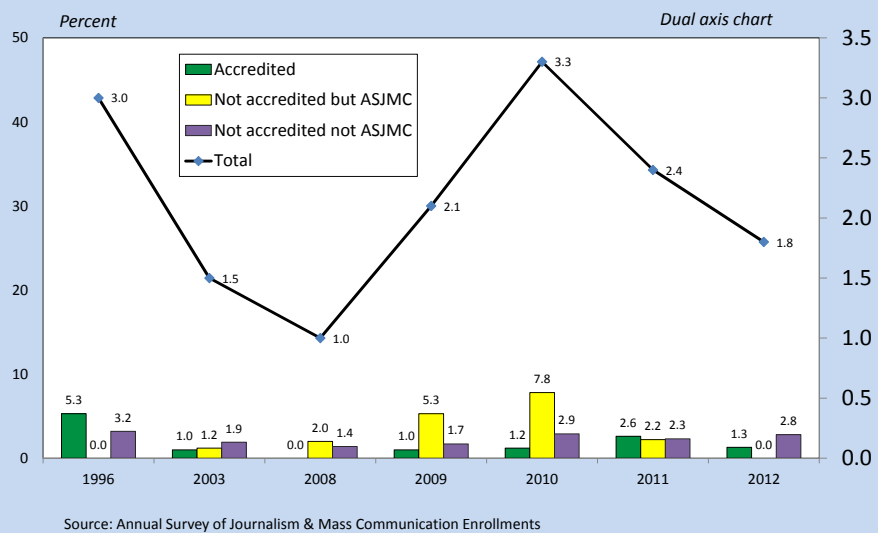
35. Merger of programs

Administrators who reported serious discussion about combining their program with another



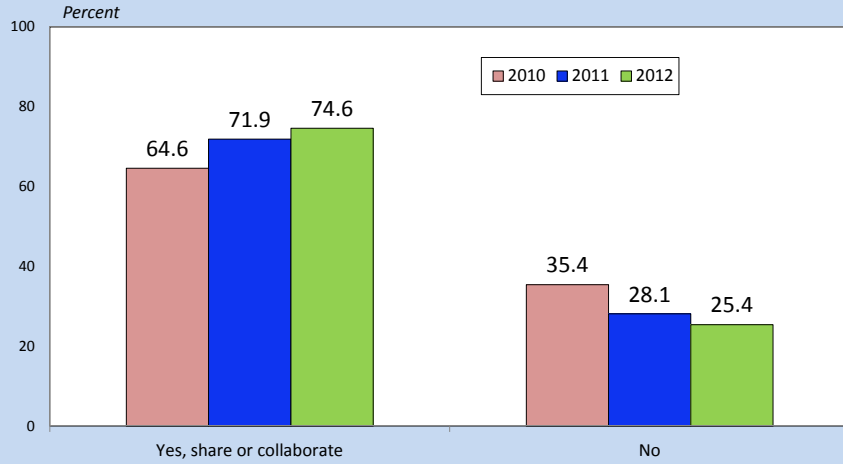
36. Elimination of programs

Administrators who reported serious discussion about eliminating their program



37. Sharing a program or collaborating on curriculum with other academic units

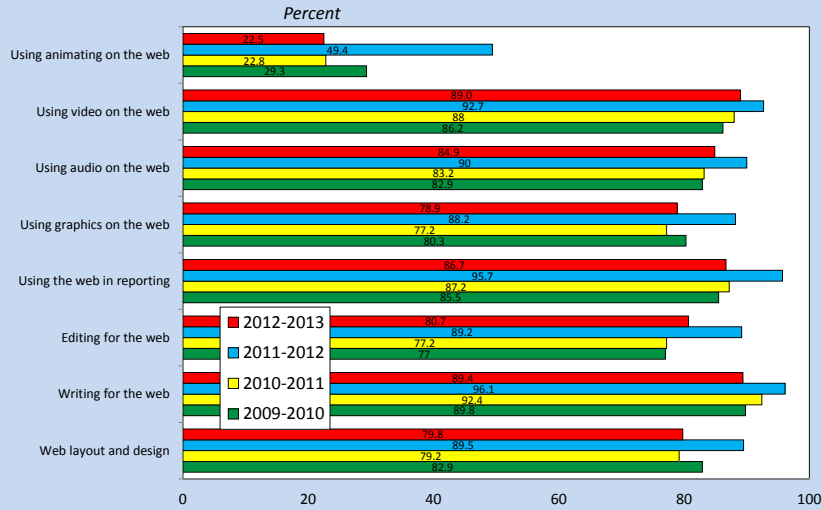
Administrators who reported they shared a program or collaborated with other academic units



