

Report of On-Site Evaluation

ACEJMC

Professional master's /Undergraduate programs

2016– 2017

Name of Institution: St. Bonaventure University

Name and Title of Chief Executive Officer: Dr. Andrew Roth, interim president

Name of Unit: Jandoli School of Communication

Name and Title of Administrator: Pauline W. Hoffmann

Date of 2016 - 2017 Accrediting Visit: Jan. 22-25, 2017

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: Initial accreditation

Recommendation of the previous site visit team: Initial accreditation

Professional master's program: Initial accreditation

Undergraduate program: Initial accreditation

Previous decision of the Accrediting Council: Initial accreditation

Professional master's program: Initial accreditation

Undergraduate program: Initial accreditation

Undergraduate program recommendation by 2016 - 2017 Visiting Team: Provisional Accreditation

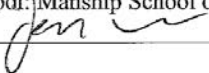
Professional master's program recommendation by 2016-2017 Visiting Team: Provisional Accreditation

Prepared and submitted by:

Team Chair

Name and Title: Jerry Ceppos, Dean

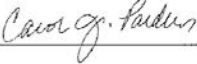
Organization/School: Manship School of Mass Communication, LSU

Signature _____


Team Members

Name and Title: Carol Pardun

Organization/School: Professor, School of Journalism and Mass Communications, University of South Carolina

Signature _____


Name and Title: Toni Locy, Professor of Journalism and Mass Communication

Organization/School: Washington & Lee University

(Toni joined the team on Monday night because of travel delays.)

Signature _____


Name and Title: Bob Frause, CEO

Organization/School: Frause

Signature _____


PART I: General information

Name of Institution: St. Bonaventure University

Name of Unit: Jandoli School of Communication

Year of Visit: 2017

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

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- 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.



STATEMENT OF ACCREDITATION STATUS

ST. BONAVENTURE UNIVERSITY
Route 417
St. Bonaventure, NY 14778
Phone: (716) 375-2000; Fax: (716) 375-2005
www.sbu.edu

Chief Executive Officer: Sister Margaret Carney, O.S.F., President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 1967 Undergraduate; 505 Graduate
Control: Private (Non-Profit)
Affiliation: Roman Catholic Church
Carnegie Classification: Master's - Larger Programs
Degrees Offered: Certificate/Diploma, Bachelor's, Master's
Distance Education Programs: No
Accreditors Approved by U.S. Secretary of Education: National Council for Accreditation of Teacher Education
Other Accreditors: AACSB International

Instructional Locations

Branch Campuses: None

Additional Locations: Alcas Corporation, Olean, NY; SBU's Buffalo Center, Hamburg, NY.

Other Instructional Sites: Pine Grove Educational Center, Russell, PA.

ACCREDITATION INFORMATION

Status: Member since 1924

Last Reaffirmed: November 18, 2010

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

Yes
 No

5. When was the unit or sequences within the unit first accredited by ACEJMC? NA

6. Attach a copy of the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

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, professional standards and ethical principles.

We have one mission statement for the Jandoli School of Communication that covers both graduate and undergraduate learning. It was adopted in August, 2014 at a faculty retreat. Since both undergraduate and graduate programs are professional programs with the same aim of preparing students in a global, diverse environment, one mission statement is appropriate.

7. What are the type and length of terms?

Semesters of 15 weeks

Quarters of weeks

Summer sessions of 5 or 7 weeks (The summer session is divided into two sections of either 5 or 7 weeks depending on undergraduate (5) or graduate (7) courses)

Intersessions of weeks

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 being reviewed by ACEJMC. *Indicate online degrees.

Undergraduate: Journalism and Mass Communication (BA)
 Undergraduate: Strategic Communication and Digital Media (BA)
 Graduate: Strategic Leadership (MA) * (online only)
 Graduate: Integrated Marketing Communication (MA) * (online and face-to-face)

**10. Credit hours required by the university for an undergraduate degree:
 (Specify semester-hour or quarter-hour credit.)**

120 semester hours

Credits hours required for a professional master's degree:

33 credit hours in each graduate program

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

Students must complete at least 400 hours of internship. Transfer students must complete 100 hours for each year they are on campus. That is evaluated in the 3-credit SC 220 Digital Portfolio and Career Readiness course and the JMC 499 or SC 499 Comprehensive Experience 0-credit course.

12. List each professional journalism or mass communications sequence or specialty in the undergraduate program and give the name of the person in charge.

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
(Major) Journalism and Mass Communication	Pauline W. Hoffmann
(Major) Strategic Communication and Digital Media	Pauline W. Hoffmann

13. Number of full-time students enrolled in the institution: Fall 2016: 1778

14. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Journalism and Mass Communication	136
Strategic Communication and Digital Media	<u>73</u>
Total	209

15. Number of graduate students enrolled onsite: 21 online: 56

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. Attach separate pages if necessary. 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.)

Spring 2016

JMC 110-01 Professional Writing: Style	15
JMC 111-01 Professional Writing: Craft	17
JMC 111-03 Professional Writing: Craft	15
JMC 111-04 Professional Writing: Craft	15
JMC 111-55 Professional Writing: Craft	1
JMC 140-01 The Digital World	14
JMC 140-02 The Digital World	15
JMC 140-03 The Digital World	15
JMC 201-01 Reporters' Narrative: Style	8
JMC 202-02 Reporters' Narrative: Craft	15
JMC 202-03 Reporters' Narrative: Craft	15
JMC 245-01 Video Production	19
JMC 262-01 Photojournalism II	11
JMC 312-01 Sports Writing	11
JMC 340-01 Broadcast Reporting	9
JMC 341-01 Sports TV Production	17
JMC 410-01 Journalists' Workshop	14
JMC 410-55 Journalists' Workshop	1
JMC 411-01 Opinion Writing	15
JMC 413-01 Writers on Writing	9
JMC 413-55 Writers on Writing	1
JMC 430-01 AAF Case Study	15
JMC 440-01 Seminar in Broadcast Journalism	5
JMC 440-02 Seminar in Broadcast Journalism	2
JMC 471-55 Blogging for Media Professionals	1
SC 301-01 Strategic Writing	15
SC 497-01 Agency Experience: Synapse Matters	11

