

# Report of On-Site Evaluation

ACEJMC

Graduate/Undergraduate programs

2014-2015

Name of Institution: **Iona College**

Name and Title of Chief Executive Officer: **Joseph Nyre, President**

Name of Unit: **Department of Mass Communication**

Name and Title of Administrator: **Robert J. Petrausch, Chair**

Date of 2014 - 2015 Accrediting Visit: **Feb. 1-4, 2015**

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

Date of the previous accrediting visit: **Feb. 1-4, 2009**

Recommendation of the previous site visit team: **Reaccreditation**

Graduate program: **Provisional Reaccreditation**

Undergraduate program: **Reaccreditation**

Previous decision of the Accrediting Council: **In 2009: Provisional Reaccreditation for the Undergraduate and Graduate Programs**

**Re-Visit: Dec. 2-3, 2010**

Recommendation of the revisit: **Reaccreditation for the Undergraduate and Graduate Programs**

Previous decision of the Accrediting Council: **In 2011:**

Graduate program: **Reaccreditation**

Undergraduate program: **Reaccreditation**

Undergraduate program recommendation by 2014 - 2015 Visiting Team: **Reaccreditation**

Graduate program recommendation by 2014-2015 Visiting Team: **Reaccreditation**

*Prepared and submitted by:*

## Team Chair

Name and Title: Richard Cole, Kerr Distinguished Professor and Dean Emeritus

Organization/School: School of Journalism and Mass Communication, University of North Carolina at Chapel Hill

Signature Richard Cole

## Team Members

Name and Title: Michael Limon, Instructor

Organization/School: School of Communication, Loyola University Chicago

Signature Michael Limon

Name and Title: Mary Rogus, Associate Professor

Organization/School: E. W. Scripps School of Journalism, Ohio University

Signature Mary Rogus

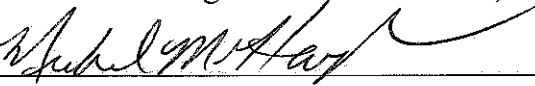
Name and Title: Phillip Jeter, Professor

Organization/School: Department of Communication and Media Studies, Winston-Salem State University

*Signature*  \_\_\_\_\_

Name and Title: Michel Haigh, Associate Professor

Organization/School: College of Communications, Pennsylvania State University

*Signature*  \_\_\_\_\_

## PART I: General information

*Name of Institution:* Iona College

*Name of Unit:* Department of Mass Communication

*Year of Visit:* 2015

**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.**

Iona College is chartered by:

New York State Education Department Office of Higher Education and the Professions  
Cultural Education Center, Room 5B28  
Albany, NY 12230  
(518) 474-5831

The permanent charter was granted by the Board of Regents of the State of New York on May 16, 1947. There have been several amendments over the years.

**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:** February 2008 (full);  
December 2009 (follow up based on provisional status)

5. *When was the unit or sequences within the unit first accredited by ACEJMC?* May 2003

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.*

Department mission statement (Revised January 2013)

The mission of the Department of Mass Communication is consistent with the goals of Iona College in the traditions of the Christian Brothers and American Catholic higher education. The Department is committed to balancing the need to educate majors who possess the skills to succeed in mass communication careers with the need to be faithful to the time-honored liberal arts education. We prepare our students to meet the challenges and opportunities of the digital age and to become skilled ethical decision-makers and critical users of media. The Department continues to enhance its reputation of excellence regionally, nationally and internationally with a focus on diversity, life-long learning and the individual attention that is characteristic of the Iona education. We promise that our students will be well prepared, sought after by the mass communication industry and deeply proud of their Iona degrees.

Mission statement for the professional master's program in public relations  
(Adopted Spring 2014)

The mission of the professional graduate program of the Iona College Department of Mass Communication is to provide students with a learning environment in which they can pursue careers in different areas of public relations, depending on their personal interests and abilities. The program also aims to supply opportunities for growth in skills and in knowledge related to communication by giving students access to leading-edge facilities and technology, as well as to academic and professional instructors who challenge and nurture them. The ultimate goal is to enable its graduates to be effective, persuasive and innovative communicators.

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

- Semesters of 15 weeks
- Quarters are not offered
- Summer sessions of 5 weeks
- Intercessions of 2 weeks

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

- Four-year program leading to Bachelor's degree
- Graduate work leading to Master's degree
- Graduate work leading to Ph.D. degree

**9. List the specific undergraduate and professional master’s degrees being reviewed by ACEJMC. \*Indicate online degrees.**

- Bachelor of arts degree in mass communication (with four concentration areas: advertising, journalism, public relations and TV/video [soon to be renamed broadcast media])
- Professional master’s degree in public relations
- There are no online degrees

**10. Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit.**

- 120 semester credit hours for a bachelor of arts degree in mass communication
- 36 semester credit hours for a master of arts degree in public relations

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

Students may complete more than one internship but they are allowed to apply only three semester credit hours toward their degrees.

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge*</u>
Advertising	Tony Kelso
Journalism	Mitchell Bard
Public Relations	Robert Petrausch
Broadcast Media (formerly TV-Video)	Nadine Cosby (with assistance from Michael Damergis)

\*“Person in Charge” refers to the contact person who is generally responsible for curriculum development and faculty communication in relationship to a specific concentration area. The title does not correspond to an administrative position.

**13. Number of full-time students enrolled in the institution:**

	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>
Undergraduate:	2,994	307	3,301
Graduate:	273	335	608
Total enrolled students:	3,267	642	3,909

Source: Iona College Office of Institutional Effectiveness and Planning

**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>
Advertising	45
Journalism	54
Public relations	138
Broadcast Media	116
Total	353

Note: These numbers will be updated at the end of the Fall 2014 semester

Source: Iona College Office of Institutional Effectiveness and Planning as of May 2014

**15. Number of graduate students enrolled:**

Full-time	11
Part-time	29
Total	40

Note: These numbers will be updated at the end of the Fall 2014 semester

Source: Iona College Office of Institutional Effectiveness and Planning as of May 2014

**16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, 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 courses.**

Spring 2015 Semester (as of 11/22/14)

MCO 305 A	Advertising Strategy	8
MCO 327 A	Digital Production: Studio and Field	16
MCO 330 A	Broadcast Journalism	13
MCO 335 EA	The Creative Process in Advertising	5
MCO 337 A	On-Camera Presence, Voice and Diction	16
MCO 350 A	Writing for the Screen	18
MCO 370 A	Writing for Public Relations	10
MCO 370 B	Writing for Public Relations	8
MCO 377 A	Writing for Multiplatform Journalism	7
MCO 378 A	Reporting for Multiplatform Journalism	7
MCO 387 A	Converged Magazine Production	7
MCO 391 EA	Advanced Writing and Reporting for Sports Journalism	2
MCO 394 A	Advanced Reporting and Writing for Entertainment, Arts and Culture Journalism	4

MCO 403 EA	Advertising Campaigns (Hybrid)	9
MCO 413 A	Publicity Campaigns	17
MCO 428 A	Digital Production Workshop	6
MCO 430 A	The Producer’s Craft (Hybrid)	18
MCO 432 EA	Broadcast Newsroom	10
MCO 435 A	Sports Broadcasting and Production	18
MCO 478 A	Copy Editing	9
MCO 478 B	Copy Editing	10
MCO 496 A	Seminar in Mass Communication	11
MCO 496 B	Seminar in Mass Communication	15
MCO 496 C	Seminar in Mass Communication	16
MCO 496 D	Seminar in Mass Communication (Hybrid)	15
MCO 499 SL	Special Topics in Mass Communications: Radio, TV and the Internet	12