Source: Annual Survey of Journalism & Mass Communication Enrollments

38. Skills taught in curricula I

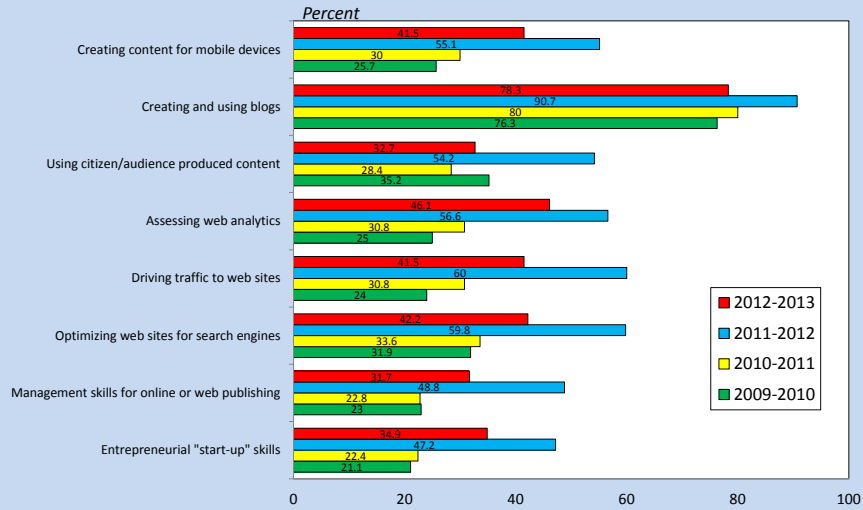
Types of skills now being taught in journalism and mass communication curricula



Source: Annual Survey of Journalism & Mass Communication Enrollments

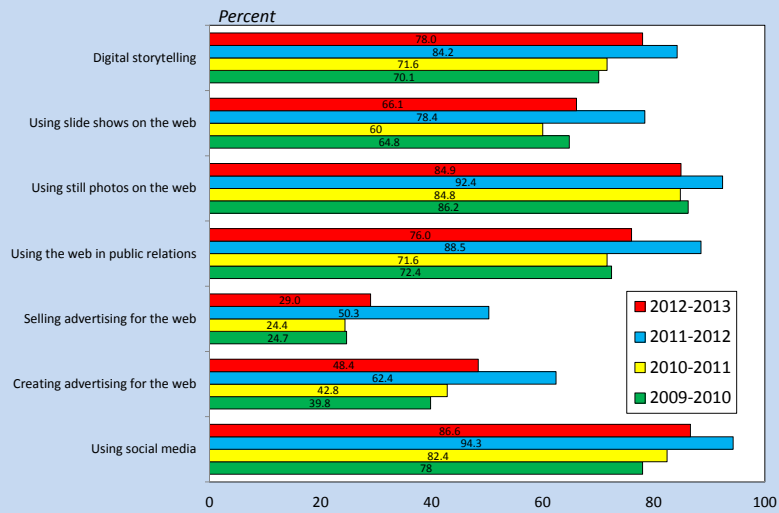
39. Skills taught in curricula II

Types of skills now being taught in journalism and mass communication curricula



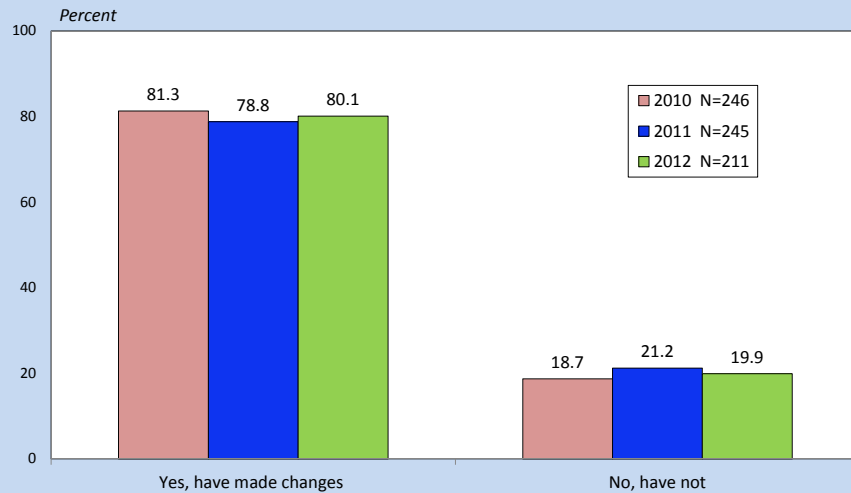
40. Skills taught in curricula III

Types of skills now being taught in journalism and mass communication curricula



41. Made changes in the curriculum

Administrators who answered if they made changes in their curricula



Source: Annual Survey of Journalism & Mass Communication Enrollments

42. What changes did they make in the curriculum

- **Added multi-media courses**

"Broadened courses to include multi-media."

"Multi-media moved to an advanced study in our curriculum."

- **Added social media courses**

"Created a new course: Making Sense of Social Media."

"Social media courses at graduate and undergraduate level."