Fall 2016

JMC 110-01 Professional Writing: Style	16
JMC 110-02 Professional Writing: Style	17
JMC 110-03 Professional Writing: Style	18
JMC 110-04 Professional Writing: Craft	14
JMC 111-01 Professional Writing: Craft	7
JMC 140-01 The Digital World	14
JMC 140-02 The Digital World	14
JMC 140-03 The Digital World	6
JMC 201-01 Reporters' Narrative: Style	15
JMC 201-02 Reporters' Narrative: Style	12
JMC 202-01 Reporters' Narrative: Craft	10
JMC 245-01 Video Production	9
JMC 261-01 Photojournalism I	12
JMC 310-55 Feature Writing	2
JMC 341-01 Sports TV Production	7
JMC 401J-55 Building Your Brand as a Blogger	4
JMC 410-01 Journalists' Workshop	15

JMC 411-01 Opinion Writing	9
JMC 430-01 AAF Case Study	15
JMC 440-01 Seminar in Broadcast Journalism	5
JMC 440-02 Seminar in Broadcast Journalism	2
JMC 440-55 Seminar in Broadcast Journalism	1
SC 220-01 Digital Portfolio and Career Readiness	15
SC 220-02 Digital Portfolio and Career Readiness	16
SC 220-03 Digital Portfolio and Career Readiness	15
SC 301-01 Strategic Writing	19
SC 497-01 Agency Experience: Synapse Matters	16

17. Total expenditures from all sources planned by the unit for the 2016 – 2017 academic year (this does not include full- or part-time faculty expenses): \$47,158
Percentage increase or decrease in three years: 6% decrease
Amount expected to be spent this year on full-time faculty salaries: \$713,517

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.

Spring and Fall 2016

Kimberly DeSimone, Lecturer
 Heather Harris, Assistant Professor (tenure-track)
 Pauline Hoffmann, Associate Professor and Dean
 Michael Jones-Kelley, Lecturer
 Richard Lee, Associate Professor and Director Integrated Marketing Communications
 David Kassnoff, Lecturer
 Christopher Mackowski, Professor
 Carole McNall, Assistant Professor
 Patrick Vecchio, Lecturer (retired August 2016)
 Paul Wieland, Lecturer
 Denny Wilkins, Professor
 Kimberly Young, Professor and Director Strategic Leadership

19. List names of part-time/adjunct faculty teaching at least one course in fall 2016. Also list names of part-time faculty teaching spring 2016.

Spring 2016

Eva Balazs	Monica Mattioli
Betsey Brairton	Craig Melvin
Laurie Branch	Joseph Paciorkowski
Daniel Bush	Charles Pollock
Michael Hoffman	Megan Wagner
Anne Lee	Matthew Webb
Ann Lehman	

Fall 2016

Eva Balazs
Betsey Brairton
Laurie Branch
Daniel Bush
Shelley Jack
Anne Lee
Jeremiah Lee
Craig Melvin
Sharon Myers
Joseph Paciorowski
Megan Wagner

20. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

72 or more semester hours
outside of journalism and mass communications

Year	Total Graduates	Number	Percent
2015-2016 academic year	_59____	_59____	_100%____
2014-2015 academic year	_59____	_54____	_92%____

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

- a) *The unit has a written mission statement and a written strategic or 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.***

Although journalism has been taught at St. Bonaventure for almost 90 years, its courses were not taught as part of a program until 1949, when the journalism department was created and Dr. Russell J. Jandoli was named department chair. In 1978-79, the department's name was changed to Mass Communication. In 1992, a year after Dr. Jandoli's death, the program was renamed the Russell J. Jandoli Department of Journalism and Mass Communication. In 1995, the program became a school. A year later, Lee Coppola, a 1964 graduate of the program was named the first dean. He retired at the end of the 2010-11 academic year, and Dr. Pauline Hoffmann was named interim dean and then dean. She is a graduate of St. Bonaventure. In 2016, the school changed its name to the Jandoli School of Communication.

The unit's mission statement stresses the importance of teaching and the Franciscan values of "freedom of expression and basic human understanding and humility." Both "are professional programs with the same aim of preparing students in a global, diverse environment." The undergraduate and graduate mission statements are the same because the unit offers two undergraduate degrees, Journalism and Mass Communication and Strategic Communication & Digital Media. It offers a graduate degree in Strategic Leadership (online only) and in Integrated Marketing Communication. The school had 209 undergraduate majors and 77 graduate students in the 2016-17 year.

Students repeatedly stress that they learn "the basics" at St. Bonaventure, taught by a caring faculty with deep professional experience (and, in fact, many advanced degrees) "where everyone knows our names." In fact, in the second week of class, the team noticed that one professor flawlessly passed out corrected papers to every student without having to ask for names.

In 2008, the faculty developed the school's first strategic plan. By 2016, the strategic plan called for renovating facilities, developing the faculty, programming of academic distinction, accreditation (including ACEJMC accreditation), a culture of faculty and staff excellence and a focus on the importance of outcomes.

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

Governing documents guarantee significant faculty input on curriculum and other issues. Students and faculty members repeatedly stress that the dean "goes to bat" for the school.

- c) ***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.***

Dean Hoffmann served on the search committee for a new president and clearly is widely known around the campus. Students and faculty repeatedly say that the dean is a strong ambassador for the school, which is extremely well-represented on university-wide committees.

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

The provost selects a search committee, then considers its recommendations. Likewise, the provost evaluates the unit administrator. In addition, the Faculty senate evaluated administrators two years ago and plans to continue that process in the future.