Fall 2014 Semester

MCO 305 A	Advertising Strategy	8
MCO 313 A	Media Planning and Buying	13
MCO 327 A	Television Studio Production	16
MCO 335 EA	The Creative Process in Advertising	8
MCO 350 A	Writing for Television and Video	16
MCO 370 B	Writing for Public Relations	16
MCO 370 SL	Writing for Public Relations	8
MCO 377 A	Writing for Multiplatform Journalism	13
MCO 378 A	Reporting for Multiplatform Journalism	6
MCO 387 A	Converged Magazine Production	12
MCO 390 A	Computer Animation for Video	17
MCO 403 EA	Advertising Campaigns (Hybrid)	8
MCO 413 A	Publicity Campaigns	15
MCO 413 B	Publicity Campaigns	10
MCO 418 IS	Interactive Advertising	4
MCO 428 A	Video Production	15
MCO 478 A	Copy Editing	17
MCO 478 B	Copy Editing	16
MCO 496 A	Seminar in Mass Communication	11
MCO 496 B	Seminar in Mass Communication	12
MCO 496 C	Seminar in Mass Communication	15
MCO 499 A	Special Topics in Mass Communications: On-Camera Presence	8
MCO 499 B	Special Topics in Mass Communications: Radio	6

- 17. Total expenditures planned by the unit for the 2014-2015 academic year:** \$914,429  
**Percentage increase or decrease in three years:** four percent increase  
**Amount expected to be spent this year on full-time faculty salaries:** \$655,339

**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.**

- Mitchell Bard, JD, ABD, assistant professor
- John Breslin, PhD, associate professor
- Nadine Cosby, MS, MA, clinical professor/instructor
- David Cundy, MFA, clinical professor/instructor
- James Eggensperger, PhD, associate professor
- Tony Kelso, PhD, associate professor
- Robert J. Petrausch, EdD, associate professor
- Natalie Redcross, PhD, assistant professor
- Orly Shachar, PhD, associate professor

**19. List names of part-time/adjunct faculty teaching at least one course in fall 2014. Also list names of part-time faculty teaching spring 2014. (If your school has its accreditation visit in spring 2015, please provide the updated list of faculty at time of visit.)**

The following adjunct professors taught at least one class during both the Fall and Spring 2014 terms:

- Thomas Callahan
- Michael Damergis
- Laura Esposito
- Christopher Farley
- Beth Feldman (graduate program)
- Nancy-Jo Johnson
- Danielle Mastromarino
- Daniel Don Nanjira
- Julio Rodriguez
- Michael Witsch

The additional following adjunct professors taught at least one class during the Fall 2014 term:

- Mark Bruce
- Shenan Reed
- Katie Schlientz (graduate program)

The additional following adjunct professors taught at least one class during the Spring 2014 term:

- Dwayne Doherty (graduate program)
- Hab Dugo
- Amelia Ingram (graduate program)
- Deborah Kiley-Torres (graduate program)
- Raymond Smith



**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
2013-2014 academic year	105	105	100 percent
2012-2013 academic year	104	104	100 percent

\*Currently, no student receiving a bachelor’s degree in mass communication from Iona is allowed to take more than 39 credits (before the 2013-2014 academic year it was 36 credits) in mass communication. Given that the degree requires 120 credits, 100 percent of the graduating students completed well over 72 credits ( $120-39 = 81$ ) outside of the Department’s offerings.

Source: Iona College Office of Institutional Effectiveness and Planning

**STORM LINUS**

**Please note:** The site visit occurred during a serious snowstorm (named Linus). Iona College was forced to close for the entire Monday of the visit. Planning ahead, the unit head and site team asked the faculty to come in on the Sunday afternoon for a briefing on the visit and for a general discussion before the tour of the facilities was held. Commendably, eight of the nine-full time faculty members were able to come in and gladly did. In addition, the staff member in charge of digital and broadcast facilities gladly came in. Good discussion and question-answer periods were held.

Because of the storm, the Department chair stayed in the hotel where the site team was staying for all three nights of the visit.

Despite the College’s being closed on the Monday of the visit, and despite all the snow and ice, the Department chair and all full-time faculty members except one who lives far away came in that day for individual interviews and discussions. And the staff assistant to the Department chair (who is also head academic adviser to students) spent the Sunday night in the hotel where the site team was staying and remained in the Department all day on the Monday.

In addition, the site team was able to meet with the dean of the School of Arts and Science and with the vice provost for student life on the Monday. They came in despite the weather.

## **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.*

### **A Brief Overview to Set the Scene**

Iona College is a small, private, liberal arts institution founded in 1940, mainly to teach disadvantaged youth. It was founded by the Congregation of Christian Brothers in the tradition of American Catholic higher education. It has a strong Catholic orientation today. The College has about 4,000 students in all (full-time and part-time); more than 80 percent are undergraduates. Teaching is Iona's primary mission by far. It also has a strong service mission.

The College consists of only two schools: the School of Business and the School of Arts and Science. The Department of Mass Communication is housed in the latter.

The Department traces its roots to the early 1970s, first emphasizing film studies. It broadened its scope to communication arts and then became the Department of Mass Communication in 1986. Today it has the most majors of any unit on the campus and is seen as a flagship unit at Iona.

**A brief synopsis of the Department's ACEJMC history.** The Department received ACEJMC accreditation of its undergraduate program and master's program in public relations in 2003 but then received provisional accreditation in 2009. Two Standards were found out of compliance for both the undergraduate and master's programs at that time: **Diversity**, and **Professional and Public Service**. In addition, the **Assessment** Standard was found out of compliance for the master's program. After considerable work by the Department, it received full accreditation from ACEJMC in 2011. Details of these Standards in today's Department will be discussed below along with the other Standards, of course.

**The Department in a nutshell to set the current scene.** Nine full-time faculty members, including the Department chair, and about 15 part-time teachers constitute the faculty. The Department's primary mission is teaching, and the faculty has a heavy teaching load (four courses each semester). Some course remissions are made for administrative responsibilities and the like, but the load remains heavy. The Department has close to 400 student majors:

#### **Undergraduates:**

Public Relations	138
Broadcast Media (formerly TV-Video)	116
Journalism	54
Advertising	45
<b>Total undergraduates</b>	<b>353</b>

#### **M.A. in Public Relations:**

Full-time master's students	11
Part-time master's students	29
<b>Overall total students</b>	<b>393</b>

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.***

The Department chair is charged with developing a strategic plan every five years and makes a list of short-term objectives at the start of each academic year. The strategic plan follows Iona's overall mission and goals, including providing a rigorous academic environment and embodying opportunity, justice, the liberating power of education, and integrating mind, body and spirit. The Department aims to prepare students for the digital age and teach them to be skilled and ethical decision-makers and critical users of media. The Department has a focus on diversity and seeks to take advantage of its close proximity to New York City.