- **Merged journalism curricula**

"Merged and integrated broadcasting and journalism curriculum."

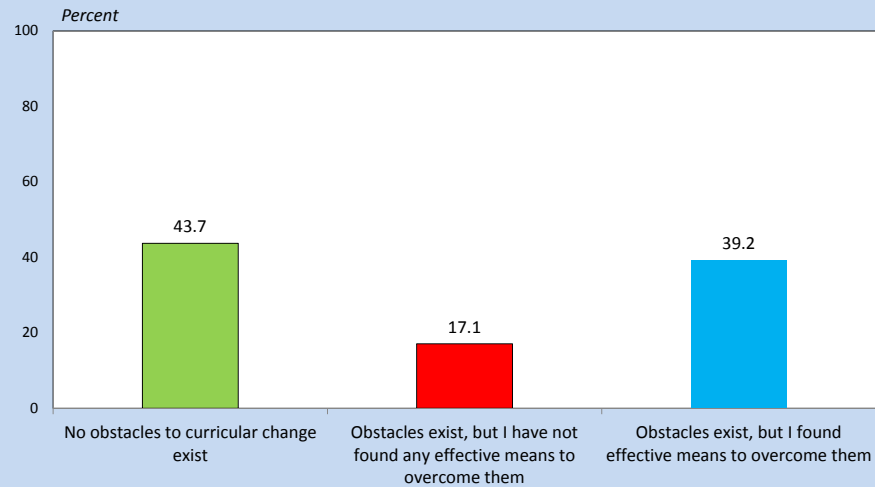
"Realigned Journalism curriculum to merge print and broadcast."

- **Created strategic communication specializations**

"Total redesign of our strategic communication undergraduate (advertising, PR, corporate/advocacy/nonprofit communication) curriculum."

"Converted PR and advertising courses to strategic communication courses."

42. Obstacles to curricular change



Source: Annual Survey of Journalism & Mass Communication Enrollments

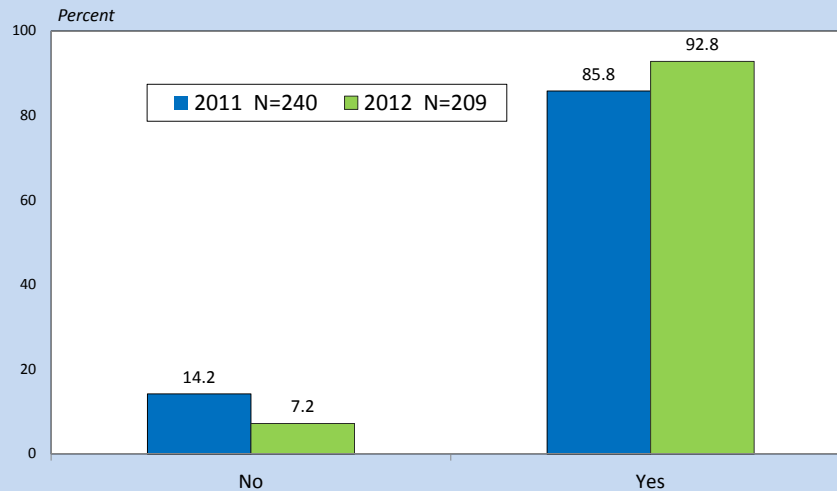
44. What obstacles did they face

- **Limited resources for new hires and technology courses**
"Budget/Resources at department/college level."
"Financial restraints regarding hiring qualified faculty."
- **Reluctance of faculty to change**
"Faculty hired before 1990 resistant to updating course content."
"Senior faculty who are reluctant to make major changes to curriculum in their areas."
- **Need to hire**
"Not having enough faculty to support curricular changes."
"The lack of faculty members to teach the required communication courses."
- **Bureaucracy**
"Bureaucracy at the College and University level (Academic Affairs)."
"Inability to unilaterally approve course without going through the College of Arts and Sciences curriculum committee."

43. Program assessment

Q 2011: Do you have in place any formal program for assessing the impact of your curriculum on your students?

Q 2012: What formal or informal mechanism, if any, do you have in place to evaluate your curricular offerings?



Source: Annual Survey of Journalism & Mass Communication Enrollments

46. What mechanisms they had to evaluate their curricular offerings

- **Annual or multi-year assessment**
"Annual assessment of learning outcomes."
"4 year assessment plan: all outcomes specific to JAMC curriculum."
- **Curriculum Committee**
"Curriculum Committee composed of faculty to review course offerings."
"Curriculum Committee & Chair review enrollments and changing program needs."
- **Student evaluation**
"Student exit surveys. Teacher/course evaluations. Senior portfolio class."
"Student faculty/curriculum survey of courses taken with instructor."
- **Other strategies**
"Conducted focus groups."
"Portfolio review; advisory boards; embedded assessment; internship evaluations."
"We have outside professionals who evaluate senior portfolios."