- e) ***Faculty, staff and students have avenues to express concerns and have them addressed the dean or even provost may become involved. If a student complains about a grade, the student must first discuss the concern with the faculty member. If necessary, the complaint may go to the dean or, rarely, the provost.***

Faculty members may go to the dean or provost or to a university ombudsman who reports directly to the board.

The university has a detailed grievance procedure. If a student has a complaint, he or she may discuss it with a faculty member or faculty adviser. If further intervention is needed, students may speak to the Dean, who will solve the problem or suggest other alternatives. In rare instances, the Provost and Vice President for Academic Affairs becomes involved.

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

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

The School of Communication has two master's-level programs: Strategic Leadership, an online-only program for current professionals that, according to its website, builds "leaders for positions in the global marketplace" and Integrated Marketing Communication, a program that "integrates marketing communication tools into a seamless program." The IMC program was offered in three formats until last fall: online only, a weekend-only program or an on-campus program. It is now offered online only and on-campus. The university considers both programs as important endeavors and is supportive.

The School does not have a separate mission statement from the undergraduate program but includes the graduate program in the overall mission statement. Likewise, the strategic plan for the graduate program is incorporated into the strategic plan that is used for the undergraduate program.

- g) ***The unit has designated administrative oversight of the professional master's program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional master's program.***

The unit has two administrators for the professional programs, one for Strategic Leadership and one for the Integrated Communication program. Oversight of the curriculum is conducted in a similar way as is

done with the undergraduate program, regularly but informally. A Graduate Council at the university oversees all graduate programs.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

- a) ***The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.***

The School met the requirement in the 2015-16 year but achieved only 92 percent compliance in the 2014-15 year. The unit says that problems in the university registrar's office led to the lack of compliance. The problems have been fixed, the unit says.

- 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 competencies listed by the Council.***

The Jandoli School offers two majors, both of which are a balance between theoretical and conceptual courses: Journalism and Mass Communication and Strategic Communication & Digital Media. Both majors require the following courses: Communication Today (JMC 101); Professional Writing I (JMC 110); Professional Writing II (JMC 111); The Digital World (JMC 140, a 1-hour course); Digital Portfolio & Career Readiness (SC 220) and Communication Research Methods (JMC 399) for a total of 16 hours. Each major has additional requirements and electives in the School for a total of 40 required hours. Students graduate with a minimum of 120 total hours.

Journalism and Mass Communication

The JMC major contains five core courses, totaling 14 hours, plus nine credits of electives. The five core courses are: Reporter's Narrative: Style (JMC 201); Reporter's Narrative: Craft (JMC202); Media Law (JMC 300); Journalist's Workshop (JMC 410); and Comprehensive Experience (JMC 499). The Journalist's Workshop is a six-credit course in which students receive hands-on experience covering the community, and the Comprehensive Experience, which simulates the job hunting and interview process. Students also are required to earn 400 hours of internship experience.

Strategic Communication & Digital Media

In addition to the School's required courses for both majors, the Strategic Communication & Digital Media major requires an additional 18 Strategic Communication & Digital Media courses as well as six additional hours in either JMC or SC courses. One of the courses (Synapse Matters) is experiential as students work with actual clients to solve a communication challenge. Students graduate with a minimum of 120 total hours.

Mass Media Law is not required for the SC major, although students could choose to take it as part of their six-hour School electives. When talking with students, however, the team did not find any students who had taken the course. In addition, when asked about their knowledge of the First Amendment and

other hallmark commitments of journalism and mass communication education, they were hard pressed to express an adequate understanding.

- c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.**

Journalism and Mass Communication

Faculty indicated that they informally and formally discuss how to keep the curriculum current and relevant. It is clear that teaching is the unit's top priority. The team found engaging classroom instruction and discussion in the JMC courses. Faculty and students displayed a dedication to the give and take of teaching and learning. Students were overwhelmingly pleased with the quality and rigor of the education they are receiving. Like their professors, students stressed the importance of the unit's emphasis on strong writing as its foundation. Students discussed their ability to work cross-platform; however, the curriculum seems to put an emphasis on writing for print.

Strategic Communication & Digital Media

Jandoli faculty teaching Strategic Communication classes are all passionate about the subject material and demanding of their students. Course material is current and responsive to professional expectations. Students we spoke with were positive about the course material and their individual instructors. Many of the classes incorporated multimedia into both the classroom and projects required of the students.

- f) *Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)***

The class size at the School of Communication is kept relatively small and all skills classes are held to the 20-1 (or even lower) ratio. Students commented that all the faculty in the School knew their names and cared about their success. Small class size has most certainly attributed to this camaraderie between faculty and students.

- g) *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. Schools 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 credit hours).***

Students are encouraged to take internships; when talking with students, it was evident that most had had at least one internship.

Journalism and Mass Communication

The unit requires JMC students to complete 400 hours of internships. Up to 100 hours of the requirement can be met with experience with on-campus media. Student media experiences play a significant role in augmenting the JMC curriculum by providing students with opportunities to work for a weekly campus newspaper, an online-only newspaper, and SBU-TV. They also gain experience in live sports broadcasting in a remote broadcasting facility known affectionately as "the truck."

Off-campus, students had a variety of experiences with internships in small towns to larger cities.

They've landed internships at Clear Channel Media, Sirius XM and the Buffalo Bisons, a minor league baseball team.

Strategic Communication & Digital Media

Like the Journalism and Mass Communication major, Strategic Communication & Digital Media majors must complete a minimum of 400 hours of internship work. The program encourages off-campus work, but students can earn up to 100 hours in an on-campus opportunity.

The program maintains a database of internship opportunities and are accessible to students upon request. Students are prepared for internship opportunities by taking the SC 220 Digital Portfolio and Career Readiness class. Internships are approved by the School's intern coordinator. The coordinator of the program tracks internship progress and requires an intern evaluation by each participating organization.

Students participate annually in the AAF National Student Advertising competition and have ranked as high as third in past years. Minority students have been awarded scholarships from the American Advertising Federation's Mosaic Center on Multiculturalism.