Aspirations in the Department's mission statement for the next five years include building and growing a renowned mass communication program, building and recruiting first-rate faculty members and adjuncts, continuing to be a large and popular department, helping underserved communications organizations, supporting the recruitment of talented students from diverse backgrounds, expanding the Department's reach globally, building on past achievements and advocating for more College funding to pursue additional scholarship.

The Department faculty and administration point to numerous successes in these and other goals in recent years, including:

Hiring two women of color into the nine-person full-time faculty, increasing the percentage of minority adjuncts from 0 percent to 20 percent, updating three of its four undergraduate curricular concentrations (the fourth was already revised not that long ago), increasing the master's program in public relations to 40 students and launching its graduate P.R. program at the new Rockefeller Center campus, working on a new 4+1 undergraduate-graduate program, creating cooperative programs at high schools, improving alumni activities, creating more awards for students, setting up some international activities, greatly increasing the digital expertise of the faculty, and putting greater emphasis on the digital world into the overall curriculum.

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

The Department's full-time faculty elects its chair by secret ballot. The chair is formally appointed by the Iona provost on the recommendation of the dean of the School of Arts and Science. The Department has no standing committees because of its small size. Ad hoc committees are formed as needed.

Faculty governance is strong. Faculty members are active in virtually every aspect of the Department's operation. Curricular changes can be advanced only with a consensus of the full-time

faculty. Typically about 10 faculty meetings are held each year. There are extended meetings at the end of each semester to assess how the Department has fared and advanced.

Faculty members are also active in campus-wide committees and other groups at Iona.

Faculty morale is quite good. Virtually all faculty members we interviewed said the faculty works well together. “We root for each other. We gel. We get along.”

The Department chair gets a two-course remission each semester for his administrative duties and still teaches two courses a semester. The M.A. director used to get a one-course remission each semester but now receives a stipend instead of a remission.

The staff consists of four people: a chief administrative assistant who serves as the Department’s head academic adviser, the director of the Center for Media Learning and Digital Technology, and two student administrative assistants.

***(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.***

The Department chair’s term is three years, renewable for a second three years. A person cannot be chair for more than six consecutive years.

Relations between Department faculty members and the unit’s administration are cordial, collegial and almost constant. Department faculty members respect the Department chair, and virtually all laud him as a caring and capable administrator. On the campus, he works to advance the Department in consultations with the dean of the School of Arts and Science and with other administrators and professors, and with alumni and other constituencies. The dean respects him and calls him a good administrator, a team player and a good advocate for the Department.

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

At Iona, the School of Arts and Science has no formal instrument for either faculty members or campus-wide administrators to use in evaluating a department chair. But various measures provide feedback to the School dean and others. Students and faculty members are free to talk with a department chair and higher administrators, and if the faculty is unhappy with a department chair, it has the right to vote to remove him or her from the office. If there is a two-thirds vote, the faculty thus asks the provost to dismiss the chair. Moreover, the campus is not that large, and communications between department administrators and the dean are frequent. The Department of Mass Communication developed its own 10-question form to evaluate the chair. The form was last used in spring 2014 and showed strong support for the chair.

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

The Department, School of Arts and Science and College have administrative procedures to consider and address concerns of students and faculty and staff members.

### **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.***

In spring 2014, the unit adopted a separate written strategic plan for its master's program. The plan includes a mission statement that clearly states a professional focus, guiding philosophy and relationship to the Department. The plan has appropriate goals and target dates. The faculty member who directs the program and the former director said the resources for the program are adequate. The courses in the program's Manhattan center are taught in space in Rockefeller Center, and commendably students in the program can take all courses needed for a degree there or in New Rochelle.

***(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.***

One faculty member has administrative responsibility for the program. The graduate admissions office of Iona screens applications for threshold requirements and forwards candidates for the Department for a final admission decision. Admissions decisions are made only after a candidate is personally interviewed by the graduate director. Conversations with the current and former directors and a review of the minutes of faculty meetings confirm that the faculty has oversight of program policies and curriculum and is active in discussing them.

**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 these requirements.***

The Department requires 120 credit hours for graduation with a bachelor's degree. All graduating bachelor's students in 2013-2014 and 2012-2013 had 72 or more credit hours outside journalism-mass communication. The Department administration says that all these students had "well over" 72 such credits.

In addition, we examined a number of student transcripts and found that 100 percent of those students had 72 or more credits outside journalism-mass communication.

***(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)***

**Undergraduate core curriculum:** The Department has a four-course core:

MCO 230, Digital Literacy and Practice  
MCO 200, Introduction to Mass Communication  
MCO 300, Media Law and Ethics  
MCO 496, Seminar in Mass Communication (senior capstone course)

The Department has four concentrations. Public Relations is the largest in student enrollment, followed by Broadcast Media, Journalism and Advertising. Recently the Department revamped two concentrations: Journalism and Broadcast Media (formerly TV-Video).

**Advertising:** The Advertising concentration is the fourth-largest in the Department with 45 majors. There are four required courses: MCO 210, Advertising; MCO 305, Advertising Strategy; MCO 335, The Creative Process in Advertising; and MCO 403, Advertising Campaigns. Students must choose two 3-credit courses from a list of electives, including MCO 313, Media Planning and Buying; MCO 321,

Trends in Advertising; MCO 322, Advertising Account Planning and Research; or MCO 418, Interactive Advertising.

**Broadcast Media (formerly TV-Video):** Broadcast Media is the second-largest concentration, with 116 students. The curriculum was revised in 2013-2014, and the new courses were introduced in spring 2015. There are four required courses: MCO 225, Broadcast Media; MCO 327, Digital Production: Studio and Field; MCO 350, Writing for the Screen; and MCO 428, Digital Production Workshop or MCO 432, Broadcast Newsroom. Students must choose two 3-credit courses from MCO 337, On-Camera Presence, Voice, and Diction; MCO 329, Radio Production; MCO 430, The Producer's Craft; MCO 431, Television Aesthetics and Criticism; or MCO 435, Sports Broadcasting and Production.

**Journalism:** Journalism is the third-largest concentration in the Department, with 54 majors. There are four required courses: MCO 275, Journalism; MCO 377, Writing for Multiplatform Journalism; MCO 378, Reporting for Multiplatform Journalism; and MCO 478, Copy Editing. Students must choose two 3-credit courses from MCO 330, Broadcast Journalism; MCO 387, Converged Magazine Production; MCO 391, Advanced Writing and Reporting for Sports Journalism; MCO 392, Advanced Writing and Reporting for Public and Community Affairs; MCO 393, Business and Financial Reporting and Writing; or MCO 394, Advanced Reporting and Writing for Entertainment, Arts and Culture Journalism.

**Public Relations:** The Public Relations concentration is the largest in the Department, with 138 majors. There are four required courses: MCO 213, Public Relations; MCO 370, Writing for Public Relations; MCO 397, Research Methods in Mass Communication; and MCO 413, P.R. Campaigns and New Media. Students must choose two 3-credit courses from a list of electives, including MCO 311, Organizational Communication; MCO 317, Public Opinion Dynamics; MCO 399, International Mass Communication; MCO 410, Public Relations Case Studies; or MCO 478, Copy Editing.

*(c) Instruction, whether onsite 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. (If the unit has more than one sequence, address the quality of instruction by sequence.)*

**Advertising:** Students in the Advertising concentration said the curriculum was up to date and offered them the skills needed to succeed in their internships. They praised the full-time and part-time faculty for discussing recent campaigns during classes. The only concern the students expressed was the lack of on-campus computers with the Adobe Creative Suite software. Two students also said that one of the advertising classes was offered only at night, once a week. The students said this did not promote a sense of community and that it made them feel a bit disconnected from their peers.

