

**Report of ACEJMC Evaluation**  
**Professional master's/Undergraduate programs**  
2023– 2024

Name of Institution: St. Bonaventure University  
Name and Title of Chief Executive Officer: Jeff Gingerich  
Name of Unit: Jandoli School of Communication  
Name and Title of Administrator: Aaron Chimbel  
Date of 2023-2024 Accrediting Visit: November 12-15, 2023


Date of the previous accrediting visit: January 22-25, 2017 & February 10-12, 2019  
Recommendation of the previous site visit team:  
Undergraduate program: Provisional Accreditation  
Professional master's program: Provisional Accreditation

Previous decision of the Accrediting Council:  
Undergraduate program: Provisional Accreditation  
Professional master's program: Provisional Accreditation  
Revisit decisions: Accreditation (undergraduate & graduate)

**Recommendation by 2023-2024 Visiting Team:**

Undergraduate program recommendation: **Reaccreditation**

Professional master's program recommendation: **Reaccreditation**

 Prepared and submitted by:

**Team Chair**

Name and Title: Joe Foote, Dean Emeritus  
Organization/School: University of Oklahoma

*Signature*

**Team Member**

Name and Title: James Stewart, Chair, Department of Mass Communication  
Organization/School: Nicholls State University

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**Team Member**

Name and Title: Charlotte Hall, Former Editor  
Organization/School: Orlando Sentinel

*Signature*



**Team Member**

Name and Title: Cheryl Procter-Rogers, PR Strategist & Executive Coach/ Director  
Organization/School: Ernst & Young

*Signature*

A handwritten signature in cursive script that reads "Cheryl Procter-Rogers".

**Team Member**

Name and Title: Diane McFarlin, Dean Emeritus  
Organization/School: University of Florida

*Signature*

A handwritten signature in cursive script that reads "Diane McFarlin".

## Part 1: General Information

**Name of Institution:** St. Bonaventure University

**Name of Unit:** Jandoli School of Communication

**Year of Visit:** 2023-2024

### 1. Check regional association by which the institution now is accredited.

- Higher Learning Commission
- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

### 2. Indicate the institution's type of control; check more than one if necessary.

- Private
- Public
- Other (specify)

### 3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

Founded in 1858, St. Bonaventure was first established as a college with full powers to confer degrees by an act of the Board of Regents of The University of the State of New York on March 1, 1875. The State of New York granted the college a permanent Charter of Incorporation on Jan. 11, 1883. It amended the charter to include granting graduate degrees on Dec. 19, 1929.

St. Bonaventure College received university status by an amendment of the charter and approval of the State of New York and the Board of Regents on July 21, 1950.

St. Bonaventure University has institutional accreditation from the Middle States Commission on Higher Education (MSCHE), which granted the accreditation in 1924 and last reaffirmed in 2015. The regular self-study evaluation is occurring during the 2023-2024 academic year.

*Appendix A: Charter Documentation*

*Appendix B: Middle States Documentation*

### 4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

- Yes
- No

**If yes, give the date of the last accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit:** January 22-25, 2017 and February 10-12, 2019 (revisit).

**5. When was the unit or sequences within the unit first accredited by ACEJMC?** Provisional status in 2017 and fully accredited in 2019.

**6. Insert here the undergraduate mission statement and the separate mission statement for the graduate program. Statements should give the date of adoption and/or last revision.**

**JANDOLI SCHOOL OF COMMUNICATION  
OUR MISSION**

*We are committed to preparing students to be extraordinary and ethical gatherers, analyzers and communicators of information in a diverse, interactive global environment.*

*We provide undergraduate and graduate programs where students learn to investigate and wonder in their pursuit of knowledge to find truth. We value freedom of expression and basic human understanding and humility in recognition of our personal responsibility and social impact worldwide.*

*Students become better global stewards through interdisciplinary learning harnessing their creativity and wisdom making them better communicators, no matter the medium. Through entrepreneurial classroom experiences, dynamic classes, mentorship, and professional internship opportunities, we promote integrity, accuracy, diversity, professional standards and ethical principles.*

Adopted August 19, 2014  
Updated January 24, 2023

**Jandoli School of Communication  
Graduate Programs**

**OUR MISSION**

*We are committed to preparing students to be creative, extraordinary and ethical gatherers, analyzers, designers, leaders, writers, reporters and communicators of information to diverse audiences. Operating with a reverence for freedom of expression, in an open web environment, we emphasize an understanding of our social impact worldwide as professional communicators. We promote personal responsibility, accuracy, professional standards, inclusivity and ethical principles in all that we do.*

Adopted Dec. 6, 2022

In addition to our formal mission statements, the Jandoli School faculty, in 2018, opted to create a more accessible version that we call “Our Promise,” which is displayed throughout the building and illustrates our commitment to students.

**JANDOLI SCHOOL OF COMMUNICATION  
OUR PROMISE**

*At the Jandoli School, you will become a teller of truth. Two important words in that statement: “truth” and “tell.”*

*You will find within yourself the wonder of knowing, the liberation of freedom of expression, your personal and social responsibility to be faithful to the truth.*

*You will come to revel in your own wisdom, your own creativity, your own sense of ethics, your own ability to affect the world far beyond the campus.*

*This will happen:*

- *through dynamic classes, many of which mirror the entrepreneurial communication of the real world*
- *through close and constant mentorship from your professors*
- *through professional internships*

*Through all of these, you will become a true communicator and a communicator of truth, no matter the medium you make your own.*

*And that’s the truth.*

Adopted Sept. 25, 2018

All three are posted on the Jandoli School website at <https://www.sbu.edu/academics/schools-at-sbu/jandoli-school-of-communication/about-the-school>.

**7. What are the type and length of terms?**

**Number of weeks in a semester:** 15 weeks for undergraduate and two 7-week sessions each semester for graduate programs.

**Number of weeks in a quarter:** N/A

**Number of weeks in summer sessions:** 7 weeks (two sessions)

**Number of weeks in intersessions:** 4 weeks (during Winter Break)

**8. Check the programs offered in journalism/mass communications:**

Bachelor's degree

Master's degree

Ph.D. degree

**9. List the specific undergraduate and professional master's degrees as well as the majors or sequences being reviewed by ACEJMC. \*Indicate online degrees.**

Bachelor of Arts in Broadcast Journalism

Bachelor of Arts in Communication, Social Justice and Advocacy

Bachelor of Arts in Journalism

Bachelor of Arts in Media Studies

Bachelor of Arts in Sports Media

Bachelor of Arts in Strategic Communication

Bachelor of Arts in Video Production

Master of Arts in Communication\*

    Content Marketing Concentration\*

    Integrated Marketing Communication concentration\*

    Public Relations Concentration\*

Master of Arts in Digital Journalism\*

Master of Arts in Leadership\*

Master of Arts in Sports Journalism\*

**10. Credit hours required by the university for an undergraduate degree:**

(Specify semester-hour or quarter-hour credit.)

120 semester credit hours

**Credits hours required for a professional master's degree:**

Communication: 33 semester credit hours

Digital Journalism: 30 semester credit hours

Leadership: 33 semester credit hours

Sports Journalism: 30 semester credit hours

**11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.**

All Jandoli School undergraduate students must complete 100 hours of internship for each year they are a major in the school, which is 400 hours for most of our students who spend four years in the program. Many students complete more than that. The hours are counted in JMC/SC 499 – Comprehensive Experience, which is a 2-credit course and required for graduation.

**12. List each professional journalism or mass communications sequence or specialty offered in the undergraduate program and give the name of the person in charge. Add lines as needed.**

<b>Name of Sequence or Specialty</b>	<b>Person in Charge</b>
Broadcast Journalism	Chris Mackowski
Communication, Social Justice and Advocacy	Chris Mackowski
Journalism	Chris Mackowski
Media Studies	Chris Mackowski
Sports Media	Chris Mackowski
Strategic Communication	Chris Mackowski
Video Production	Chris Mackowski

**13. Number of full-time students enrolled in the institution: 2,094 in Fall 2023**

**14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.**

<u>Name of Sequence or Specialty</u>	<u>Fall 2023 Undergraduate majors</u>
Broadcast Journalism	17
Communication, Social Justice and Advocacy	6
Journalism	16
Media Studies	4
Sports Media	77
Strategic Communication	35
Video Production	13
Pre-majors (Undeclared Communication)	10
Total	178

**15. Give the number of graduate students enrolled on-site: 0**

**Number of master's students enrolled online: 75**

**16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2024 visits. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)**

**Fall 2023****Undergraduate In-Person Courses (\* indicates hybrid courses that meet in-person and online)**

Course Number	Course Name	Enrollment
JMC-110-01*	PROFESSIONAL WRITING I	15
JMC-110-02*	PROFESSIONAL WRITING I	15
JMC-110-03	PROFESSIONAL WRITING I	13
JMC-110-04	PROFESSIONAL WRITING I	15
JMC-110-05	PROFESSIONAL WRITING I	15
JMC-111-01	PROFESSIONAL WRITING II	13
JMC-201-01	NEWSWRITING & REPORTING I	12
JMC-201-02	NEWSWRITING & REPORTING I	6
JMC-201-03	NEWSWRITING & REPORTING I	13
JMC-202-01*	NEWSWRITING & REPORTING II	8
JMC-245-01	VIDEO PRODUCTION	14
JMC-245-02	VIDEO PRODUCTION	12
JMC-341-01	SPORTS TV PRODUCTION I	13
JMC-342-01	SPORTS TV PRODUCTION II	10
JMC-343-01	FIELD PRODUCTION	8
JMC-414-01	JOURNALISTS' WORKSHOP I	2
JMC-440-01	SEM. BROADCAST JOURNALISM I	4
SC-220-01	DIGITAL CONTENT & ENGAGEMENT	14
SC-301-01	STRATEGIC WRTG & PROF COMM	14
SC-301-02	STRATEGIC WRTG & PROF COMM	13
SC-301-03	STRATEGIC WRTG & PROF COMM	14
SC-301-04	STRATEGIC WRTG & PROF COMM	15
SC-301-05	STRATEGIC WRTG & PROF COMM	17
SC-301-06	STRATEGIC WRTG & PROF COMM	15
SC-301-08	STRATEGIC WRTG & PROF COMM	14
SC-304-01*	SOCIAL MEDIA STRATEGY & ENGAGEMENT	17
SC-330-01	THE ADVERTISING CAMPAIGN	10
SC-350-01	SPORTS STRATEGIC COMM	18
SC-497A-01	SYNAPSE: SYMPHONIC THINKING IN ACTION	8