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

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

The majority of classes in the master's programs focus on professional skills, while incorporating theoretical underpinnings to the understanding of the professions.

g) *Instruction and curricular requirements for professional master's students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.*

Students reported that the graduate classes were rigorous. The Strategic Leadership program requires students to have at least three years of professional experience before entering the program. Faculty teaching in that program reported that students were self-starters, seeking to do the highest level of work that they could. The IMC program was also rigorous, although many of the courses are ones that are often taught at the undergraduate level (Campaigns, for example). While the IMC major allows seniors to begin their graduate education before completing their undergraduate degree, both programs are completely separated from the undergraduate courses. Professors indicated that more was required in these classes than they required in the undergraduate courses that they taught.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

- a) ***The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty 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 and identify the under-represented groups.***

The climate at the school and the university welcomes diverse ideals and is committed toward achieving a more diverse faculty and student population. But there is little evidence that those goals will be achieved because of what appears to be a relaxed attitude toward faculty hiring and diversity in the curriculum. On the other hand, the School's student population of color is good: about 25 percent for undergraduates and 26.6 percent for graduate students. The number is higher than that of the service area and higher than that of the overall university—which makes it even odder that other diversity elements are weak. (The number could grow even more with targeted high-school recruiting.)

The School does have a written diversity plan. It was adopted very recently, in October 2016. The plan considers diversity initiatives with regard to faculty and staff, the Advisory Council and events and speakers. Although the plan begins to address diversity needs and concerns, it does not deal head-on with action steps to diversify the faculty and the curriculum.

The School rightly points out that the university is in a heavily white rural part of New York State. But the School does not make up for that problem by considering some of the techniques its competitors use: targeting hires; consciously trading a bit of professional experience for a candidate's other advantages, such as a background different from other faculty members or unique language skills; expanding the candidate pool by, say, requiring a finalist of color in every search; sharing a diversity officer with some other parts of the university; even asking the provost to consider paying a little more than prevailing wages for an outstanding candidate of color (a request that the provost hinted he would approve for the right candidates).

The School's self-study defines diversity as "including persons of color, women, minorities, sexual orientation, and religious diversity." But the plan itself does not include the required definition of diversity or a methodology to identify the under-represented groups.

- b) ***The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.***

In general, the curriculum fosters understanding of domestic diversity issues, perspectives and inclusiveness. But a detailed review of course syllabi shows that only 25 percent of courses explicitly deal with these issues. However, those that do include specific instruction surrounding issues and relating to mass communication across diverse cultures.

As part of the university's general-education curricular redesign, all incoming students will be required to take a one-credit Introduction to Diversity course and a three-credit upper level course.

c) *The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.*

Although there is a plan for recruiting women and domestic minority faculty and professional staff, the plan and timing seem less than aggressive. There is no formal assessment plan to measure the effectiveness of the effort.

d) *The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.*

The School works with the University's Admission Department in recruiting students. The university's admissions counselors schedule visits with high schools that serve under-represented populations and have a high percentage of students of color.

The university's First Year Experience and Higher Education Opportunities Programs are used to retain all students, not just minority students. It should be noted that a higher percentage of minority students uses these programs.

The university does not track year-to-year academic progress or maintain retention statistics of minority students.

e) *The unit has a climate that is 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.*

The School follows the university's grievance policy and procedures to ensure there is a climate free of harassment and all forms of discrimination including those with disabilities. Faculty members receive harassment training and are provided several outlets to handle grievances.

Overall evaluation (undergraduate program): NON-COMPLIANCE

The School's diversity plan and associated activities lack demonstrable action plans, which have been used successfully elsewhere, that would make the School a model of diversity.

Overall evaluation (professional master's program): NON-COMPLIANCE

The diversity plan for the School includes the graduate program. As discussed above, the plan only recently was adopted. While there is some indication that diverse and global issues are included in both master's programs, the self-study did not provide data that demonstrated how diversity is incorporated into the program.

Faculty table

The Jandoli School of Communications faculty is well balanced in terms of gender. Five are women; six are men. The School reported in the self-study that “despite efforts to diversify our faculty (and only infrequent turn-over), our one Latina and one Native American remain our sole non-Caucasian faculty members.” A table outlining faculty groupings is included below.

JOC FULL TIME FACULTY 2015-2016				
GROUP	FEMALE	% TOTAL FACULTY	MALE	% TOTAL FACULTY
BLACK/AFRICAN AMERICAN	0	0%	0	0%
WHITE	4	36%	5	46%
AMERICAN INDIAN OR ALASKAN NATIVE	1	9%	-	-
ASIAN	-	-	-	-
HISPANIC/LATINO (ANY RACE)	1	9%	-	-
NATIVE HAWAIIAN	-	-	-	-
TWO OR MORE RACES	-	-	-	-
OTHER RACE	-	-	-	-
INTERNATIONAL (ANY RACE)	-	-	-	-

PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

a) *The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.*

The university's faculty handbook sets parameters for selecting and evaluating faculty. It was last revised in 2014. The unit has the authority to establish criteria for tenure and promotion, as well as procedures for recruiting and hiring of faculty. Both faculty members and students stress that teaching is the highest priority for the School.

The procedures for hiring part-time faculty—adjuncts—are based on needs in the curriculum and are less formal. Typically, the dean consults with faculty in identifying a person with professional experience but not necessarily with a track record of teaching.

Tenure-track faculty and faculty seeking promotion place greater emphasis on scholarly activity instead of professional endeavors. But the unit also recognizes the importance of professional achievement and evaluates it as a complement to scholarly research and publication. The unit measures professional success by considering such activities as analyses and critical reviews to articles published in peer-reviewed journals. The unit also values faculty contributions by conducting seminars, blogging, keeping pace with technology, as well as more creative endeavors.

In the past six years, all applications by faculty seeking tenure and/or promotion were granted. Two were promoted to full professor, and two were granted tenure.

