INSIDE:

2018 Survey of Journalism & Mass Communication Enrollments
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Submissions
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Survey of Journalism &
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Executive Summary

• Among the 218 journalism and mass communication programs that reported their degree programs, 100% offered a bachelor’s degree, 42.2% offered a professional master’s degree, 36.3% offered a research master’s degree, and 17.4% offered a PhD.

• The number of programs offering online bachelor’s, professional master’s, research master’s, and doctoral degrees increased from 2015. The largest increases were observed in online bachelor’s degrees (4.6 percentage points) and online professional master’s degrees (5.4 percentage points).

• Enrollment in undergraduate programs was more-or-less stable between 2015 and 2018. Among the programs that reported enrollment data in both 2015 and 2018, undergraduate enrollments decreased by only 0.9%. Although master’s enrollments decreased by only 1.1%, PhD enrollments decreased by 14.5% among programs reporting data across both time periods.

• Strategic communication sequences remain the most popular, followed by journalism sequences, and then electronic media sequences. However, the percentage of undergraduate students enrolled in journalism sequences increased by 1.4 points, while the percentage of undergraduate students enrolled in strategic communication sequences decreased by 1.5 points, and the number of undergraduate students enrolled in electronic media sequences stayed about the same compared to 2015.¹

• Females continue to comprise the majority of journalism and mass communication students. However, the proportion of female students decreased from 2015 in both undergraduate and graduate education. Specifically, the percentage of female undergraduate students decreased by 3.8 points, the percentage of female master’s students decreased by 4.1 points, and percentage of female PhD students decreased by 2.0 points.

• Regarding student race and ethnicity, small changes were observed between 2015 and 2018. Among undergraduate students, there was a decrease in the percentage of white students (1.8 points) and black students (2.1 points), while there was an increase in the percentage of Hispanic students (4.3 points), and the percentage of Asian and international students remained about the same. Among master’s students, there was an increase in the percentage of white students (4.7 points), black students (2.9 points), and Hispanic students (4.8 points), while there was a decrease in the percentage of Asian students (3.4 points) and international students (11.3 points). Finally, among PhD students, there was a slight increase in the percentage of white students (1.2 points) and Hispanic students (0.8 points), while there was a slight decrease in the percentage of black students (1.2 points) and international students (7.0 points).

• The percentage of programs offering undergraduate courses that focus primarily on the development of specific competencies and skills increased from 2015 for all categories. Both media ethics and visual storytelling remain the most frequent and showed the largest percentage point increases (media ethics: 5.9 points; visual storytelling: 11.6 points).
• In terms of student-run media, newspapers, radio stations, and TV stations remain the most common. However, the percentage of programs that reported having a student newspaper decreased by 6.2 points, and the percentage of programs that reported having a TV station decreased by 4.1 points from 2015, while the percentage of programs that reported having a radio station remained about the same.

• The percentage of programs requiring students in all sequences to complete an internship decreased by 4.4 points from 2015.

• The percentage of programs offering study abroad and study away opportunities remained the same compared to 2015.

• Regarding the financial health of journalism and mass communication programs, schools offering data in both 2015 and 2018 suggest a positive outlook. Specifically, the percentage of programs that saw an increase in their operating budget increased by 8.7 points from 2015.

• The percentage of programs that reported hiring freezes decreased by 1.1 points from 2015.

• As with 2015, about one quarter (25.2%) of programs reported adding new sequences, while the percentage of programs that eliminated sequences increased by 5 points.

Method

This report uses data from the 2018 and 2015 iterations of the Survey of Journalism & Mass Communication Enrollments. For both iterations, the population of journalism and mass communication programs was constructed using the Journalism & Mass Communication Directory (published by the Association for Education in Journalism and Mass Communication), which included 429 colleges and universities that offer courses in journalism and mass communication.

For the 2018 survey, journalism and mass communication program administrators were individually contacted via e-mail in mid-March 2018 with a link to the survey hosted in Qualtrics. Administrators were also provided with the option to fill out a PDF or Word version of the questionnaire and return it via e-mail. E-mail reminders were sent mid-April, early May, and early June. In addition to providing the survey link, e-mail reminders in May and June also contained PDF and Word copies of the questionnaire as attachments. Phone call reminders were made early May and early June; although, the third round of phone calls was made only to ASJMC-member schools. Additionally, a short-form of the survey that included only the basic enrollment questions was e-mailed to non-responding schools in mid-June, and phone call reminders were made to ASJMC-member schools. Finally, e-mail reminders were sent late June to schools who participated in the 2015 iteration of the survey to facilitate same-school comparisons.

These efforts resulted in a sample of 225 schools and an overall response rate of 52.4%, with a response rate among ASJMC member schools of 79.5%. Among the participating
schools, 58 (25.8%) were ASJMC member schools accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), 47 (20.9%) were ASJMC member schools not accredited by ACEJMC, and 120 (53.3%) were non-accredited and non-ASJMC member schools.