**Broadcast Media:** Students praised the new broadcast curriculum that went into effect in spring of 2015. They noted that much of the technology they were using in classes mirrored the equipment used in their internships. The students praised full-time and part-time faculty members as being current with the industry. The curriculum is demanding, and emphasizes working on deadline. The major concern was lack of access to editing software on computers outside the Department and equipment breakdowns, especially the teleprompter. Students said they should gain more exposure to other video-editing programs. Of the 18 broadcast students at the session, 14 gave their overall education in the Department an A and 4 students gave it a B.

**Journalism:** Students were very happy with the Journalism curriculum. They get experience writing over multiple platforms. The professors are frank, yet rewarding. Out of the 11 students at the session, 10 of them have had internships. Students felt while interning, they were more prepared (e.g., AP style, operating the audio board, cutting video) than their colleagues. Students' main concern was the lack of flexibility in the Department's 39-credit rule. Students wanted to take more electives in the Department rather than in external areas. Another concern was the lack of the Adobe Creative Suite program on computers outside of the Department. There is limited access to computers with programs because of the class schedule.

**Public Relations:** The Public Relations students were very happy with the quality of their education. They felt the public relations writing course prepared them for internships and the many forms of writing they incurred. They really enjoyed the service-learning class and the opportunity it provided to work with a "real-world" client. Students thought the curriculum was current and offered a number of opportunities to employ or learn social media strategies and tactics. The major concern was the lack of flexibility in the 39-credit rule. Of the 31 Advertising-Public Relations students at the session, 28 gave their overall education in the Department an A, and 3 students gave it a B.

***(d) 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.\****

Commendably, Department classes are small. Not one skills or laboratory course has 20 students or more. Many have fewer than 10. In the self-study, the highest number of students in any skills class was 18.

***(e) 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 6 semester credits (or 9 quarter credit hours). Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet 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 recommended but not required. A student must schedule an appointment with the Department's academic adviser before finding an internship. During this meeting, the adviser makes sure that the student has met the prerequisites for an internship. Students commented that they receive regular emails informing them about internship opportunities.



All students enrolled in internships during a semester must meet with the coordinator four times throughout the semester enrolled. During these sessions, the interns are asked to report on their progress and obtain feedback they can use to improve their performances.

Interns are required to spend the equivalent of one working day a week (8 hours) at the media organization for a total of 90-120 hours over the course of the semester. Students are required to blog about a topic related to the intern's interest. This assignment can become part of the student's graduation portfolio. Students complete a written critique of the internship experience, a written account of a critical incident that shaped the student's internship encounter in a unique way, and an internship site evaluation. The site supervisor submits a written assessment of the student's work, but this document is sent directly to the internship coordinator. The internship coordinator examines all of these materials. The final grade is weighted as follows: blog (15 percent), critical incident write-up (25 percent) and supervisor evaluation (60 percent).

During the 2013-2014 academic year, 55 students took internships. The number of internships varies from semester to semester. The Department has found that a number of the larger organizations are now willing to pay student interns. However, smaller organizations have stopped accepting interns because they can't afford to pay them, and the organizations see accepting interns as a potential legal issue. Students can take one 3-credit internship inside the Department's limit of 39 credits in the major. They may also take a 1-credit internship over the 120 credits required for graduation. Many students take both the 1-credit and 3-credit internships. Some students take extra internship credit and apply it to their second major or minor at Iona.

### **Professional master's program**

Unit performance with regard to indicators:

***(f) At least half of the required credit hours must be in professional skills courses that are appropriate to professional communication careers.***

Majors need to complete at least 12 courses (36 credits) for the master's degree in public relations. The program has no cross-listed courses with the undergraduate program. There is an inventory of 25 courses. Seven courses (21 hours) are required, and five of those courses (15 credit hours) are professional courses. Students may choose their remaining electives from among 18 courses, eight of which are professional. A review of the 2013-2014 graduates found that 14 of the 15 earned at least half of their credits in professional skills courses. No graduate courses were observed by the site team because all classes were canceled on the Monday of the visit due to the weather. On the Tuesday, graduate classes were scheduled only after 6:30 p.m.

***(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.***

There are no courses open to both undergraduate and graduate students. A review of graduate syllabi for spring 2015 showed that expectations of master's students are significantly more rigorous than undergraduate courses, including both hands-on professional assignments and research assignments.

**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 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 Department has a written diversity plan that was revised in September 2013. Its original plan was adopted in 2002. The current plan embraces the College's broad definition of diversity that includes "age, lifestyle, national or ethnic origin, race, creed, color, sex, marital status, veteran status, sexual orientation, affectional preference, gender identity, citizenship status, disability or socio-economic background." In this context, the Department places special emphasis on people of color and women. The plan outlines planned and accomplished activities to diversify the Department's curriculum, personnel and the environment. One College administrator said the College was placing a greater emphasis on diversity and expects recommendations and initiatives from the College diversity committee, chaired by a Department faculty member, that will move the University forward. The faculty member, Tony Kelso, has spearheaded the Department's diversity activities and is seen as Mr. Diversity at Iona.

It is clear the Department has acted on the findings in the last full site visit and revisit. Full-time faculty and staff members have participated in a diversity-training seminar conducted by two women from Brooklyn College. The faculty has involved student clubs in events with race and gender topics. Its advisory group is predominantly female.

***(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of 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.***

Since the last visit, the Department has required each course syllabus to have a diversity component by stating specifically the ACEJMC diversity professional values and competencies and to indicate what part of the course covers the desired value-competency. A review of syllabi found the vast majority of the courses emphasized the professional value and competency of diversity through at least one activity, assignment, lecture or project. Conversations with some faculty members indicated that the syllabi don't perfectly reflect what actually happens in the course because sometimes topics don't always get covered. Conversations with students found that some were hard-pressed to come up with examples of media diversity or issues related to media diversity without prompting. The Department has offered MCO 326, Race and Gender in Mass Communication, during the prior and current academic year.

There is one undergraduate course (MCO 399, International Communication) and one graduate course (PR 625HY, International Communication) for students who want an in-depth exploration on the topic.

***(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.***

The Department has increased diversity among the full-time faculty since the last visit by filling two of the three openings that developed with two black females through one clinical faculty appointment and one tenure-track appointment. Through outreach and recruiting in specialized publications and websites, females and minorities were heavily represented in a pool of 46 candidates for these two openings. The pool included two international applicants who were considered. The part-time faculty includes African-Americans, Hispanics and females.

One of the new faculty members is in charge of the Broadcast Media concentration, which has the second-largest number of majors.

***(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.***

Recruiting is centralized through the College Office of Admissions. More than 90 percent of the students at the College come from the Connecticut-New Jersey-New York Tri-State area. The racial composition of students in this region is 68 percent white and 32 percent nonwhite. Student enrollments in the Department approximate those in the service area. The percentage of undergraduate nonwhite students in the Department is lower than the percentage of nonwhite students at the College.