The system for evaluating faculty is based on student evaluations and the dean's "personal observations." She bases the conversations on the data gleaned from student evaluations. She points out areas of improvement, which she revisits in subsequent conversations. Faculty members also evaluate each other on an informal basis, providing what the unit describes as "respectful and good-humored" feedback.

b) *Full-time faculty have primary responsibility for teaching, research/creative activity and service.*

The unit's 11 faculty members each carry a 4-4 teaching load with two exceptions: Full professors and chairs or directors teach a 3-3 load. The faculty's research and creative activities are eclectic, ranging from publications about the Civil War to peer-reviewed journal articles about addictions to the Internet. One faculty member is a staff blogger on a website that provides commentary on everything from politics and the economy to pop culture and corporate social responsibility. Other members of the School's faculty occasionally contribute to the same blog.

c) *Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.*

Full-time faculty members have taught nearly 90 percent or better of the core courses over the past three academic years. Above all else, the School values faculty who have professional experience. The full-

time faculty members have 265 years of experience, averaging 24 years. The School utilized the services of several adjuncts in Fall 2016. Part-time faculty average 23.8 years of professional experience, just shy of their full-time colleagues.

Notably, the unit's fulltime faculty members have advanced degrees. Four have earned Ph.Ds. One has a Psy.D, and another has earned a J.D. Three faculty members have earned an M.A., and two are MBAs. The remaining two faculty members have an M.E.S. and an M.S. Three are full professors, two are associate professors, two are tenure-track assistant professors, and four are lecturers.

The Jandoli faculty is stable, which means vacancies are rare. But a longtime faculty member is retiring this year; he specializes in TV news, video production and coverage of live sporting events. No search is yet underway to replace him, although the provost has approved filling the position.

Faculty members belong to a wide array of organizations, from the Association for Education in Journalism and Mass Communication and the American Marketing Association to the Public Relations Society of America to the American Psychological Association.

d) *The unit regularly evaluates instruction; whether onsite or online, using multiple measures that include student input.*

Students and the dean evaluate full- and part-time faculty members. Students are asked to answer a set of 14 standardized questions posed in evaluations throughout the university. Peer evaluations of faculty are informal, unless a member is going up for tenure or promotion.

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

The unit is home to two of the most popular majors on campus, and claims its faculty is highly regarded among students and other professors across campus. When meeting with other faculty across campus, the site team heard several examples about how the unit's faculty went out of their way to work with students. Colleagues across campus obviously respect the unit's faculty members.

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

f) *Faculty members teaching in the professional master's program meet the criteria for graduate instruction at that university.*

The majority of the faculty who teach in the master's program have a terminal degree and all have significant professional experience relevant to the courses they teach.

g) *Graduate faculty teach the majority of professional master's courses.*

The graduate faculty teach virtually all of the professional master's courses. The site team spoke with a few master's student and all were highly complimentary of the faculty's qualifications, teaching ability and commitment to their students.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

a) *The unit requires, supports and rewards faculty research, creative activity and/or professional activity.*

The School emphasizes teaching and advising as “core faculty duties” and considers professional activity as a complement to scholarly research and publication. Over the past six years, three faculty members were responsible for the bulk of the academic publishing, including solo- or co-authored scholarly books, articles in refereed journals and refereed conference papers.

b) *The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.*

The unit says it “encourages intellectual curiosity, critical analysis and expression of differing points of view among faculty and students.” It also says “professional development of our students relies on the professional and creative activity of our faculty. This engagement provides students with examples of faculty leadership, demonstration of knowledge, inspiration, critical analysis through media outlets, and standard-setting.”

c) *Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.*

The university gives the unit autonomy to establish its criteria for tenure and promotion. The unit says its criteria include: analyses and critical reviews and/or articles in peer-reviewed academic journals or professional publications; commentary through guest appearances on radio, television or the Internet; publications of textbooks or contributions to textbooks; publication of books or magazine articles dealing with journalism or mass communication; and blogging as a method of commentary and analysis. The School also recognizes the creative use of audio, video and words to demonstrate a professor’s skills.

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.*

Over the past six years, three faculty members sole or co-authored 17 books, most of which are commissioned publications about the Civil War. Five faculty members edited 21 books, while one faculty member wrote five book chapters. Three faculty members published five articles in refereed journals, and three faculty members completed four refereed conference papers. Four faculty members were responsible for 32 articles that appeared in non-refereed publications.

Seven faculty members took advantage of travel funds available from the university and the unit.

e) *The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.*

The unit's faculty members are clearly a collegial group; many of them have worked at the university for several years. It is a welcoming group, says one professor who remembers when her research into Internet addictions was "laughed at." She says she found a home with supportive colleagues who "gel" when she moved from the business program to the Jandoli School of Communication.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

Teaching is the main priority of the School of Communication and this is also true for those who teach in the graduate program. The master's programs focus on real-world problems using creative approaches in both the Strategic Leadership and Integrated Marketing Communication programs. Faculty work hard to create learning opportunities that are current and relevant to communication practices. While, as discussed above, they have limited success publishing scholarly work and presenting it to an academic or professional audience, the faculty have been able to remain engaged in the industries from which they've come. Students indicated how much they appreciate their professors' professional experience.

SCHOLARSHIP, RESEARCH, CREATIVE & PROFESSIONAL ACTIVITIES	BY UNIT	BY INDIVIDUALS				TOTALS (15)
		FULL PROFESSORS(3)	ASSOCIATE PROFESSORS (2)	ASSISTANT PROFESSORS (3)	OTHER FACULTY LECTURERS (7)	
AWARDS AND HONORS	1	1				1
GRANTS RECEIVED INTERNAL	3		2		1	2
GRANTS RECEIVED EXTERNAL	0					0
SCHOLARLY BOOKS, SOLE- OR CO-AUTHORED	17	16			1	3
TEXTBOOKS, SOLE- OR CO-AUTHORED	1	1				1
BOOKS EDITED	21	19		2		5
BOOK CHAPTERS	5	5				1
MONOGRAPHS	0					0
ARTICLES IN REFEREED JOURNAL	5	2			3	3
REFEREED CONFERENCE PAPERS	4	3			1	3
INVITED ACADEMIC PAPERS	0					0
ENCYCLOPEDIA ENTRIES	0					0
BOOK REVIEWS	7			7		1
ARTICLES IN NON-REFEREED PUBLICATIONS	32	19		8	5	4
JURIED CREATIVE WORKS	0					0
NON-JURIED CREATIVE WORKS	2			2		1
OTHER (SPECIFIED) PRESENTATIONS, WORKSHOPS, INVITED LECTURES, SEMINARS, JOURNAL REVIEWS, JUDGING AND MODERATING PROFESSIONAL BLOG POSTS	1133	1070	32	27	4	12

*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.