**Undergraduate Online Classes**

Course Number	Course Name	Enrollment
JMC-319-01	WRITING SPACES AND PLACES	16
SC-301-07	STRATEGIC WRTG & PROF COMM	15



### Graduate Online Courses

Course Number	Course Name	Enrollment
COM-510-72L01	EMBRACING ANALYSIS: MAKING MEANING FROM DATA	8
COM-555-72L01	MASTERING THE RESEARCH: FIELDWORK	1
COM-650-71L01	INTEGRATING PR IN A GLOBAL MARKET	6
COM-720-72L01	INTEGRATING VISUALS: COMMUNICATION DESIGN	5
COM-800-71L01	MASTERING THE FIELD: THESIS	2
COM-830-72L01	MASTERING THE PROJECT: FINAL DEFENSE	4
JMC-502-72L01	WRITING AND EDITING	13
JMC-504-71L01	DIGITAL STORYTELLING	14
JMC-601-72L01	SPORTS REPORTING	12
JMC-603-71L01	DATA JOURNALISM	2
JMC-606-71L01	ART OF THE SPORTS INTERVIEW	12
JMC-701-71L01	DIGITAL PROJECT I: RESEARCH	9
JMC-702-72L01	DIGITAL PROJECT II: REPORTING	9
JMC-703-71L01	DIGITAL PROJECT III: PRESENT	5
LEAD-625-72L01	ORGAN STRUCTURE & BEHAVIOR	8
LEAD-645-71L01	ORGANIZATIONAL PERFORMANCE	6
LEAD-655-72L01	PROJECT IN STRAT LEADERSHIP	2
LEAD-660-72L01	LEADERSHIP PORTFOLIO	2

### **Spring 2023**

#### Undergraduate In-Person Courses (\* indicates hybrid courses that meet in-person and online)

Course Number	Course Name	Enrollment
JMC-110-01	PROFESSIONAL WRITING I	12
JMC-111-01*	PROFESSIONAL WRITING II	16
JMC-111-02*	PROFESSIONAL WRITING II	14
JMC-111-03	PROFESSIONAL WRITING II	9
JMC-111-04	PROFESSIONAL WRITING II	14
JMC-201-01	NEWSWRITING & REPORTING I	9
JMC-202-01	NEWSWRITING & REPORTING II	13
JMC-202-55	NEWSWRITING & REPORTING II	2
JMC-245-01	VIDEO PRODUCTION	15
JMC-263-01	SPORTS PHOTOJOURNALISM	11
JMC-312-01	SPORTS WRITING	9
JMC-340-01	BROADCAST REPORTING	5
JMC-341-01	SPORTS TV PRODUCTION I	11
JMC-342-01	SPORTS TV PRODUCTION II	15
JMC-345-01	ON-AIR ANNOUNCING	9
JMC-401CR-55	SP TOP: COMMUNITY REPORTING	1
JMC-401X-55	SP ST: NEWS 21	1

JMC-415-01	JOURNALISTS' WORKSHOP II	9
JMC-441-01	SEM. BROADCAST JOURNALISM II	2
JMC-443A-01	TOPICS IN ADV PROD: DIRECTING	6
JMC-445-01	DOCUMENTARY	10
SC-220-01	DIGITAL CONTENT & ENGAGEMENT	17
SC-301-01	STRATEGIC WRTG & PROF COMM	15
SC-301-02	STRATEGIC WRTG & PROF COMM	14
SC-301-03	STRATEGIC WRTG & PROF COMM	16
SC-301-04	STRATEGIC WRTG & PROF COMM	13
SC-301-05	STRATEGIC WRTG & PROF COMM	15
SC-301-06	STRATEGIC WRTG & PROF COMM	15
SC-301-07	STRATEGIC WRTG & PROF COMM	15
SC-301-08	STRATEGIC WRTG & PROF COMM	14
SC-320-01*	PRINC & PRACT OF PUB RELATIONS	11
SC-401B-01	SP TOP: AD AGENCY LEADERSHIP	1
SC-430-01	AAF CASE STUDY	18

#### Graduate Online Courses

Course Number	Course Name	Enrollment
JMC-502-72L01	WRITING AND EDITING	10
JMC-503-71L01	DIGITAL REPORTING	15
JMC-504-72L01	DIGITAL STORYTELLING	15
JMC-504-72L02	DIGITAL STORYTELLING	3
JMC-602-72L01	SOCIAL MEDIA STORYTELLING	10
JMC-604-71L01	CODING & INTERACTIVE STORYTELLING	9
JMC-606-71L01	ART OF THE SPORTS INTERVIEW	15
JMC-606-71L02	ART OF THE SPORTS INTERVIEW	7
JMC-701-71L01	DIGITAL PROJECT I: RESEARCH	8
JMC-702-72L01	DIGITAL PROJECT II: REPORTING	8
JMC-703-71L01	DIGITAL PROJECT III: PRESENT	14
JMC-703-71L02	DIGITAL PROJECT III: PRESENT	5
COM-590-71L01	EMBRACING STRATEGIC THINKING	5
COM-650-71L01	INTEGRATING PR IN A GLOBAL MARKET	6
COM-664-71L01	INTEGRATING CONTENT CREATION: VISUAL, COPY & OPTIMIZATION	3
COM-720-72L01	INTEGRATING VISUALS: COMMUNICATION DESIGN	8
COM-800-71L01	MASTERING THE FIELD: THESIS	3
COM-830-72L01	MASTERING THE PROJECT: FINAL DEFENSE	4
LEAD-640-71L01	LEADING CHANGE	11
LEAD-645-71L01	ORGANIZATIONAL PERFORMANCE	6
LEAD-655-72L01	PROJECT IN STRAT LEADERSHIP	8
LEAD-660-72L01	LEADERSHIP PORTFOLIO	8

**17. Total expenditures planned by the unit for the 2023–2024 academic year: \$1,326,128**  
**Give percentage increase or decrease in three years: 4.5% increase**  
**Amount expected to be spent this year on full-time faculty salaries: \$921,959**

**18. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.**

Anna Bulszewicz, lecturer  
Aaron Chimbel, dean and professor  
Kimberly DeSimone, professor, diversity advocate and director of the MA in leadership  
Heather Harris, assistant professor and director of the MA in communication\*  
Pauline Hoffmann, associate professor and assessment coordinator  
Mike Jones-Kelley, lecturer  
Anne Lee, lecturer  
Rich Lee, professor  
Chris Mackowski, professor and associate dean for undergraduate programs  
Tammy Rae Matthews, assistant professor  
Carole McNall, assistant professor  
Brian Moritz, associate professor and director of the MAs in journalism  
Scott Sackett, lecturer  
Tara Walker, assistant professor and internship coordinator  
Denny Wilkins, professor

\*Sabbatical (full-year, half-teaching sabbatical during the 2023-24 academic year)

**19. List names of part-time/adjunct faculty teaching at least one course in fall 2023. Also list names of part-time faculty teaching spring 2023. (If your school has its accreditation visit in spring 2024, also provide the spring 2024 adjunct list in the updated information.)**

Fall 2023

John Bartimole  
Sam Borden  
Laurie Branch  
Danny Bush (professional-in-residence)  
Christopher (CJ) Gross (DEI leader-in-residence)  
Jessica Huseman  
Rick Karnath (director of broadcasting)  
Gina LaDelfa  
Jerry Lee  
Amy Moritz  
Shannon Specht

Spring 2023

Ola Adelakun  
John Bartimole  
Sam Borden  
Denise Bunk-Hatch

Danny Bush (professional-in-residence)  
Kirsten DiCarlo  
Donald Gilliland  
Christopher (CJ) Gross (DEI leader-in-residence)  
Mike Hoffman (associate provost, chief information officer and dean of graduate studies)  
Rick Karnath (director of broadcasting)  
Gina LaDelfa  
Jerry Lee  
Craig Melvin  
Wyleia Miller  
Amy Moritz  
Cindy Royal

**20. For each of the last two academic years, please give the total number of graduates.**

**Undergraduate:**

**2022-23 academic year: 31**

**2021-22 academic year: 30**

**Master's students:**

**2022-23 academic year: 47\***

**2021-22 academic year: 29**

\*Increase in graduates reflects the first graduating cohorts of the sports journalism and digital journalism master's programs.

## **PART II — Standard 1: Mission, Governance and Administration**

St. Bonaventure is a private university of 2,094 students founded in 1856 by Franciscan friars. It is located in rural Southwestern New York near the Pennsylvania border. Journalism has been a department since 1949; the school is named for its founding chair, Russell J. Jandoli. The Jandoli School of Communication currently offers seven undergraduate and four master's degrees. All of the graduate programming is online and asynchronous. At the revisit in 2019, the school offered two undergraduate and two master's degrees. The school is led by a dean who reports to the Provost. ACEJMC granted initial full accreditation in 2019.