Retention rates for minority student majors have increased at a higher rate than nonminority major students since fall 2009. For fall 2012, the most recent year of data reported, retention rates were comparable for both groups, 91.1 percent versus 92.6 percent. Nonminority students and minority mass communication majors graduate at a higher rate (84.8 percent and 80.4 percent, respectively) than students in the School (75.5 percent). The majority of students in the program are female. The classes the site team observed were racially diverse.

Although the Department does some external outreach activities, students on campus are made aware of the program before they enroll through College open-house events and presentations of student media products-productions. Some faculty members have formed partnerships with a nearby middle school and high school to introduce students to the field of mass communication. These outreach efforts have an international component. The Department hosted a summer 2014 media camp for students from Argentina and has established an exchange program with a university in Spain.

***(e) The unit has a climate that is free of harassment and 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.***

Faculty members interviewed say the Department is, by and large, a pleasant place to work, and there is generally an atmosphere of collegiality. They say discussions are civil, not acrimonious. There are no pending complaints of harassment or discrimination against the unit.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Overall evaluation (professional master's program): COMPLIANCE**

The Department's diversity plan applies to the graduate program. One of the two recent full-time nonwhite faculty hires is a woman who teaches in the program. Other than faculty status, there are no special qualifications to be able to teach in the graduate program. The Department has a number of graduate students from Saudi Arabia who, according to the current and former director, "have found the program on their own" and add an international component to the program with the background and experiences they bring to the classroom and their coursework. International students are 25 percent of the Department's graduate student population, and African-Americans and Hispanics are approximately 22 percent of the Department's current graduate students.

## **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 College has a formal process for selecting full-time faculty members that includes the chair's writing a position announcement in consultation with the faculty after the dean outlines the criteria for the position. The selection process for part-time faculty members and staff is less formal. A department chair interviews and hires adjunct faculty members and instructional staff in consultation with faculty members who oversee the subject area in which the candidate would teach. The criteria for selecting adjuncts is determined by the courses that need to be taught. Most candidates come from faculty referrals, but the chair has posted calls for adjuncts on the College website, and one of the most recent adjunct hires came from that pool.

Tenure-track and clinical faculty members are evaluated in the Department according to procedures for the entire School of Arts and Science that include student evaluations and classroom observations. Students fill out online evaluations for all classes. Tenure-track faculty members receive three classroom observations a year by the Department chair, a tenured faculty member in the department and the dean of the school. Non-tenure-track full-time faculty members and part-time instructors are similarly evaluated once a year or every other term they teach, by the chair or a tenured professor.

There is no post-tenure review at Iona, except for promotion to full professor, but the chair reviews student evaluations of tenured faculty members and would discuss any possible problems with them.

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

The Department currently has nine full-time faculty members: five tenured associate professors, two tenure-track assistant professors, and two clinical nontenure-track instructors. One clinical and two tenure-track faculty members were hired since the last accreditation review to replace two retired tenured faculty members and a clinical instructor whose contract was not renewed. The dean told the site team he intends to give the Department an additional clinical faculty line in sports broadcasting as the College pursues a program with ESPN3 to provide coverage of collegiate conference sports.

Eighteen part-time instructors taught at least one course in fall 2014 and/or spring 2015. Full-time faculty members have a 4-4 teaching load, with the chair receiving two course remissions for administrative work. The graduate director now receives a stipend in place of the one course remission previously granted. In spring 2015, full-time faculty members taught 31 of 49 (63 percent) undergraduate courses. The Department reported in the previous three years that full-time faculty members taught 60-65 percent of undergraduate courses.

Full-time faculty members are actively involved with service for the College, and with professional community service, and advise extracurricular student media and student organizations. Full-time tenured and tenure-track faculty members are also expected to produce research and creative activity, which they do despite a heavy teaching and service workload. Tenured and tenure-track faculty members produced more than 90 research and creative works during the past six years.

***(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.***

Among the full-time faculty, five have Ph.D.'s, one an Ed.D., one is ABD, and the two clinical faculty have M.A. or M.S. degrees. The faculty balances that academic experience with an impressive array of professional credentials, ranging from seven to 32 years of professional experience. Most full-time faculty members are active in both scholarly (AEJMC, BEA, AJHA, ICA) and professional associations (SPJ, PRSA, IRE, Producers Guild). The Department takes advantage of being part of the No. 1 media market in the country to recruit part-time faculty members with a wide range of current professional experience into the classroom.

Several full-time faculty members said that they regularly interact with alumni and adjuncts to make sure students learn the skills they need to be well-prepared for current jobs in the business. At least one faculty member expressed a desire for professional-development resources to keep up to date with technology changes.

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

Instruction is evaluated for both full-time tenure-track faculty members and part-time instructors in two ways: student evaluations and classroom observation. Students fill out online evaluations for every class with 13 questions on instructor effectiveness and 9 questions about the class. The Department chair reviews those evaluations and provides a summary in his evaluation for re-appointment, which goes to the dean. Student evaluations of faculty members in the Department, on average, are on par or slightly above those of the School of Arts and Science overall.

In addition, tenure-track faculty members receive three classroom observation visits and evaluations during the year. During these observation visits, the faculty member is evaluated on his or her preparation for and content of the class, as well as pedagogy. Likewise, adjuncts receive one classroom observation every other term. After the visit, there is a face-to-face meeting with the evaluator to discuss it, and follow-up comments are added to the evaluation.

Tenured faculty members receive no post-tenure review unless they want to be promoted to full professor. There are currently no merit raises for faculty or staff, only across-the-board salary increases that have averaged 1 percent to 2 percent in recent years. However, student evaluations of tenured faculty members are reviewed by the chair and any problem areas discussed with the faculty member. The dean said the policy of no merit increases is under review at Iona.

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

The Department was described by Iona's vice provost of student life as a "star" on campus. Both the vice provost and the dean noted that the rigorous ACEJMC accreditation process made the Department the most highly accredited program on campus, and that was something the College takes pride in.

Faculty members serve in high-profile service roles on campus, including chairing a College-wide diversity effort and a revamping of the College workload policy.

### **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 Department does not have a formal graduate faculty separate from those who teach undergraduate courses. Any full-time faculty member interested in teaching a graduate course can do so because all have advanced degrees. Six of the full-time faculty members, all with professional public relations experience, regularly teach in the graduate program. Some adjunct professors teach only graduate courses. The resumes provided on adjuncts show that all have advanced degrees and very impressive professional credentials.

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

In spring 2015, full-time faculty members taught seven of eleven graduate courses. In the previous three academic years, the Department reported that full-time faculty taught 61 percent-94 percent of graduate classes.

**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 of Arts and Science will provide a faculty member in the unit with up to \$1,500 a year to defray the cost of travel to academic conferences. If traveling abroad, a faculty member can receive up to \$2,000. When faculty members apply for travel money, a committee of their peers evaluates and decides how much each trip is worth. The faculty member can receive up to \$1,500 per year. Faculty members often cover the cost of additional travel at their own expense.

The 2009 site team report and the 2014 self-study stated that the dean could give a faculty member a teaching reduction (remission) to complete research projects. Faculty interviews said the remissions were rare.

The Center for Enhancement of Learning and Teaching at Iona College offers grants and awards up to \$6,000 to faculty members who have completed or will conduct research on the topic of technology and teaching. An associate professor in the Department received two of these grants: a \$3,000 award and a \$1,500 award. Two faculty members also received internal grants (\$1,500 each) to develop service-learning courses.