PART II — Standard 6: Student Services

The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

Unit performance with regard to indicators:

a) *Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.*

Accepted first-year students are assigned advisers during the summer before they arrive on campus. Jandoli faculty participate in orientation sessions over the weekend before classes begin. Typically, students stick with their initial adviser throughout their time at the university.

Students rave about their relationships with their advisers and the quality of mentoring and advice they receive. Faculty clearly enjoy working with students in this capacity, and they rank it as one of their most important duties.

b) *Faculty are available and accessible to students.*

Faculty and students agree: Jandoli faculty maintain open-door policies. The unit's faculty are typically assigned 30 advisees each. Students are required to meet with their advisers during registration, but they are encouraged to do so more frequently. And they do.

Professors are available during off-hours and regularly check and respond to email from students. They also share their cell phone or home numbers with students and encourage them to call if they have a problem. Some faculty members use texts and Facebook posts to communicate with students.

c) *The unit keeps students informed about the activities, requirements and policies of the unit.*

Jandoli has a reputation for having some of the most active advisers on campus. The unit ensures students are kept informed by requiring that they meet with their advisers during the registration process to discuss courses they want to take and to answer questions they have about the program.

d) *The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.*

Jandoli faculty members not only serve as advisers to extracurricular clubs, they also act as advisers to the student-run online newspaper, a print and online student newspaper, the campus radio station, the yearbook, and a newsletter sent to parents of first-year students. Because the university is small, faculty members get to know their students and alert them to opportunities that might be of interest.

The broadcast professor often accepts student volunteers who want to receive internship hours for extracurricular opportunities through the Seminar in Broadcast Journalism and Sports TV Production. Students also have the opportunity to participate in the American Advertising Federation's annual competition. Students accepted in this program work for an on-campus advertising agency. They fill agency jobs and compete in the AAF's national contest.

- e) ***The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.***

The link to undergraduate information initially was difficult to find. But undergraduate data now is easily available: <http://www.sbu.edu/academics/schools/journalism-and-mass-communications>. In its self-study, the unit says the retention of first-year Jandoli students in their majors from first year to sophomore year has been better than the university as a whole. The university does not calculate graduate retention and graduation figures, but the unit will in the next few weeks.

For fall 2014 entering first-year students, the Jandoli School retained nearly 66 percent of its majors into the third semester. University wide, third-semester retention in first majors was nearly 62 percent. More than 22 percent of entering Jandoli majors were no longer enrolled at the university. Of all majors, 14 percent were no longer enrolled.

For fall 2015 entering first-year students, the Jandoli School retained more than 83 percent of its majors into the third semester. University wide, third-semester retention in first majors was more than 63 percent. Only a little more than 8 percent of entering Jandoli majors were no longer enrolled at the university. Of all majors, nearly 18 percent were no longer enrolled.

Professional master's program

Unit performance with regard to indicators:

- a) ***The unit has appropriate admissions and retention policies for the professional master's program. The retention and graduation data are published on the unit's website.***

The Jandoli School of Communication has appropriate admissions and enrollment policies. Generally there is a 3.0 GPA undergraduate requirement for admission, but exceptions are made on a case-by-case basis for promising candidates. The Strategic Leadership master's program requires that incoming students have at least three years of professional experience before they begin the program. The Integrated Marketing Communication program does not require work experience, but many of the students do come with professional experience. Some undergraduate students are able to begin their master's work while finishing their senior year. In the student meetings, some students said having that ability was one of the reasons they were attracted to the School. During the past three fall semesters, applications for admission to the Strategic Leadership program were as follows: 28 new applications with 23 new admissions and 20 new students enrolling (fall 2015); during fall 2014, there were 26 new applications, and 21 new admissions and 16 new enrollments; and during fall 2013, 29 students applied, 21 were admitted and 19 new students were enrolled. Admittance to the IMC program is more competitive with 58 new applications in fall 2015, 34 admitted and 24 enrolled; fall 2014 yielded 53 applications, 38 admissions and 28 enrolled; and in fall 2013, 77 applied, 58 were admitted and 43 enrolled. The site team was unable to locate retention and graduate data on the School's website.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

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.*

The Jandoli School of Communication has a detailed resources, facilities and equipment budget.

b) *The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.*

The School's funding is adequate to achieve its mission. The School has managed to implement a Strategic Communication & Digital Media undergraduate major and a master's program in Strategic Leadership and online Integrated Marketing Communications without additional funds. The School was allocated funds to hire a director for the Strategic Leadership program.

c) *The facilities of the unit enable and promote effective scholarship, teaching and learning.*

The School has adequate facilities and equipment to promote effective scholarship, teaching and learning. Improvements are made annually if funds are allocated. A number of classrooms are being upgraded now with new technology. Additional funds have been requested for other improvements.

d) *The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.*

Students have equipment and access to equipment that supports their research, creative and professional needs. Of special note is the broadcast equipment, studios and lab equipment available that give students real world experiences in television, radio and photojournalism. Equipment and software are also available for student learning in Digital Portfolio and Career Readiness.

e) *The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.*

The students and faculty are provided sufficient access to information resources that support faculty, student research and professional development.