### **Unit performance with regard to indicators:**

**(a) The unit has a written mission statement and a written strategic long-range plan that provides vision and direction for its future, meaningful short-term measurements, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.**

The unit's most recent strategic plan was approved in 2022, following the university's latest plan in 2021. A key measure of this plan and the previous one has been a goal to remodel the building where the school has been housed for the past 40 years. That goal is now one of the five pillars of the university's comprehensive campaign and a prominent part of its strategic plan, providing a huge boost to the school's future. Construction is expected to begin in 2024. The school believes that it's being targeted for special treatment in the comprehensive campaign also signals abiding administrative support more broadly and deeply. Another goal is to "aggressively recruit students through multiple enrollment streams," which helps explain the proliferation of undergraduate majors since the last visit. Other areas of the strategic focus on leadership in diversity efforts and staying nimble within a rapidly changing professional and technological environment.

**The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.**

The school's website posts the mission statement and strategic plan in the "About" section, one level below the main page.

**Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?**

Given its Franciscan roots, the mission statement anchored by ethical responsibility, free expression and social responsibility seems appropriate for the school and fits it well. The strategic plan is up-to-date, visionary, but practical, easy-to-understand and conforms to the university's strategic plan. The dean and the faculty committee of the whole are the guardians of the plan.

**(b) The unit’s administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.**

The dean, hired after the school had been given provisional accreditation, is the first administrator to have come from outside the unit. Since arriving in 2018, he has led the school with energy, vision and collegiality. During his tenure, the school has received full accreditation, increased the number of undergraduate majors from two to seven, increased the number of master’s degrees offered from two to four, restored sagging undergraduate enrollment, maintained robust graduate enrollment, lifted diversity, equity and inclusion to an ongoing priority and raised more than half of the \$10 million needed for a major renovation of the communication building. The dean has repaired and improved relations with alumni and involved them in multiple projects within the school, including the development of a new, highly successful master’s degree in sports journalism. The dean has gained respect and trust from higher administration and is an impressive advocate of the school. He is both the second most senior and youngest dean on campus. Faculty speak highly of his collegiality, his responsiveness and his visionary leadership. Students laud his near constant communication about opportunities within and beyond the Jandoli School.

**(c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).**

All information required for the ACEJMC database is current.

**(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.**

Current enrollment and retention data are available on the website under the “About” tab.

**(e) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.**

The faculty operate as a committee-of-the-whole and have policies in place to insure significant faculty governance. The faculty try to reach consensus when possible.

**(f) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.**

A clear, well-tested, set of procedures exists to select and evaluate administrators.

**(g) Faculty, staff and students have avenues to express concerns and have them addressed.**

Multiple procedures are in place to handle concerns and grievances. The school tries to handle issues locally.

**Professional master's program / Unit performance with regard to indicators:**

**(h) The unit has a separate written mission statement and a written strategic long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.**

The graduate program has its own mission statement, a truncated version of the undergraduate one. It does not have a separate strategic plan, and the program has an overall strategic plan that does not mention the graduate programs specifically. Given that the now fully online graduate programs draw from a national rather than regional audience, that the students are mainly part-time professionals rather than full-time residential undergraduates, that the number of master's graduates exceeded undergraduates in 2022 and that the growth trajectory of the sports journalism master's is likely to bring a significant number of additional graduate students into the school, a carefully crafted, bespoke strategic plan for the graduate programs would be prudent.

**(i) The unit has designated administrative oversight of the professional graduate program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional graduate program.**

Both the journalism and the communication-related master's programs are supervised by full-time faculty. While the school prefers not to operate with committees, there seemed to be a need for a dedicated graduate committee to deal with assessment challenges and long-term planning for these burgeoning programs.

**SUMMARY:**

**(Undergraduate)**

The Jandoli School has made significant strides since its initial site visit seven years ago. The dean hired in 2018 has brought dynamism to the curriculum and set the school on an ambitious, positive course. He has managed well with upper administration, alumni and the professional community as well as with faculty and students. The faculty is highly collegial and feels comfortable acting as a committee-of-the-whole. Overall, governance is responsive, solid and forward-thinking.

**Overall evaluation (undergraduate program) compliance/noncompliance: Compliance**

**(Professional Master's)**

The oversight of the master's programs, which have seen even more flux than the undergraduate programs over the past five years, has not kept pace with the undergraduate program. The management is competent and responsive, but the growth of the program and the need for long-term vision has outrun the infrastructure that oversees it.

**Overall evaluation (graduate program) compliance/noncompliance: Compliance**

## PART II — Standard 2: Curriculum and Instruction

### Unit performance with regard to indicators:

Discussions of indicators b, c and f should describe and evaluate individual academic sequences in the unit.

**(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.**

The University requires all undergraduate students to complete a 37-hour general education program of courses in the liberal arts and sciences, including courses in English, history, philosophy, natural sciences, theology and Franciscan studies, literature and the visual and performing arts, math and social sciences. Beyond the 37-hour program, all undergraduates also are required to take at least one diversity course and one intensive writing course. Jandoli students usually take the required intensive writing course in the school.

The Jandoli School also requires all of its students to meet a competency level in a modern or classical language, often requiring 12 hours of language courses, and to take one course in mathematics. In addition, all majors in the unit, except video production, have additional requirements that include three or six credits in the School of Arts and Sciences or the School of Business.

One major, Communication, Social Justice and Advocacy, requires a minor or second major outside the unit. Students are not allowed to have a double major or a minor in the school. Minors or a second major outside the school are encouraged. The unit identifies 10 courses in the Jandoli School, most of them electives, that contribute to a liberal arts perspective, including Internet and the Law, Women, Minorities and the Media, Media and Democracy, and Global Marketing and Communication.

**(b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student values and competencies listed by the Council.**

The School's curriculum has gone through a major restructuring since its last accreditation review. The number of undergraduate majors has grown from two—Journalism and Strategic Communication—to seven majors—Broadcast Journalism, Journalism, Sports Media, Strategic Communication, Video Production, Media Studies, and Communication, Social Justice and Advocacy.

The number of master's degree programs has doubled from two—Strategic Leadership and Integrated Marketing Communications—to four—Communication, Digital Journalism, Leadership and Sports Journalism. All graduate courses are fully online and asynchronous.

The expanded range of undergraduate majors and graduate degrees reflects the school's understanding of the profound changes in human communications in the 21st century, as well as the rapidly shifting professional fields. The new degrees have enabled the school to be current in its offerings and increase



its appeal to prospective students. Overall enrollment, which had been slipping in the early years of the review period, has stabilized and shown post-Covid gains.

The self-study points out that throughout its history, the school has been primarily a professional program. The curricula in the expanded list of undergraduate majors largely reflect that focus. Writing and ethics are core values of the university, and the school emphasizes writing and infuses the teaching of ethics into many courses.

All undergraduate students take five required courses: two skills courses in professional writing and two conceptual courses: Media Law and Ethics and Communication Today, plus a fifth course, Comprehensive Experience, a two-credit course that prepares seniors to seek jobs in their chosen fields and also requires 400 hours of internships spread over four years. Popular electives such as Internet and the Law, Women, Minorities and the Media, and Media and Democracy also focus on theories and concepts.

The wide array of undergraduate courses, both required and elective, provide a rich learning experience, both in theoretical understanding and skills acquisition, and many blend the theoretical and professional. The five core courses required of all majors provide a solid base of learning about the ACEJMC's professional values and competencies. Additional courses required by various majors or offered as electives deepen that learning. With seven undergraduate majors and varying course requirements, however, it is difficult to assess whether ACEJMC's 10 professional values and competencies are taught in the same depth and breadth across all seven majors, each with its own course requirements and electives. For example, the Broadcast Journalism major must take 12 required courses in the unit, plus choose one more from a short list of four, all from the school and focusing on skills. At the other end, students in Media Studies, one of the new majors, take only seven required courses plus five from a list of 26 courses, some in the unit and some in the arts and sciences.

In addition to the five core courses required for all undergraduates in the school and the math and language requirements, each major has additional requirements which teach the core competencies:

**Broadcast Journalism:** Students take two semesters of Reporting and Writing, Video Production, Digital Content and Engagement, Broadcast Reporting, plus two semesters of Seminars in Broadcast Journalism, which require reporting and production for the weekly campus television news broadcast. In addition students must choose one elective from a list of four focusing on broadcast journalism skills. Students also take one economics course outside the unit.

**Communication, Social Justice and Advocacy:** Requirements beyond the five core courses include a generous mix of skills and theory courses integrating the principles of free speech, multicultural history, writing and critical thinking skills. The major requires two Reporting and Writing courses, Writing for Advocacy, Digital Marketing, Principles and Practices of Public Relations and The Advertising Campaign, plus one skills elective from Strategic Communication courses and one theory elective from Media Studies courses. Students are also required to select a minor or second major outside the Jandoli School to give them deeper knowledge and experiential learning.

**Journalism:** Students take two semesters of Reporting and Writing, Video Production, Digital Content and Engagement, and two semesters of Journalists' Workshop, in which students write and produce a

local news website TapIntoGreater Olean. They also take any two three-credit courses in the school, plus one economics course and one speaking course, both outside the school.

**Media Studies:** A multidisciplinary major constructed to provide the greatest number of options for students with few requirements. It is used primarily by students who have either specialized needs or are having difficulty marshaling their credits into a particular major. Beyond the core five courses, majors take two required courses in the unit: Social Media in Society/Business and Communication Research Methods, and they choose any five courses from a list of 26 courses — 17 of them in the unit and nine in the School of Arts and Sciences. They are also required to take a course on effective speaking and presentations.

**Sports Media:** Students take two reporting and writing courses, Video Production, Digital Content and Engagement, and Sports Communication. They also take one six-credit experience from a choice of four: 1. two sports TV Production courses (producing programming on the University's sports teams), 2. two Journalists' Workshop courses (TapIntoGreater Olean), 3. Seminar in Broadcast Journalism I and II (producing weekly TV newscasts on the university's television channel), or 4. six credits in Synapse: Symphonic Thinking in Action, offering students the opportunity to act as associates of a marketing communications consultancy in a business setting on campus.