The survey asked administrators questions about enrollments (Fall 2018) and the number of degrees granted (2017-2018 academic year) in their undergraduate and graduate degree programs, as well as enrollments and the number of degrees granted broken down by sequence area and demographics. Additionally, the survey asked questions about curriculum and student development (i.e., competencies, student-run media, internship opportunities, study abroad opportunities), finances and administration (i.e., operating budget changes, hiring freezes, program changes), as well as institution characteristics (i.e., type of institution, funding, total enrollment size, and Carnegie classification) to facilitate comparisons with peer institutions.

Trends in degree programs offered, overall enrollment, and degrees granted were captured by comparing data from the schools that responded to these questions in both 2015 and 2018. All other trends were captured using the full set of data from both years. Special thanks are given to the Association of Schools of Journalism and Mass Communication for its helpful advice and feedback in preparing and conducting the survey. Special thanks are also given to the following Texas Tech University graduate students for their help in administering the survey: Rebecca Densley, Alex Olshansky, and Layne Russell.

1 For the summed sequences, journalism sequences included journalism undifferentiated, broadcast news/journalism, news editorial/print journalism, digital journalism, photojournalism, community journalism, science/technology journalism, and magazine. Strategic communication sequences included advertising, public relations, advertising and public relations combined, and strategic communication. Electronic media sequences included radio/TV, media production, film, online media, and electronic media.

2 Nine schools were excluded from these comparisons due to inconsistencies in the programs that responded for each year.

3 Special thanks are given to the Association of Schools of Journalism and Mass Communication for its helpful advice and feedback in preparing and conducting the survey. Special thanks are also given to the following Texas Tech University graduate students for their help in administering the survey: Rebecca Densley, Alex Olshansky, and Layne Russell.
1. Degree Programs
Percent of programs (N=218) that offer undergraduate and graduate degrees for 2018

- Undergraduate: Onsite degree only 87.6%, Online degree only 11.9%, Both 0.5%
- Professional master's: Onsite degree only 24.3%, Online degree only 13.3%, Both 4.6%
- Research master's: Onsite degree only 31.7%, Online degree only 3.2%, Both 1.4%
- PhD: Onsite degree only 17.0%, Online degree only 0.4%, Both 0.0%

2. Degree Programs
Percent of programs (N=128) that offer bachelor's degrees for 2015 and 2018, same schools

- Onsite only 2015: 94.5%, 2018: 89.8%
- Online only 2015: 0.0%, 2018: 0.8%
- Both 2015: 5.5%, 2018: 9.4%
3. Degree Programs
Percent of programs (N=128) that offer professional master's degrees for 2015 and 2018, same schools

4. Degree Programs
Percent of programs (N=128) that offer research master's degrees for 2015 and 2018, same schools
7. Undergraduate and Graduate Enrollments

Undergraduate and graduate enrollments for 2015 and 2018, same schools

- Undergraduate (N=123)
  - 2015: 68,367
  - 2018: 67,737

- Master's (N=52)
  - 2015: 3,390
  - 2018: 3,555

- PhD (N=15)
  - 2015: 482
  - 2018: 412

8. Undergraduate and Graduate Degrees Granted

Undergraduate and graduate degrees granted for 2018

- Bachelor's (N=142)
  - 2018: 25,890

- Master's (N=79)
  - 2018: 4,325

- Doctoral (N=41)
  - 2018: 560
9. Undergraduate and Graduate Degrees Granted

Undergraduate and graduate degrees granted for 2015 and 2018, same schools

- Bachelor's (N=77)
  - 2015: 13957
  - 2018: 14036
- Master's (N=35)
  - 2015: 854
  - 2018: 1102
- Doctoral (N=13)
  - 2015: 99
  - 2018: 81

10. Undergraduate Enrollments by Sequences

Percent of undergraduates enrolled in sequences for 2015 and 2018

- Advertising
- Public relations
- PR & Advertising combined
- Strategic communication
- Strategic communication summed
- News editorial/print journalism
- Broadcast news/journalism
- Journalism undifferentiated
- Journalism summed
- Radio/TV
- Media production
- Electronic media summed

- 2015
- 2018
11. Bachelor’s Degrees Granted by Sequences
Percent of bachelor’s degrees granted in sequences for 2015 and 2018

12. Undergraduate Enrollments by Gender
Percent of undergraduate enrollments by gender for 2015 and 2018
13. Master’s Enrollments by Gender
Percent of master’s enrollments by gender for 2015 and 2018

- Female: 69.4% (2015) vs. 65.3% (2018)
- Male: 30.6% (2015) vs. 34.7% (2018)

14. PhD Enrollments by Gender
Percent of PhD enrollments by gender for 2015 and 2018

- Female: 60.4% (2015) vs. 58.4% (2018)
- Male: 39.6% (2015) vs. 41.6% (2018)
15. Undergraduate Enrollments by Race/Ethnicity

Percent of undergraduate enrollments by race/ethnicity for 2015 and 2018

- White: 63.2% (2015), 61.4% (2018)
- Black: 12.8% (2015), 10.7% (2018)
- Hispanic: 11.8% (2015), 16.1% (2018)
- Asian: 3.8% (2015), 3.1% (2018)
- International: 3.2% (2015), 2.9% (2018)