Overall evaluation (undergraduate program): COMPLIANCE

The undergraduate program is housed within the Murphy Building with the exception of the mobile broadcast trailer. Faculty and students are provided with a variety of essential resources, facilities and equipment to achieve its mission. Students are highly complimentary of the equipment and resources the program provides.

Overall evaluation (professional master's program): COMPLIANCE

The graduate program is housed in the space that is also used for undergraduate education. For the most part graduate students were satisfied with the facilities. The Strategic Leadership master's program is delivered exclusively online and the technology available supports this mode of delivery.

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

- a) ***The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.***

The prominent alumni wall in the Jandoli building confirms the importance of alums, who throughout the university are known for their loyalty. Alum Dan Barry of The New York Times and two other alums visited with classes and faculty members during the last school year.

The School has experimented with various ways to stay in touch, including a student-produced print product at one point. The School now uses Twitter (@BonasJschool) and Facebook (though the page could use more frequent updates to lure readers to return) to stay in touch. In a creative move, the dean invited alumni to a Go to Meeting chat to talk about changes at the school. The dean meets twice yearly with the Jandoli Advisory Board (some of whose members also are on the St. Bonaventure Board of Trustees, an overlap that should be useful for the School).

- 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 communication issues of public consequence and concern.***

The unit is hampered because there are so few media in the region. Communications Day, which began in 1936, welcomes about 200 high-school students for campus workshops and a competition. The unit has begun an online community-focused newspaper, TAP into Greater Olean, which in a way promotes professional practice and communication issues by competing with the Olean Times Herald.

- c) ***The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.***

Faculty members belong to the Association for Education in Journalism and Mass Communication and only a few the International Communication Association, in addition to many professional groups such as the New York State Bar Association and its media-law committee, the Society of Environmental Journalists, PRSA, the Buffalo Broadcasters Association and the National Press Club.

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

Faculty members have done public relations for Buffalo Women's Gifts, Health Care Access Coalition, Embrace It Africa and other non-profits, the Olean Business Development Organization, the National Park Service and other Civil War-related groups, the Friends of the Olean Library Board, the African American Cultural Center in Olean and many other groups.

- e) *The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.*

About 200 high-school students visit every year for Communications Day. In addition, at least two faculty members travel to Fredonia, N.Y., each year to present workshops at a Western New York high-school press convention.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Unit performance with regard to indicators:

a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)

The School follows the Professional Values and Competencies that are advocated by the Council. The unit has a rubric that shows which courses are designed to help students achieve each of the values and competencies. According to the rubric, many of the courses fulfill several of the values and competencies, although it was not always clear why a particular course was listed under a competency. Also, in examination of syllabi, it was not always apparent how a particular competency would be taught (or measured).

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

Formal, consistent assessment is a relatively new concept for the School. The unit has worked with assessment consultants and its own School of Education to develop plans and appropriate rubrics to assess learning outcomes. As a result, the School adopted an assessment plan during the fall semester of 2013. The plan is focused on the 12 values and competencies, but there is not a clear map of how the unit will robustly evaluate each competency over a six-year period. In addition, the unit has not had time to collect and systematically analyze the data. The new plan has multiple measures, with the majority of measures being indirect. The School surveys students once every four years or so to understand students' perceptions of their education. Faculty also review students' digital portfolios. No specific data from these activities were provided, however.

c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

The School is planning to formally collect and report data via the assessment plan, but currently the majority of the assessment process now involves faculty members meeting together to informally discuss results of the rubrics. The self-study provided one example of a direct measure (a pre/post writing test) but did not include actual data from the results. The dean explained that the data were there but had not been analyzed in a way that would allow them systematically to examine results in a meaningful way.

The university requires that all units participate in APEC, the university-wide assessment program. The School has recently had all of its programs studied and were ranked as “excellent” or “acceptable” in all areas. The assessment is not related to ACEJMC's values and competencies, however, so it has relatively little impact on evaluating how successful the School has been in achieving the core values and competencies.

d) *The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.*

The School has strong relationships with its alumni and seeks their help in assessing students' work, although, according to the self-study, they are not directly involved in the assessment process. Faculty and alumni stated that because the unit was small, they were like "family," and that students could contact them at any time for help. Students agreed.

e) *The unit includes members of journalism and mass communication professions in its assessment process.*

The School has connections with many professionals, but, as was the case with the alumni, it was not clear in what way they systematically helped with assessment. The unit has an advisory board that is active with students and faculty in the School. Members of the advisory board who attended the luncheon during the site team's visit spoke about their connections to the students, how they provided internship opportunities and even were able to hire some graduates. They did not, however, speak to the assessment process.

Summary:

The School of Communication is focused on its mission to educate students. It was clear that the faculty deeply care about student success and are dedicated to making sure their students excel in the classroom as well as in the profession once they graduate. However, there is little systematic assessment process to determine whether students are becoming competent in the values and competencies that the Council requires for accredited programs. There is a plan moving forward but, at this point, there is not enough evidence that assessment has been ongoing and systematic during the years leading up to accreditation review.

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

The School of Communication has two professionally focused master's programs, an online-only program in Strategic Leadership and a more traditional Integrated Marketing Communications program. Both programs have defined learning objectives, but they are not all closely aligned with the professional values and competencies that the Council requires. It is possible that the goals do, in fact, connect to the values and competencies, but the self-study did not explain that. For example, one of the IMC learning outcomes is to conduct a SWOT analysis and "create a substantive research plan for one's project." It's not clear whether the research is actually conducted (as required by one of the values and competencies). In addition, other values and competencies such as "understanding diversity of peoples" are not formally stated in the IMC outcomes. The Strategic Leadership program's five learning goals more closely align to ACEJMC's values and competencies, but still some values, such as "understanding the history and role of professionals and institutions in shaping communications" were missing.

The graduate program has an assessment plan for both programs. There are multiple measures but the majority seem to be indirect and deal with the individual student's success in a course, rather than aggregated cross-program systematic analysis. The end of program portfolio and oral presentation of the portfolio is a key component of the assessment.