**Strategic Communication:** The required 41 hours of courses includes a mix of theory and skills courses that aligns with competencies of ACEJMC and with the undergraduate education standards of the Public Relations Society of America. Beyond the five core courses students take Synapse, a capstone course in which students act as associates of a marketing communications consultancy on campus, a survey elective in advertising or public relations, two writing courses, one production elective, one engagement elective, two required courses in marketing and a speaking and presentation course.

**Video Production:** Students take Video Production, one six-credit experience from either Sports TV Production I and Sports TV Production II, or Seminar in Broadcast Journalism I and Seminar in Broadcast Journalism II. In addition they take four electives in the School, choosing among Field Production, Studio Production, Post Production, Topics in Advanced Production, Documentary World Cinema, Sports TV Production I (if not already taken in the requirement); Sports TV Production II (if not already taken), Seminar in Broadcast Journalism I (if not already taken) or Seminar in Broadcast Journalism II (if not already taken).

**(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.**

When an ACEJMC site team visited the School in 2017, resulting in a recommendation for provisional accreditation, one of the weaknesses noted in the undergraduate program was a lack of focus on the digital revolution. "While the school clearly is aware of the importance of the digital revolution," the team wrote, "neither the displays in the building nor student conversation emphasizes the importance of the revolution."

Two years later, on a revisit, an ACEJMC team found that courses were being continuously revised to reflect the continuing digital revolution, and that the School had pioneered online degree programs at the University.

Today, the ever-changing digital environment informs the Jandoli School's curriculum and its new lineup of majors. Faculty members continually update courses to keep their instruction current, and many course offerings focus on digital communication or journalism. For example, the first course taken by all majors, Communication Today, discusses how digital media have changed all areas of communication and might impact communication going forward. Other courses that specifically include instruction in the way digital technology is shaping communication include Digital Content and Engagement, Digital Marketing, Social Media in Society, Digital Content and Engagement, Measurement SEO/SEM/Analytics, Social Media Strategy and Engagement.

In the new masters program, students who met with the site team expressed satisfaction with the format and the support they received from their instructors and the school. Most of them also work full-time, and the online, asynchronous platform gives them flexibility about when they study and take part in online discussion.

Alumni of the school, the Advisory Council members and the Advisory Board for the master's in Sports Journalism, as well as adjunct faculty who are currently working in the professions, have helped shape the curricular changes. Faculty also stay current with trends in the industry through contacts with alumni, other professionals and their own freelance projects.

**Broadcast Journalism:** Majors take a required course called Digital Content and Engagement, which explores content development and engagement strategies for the fields of social media, digital publications, public relations, and business communication. Mobile Journalism is an elective in the major, focusing on producing immediate and informative content for digital and social media.

**Communication, Social Justice and Advocacy:** This degree program requires 44 credit hours, which is more than any program in the school. In addition to the required courses, the major offers a mix of communications, public relations, marketing and writing courses. Many of the required and elective courses focus on current digital skills, including Digital Marketing, Social Media in Society/Business, Measurement and SEO/SEM/Analytics, Digital Content and Engagement.

To help students fulfill their purpose and passions, students are able to choose six credits from an extensive list of more than 30 social issues courses offered across the university. They are also required to select a minor or second major outside the Jandoli School to give them deeper knowledge and experiential learning in their chosen specialty.

**Journalism: Digital Content and Engagement** (see above for description) is a required course. The principles and practices of reporting for digital news platforms is taught in Reporting and Writing, another required course. And the fundamentals of using and editing video and field cameras to tell stories is taught in Video Production.

**Media Studies:** The major requires only two courses in the Jandoli School beyond the core five required of all majors. Students shape their own major by choosing five electives from among a broad menu of 26 other courses in Jandoli and the School of Arts and Sciences. Many elective courses deal with current social issues surrounding digital media such as Women, Minorities and Media, Media and Democracy, and Writing in Digital Environment.

Sports Media: Digital Content and Engagement is a required course (see above for description). Majors also have a rich choice of hands-on learning opportunities in using technology to produce video coverage of sports. Video Production, a required course, teaches how to tell news and features stories using various types of visual technology. Students also learn how to shoot video in the field and turn it into a story.

Strategic Communications: The mix and rigor of the courses offered are aligned with the education standards outlined by the Public Relations Society of America. The communication and leadership master's programs are a natural next step option for those completing the requirements for this major with an interest in further study.

Video Production: The degree paths at the undergraduate level are current and in line with professional expectations regarding digital and technological media competencies, students are required to complete roughly 100 internship hours per year, thus they have tremendous opportunity to work with professional organizations. The on-campus options are robust. For example, students work with ESPN+ both as interns as part of particular courses to webcast sports events on campus.

**(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.**

The unit spends about half of its non-salary operating budget to support travel, research and faculty development. Faculty have traveled to many conferences and professional development opportunities, from AEJMC to the International Association for Communication and Sport. Training in digital skills has also been supported, with faculty attending Poynter's Teachapalooza, a summit on using GIS technology, and a conference on digital marketing education.

The dean has encouraged strong relations between the faculty and alumni working in journalism and communications. Across the curriculum the unit makes excellent use of professionals. They often appear as guest speakers in classes and other events and mentors for students.

**(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.**

All courses this Fall, both undergraduate and graduate, are under 20 students, ranging from 1 to 18. The same was true in the Spring of 2023.

**(f) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours). When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.**

Internships are an integral—and required—part of the Jandoli School experience. All undergraduate students are required to obtain at least 400 internship hours, the equivalent of 10 40-hour weeks. For transfer students the requirement is 100 hours for each year in the school. Credit for the internship hours is given through a required 2-credit course entitled Comprehensive Experience, a fourth-year course that prepares students for job interviews, including creation of resumes and portfolios. Students must pass the course and fulfill the internship requirement to receive their degrees, and they must have their required internship hours to pass the course.

A faculty member serves as the school's internship coordinator, receiving a one-course reduction each semester. The coordinator oversees all internships, screens outside requests for interns, maintains contacts with many internship providers, and oversees the school's internship web page. Students also seek information from the school's alumni databases, which goes back more than 50 years. The University's Career and Professional Readiness Center offers additional services, including practice interviews and access to a Handshake website that houses job and internship opportunities.

In recent years, students have taken part in a wide range of internships, including the New York Mets, the League of Women Voters, the American Dairy Association, WHEC-TV in Rochester, the Buffalo Bills, the New York State Assembly and Legal Assistance of Western New York, to name just a few.

The unit's internship coordinator must approve each internship, based on the professional supervision provided and the relevance to the communication field. A minimum of 300 of the required 400 hours must be under the supervision of communications professionals. More than half of students find their own internships, although some students said it was difficult to secure positions.

At the end of each internship, the supervisor completes a detailed evaluation form from the school. The form provides quantitative ratings on 10 standards, qualitative data from more subjective questions, and the supervisor's opinion about whether they would hire the intern in a suitable position. The quantified data, gathered since 2006, allows the school to assess whether students regularly fall short in any performance areas.

Up to 100 of the required 400 hours of internships may be earned at the University's strong student-run media organizations, including SBU-TV, WSBU-FM, the Bona Venture (student newspaper), The Laurel (literacy magazine) and TAPinto Greater Olean, (a local news website run by the school). Students gave high marks to their work at student media, noting that they can begin work as early as their first semester and gained experience that prepared them for professional internships.

**Professional master's program / Unit performance with regard to indicators:**

**(g) At least half of the required credit hours are in either professional skills courses or integrate theory and skills appropriate to professional communication careers.**

The graduate program meets this standard.

**(h) Instruction and curricular requirements for professional graduate students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.**

Students enrolled in the master's program in Communication develop comprehensive marketing campaigns as their capstones. These campaigns are presented to faculty and outside reviewers, who give the program high marks. The Leadership program is largely team-based and builds to a cumulative paper that presents a detailed analysis of a company through the leadership lens. Both programs are seasoned and demonstrably more rigorous than undergraduate. Students in the two new master's programs in Digital Journalism and Sports Journalism are receiving advanced instruction in the art of interviewing, data journalism, digital and multimedia storytelling, story pitches and presentations. Their capstones are in-depth articles or series of articles. Because the school does not retain these more comprehensive reports, only a small sampling was available for review, making it difficult to assess rigor.

**SUMMARY:**

**(Undergraduate)**

The undergraduate curriculum has undergone a remarkable transformation in the last six years, thanks to a visionary dean and a committed faculty. What had been a traditional configuration of a journalism major and a strategic communication major has become a dynamic offering of seven majors that reflect the current state of the media, the career aspirations of students and the values of the university. The new curriculum balances theory and skills learning, offers a wide range of up-to-date courses, and provides a rich experience in campus media and internships.

**Overall evaluation (undergraduate program) compliance/noncompliance: Compliance**

**(Professional Master's)**

Overall, the programs at the master's level (Communication, Digital Journalism, Leadership and Sports Journalism) are well designed to meet their stated educational objectives. The structure of the degree programs is logically connected to the indicated goals of each, and the individual courses offer challenging assignments and many opportunities to interact with working professionals.

There are some questions regarding the two newer programs – Digital Journalism and Sports Journalism. While the curriculum as published for each appears to meet ACEJMC expectations, both have graduated only one cohort. There is a scarcity of data on the curriculum's effectiveness. There were few available examples of student work. From these it was difficult to judge whether or not quality of work reached the level of "Profound," as stated in their stated goals.

**Overall evaluation (graduate program) compliance/noncompliance: Compliance**

## **PART II — Standard 3: Assessment of Learning Outcomes**

*The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another.*

### **Unit performance with regard to indicators:**

**(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.**

The unit has had a formal assessment plan since 2016. It was amended in 2018 and 2023. The plan is rooted in achieving learning outcomes modeled on the 10 “Professional Values and Competencies” expected of ACEJMC accredited programs, as outlined in Standard 2. It applies to both the graduate and undergraduate programs.