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

Full-time faculty members have a 4-4 course load. Although Iona College is primarily a teaching institution and not a Research 1 university, scholarship and creative activity are still key indicators for tenure and promotion. The Iona College Faculty Handbook describes the evaluation criteria for the areas of teaching, research and service. The Department interprets scholarship as output in “academic research, trade and scholarly publications, conference presentations, creative projects and professional activities” (self-study, p. 168).

During the five-year probationary period, a tenure-track faculty member receives a classroom observation by the dean (or associate dean) of the School of Arts and Science, the professor’s Department chair, and another tenured faculty member from the same department. For each year of contract renewal during the probationary period, the dean and the Department chair complete an extensive general evaluation form. If a tenure-track professor is not performing up to expectations in the area of scholarship, the evaluation points this out.



Formal and informal mentoring goes on between senior and junior faculty members. The chair assigns one tenured faculty member to mentor each tenure-track professor. The chair serves as a co-mentor to all junior faculty members. Faculty members on the tenure-track or those who earned tenure in the Department stated that they were mentored by multiple people and felt that the evaluation process was fair. They noted that the evaluation process pointed out their strengths and weaknesses so they understood what needed addressing before going up for tenure.

The self-study did state one concern: “For a faculty member seeking promotion to full professor, the *Handbook* contains little information about the role scholarship plays in the assessment of his or her full credentials.” It merely states that the candidate must display “evidence of research, creative work, publications, and reputation and recognition among professional colleagues in academic circles” (self-study, p. 19). The Department is currently drafting a document that discusses the equivalency of different forms of scholarship and creative activity.

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

According to the self-study, “The Department values any type of academic, professional or creative contribution that advances knowledge, raises its standing in general or boosts the reputation of one or more of its faculty members within the College, or increases the recognition of Iona at large.”

***(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.***

The level of scholarship, research and creative activity has increased since the last self-study. Over the past six years, the faculty produced 14 book chapters, 1 book, 1 textbook (*Understanding media ethics and law*), 1 edited book, 6 refereed journal articles (e.g., *Journal of Broadcasting & Electronic Media*, *American Journal of Business Education*, *Journal of College Teaching and Learning* and *European Scientific Journal*), 20 refereed conference papers (e.g., AEJMC presentations), 6 book reviews, 15 nonjuried creative works, and 6 articles in nonrefereed publications. They also listed 44 items in the category of “Other.”

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

To promote intellectual and professional inquiry and discussion, the Department introduced a brown-bag series in spring 2014. The forum will be held every semester.

In conclusion, despite a 4-4 teaching load, the level of scholarship, research and creative activity has increased since the last self-study. Junior faculty members are mentored and understand the promotion

and tenure process. They feel supported on the path of earning promotion and tenure. There is limited financial support for faculty to travel to conferences.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Overall evaluation (professional master's program): COMPLIANCE**

Six of the full-time faculty members regularly teach in the graduate program. The full-time faculty members who are teaching in the graduate program are producing book chapters, conference papers and other scholarly output. Part-time faculty members regularly teaching in the graduate program contribute to the creative and professional activity by working full-time in the industry.

## **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.***

Since the 2008 reaccreditation visit, the Department has changed its advising procedures to provide more consistent service to all students. When a student (typically a freshman) is ready to declare Mass Communication as his or her major, the student schedules a meeting with the chair of the Department. The chair opens a file for the student, fills out major declaration forms and fully explains the program requirements. The chair helps the student select a concentration area and then completes a program advisement plan for the student. From the very beginning, students in the Department receive a complete overview of what is expected.

Once the student is declared a Mass Communication major, academic advising passes to the Department's head academic adviser who meets with the student from that point on to plan each semester's courses. This is a change for the Department. During the previous accreditation period, the full-time faculty advised students, which the self-study points out was burdensome for faculty members who already have a heavy workload, and led to uneven advising.

The head academic adviser, who has both professional media and counseling experience, meets with each student at least twice a year to plan course selections for the next semester. No student may register for classes until that meeting takes place. In addition, the adviser reviews each student's course schedule once the semester starts to ensure that he or she is taking the proper courses in order to make progress toward graduation. The students had high praise for the new head academic adviser, Kathy Dowden, who replaced the retired head academic adviser in September 2014. They described her as helpful, responsive and efficient. They noted that she was particularly helpful to the Broadcast Media majors when their concentration curriculum was revised for spring 2015.

Relieved of routine academic advising duties, full-time faculty members provide career and professional advising. They guide the students toward internship and job opportunities that will lead them down their chosen career paths. Students said faculty members were helpful and made use of their own professional contacts to connect the students with internships and jobs.

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

All full-time faculty members are required to be available for at least three office hours a week, and to schedule appointments outside of regular office hours for students who cannot make those times. Part-time faculty members are not required to hold office hours but are directed to make appointments with

any student who wishes to talk to them. Part-time faculty members the team spoke with said they typically arrive 30 to 45 minutes before class to prepare and meet with students individually.

The students said that both full-time and part-time faculty members were very accessible. They described the full-time faculty as having an open-door policy, and they felt free to come and talk with faculty members at any time. They also noted that, because of small class sizes, the Mass Communication faculty knew who they were, and the students knew all the full-time faculty members.

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

The Department regularly emails all students and posts fliers around the classrooms for speakers and events of interest to Mass Communication students. The Department also puts together a bi-monthly electronic newsletter that highlights all relevant upcoming events on campus and provides stories of alumni successes. It also includes relevant information on classes and advising. The newsletter is emailed to all students and posted on the unit's LinkedIn (for alumni) and Facebook pages.

Changes in curriculum requirements and policies are communicated to students primarily through the advising process. The unit does have a small student advisory board that was consulted as each concentration was revised and updated.

***(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.***

Students in the Mass Communication program have multiple student media outlets and organizations available, and many students take advantage of those opportunities. All student clubs and activities at Iona are run by students with a faculty adviser. Full-time and part-time faculty members in the unit advise most of the relevant organizations and student media.

Iona College Television (ICTV) (co-advised by full-time and adjunct faculty members) produces *Inside Iona*, a program with studio and field components that covers stories of interest on campus. The monthly program is posted on the web and broadcast on cable access. The club works with studio production classes to produce the program.

WICR (Iona College Radio) (advised by the Center of Media Learning and Digital Technology Director) is a student-run Internet radio station that produces live news, sports and music programming typically from 9 a.m. to 6 p.m. and includes video streaming.

The *Ionian* (advised by a full-time faculty member) is the student-run campus newspaper that publishes biweekly and has an online version.

NYSportsMachine.com and NorthAvenueNation.com (maintained by the Center of Media Learning and Digital Technology director) are websites the Department produces that provide outlets for student work in classes and outside activities including ICTV and WICR.

ICANN (advised by a part-time faculty member) is the student yearbook.

The Advertising Club (advised by a part-time faculty member) functions as a student-run advertising agency creating campaigns for other student groups on campus and local businesses.

Public Relations Student Society of America (PRSSA) (advised by a full-time faculty member) is a student chapter of the professional public relations organization, PRSA, that provides students with professional development and contacts in the industry.

The Society of Professional Journalists (SPJ) (advised by a full-time faculty member) is a student chapter of the professional journalism organization, SPJ, that promotes a better understanding of the functions of journalism and its ethics through speakers and other industry contacts.