According to the self-study and in conversations with the dean, the graduate program has collected data,

but has not formally analyzed it nor reported it in a systematic way. No data were presented in the self-study. The graduate program has regular contact with its loyal alumni, but there was little evidence that the program has accessed alums; experiences after graduation.

Overall evaluation (undergraduate program): NON-COMPLIANCE

Overall evaluation (professional master's program): NON-COMPLIANCE

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

1) Summarize the strengths and weaknesses of the unit.

- Strengths:
 - Loyal alumni.
 - Close, family-like relations between students and faculty.
 - Concentration on the importance of writing.
 - Faculty collegiality.
- Weaknesses:
 - Diversity is not a high priority.
 - School needs to implement best practices for assessment.
 - While the school clearly is aware of the importance of the digital revolution, neither the displays in the building nor student conversation emphasizes the importance of the revolution.

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

- Standard 3: Diversity and Inclusiveness
- Standard 9: Assessment of learning outcomes
-

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

- Making diversity a priority in terms of faculty hiring and clearly labeled course content.
- Implementing best practices for assessment.
- Emphasizing in the curriculum and even in the building the importance of the digital revolution.

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

- Making diversity a priority in terms of faculty hiring clearly labeled course content.
- Implementing best practices for assessment.
- Emphasizing in the classroom and in the building the importance of the digital revolution.

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.

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 adequate.

**PART III: Summary by site visit team
(Professional master's program)**

1) Summarize the strengths and weaknesses of the unit.

- Strengths:
 - An innovative online program in Strategic Leadership.
 - Dedicated faculty who bring years of experience into the classroom.
- Weaknesses:
 - Diversity is not adequately addressed.
 - Assessment measures focus too much on indirect measures.
 - Few faculty engage in a robust research trajectory.
 - Students don't regularly report research findings to academic or professional associations.
 - Enrollment and retention information is not readily available on the website.

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

- Standard 3. Diversity and Inclusiveness.
- Standard 9. Assessment of learning outcomes

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

- Diversity needs to become a systematic and overt endeavor.
- Assessment data need to be collected, analyzed and reported in a regular and systematic manner.
- Data for retention and enrollment needs to be readily available on the website.

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

- Diversity needs to become a systematic and overt endeavor.
- Assessment data need to be collected, analyzed and reported in a regular and systematic manner.
- Data for retention and enrollment needs to be readily available on the website.

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

8) 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. NA

9) 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 adequate.

Accrediting Council

On Education in Journalism and Mass Communications

Susanne Shaw
Executive Director

May 8, 2017

Andrew Roth
President
St. Bonaventure University
St. Bonaventure, NY 14778

Dear President Roth:

The Accrediting Council on Education in Journalism and Mass Communications voted 16-2, with six members abstaining, at its April 28-29 meeting in Chicago that provisional accreditation be given to the undergraduate program in the Jandoli School of Communication at St. Bonaventure University. Pauline Hoffmann, dean of the Jandoli School of communication, attended the meeting.

The Council then voted 10-7, with seven members abstaining, that provisional accreditation be given to the graduate program in the Jandoli School of Communication.

The Council discussed the site visit team's and the Committee's recommendation for provisional accreditation. The Council discussed the school's non-compliance with two standards:

Standard 3: Diversity and Inclusiveness
Standard 9: Assessment of Learning Outcomes

The Council's procedures say: "A unit may receive provisional accreditation or reaccreditation when the Council has found weaknesses that can be corrected within two years." Schools have the option to schedule a revisit in one or two years.

If you wish to have a revisit in the 2017-18 academic year, you must submit a request no later than Aug. 1, 2017, and the revisit must occur no later than Feb. 1, 2018. For a revisit during the 2018-19 academic year, a request must be made no later than Aug. 1, 2018, and the revisit must occur no later than Feb. 1, 2019.

Please send your formal request along with sufficient documentation that all identified weaknesses have been corrected. The letter and accompanying material should be sent to Susanne Shaw, executive director. Two people will revisit the undergraduate and graduate programs in the Jandoli School of Communication. The revisit will focus on Standard 3: Diversity and Inclusiveness and Standard 9: Assessment of Learning Outcomes.

The team chair will make a recommendation to the Accrediting Committee and the Committee's recommendation will be forwarded to the Accrediting Council.

The expenses of the revisit to St. Bonaventure University and the team chair's expenses to the Committee meeting to present the revisit report will be paid by the Jandoli School of Communication. If you or Dean Hoffmann have questions about what should be addressed, please contact Susanne Shaw.

Council procedures require that I tell you of your right to appeal this decision. I have enclosed a copy of the appeals procedures, which specifies that you must notify me within 30 days of receipt of this letter if you wish to make an appeal.

Grounds for appeal of a decision to award provisional accreditation must be based on one or more of the following: 1) evidence that the Council failed to adhere to applicable adopted procedures; 2) evidence that, based upon the record before the Council, the decision was arbitrary and capricious or not supported by substantial evidence. Appeals must be made in writing and must be based on concrete evidence that was in the record before the Council at the time of the original decision.

If the Jandoli School of Communication chooses to appeal this decision, the Council will consider that appeal at its Aug. 25 meeting in Chicago. While an appeal is pending and before a decision on the appeal is made by the Council, there will be no change in the accredited status of the Jandoli School of Communication.

All expenses of the appeal, including travel, shall be paid by the institution initiating the appeal. Eighty percent of the estimated costs of the appeal hearing must be sent to the ACEJMC office two weeks before the date of the scheduled Appeals Board meeting.

Thank you for the opportunity to participate with your faculty and administration in the assessment of your journalism program. The goal of the Accrediting Council is to improve the quality of education offered to students served by a program through that assessment.

Sincerely,



Peter Bhatia
President

cc: Pauline Hoffmann, dean, Jandoli School of Communication
Jerry Ceppos, chair, site team
Chris Callahan, chair, Accrediting Committee
Susanne Shaw, executive director, ACEJMC