**The unit posts its assessment plan in a prominent, easy-to-find place on its website.**

There is a link to the plan on the Unit’s website:

<https://www.sbu.edu/academics/schools-at-sbu/jandoli-school-of-communication/about-the-school>

**(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies” of the Council. (See Standard 2: Curriculum and Instruction.)**

For the undergraduate programs, the unit’s assessment plan sets specific targets tied to expected learning outcomes that are based on ACEJMC competencies. On its pre/post-test assessment mechanism, senior students are expected to score at least a 70% on each of the sections.

**(c) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.**

The unit’s assessment plan for the undergraduate programs uses both direct and indirect assessment tools. Indirect measures include a university-administered post-graduation survey and Survey of Student Engagement. Direct measures include a pre/post-test system, an analysis of the Comprehensive Experience administered at the senior level and internship evaluations.

There is a matrix linking specific courses to the program’s learning outcomes. However, this matrix includes only a handful of courses that are aimed at meeting the ACEJMC’s expected learning objectives. Syllabi for the courses listed in the matrix do not all clearly reflect an effort to achieve those goals.

**(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.**

The assessment plan for the undergraduate programs includes three direct measures (as noted in C) above. Of these, involvement by professionals occurs with the internship evaluations. The assessment plan delineates input from the Advisory Council of successful alumni as an indirect measure.

**(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of “closing the loop,” generally and specifically. Multiple examples of “closing the loop” are evident.**

The assessment plan for the undergraduate program calls for the collection of data from multiple assessment tools and relayed to faculty in an annual assessment report. As part of the self-study, the unit provided the site team with a cumulative summary of assessment activities and results during this accreditation cycle. However, the unit could not provide copies of annual reports nor of minutes where the data or its use was discussed at faculty meetings.

Upon request, the unit was able to provide the following examples of curriculum change directed by assessment mechanisms.

First, starting 2018 faculty noted that the average post-test score on grammar of 75% left room for improvement. The faculty elected to implement an online grammar program, EGUMPP. However, the score actually fell to an average of 64%, prompting abandonment of this resource and the reintegration of more grammar instruction in foundational writing classes.

Second, since 2016 students scored second lowest on the law and ethics portion of the post test. As a result, faculty have renamed the Media Law Course to Media Law and Ethics in an effort to strengthen student appreciation for the relationship between the two areas. Given that both faculty and students continually stressed that writing and ethics constitute the core of education within the unit, these are significant changes.

**Professional master’s program / Unit performance with regard to indicators:**

The graduate programs also establish learning objectives with both direct and indirect measures. However, both assessment tools and measurable goals are less clearly defined. The plan indicates no benchmark scores for any of the measures. For the two newest programs – Sports and Digital Journalism – assessment of the capstone project was done as part of the grading process and included no involvement by professionals.

The learning outcomes for the graduate programs do not tie in as neatly to ACEJMC core competencies as they do at the undergraduate level, particularly the Leadership program. For example, the learning outcomes do not reference relevant media legal concerns, and reference to communication skills appear to describe those skills in general rather than as how they relate to mass media fields.

The graduate-program assessment plan includes review of data provided by a university-level student survey as an indirect measure.

At the graduate level, the plan allows for participation by professionals in evaluating the Leadership portfolio or Communication Campaign Project. As stated in the plan, “To assist in the assessment process, the program director, faculty, and alumni or other professionals may participate [emphasis added] in the review of student projects.” The plan does not indicate involvement by professionals in either the sports and digital journalism programs.



An example of using assessment data reported by the unit involves review of the capstone project. At the graduate level, students in the Communication program have their final project reviewed by both faculty and professionals. In Fall 2018, no students passed this review initially, and only 50% passed with revisions. In six of the seven semesters between Fall 2018 and Fall 2020, the failure rate on the first attempt was 100%. Success on the second attempt ranged from 50 to 88%. For Fall 2021 faculty added a midpoint course to better prepare students for that final project. Since the introduction of this course, the number of students who were successful on the first try ranged from 17% to 100%, and 50% to 75% on the second.

This provides evidence of curriculum development via assessment processes in one of four programs.

**The unit's professional master's program has a written assessment plan, posted to its website; collects and reports data from its assessment activities; and applies the data to improve curriculum and instruction.**

It does have a plan posted to the website. However, the use of data generally or professional involvement in assessment is not present in Sports or Digital Journalism, which have produced one cohort.

#### **SUMMARY:**

##### **(Undergraduate)**

The Unit has an assessment plan, and upon request was able to provide examples of change inspired by it. The plan includes both multiple measures and input from professionals. There seemed to be some evidence of "closing the loop;" however, the unit was not able to provide annual reports or relevant minutes. The matrix could link learning outcomes to all relevant courses, rather than just a few.

**Overall evaluation (undergraduate program) compliance/noncompliance: Compliance**

##### **(Professional Master's)**

While the unit does have a plan for the graduate program using multiple measures and the previously accredited two graduate programs have a more mature and capable assessment performance, there are several concerns:

- 1) There was limited available data for the two newest programs – Sports and Digital Journalism –, which have produced one cohort to date.
- 3) These two programs did not involve professionals in the assessment process.
- 4) The unit was not able to prove annual assessment results.
- 5) There appears to be some confusion over the differentiation between course grading and program assessment.

**Overall evaluation (graduate program) compliance/ noncompliance: Noncompliance**

## PART II — Standard 4: Diversity and Inclusiveness

### Unit performance with regard to indicators:

**(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit’s definition of diversity, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.**

**The unit posts its diversity plan in a prominent, easy-to-find place on its website.**

The guiding principles for the unit’s five-year plan for diversity, equity and inclusion, created in 2018, is rooted in Franciscan values. It addresses the number one priority as outlined in the strategic plan for the University, “Become a university community that is a leader in diversity, equity and inclusion,” the university seeks to:

- Refine policies in each division and school to ensure a DEI focus through accountability and rewards.
- Transform into a proactive culture that invests in DEI from student recruitment to graduation to faculty/staff and the curriculum and across campus that is invigorated by a chief diversity officer, DEI office and financial support.
- Require ongoing DEI development and training for faculty, staff and students.

The unit’s strategic plan has a diversity priority to “expand leadership in diversity, equity and inclusion initiatives.” Its DEI plan is posted prominently on the Jandoli School of Communication website, as well as in each classroom, and includes tactics more than strategies:

1. Create a diversity advocate and committee (composed of three faculty members and a student graduate assistant).
2. Analyze and revise the CORE undergraduate and graduate curriculum/syllabi to meet diversity goals.
3. Increase faculty/staff access to diversity resources and training.
4. Identify and incorporate diversity/inclusion in the physical and digital space.
5. Establish the Jandoli School as a university-wide DEI influencer.

The DEI plan provides a clear definition of diversity, identifies under-represented groups and outlines key performance indicators for measurement and improvement. According to the dean and the unit’s DEI faculty leader, the plan is intentionally overt and measurable, making it more tactical than strategic. The reviewer failed to locate any communications on the website updating progress on the DEI plan. Annual updates are provided to faculty; the unit’s DEI leader serves on the university’s DEI committee and the dean provides regular updates to the university leadership.

2023 marks the end of the current plan. The 2024-2028 plan includes auditing textbooks for diverse language and content, and establishing a student committee to build on the successes promoting diversity, equity, and inclusion within the Jandoli School of Communication.

**(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.**

Throughout the program, the unit's curriculum encompasses various perspectives and issues in mass communications within a global and culturally diverse context. A significant number of the courses offered in the school address cultural communications proficiency. Syllabi are audited regularly for compliance, and currently there is a 91.9% compliance rate among syllabi submitted for review.

**(c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.**

According to each faculty interviewed, there is a clear understanding amongst the faculty and staff that the diversity efforts are needed and well overdue. The dean and DEI unit leader complete DEI professional development courses and share new learning with the faculty and staff. Mandatory DEI training has been implemented for faculty and staff each semester and participation is aligned to Key Performance Indicators (KPIs) for annual reviews.

The faculty has become more diverse since the 2015-16 self-study, especially in terms of part-time, adjunct and temporary faculty. The school doubled the number of multicultural full-time and part-time faculty to eight. Female full-time faculty increased from five to nine. An African American alum and cultural consultant is currently serving as DEI leader in residence.

**(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.**

While the school has no direct role in selecting students for admission, the dean and DEI leader support the efforts of enrollment and work to ensure there is a focus on creating a diverse student population. Once enrolled, the unit has established a culture of student support and engagement that has a positive impact on retention and graduation rates. Alums play a key role in retention, serving as mentors, classroom speakers, project assessors, and providing internships.

Data is collected and analyzed each year to measure representation across various populations:

As of the 2022—2023 academic year:

- Black/African American: 11% representation within the unit, compared to 4.8% in the institution.
- White: 77%, closely aligning with the institution's 76.7%.
- Hispanic/Latino (any race): 7% representation, exceeding the institution's 6.5%.
- Two or more races: the unit has a 3% representation, matching the institution's 3%.

Both the Jandoli School's and university's overall retention rates for Fall 2017 to Fall 2021 were 82%.

**(e) The unit demonstrates that it has an inclusive climate, free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

**Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.**

Evidence of the plan’s success can be seen through various means, including reviewer interviews and visual cues within the building. The efforts to create awareness and reduce bias is noted through the diversity of past and upcoming classroom speakers, student awards and other recognition.

Throughout the building and in each classroom, there are posters outlining the diversity plan with an emphasis on impacting students as they progress through the funnel from prospective student to alumni/donor.