***(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.***

Graduation, retention and enrollment data are tracked at the College level by the Office of Institutional Effectiveness and Planning and are available on the Department's section of the College website in easy-to-read tables. Retention and graduation rates are high. The tables indicate that the Department's one-year retention rate is 92.4 percent. The three-year graduation rate (three years from declaring the Mass Communication major, which typically happens at the end of the freshman year) is 87 percent and the five-year rate is 90 percent. The unit's graduation rates are more than 8 percent higher than the rates for the School of Arts and Science overall.

The College tracks all students and regularly informs the Department about students who have not registered for the next semester or are in trouble academically. The Department reaches out to those students. In addition, the College Office of Student Success keeps in close contact with students perceived to be at risk and is in frequent touch with the Department chair and head academic adviser.

### **Overall evaluation (undergraduate program): COMPLIANCE**

Overall, the students are quite enthusiastic about the opportunities they have to practice their craft outside their classwork via student media. They also praise full-time faculty members for their openness and accessibility for career and internship guidance.

### **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. The enrollment, retention and graduation data are published on the unit's website.***

Graduation, retention and enrollment data for the public relations master's program are tracked at the College level by the Office of Institutional Effectiveness and Planning and are available on the Department's section of the College website in easy-to-read tables.

Admission requirements for the master's program include an undergraduate GPA of 3.0 or 450 on the verbal section of the GRE exam. Prospective students also must submit writing samples that "demonstrate clarity of analysis and advanced use of language." International students must submit a TOFEL score.

The Department works closely with the College Graduate Admissions Office and the Dean's Office to identify and contact graduate students who have not registered for classes in a semester. The retention rate for fall 2012 was 74.4 percent, and the most recent four-year graduation rate was 82.7 percent. All students are part time and are expected to complete the master's program in five years.

**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.***

Salaries for full-time faculty have risen a steady 2 percent in recent years, while the amount spent on part-time faculty is down 4 percent. Equipment expenditures have nearly doubled, with most of the money used to update and expand technology resources available to students.

Resource allocation is not tied directly to the strategic plan, given that the unit's budget is formulated by the dean of the School of Arts and Science with little input from mass communication faculty or administrators. The provost assigns the dean an amount of money for the school, and the dean decides how to distribute it. Less than 5 percent of the unit's budget is available for discretionary spending, leaving it and the other departments to lobby the dean for extra money to meet pressing needs for equipment or facility upgrades. Similarly, the unit's faculty competes with Iona colleagues for travel funds in support of research and scholarship.

As with all departments at Iona, the unit is not permitted to fundraise because of the university's concern that contributions to its general campaigns would suffer if donors were approached by individual departments. The unit reports that, on the whole, fundraising at Iona has been successful, reaching record marks for single-year totals.

To further its long-term goals, the unit has the dean's support for a \$500,000 multiplatform news facility that would be housed in the existing movie studio-theater. The project, which is a No. 1 funding priority for the provost, would feature a satellite feed, computers and a "hot set" for news updates. It would better prepare students for digital careers and provide a boost to other aspects of the strategic plan, such as enhancing community service initiatives. The dean also has green-lighted a new clinical faculty line to support a partnership with ESPN.

***(b) The resources that the institution provides are fair in relation to those provided other units.***

The unit reports that the dean has been generous with it in comparison to other departments in the school. In the past two years, \$100,000 was allotted to equip the TV studio with a new TelePrompter and three HD cameras, and to purchase field cameras. Also, because the unit consistently has the largest number of majors at Iona, it is one of the few departments to have a full-time administrative assistant, two graduate assistants and several undergraduate work-study students to manage its office. In addition, the unit has a full-time media director (recently promoted to director of the Center of Media Learning and Digital Technology) who guides students in an array of technical operations, and who teaches two courses. Students report that the TelePrompter breaks down often.

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

The unit is practiced in the art of doing a lot with a little, and stretches its facilities and equipment to the maximum benefit of students. The Department occupies two floors of the Murphy Center, near student housing. The undergraduate and graduate programs share the space, although the master's division also offers some courses at Rockefeller Center in Manhattan. There are seven classrooms, each with digital projection units and Internet-connected computers that were updated in the past year. Two of the classrooms have SMART Boards. Each enhancement was paid for through the Information Technology (IT) department. Faculty offices are fully equipped and functional. The library-conference room serves mostly as office space for adjuncts, while the main hallway features a new 55-inch Samsung Smart TV that displays student work through the Department's YouTube channel and through a live stream of WICR on ustream.com.

The Department's media lab has 18 Apple iMacs with dual-boot capacity, giving students the flexibility of working with either Apple or Windows software. The lab is updated every three years with new computers, the latest purchased in January 2014, and each semester improvements are incorporated into Final Cut Pro X, Adobe Creative Suite for InDesign, PhotoShop, Dreamweaver and other programs. The room also houses a digital projection system, a SMART Board, a scanner and a printer. (The Department conducts its faculty meetings here.) The media lab is connected by phone to Iona's Center for the Enhancement of Learning and Teaching, which provides support to faculty through training and resources. To maintain appropriate technology for its evolving curriculum, the unit also has administration backing to convert a classroom into a second media lab equipped with the same computers and software.

A video editing suite features five Mac workstations with Final Cut Pro X, while the television studio and control room are equipped with two 360-degree curtains (blue and black), a chroma-key green wall, a chroma-key green curtain for virtual sets, and three the new JVC GYHM89U cameras mentioned earlier. The new equipment and software helped the unit update its TV-Video curriculum, and led it to rename the concentration Broadcast Media. The space is used in a number of classes, for taped interviews with newsmakers on- and off-campus, and for the production on ICTV, the campus television station. The adjacent control room has a Tricaster 40 that facilitates switching between cameras and live streaming, two audio servers, an S-video player/recorder, and a quad-dual multi-image display processor.

The radio lab serves as a production-broadcasting classroom and features new Dell laptops installed with Adobe Audition, an audio mixer, 20 IC audio recorders and a Samsung 32-inch TV. A converted oversized closet has been transformed into a modern, highly functional broadcast booth. Although the Department had a radio program in the 1990s, by 2007-2008, when the last full accreditation report was completed, it did not offer courses in the medium. Today the radio lab helps prepare students for high-profile internships with the latest training and production techniques.

Although student media outlets technically are not under the unit's purview, a strong bond exists. The Department's professors serve as advisers to myriad clubs and endeavors such as the award-winning campus newspaper and Internet radio station, while the unit also offers work and meeting space to many organizations.

During the site team's visit, faculty and students expressed general satisfaction with the Department's facilities and equipment. Several of the former said they were heartened by the new dean's



willingness to jump-start long-stalled projects and requests in the name of remaining competitive with other mass communication units in the regional academic marketplace. Chats with the latter indicated that they are frustrated by the lack of access to equipment during project crunch times.

***(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.***

The unit generally succeeds in having on hand some of the most up-to-date equipment in the communications field, as detailed in the preceding section.

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

The Department's Murphy Center adjoins the second-largest library on campus, the Arrigoni, an engaging study and resource space used primarily by mass communication students. Similarly, the main library offers an inviting mix of comfort and convenience. Students told the site team they are well served by both.