16. Master’s Enrollments by Race/Ethnicity

Percent of master’s enrollments by race/ethnicity for 2015 and 2018

- White: 51.5% (2015), 56.3% (2018)
- Black: 9.6% (2015), 12.5% (2018)
- Hispanic: 6.7% (2015), 11.5% (2018)
- Asian: 5.8% (2015), 2.4% (2018)
- International: 9.1% (2015), 20.4% (2018)
19. Master’s Degrees Granted by Gender

Percent of master’s degrees granted by gender for 2015 and 2018

- Female: 2015 - 66.1, 2018 - 68.9
- Male: 2015 - 33.9, 2018 - 31.1

20. Doctoral Degrees Granted by Gender

Percent of doctoral degrees granted by gender for 2015 and 2018

- Female: 2015 - 64.4, 2018 - 62.0
- Male: 2015 - 35.6, 2018 - 38.0
23. Doctoral Degrees Granted by Race/Ethnicity

Percent of doctoral degrees granted by race/ethnicity for 2015 and 2018

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2015</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>45.5</td>
<td>48</td>
</tr>
<tr>
<td>Black</td>
<td>3.0</td>
<td>5.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.0</td>
<td>1.6</td>
</tr>
<tr>
<td>Asian</td>
<td>0.5</td>
<td>6.3</td>
</tr>
<tr>
<td>International</td>
<td>31.5</td>
<td>42.4</td>
</tr>
</tbody>
</table>

24. Competencies and Skills Taught

Percent of programs that offer undergraduate courses focused primarily on the development of specific competencies or skills for 2015 and 2018

<table>
<thead>
<tr>
<th>Skill</th>
<th>2015</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media ethics</td>
<td>30.5</td>
<td>80.6</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>34.8</td>
<td>86.5</td>
</tr>
<tr>
<td>Cross-cultural communication</td>
<td>56.9</td>
<td>82.4</td>
</tr>
<tr>
<td>Media literacy</td>
<td>61.1</td>
<td>66</td>
</tr>
<tr>
<td>Visual storytelling</td>
<td>77.1</td>
<td>88.7</td>
</tr>
<tr>
<td>Data analysis</td>
<td>42.4</td>
<td>43.3</td>
</tr>
<tr>
<td>Web layout and design</td>
<td>41.8</td>
<td>66</td>
</tr>
<tr>
<td>Web content production</td>
<td>63.2</td>
<td>68</td>
</tr>
</tbody>
</table>
27. Study Abroad and Study Away
Percent of programs that offer undergraduate study abroad and study away opportunities for 2015 and 2018

- Study abroad:
  - 2015: 96.5%
  - 2018: 96.7%
- Domestic study away:
  - 2015: 53.9%
  - 2018: 53.7%

28. Changes in Operating Budget
Percent of programs that saw changes in their operating budget for 2015 and 2018

- Increase:
  - 2015: 21.0%
  - 2018: 29.7%
- Decrease:
  - 2015: 23.8%
  - 2018: 24.6%
- No changes:
  - 2015: 55.2%
  - 2018: 45.7%
29. Hiring Freeze
Percent of programs that had hiring freezes at their university for 2015 and 2018

- Faculty only: 4.1% (2015), 5.3% (2018)
- Staff only: 2.0% (2015), 2% (2018)
- Faculty and staff: 13.5% (2015), 11.3% (2018)
- No hiring freeze: 80.4% (2015), 81.5% (2018)

30. Program Changes
Percent of programs that had program changes for 2015 and 2018

- Combined with another unit on campus: 7.5% (2015), 4.8% (2018)
- Added new sequences: 25.2% (2015), 25.5% (2018)
- Eliminated sequences: 9.0% (2015), 14% (2018)
31. Type of Institution

Percent of programs at universities and liberal arts colleges

- University: 87.6%
- Liberal Arts College: 12.4%
32. Funding of Institution
Percent of programs at public and private colleges/universities

35.1

Public

Private

64.9
33. Total Enrollment Size
Percent of programs by total enrollment size of college/university

- Greater than 45,000: 7.1%
- 30,000-44,999: 12.9%
- 15,000-29,999: 23.6%
- 5,000-14,999: 33.3%
- Less than 5,000: 23.1%
34. Carnegie Classification

Carnegie classification of college/university

- R1: Doctoral Universities – Very high research activity
- R2: Doctoral Universities – High research activity
- R3: Doctoral Universities – Doctoral/Professional
- M1: Master's Colleges and Universities – Larger programs
- M2: Master's Colleges and Universities – Medium programs
- M3: Master's Colleges and Universities – Smaller programs
- Does not apply
The Association of Schools of Journalism and Mass Communication promotes excellence in journalism and mass communication education. A valuable resource for chairs, deans and directors, ASJMC is a non-profit, educational association composed of some 155 JMC programs at the college level. Most association members are in the United States and Canada. Eight international journalism and communication schools have joined the association in recent years.

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