**Academic year: 2022 – 2023 Full-time faculty**

<u>Group</u>	<u>% of total</u>		<u>% of total</u>	
	<u>Female</u>	<u>faculty</u>	<u>Male</u>	<u>faculty</u>
<u>Black/African-American</u>				
<u>White</u>	7	47	5	33
<u>American Indian/Alaskan native</u>				
<u>Asian</u>			1	7
<u>Hispanic/Latino (any race)</u>	1	7		
<u>Native Hawaiian / Other Pacific Islander</u>				
<u>Two or more races</u>				
<u>Other race</u>				
<u>International (any race)</u>	1	7		

**Academic year: 2022 – 2023 Part-time/adjunct faculty**

<b>Group</b>	<b>% of total</b>		<b>% of total</b>	
	<b>Female</b>	<b>faculty</b>	<b>Male</b>	<b>faculty</b>
Black/African-American	1	4%	1	4%
White	12	43%	11	39%
American Indian/Alaskan native				
Asian	1	4%		
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races			1	4%
Other race				
International (any race)	1	4%		

**Professional master’s program / Unit performance with regard to indicators:**

**Provide a brief discussion of Indicators (a) through (d) as they apply to the professional master’s program.**

The master’s program incorporates DEI components throughout the curriculum and is integrated into grading, including master thesis projects. Instruction is focused on creating a global mindset to have a deep understanding of the complexities of the world. Each course explores how cultural contexts influence communications, ensuring students gain audience empathy and insights into the nuances shaping media content, reception, and interpretation. Faculty members bring a wealth of diverse backgrounds and extensive expertise to the classroom. Their firsthand experiences and research in global communications enrich students' learning by providing valuable real-world insights into the challenges and opportunities presented by cultural diversity.

The school has consistently retained graduate students from underrepresented groups at a significantly higher rate compared to the university as a whole. For the Fall 2017 to Fall 2021 graduate cohorts, the school retained underrepresented minorities at a rate of 75%, which is nine percentage points higher than the university's average for the same group, which stood at 66%. Over the same period, the university retained all graduate students at a rate of 61%, while the school achieved a retention rate of 74%. The school retains a slightly higher percentage of minority students than the university.

The school proactively engages in targeted outreach to underrepresented communities through various channels, including Diversity, Equity, and Inclusion (DEI) social media posts. The admissions team collaborates with community organizations, networks, and platforms that serve diverse populations. Being visible at select events and employing culturally sensitive communication, they raise awareness about the opportunities available through the professional master's program. Mentoring and advising place an important role in enhancing the college experience.

## **SUMMARY:**

### **(Undergraduate)**

The Jandoli School of Communication has made notable strides in its pursuit of establishing a deliberate and transparent plan for diversity, equity, and inclusion. Faculty, staff, and alumni actively participate in integrating diversity throughout the school through training, targeted recruitment efforts, curriculum development, and holding themselves accountable via syllabi audits and other compliance measures. While all acknowledge that what has been achieved is a significant first step, there is consensus that further efforts are needed, particularly in the recruitment of diverse full-time faculty.

**Overall evaluation (undergraduate program) compliance/noncompliance: Compliance**

### **(Professional Master's)**

The Jandoli School of Communication has made remarkable advancements in its commitment to fostering an intentional and overt departmental, strategic dedication to diversity, equity, and inclusion. Faculty, staff, and alumni are actively engaged in promoting diversity throughout the school through comprehensive training programs, precisely targeted recruitment initiatives, curriculum design enhancements, and rigorous accountability measures such as syllabi audits and other compliance safeguards. All seem to agree that this represents a substantial first step, but there is unanimous agreement that more extensive work lies ahead, particularly in the recruitment of diverse full-time faculty members.

**Overall evaluation (graduate program) compliance/noncompliance: Compliance**

## PART II — Standard 5: Faculty

### Unit performance with regard to indicators:

#### **(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.**

The full-time faculty teach the vast majority of required and core courses, ranging from teaching 80 percent of those courses in the 2020-2021 academic year to 71 percent in 2022-2023.

The faculty meet regularly to discuss curricular development. Academic Year 2021-2022 there were eight meetings; likewise in AY 2022-2023 there were eight. Curriculum development is a central component of these meetings.

Since the prior self-study, the unit has added five undergraduate majors and two online graduate degrees. These later two were developed in consultation with professionals and guided by faculty discussion.

Full-time faculty are the primary source of the unit's creative, scholarly and service activities (see Section E below).

Leadership develops teaching schedules in conference with faculty.

#### **(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.**

The Department has 15 full-time faculty. Eight hold Ph.D.s, and four others terminal degrees (one J.D. and three MFAs). The average level of professional experience across full-time faculty is just under 16 years, while the average record of full-time teaching experience is 12.9 years.

In Fall 2022, the part-time faculty averaged 25.8 years of professional experience and 9.3 years of part-time teaching experience.

There are nine tenured faculty members. The faculty includes five full professors, two associate professors, four assistant professors and four non-tenure-track lecturers. Two of the assistant professors hold tenure, as tenure and promotion are not joined at St. Bonaventure.

The faculty collectively hold memberships in 10 professional or academic associations, ranging from The New York State Bar Association, to the Society of Professional Journalists, to the Society of Environmental Journalists.

Faculty regularly attend academic conferences and have made more than 50 presentations at these gatherings. They also take advantage of on-campus professional development opportunities, such as working with University's Damietta Center for Multicultural Student Affairs to schedule workshops.

One of the unit's primary strengths – repeated frequently by students – is the professional relationships maintained by the faculty. Students consistently report that these relationships have helped them find mentors and internship opportunities, as well as post-graduation employment options.

The students also had overwhelming praise for faculty support in general. They referenced many instances where faculty were available for professional or academic assistance even when that faculty member was not the student's instructor in the moment.

**(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.**

The unit has a detailed document outlining promotion and tenure requirements, which references ACEJMC guidelines at multiple locations.

The University requires that faculty members teach four courses per semester in addition to conducting research, advising and performing service activities. "Full professors who remain active in scholarship" have a one-course release, and faculty may receive a course reduction for special tasks, such as directing the master's program.

Faculty, who choose to do so, may teach additional courses for added compensation.

During this review period, four members of the faculty sought either promotion and/or tenure (one received promotion and tenure; two promotions; and one tenure). All applications were approved.

The University's sabbatical system allows faculty to apply for sabbatical each seventh year. Leaves, "may be awarded for one full-pay semester, a full year at half pay or as half-time teaching for two semesters with full pay." Typically, they are approved. Five members of the faculty received sabbaticals during this review period.

The unit supports research through a travel fund, endowments and "discretionary" funds. Twelve of the full-time faculty received financial support from these sources during this review period.

Unit faculty undergo annual self-evaluation, which is reviewed by the dean. Each semester students complete an online evaluation of all instructors. Results of these reviews are provided to the dean and considered as part of the annual review process. The unit also has a tradition of informal peer review for courses, pedagogy, and teaching methods.

The dean and/or peers perform formal classroom evaluation of those seeking promotion.

**(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.**

Unit faculty presented 15 refereed conference papers this review period and more than 50 presentations in all. The unit also reports that during this review period faculty produced 749 pieces of work encompassing, "Presentations, workshops, invited lectures, seminars, journal reviews, judging and



moderating, professional blog posts.” The University recognized that activities within this area are in keeping with expectations of programs such as the unit as indicated by promotions, tenure, sabbaticals and financial support granted faculty. The number of peer-reviewed articles at eight over seven years was on the light side.

**(e) The faculty has respect on campus for its university citizenship, the quality of education and the scholarly contributions the unit provides.**

The faculty has produced a variety of work during this review period – including seven refereed journal articles, 15 refereed conference papers, 84 juried creative works, two books, 18 book chapters and 31 books edited – particularly given the heavy teaching load.

Scholarship, Research, Creative and Professional Activities	By Unit *	By Individuals				Totals (15)
		Full Professors (5)	Associate Professors (2)	Assistant Professors (4)	Other Faculty** Lecturers (4)	
Awards and Honors	17	8	2	7		17
Grants Received Internal	8	3	2		3	8
Grants Received External	1	1				1
Scholarly Books, Sole- or Co-authored	2	2				2
Textbooks, Sole- or Co-authored	0					0
Books Edited	31	29		2		31
Book Chapters	18	13	1	5		19
Monographs	0					0
Articles in Refereed Journals	7	4	1	3		8
Refereed Conference Papers	15	4	2	11		17
Invited Academic Papers	0					0
Encyclopedia Entries	0					0
Book Reviews	2	1		1		2
Articles in Non-refereed Publications	20	20				20
Juried Creative Works	84	74		10		84
Non-juried Creative Works	1	1		1		2
Other: Presentations, workshops, invited lectures, seminars, journal reviews, judging and moderating, professional blog posts	740	569	150	22	8	749

\*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. \*\*Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

**Professional master’s program / Unit performance with regard to indicators:**

**(f) Faculty members teaching in the graduate program meet the criteria for graduate instruction at that university.**

The council’s bylaws for membership in the graduate faculty are delineated and require terminal degree “and/or, in certain fields, the appropriate professional degree or license.” The Graduate Council reviews candidate credentials and, when appropriate, approves the application. Eleven members of unit faculty meet the university’s requirements for graduate instruction (one has ex officio status).

**(g) Graduate faculty oversee the curricula and course quality for professional master’s courses.**

The faculty oversee the curricula and course quality for the graduate program. The majority of courses this semester were taught by graduate faculty. In Academic Year 2022-2023, graduate faculty taught 72 percent of the courses. Each of the four master’s programs has a director from the full-time faculty.

**SUMMARY:**

**(Undergraduate)**

The undergraduate faculty represent a good mix of professional and academic experience. They are active in academic and professional service productivity. They maintain excellent contacts with alumni and make effective use of these contacts to enhance the educational and professional opportunities for their students. A commitment to student success is deeply appreciated by those students.

**Overall evaluation (undergraduate program) compliance/noncompliance: Compliance**

**(Professional Master’s)**

The full-time faculty are well-equipped to support a high-quality graduate program, with 11 of the 15 approved for designation as Graduate Faculty by the university’s Graduate Council. These faculty taught 72 percent of the online master’s courses offered this fall. Each holds at least one graduate-level degree and all have a measure of industry experience that is essential for a contemporary professional master’s program. The faculty here also maintain excellent contacts with alumni and make effective use of these contacts to enhance the educational and professional opportunities for their students.

**Overall evaluation (graduate program) compliance/ noncompliance: Compliance**

## PART II — Standard 6: Student Services

### Unit performance with regard to indicators:

#### **(a) The unit and institution ensure that students are aware of graduation requirements.**

Before newly admitted students arrive on campus, they receive a letter with information on requirements for graduation and for major in the Jandoli School. Then during summer orientation, faculty who serve as orientation mentors discuss first semester schedules and explain the importance of the relationship between students and their academic advisers. Incoming students are assigned an academic adviser in the summer and urged to reach out to the adviser. Students mentioned that they are also assigned a peer coach, an upperclassman in the school, for the first year who helps introduce them to the program and also makes connections to student media opportunities.

Online resources in addition to the academic catalog and school degree requirements, include the Student Planner, a degree audit that tracks students' academic progress course by course and allows them to see what courses they still need to meet graduation requirements in their major as well as university-wide requirements. In addition the my.sbu.edu portal contains a wide variety of information for students, including class schedules, academic catalogs, a GPA calculator, financial aid information, unofficial transcripts, forms for changes like dropping a course or changing a major.

#### **(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.**

The university does not have a centralized, professional advising center. Faculty do all of the academic advising in the Jandoli School, and each faculty member usually has between 15-25 students. Advising is central to the school's mission and the faculty embrace it.

The school is student-centered, and faculty are committed to the success of their students. Asked to talk about the strengths of the program, one faculty member said the connection with students and described the school as "Student-focused 100 percent." Another, an alum of the school, described advising as one of the favorite parts of the job, a way to pay forward what the school had given this faculty member. Students used words like "welcoming," "tremendous support," "personalization of advising," and "collaborative" to describe support and guidance they receive from the faculty.

#### Academic Advising:

Advising is a high priority of the school. New faculty members do not advise their first year but rather have faculty mentors to help them learn about advising. The school also conducts in-service activities to support and improve advising.

Advising is mandatory each semester before students can register for classes. Students are required to see their adviser during registration. They are encouraged to participate actively in their academic choices and are asked to come to their registration appointments already prepared with a proposed course schedule. The faculty also discuss with their advisees the degree audits in the online Student Planner that track students' progress through academic requirements.

Beyond the mandatory registration meetings, students are also encouraged to talk with their advisers at other times, especially when they have an academic problem they need to solve. “Faculty are always asking, ‘What can I do to help you,’ ” said one student. University guidelines recommend that faculty have “appropriate” number of office hours but don’t specify the number. Faculty often share their phone numbers with students and respond to emails.

Students said the Jandoli faculty leave their office doors open and always welcome students. “My adviser understands me as a person and is always there to help me,” another student said. Students also noted that many faculty are alumni of the program, creating a family atmosphere. The dean also has an open door, frequently speaking with students—and one student remembered that “The dean’s wife made us cookies.” Faculty are very collaborative with one another and their students. Both faculty and students said that if a student is assigned to an adviser not in a student’s major, the adviser will coordinate registration recommendations with other faculty members in the student’s major.

Each fall the University administers an electronic survey on advising. These quantitative measures indicate that the school does well in advising compared to other areas of the University, although the school’s response rate is lower than other schools. Each faculty member receives individualized results for the survey. While the university does not measure accuracy of advising, the school views advising as successful if students graduate in four years. Advisers track students’ progress through their twice-annual degree audits.

#### Career Advising:

A faculty with extensive experience and connections in communication professions, a highly engaged alumni professional network and an active university-wide career center form the backbone of a strong career advising system at the school.

Faculty members and the dean are always available to provide individualized career advice and counseling to students. In their classes, faculty members emphasize the wide range of careers for communication majors and also serve as examples and career advisers for their students. With broad range of professional experience, the faculty have extensive networks in the fields in which they teach.

The school maintains a strong relationship with its alums, who supply a steady stream of information on career opportunities. Faculty often introduce students via email or social media to alums for the purpose of mentorship and possible job contacts. Those contacts have sparked mentoring relationships that are ongoing. Jandoli graduates also regularly come to campus to speak to students in classes and meet with them. Many come repeatedly, including a senior vice president at ESPN, who returns often. In sports media, the school’s largest major, 15 alumni have spoken on campus in the past several years, some more than once. Students noted the importance of these professional connections with alumni—the “Bonaventure vibe,” as one student put it.

The University’s Career and Professional Readiness Center offers individual counseling, workshops and events that offer a broad range of support, including resume writing, interview practice, a freshman leadership program and for sophomores and juniors a professional etiquette seminar on professionalism in the workplace. The Jandoli internship coordinator collaborates with the center to identify internship opportunities and full-time jobs for students. Students also mentioned that the center has helped them find internships.

**(c) The unit keeps students informed about its policies, activities and requirements.**

Beyond the meetings with faculty advisers and the open door practice of most faculty members, the school has multiple ways of keeping students informed.

A video notice board occupies a prominent position on the first floor of the Murphy Professional Building – home of the school – and fliers are often posted throughout Murphy. Bulletin boards are available for posting upcoming events and jobs and internship opportunities, and Murphy has several whiteboards for impromptu messages.

Faculty members post announcements outside their offices and sometimes make announcements in class. Because the school is relatively small, faculty know their students' interests and sometimes will inform individual students of a particular item in which they might be interested. The school's website is well designed and easy to use as a source of information including descriptions of all courses, requirements in each major, upcoming events, student media, and internships.

Students said the dean is a great communicator and very supportive, keeping them well informed via frequent emails.

**(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.**

The students can choose from a range of extra-curricular activities that provide valuable experience in journalism and communications. Many majors participate in student media, and the University's relatively small size means they can start participating their first year.

The list of media in which students can be involved is long: SBU-TV and the school's affiliation with ESPN+; the Bona Venture, the University's print and online study newspaper, which publishes weekly; WSBU-FM, the independent and student-run FM station, ranked by the Princeton Review as a top-10 college radio station for more than 20 years; and The Laurel, the University's literary magazine, the oldest continuously published college literary journal in the country, in which students publish poetry, prose, drawings and photographs.

Students also may participate in the American Advertising Federation's annual student competition. Participating students are "hired" by Kwerk Works, the campus advertising agency, to research, plan, budget and create an integrated advertising plan for a specific client assigned nationally by the AAF. In the Spring of 2023 the Jandoli team won the regional competition in New York City for the first time and qualified for the semi-finals.

Students were very enthusiastic about the opportunities to participate in campus media. Some mentioned that they could immediately begin working with one or more student media their first year and that those experiences helped prepare them for professional internships.

**(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.**

Enrollment and the success of its students are top priorities for the school. Data on enrollment and retention are part of the Jandoli School's assessment plan. The school collects retention data annually and uses the data to help assess whether students find the program offerings valuable.

While the school's two-year retention rate is higher than the university's, the dean and faculty pay close attention to retention and use the data to help identify if there are particular areas of concern. Each semester the dean polls faculty for information about students who are under review because they are considered at risk.

The school closely monitors the progress of students and provides extra support for those who are struggling academically and at risk of leaving the program. Academic advisers may be assigned or reassigned on the basis of retention data. During the current fall session a retired faculty member has been working one-on-one as a tutor with some first-year students at the first required writing course.

The dean also serves on the Academic Review Committee, a university-wide panel that reviews the progress of students who fall below grade-point requirements. Faculty and staff can use a university web portal to report observations about student with issues in attendance or behavior. The Student Affairs offices contacts the student's adviser and others to intercept and help the student. The intervention also often helps in the university's retention efforts.

**Professional master's program /Unit performance with regard to indicators:**

**(f) The unit has appropriate admissions and retention policies for the professional master's program.**

Admission criteria across the four master's programs are uneven. Applicants for the Communication program students must present two letters of reference and an application essay, as well as having a GPA of at least 2.8 at the undergraduate level. Likewise, the Leadership program requires an application essay and gives preference to those with three or more years of "significant" work experience. There is no under-graduate GPA requirement for this degree.

The Digital Journalism and Sports Journalism require a 2.5 undergraduate GPA and a writing sample.

None of the programs require a standardized exam, such as the GRE.

**SUMMARY:**

**(Undergraduate)**

Student services are a major strength of the Jandoli School. The School is student-centered. Students feel very well supported by faculty and the dean, and the faculty and dean are fully committed to their success. The academic advising system is well designed and begins even before students finish their first semester. Students who may be struggling do not slip through the cracks in the Jandoli School.

Similarly, career advising is a major strength of the School, in large part because of the strong relations alumni enjoy with the school and a faculty with years of professional experience. Students are especially enthusiastic about the wide range and the quality of student media in which they can participate from the time they first arrive on campus.

**Overall evaluation (undergraduate program), compliance/noncompliance: Compliance**

**(Professional Master's)**

Three faculty members advise master's students: one for the digital and sports journalism programs, and one each for communication and leadership. Students report satisfaction with advising. There is some confusion among students as to the role of the school's graduate advisers and Keypath's success coaches.

**Overall evaluation (graduate program), compliance/noncompliance: Compliance**

## **PART II — Standard 7: Resources, Facilities and Equipment**

### **Unit performance with regard to indicators:**

#### **(a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.**

Despite an enrollment and budget hit during the pandemic that affected most small private institutions, St. Bonaventure came through that challenging period in relatively good shape and is growing. This stabilization has been fortunate for the Jandoli School, which is also experiencing an enrollment rebound and sees a significant growth trend in its future, especially at the graduate level. Since the initial site visit, the school was able to secure two additional off-site faculty members to teach in the two new journalism master's programs. Overall, the school budget has risen 4.5 percent over the past three years. The total budget for the 2023-24 academic year is \$1,326,128. The operating budget is a modest \$71,825, but the school is able to supplement that with unrestricted gift and endowment funds and course fees. The online graduate programs benefit from the services of a university-contracted online program manager that works on the design and construction of programs and their marketing to potential students. Keypath Education also provides "student success coaches" who supplement the role of the graduate advising faculty by solving lower-level technical and logistical problems. The school has benefited from this design and marketing muscle, but the university has to share its tuition (sometimes 50 percent) to maintain this service.

That the school secured a prime place as one of five pillars in the university's current comprehensive campaign for a newly remodeled building (\$10 million) has been a major positive in terms of prestige, recruitment and morale. Being a prime part of the comprehensive campaign speaks well for the high regard the program has within the university and the optimism that the central administration sees for the program in the future. The campaign has already raised more than \$5 million, including a \$2 million lead gift. Construction is expected to begin in summer 2024.

While budgets are not tied directly to enrollment at St. Bonaventure, the school is hopeful that its recent rebound in undergraduate enrollment and its surge by the sports journalism master's program will result in additional funding.

#### **(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.**

The school believes that it has the resources to do its work currently and appreciates having come through the pandemic on an even keel. Going forward, however, it hopes that the central administration will be responsive to its strides in enrollment and the luster the program is bringing to the university.

#### **(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.**



The Murphy Building has served the school well for the past 40 years. That it is about to undergo a significant renovation has forestalled specific concerns about the building that would have been expressed otherwise. A previous upgrade created the Koop Broadcast Lab that is used for training and to stream a weekly newscast regionally and online. The ESPN+ Broadcast Facility built in 2019 produces live broadcasts and other sports programs for the athletic department to stream on ESPN+. The control room is wired to most sporting venues on campus so events can be transmitted easily.

**(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty.**

The school supplies ample broadcast and photography equipment for checkout, but many of the video cameras are at the end of their usefulness. University IT staff provide technology support to the school. Faculty computers are replaced every four years.

All of the master's programs are online and the school does not have to worry about supplying technology directly to graduate students. Assignments are geared to using smart phones for projects.

**SUMMARY:**

**(Undergraduate)**

The Jandoli School has been able to secure a 25 percent increase in funding since the initial site visit despite Covid-19 cutbacks. The university designating the school for a \$10 million renovation of its building will move the physical plant into the 21<sup>st</sup> century and provide a powerful asset for undergraduate recruitment. The school has done a good job of providing laboratory space and equipment for its students.

**Overall evaluation (undergraduate program) compliance/noncompliance: Compliance**

**(Professional Master's)**

Two new graduate positions have powered two new graduate programs since the initial review. All four graduate programs are online, relieving the school of supplying laboratories or equipment for students. Additional planning is needed to chart the resource and technology needs for the graduate programs for the next decade.

**Overall evaluation (graduate program) compliance/noncompliance: Compliance**

## PART II — Standard 8: Professional and Public Service

### Unit performance with regard to indicators:

**(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.**

Alumni play a significant role at the school and are integrated into every stage of the education funnel. In one conversation with students, most said they chose St. Bonaventure and the Jandoli School because of a conversation with an alum. Once enrolled, the professors and students all report that the alumni generously mentor students, support faculty special projects, speak in the classroom, critique projects and provide shadowing and internship opportunities.

The Advisory Council currently is made up of 17 professionals—11 public relations and communications executives, one journalist, one marketing executive and four business owners/executives. The council doesn't hold meetings but is available for curriculum review and feedback and other activities outlined in the previous paragraph.

An example of alumni influence as council members and non-council members came when the school designed its sports journalism master's program. The program was created in collaboration with 17 graduates affiliated with prominent media organizations such as ESPN, *USA Today*, *The New York Post*, *Sports Illustrated*, and *The Sporting News*.”

**(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing issues of public consequence and concern.**

Faculty and staff actively engage in various professional organizations to remain well-informed about evolving trends, new learning resources, and developments that enhance student success while expanding their knowledge and expertise.

Faculty members convene regularly to exchange insights on the industry, technological advancements and educational innovations. Notable examples of these professional affiliations include the Society of Professional Journalists, New York State Bar Association, Broadcast Education Association, the Association for Education in Journalism and Mass Communication, and specialized interest groups such as Small Programs, Sports Communication, and Participatory Journalism, as well as divisions such as Broadcast and Mobile Journalism, Cultural & Critical Studies, Mass Communication & Society, and Media Ethics. Additional memberships include the International Communication Association, Association of Schools of Journalism and Mass Communication, Investigative Reporters & Editors, Society of Environmental Journalists, Public Relations Society of America, and the Association of Opinion Journalists (formerly the National Conference of Editorial Writers).

The school annually hosts presentations by 30 to 40 industry professionals across various communication disciplines, including advertising, journalism, marketing communications, corporate communications, and publishing, with some events extending their reach to the broader campus community.

**(c) The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.**

The school provided more than 20 examples of faculty and students' leading public service activities that contribute to the betterment of students on campus and in the surrounding communities. The partnerships and alliances help the school achieve its strategic goals, staff and faculty said. This aligns with the Franciscan values and expectation to give back. Some examples of activities include:

- TAPinto Greater Olean – an online news portal for the city of Olean. The website, created as part of a course in the school, is staffed by students in the school's journalism program.
- The Jandoli Institute was launched in 2019 to enhance and support academic research, generate creative ideas and facilitate constructive debate on relevant topics.
- A significant number of activities are open to the public, such as Hear the Brothas and Speak on Sistas, which showcased African American artists, musicians, poets and spoken word performers.
- Undergraduate and master's students work with local nonprofits when completing their capstone and thesis projects.

**(d) The unit supports scholastic journalism.**

The school recruits and collaborates with local high schools. An example of this engagement is the annual Communications Day (CommDay) which began in 1936 as Press Day. This gives 200-300 high school students from the New York and Pennsylvania areas an opportunity to submit written and video works for competition, participate in workshops, and hear from noted speakers. Competition winners receive scholarships to St. Bonaventure. Current students from the school help coordinate the event and logistics.

**SUMMARY:**

**(Undergraduate)**

Professional development and professional service are indispensable for faculty in undergraduate programs, ensuring they stay abreast of advancements in their fields and can deliver current and pertinent content to students. The Jandoli School of Communication fosters the faculty's professional development and active participation in professional organizations. The school's commitment to community service and public service aligns seamlessly with its Franciscan values and nurtures a culture of service within the student body.

**Overall evaluation (undergraduate program), compliance/noncompliance: Compliance**

**(Professional Master's)**

In the graduate programs, professional development and professional service for faculty are equally crucial, as they contribute to the advanced level of expertise required in postgraduate education. Public service is significant for both faculty and students in the graduate programs because it instills a sense of social responsibility and civic engagement.

**Overall evaluation (graduate program), compliance/noncompliance: Compliance**

**PART III: Summary by site visit team  
of the undergraduate program**

**1) Summarize the strengths and weaknesses of the unit.**

**Strengths**

- Visionary leadership that is lifting the school to expanded undergraduate curricula, robust graduate enrollment, stronger alumni ties and greatly improved facilities.
- A highly collegial faculty that takes advising seriously, prioritizes teaching and student relationships and keeps a multi-faceted seven-pronged undergraduate curriculum running smoothly.
- A markedly higher commitment to diversity and inclusion than seven years ago when the school sought initial accreditation.
- A loyal alumni that has been reinvigorated in recent years and is eager to be involved in the school

**Weaknesses**

- Failure to produce annual assessment reports during its initial accredited period, even though the school was out of compliance on this standard in 2017.
- Scarce direct evidence of assessment data feeding back into curricular improvements.
- Considerable work to do in the recruitment of diverse faculty.

**2) List the standards with which the unit is not in compliance. N/A**

**3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.**

**4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.**

**5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation.**

**6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.**

*-- Making diversity a priority in terms of faculty hiring and clearly labeled course content.*

Diversity is clearly a priority throughout the college.

*-- Implementing best practices for assessment.*

Much work remains to be done in assessment, including the publication of an annual assessment report and clearer reporting on “closing the loop” outcomes.

*--Emphasizing in the classroom and in the building the importance of digital revolution.*

The school took a huge leap forward during the last seven years. The five new majors and changes in the remaining two clearly demonstrate the priority digital communication has in the curriculum. The building renovation project to begin in 2024 will reinforce that commitment.

**7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members' judgment of the self-study.**

The self-study was thorough. Part II provided a good introduction to all elements of the program. Assessment evidence was lacking in several cases. Better editing of redundant material was needed in some areas.

### **PART III: Summary by site visit team of the professional master's program**

#### **1) Summarize the strengths and weaknesses of the unit.**

##### **Strengths**

- Market-focused degrees in digital journalism and sports journalism that have revived and expanded graduate enrollment
- Strong leadership and faculty buy-in for a smooth transition to asynchronous online education.

##### **Weaknesses**

- Lack of strategic plan for the burgeoning online graduate programs.
- Lack of assessment data for journalism programs begun in 2022.
- Underdeveloped measures and lack of professional input to assess capstone projects in the recently-added master's programs in digital and sports journalism.

#### **2) List the standards with which the unit is not in compliance.**

Standard 3 Assessment and Learning Outcomes

#### **3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.**

- Full assessment of journalism degrees with results included in annual assessment reports.

#### **4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.**

#### **5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation.**

#### **6) If the unit's professional master's program was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the master's program was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.**

*-- Make diversity a priority in terms of faculty hiring and clearly labeled course content.*

Diversity is clearly a priority throughout the college.

*-- Implementing best practices for assessment.*

Much work remains to be done in assessment, including the publication of an annual assessment report and clearer reporting on “closing the loop” outcomes.

-- *Emphasizing in the classroom and in the building the importance of digital revolution.*

The school took a huge leap forward during the last seven years. The five new majors and changes in the remaining two clearly demonstrate the priority digital communication has in the curriculum. The building renovation project to begin in 2024 will reinforce that commitment.

**7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members' judgment of the self-study.**