**Overall evaluation (undergraduate program): COMPLIANCE.**

**Overall evaluation (professional master's program): COMPLIANCE**

The facilities, resources and space used for the undergraduate program on the New Rochelle campus are available to students taking graduate classes. The director of the program said that no special equipment or resources are needed for the professional master's program now that the Rockefeller Center space is available.

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

*The unit and its faculty advance journalism and mass communication professions and fulfill obligations to 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 its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.***

The unit has worked to strengthen ties to alumni and to rebuild professional relationships that had waned in years past and that contributed to non-compliance findings on this Standard in two previous site visits. The revisit in 2009 noted considerable improvement and a finding of compliance.

Since then, an impressive list of initiatives, backed by follow-up conversations with those involved beyond Iona's borders, show the effort is paying off.

From reconstituting and reinvigorating its Professional Advisory Board to cultivating partnerships with organizations ranging from community nonprofits to high-profile companies in nearby Manhattan, the Department has put a premium on outreach.

Feedback from the 20-member advisory board, which meets twice a year, helped prompt a recent revision in curriculum and a revamp of the journalism concentration to focus more on digital technologies.

Former students working in media industries not only regularly speak to classes but also offer the faculty insights on requisite skills students need before graduation. Alumni also participate in forums that offer students information about careers in communication and related fields.

The Department's proximity to New York City (a 20-minute train ride from a station a mile from campus) offers it access to industry innovators. Several of the unit's adjuncts were recruited through relationships developed with groups such as Morpheus Media and the *Journal News* (one of Gannett's top papers).

At the graduate level, since fall 2013 the Department has offered a satellite program in public relations at Rockefeller Center in New York City, allowing students to connect and collaborate with alumni and professionals in the media, leading to opportunities to tap into their insights about success in mass communication careers.

All full-time faculty members are active in at least one professional and academic association, ranging from the American Institute of Graphic Arts to the Association for Education in Journalism and Mass Communication, and the International Communication Association to the Popular Culture Association/American Culture Association.

The Department maintains a LinkedIn site, which was launched in 2009 as a clearinghouse for events, job openings, internship opportunities and ideas on professional development. In recent months

through the network, students landed internships or full-time jobs at CBS, a top financial services firm in New York City and with the mayor's office in Yonkers, among others. In MCO 496, Seminar in Mass Communication, students enroll on LinkedIn, an effort that has helped enlist 1,000 members (out of 3,400 known alumni). There also are Facebook and Twitter pages, which are regularly updated (as verified by a site team check), and an online alumni newsletter. Alumni contacted by the site team said that in general they felt well connected to the program.

***(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 has taken steps to better connect with community stakeholders, while taking a leadership role on key issues. Whether expanding service-learning opportunities for nonprofits such as United Way or re-establishing an annual two-term lecture series with a group of seniors engaged in lifelong education, there are numerous examples of sustained involvement. One effort includes offering a free workshop for the Westchester Not-for-Profit Technology Council on “Diagnosing and Managing Your Web-Based Communications.”

***(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.***

As noted in (a), faculty members are well represented in many professional and public service activities. Some professors have held leadership roles in their organizations, with others editing newsletters, judging research papers and reviewing manuscripts, and volunteering for community service initiatives. One provided consulting services to a missionary group, while another led workshops for disadvantaged youth.

Among other highlights:

- Faculty members served as judges for the 20th Annual Beacon Conference at Westchester Community College. The event was a celebration of student scholarship at two-year colleges in the Mid-Atlantic region.
- Iona's Public Relations Student Society of America (PRSSA) chapter worked with the New Rochelle branch of Habitat for Humanity to produce publicity materials.
- Faculty members and staff produced a 10-minute DVD for The Genetic Alliance, whose mission is to improve health by promoting awareness of familial ailments.

***(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.***

In addition to its public service projects, the Department has reached out to underserved communities, providing audiovisual help to nonprofit community groups and to a high school in Harlem. The unit also developed a project with Girls Inc., a nonprofit organization that serves young, mostly minority females ages 8-18.

In 2011, Iona's professional graduate program in public relations partnered with Girl Scouts Heart of the Hudson, an organization of 35,000. Students act as communication consultants for the institution by performing an assessment, creating strategies and consulting on general communication activities.

Over the years, mass communication students also have had the opportunity to execute service-learning projects in class for nonprofits, including Applied Communications Research and for the Cornerstone Project, a nonprofit school for AIDS orphans in Nambale, Kenya.

The Department has sponsored a number of speaking events of interest in the community, and in 2014 it initiated a "media and diversity" series featuring speakers that addressed social issues, including media coverage of immigration.

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

Initiatives here run from operating an international media camp to leading workshops for middle school and high school students.

The unit recently created a global connection with a mass communication program featuring media workshops at Abat Oliba in Barcelona, Spain, and another with high school students from Colegio Lincoln in La Plata, Argentina. Closer to home, the Department launched an annual "Media Day at Iona" for the Bronx Theatre High School, which featured faculty-led workshops designed to expose the students to careers in the media. In an effort to support other underserved students, the Department formed a partnership with the Renaissance Leadership Academy, a public middle school in Northern Manhattan. Through an evolving mentorship program, the unit works with select students — on the Iona campus and at their school — to develop media skills and to instill a desire to attend college.

**Overall evaluation (undergraduate program): COMPLIANCE.**

**Overall evaluation (professional master's program): COMPLIANCE**

The undergraduate faculty members teach the majority of the courses in the graduate program in public relations. Each faculty member is a member of at least one academic and one professional organization. Since most of the part-time faculty members are working professionals, they are active in a number of professional organizations. As a result, the part-time faculty members are able to bring currency and immediacy to their instruction.

## 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.***

Formalized assessment by the Department began in 2001 to prepare for Iona College’s Middle States Commission on Higher Education accreditation. The Department’s evaluation procedures were further developed in preparation for its own successful application for ACEJMC accreditation in 2003. In 2007, the plan received a major revision, and it has continued to evolve as different forms of assessment are tried to find the best way to measure the ACEMC competencies and to assess the Department’s performance and effectiveness overall.

The Department has clearly identified all the “Professional Values and Competencies” and has adopted them for its curriculum. All class syllabi list the ACEJMC “Professional Values and Competencies,” identify the specific competency that a particular class will evaluate and discuss the assignments used to evaluate the competencies.

When there are multiple sections of a course, the syllabi nearly always match. Faculty members might vary in the textbooks they employ and slightly in the number of course assignments, but there is clear coordination among faculty teaching the same course. The syllabi are coordinated. The sections are clearly the same.

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

The unit now employs **three direct measures** and **two indirect measures** to address the 12 “Professional Values and Competencies.”

Currently, the **direct measures** are a senior comprehensive exam, class assessments via grading rubrics, and internship evaluations.

A fourth **direct measure** (project evaluations) continues to be developed but is not final yet. Work is continuing on having the undergraduate project evaluations assessed by the Department’s Professional Advisory board.

The two **indirect measures** are senior exit surveys and course evaluations. A third **indirect measure** (more alumni input) operates and has been effective in helping to bring about several improvements in the curriculum but is still being worked on. The Department wants more alumni input through its LinkedIn site for alumni (discussed below).

The unit has a grid that provides indicators of which courses address the 12 “Professional Values and Competencies.” There are grids for each curricular concentration. Every course does not address all 12 competencies. However, all courses in every sequence include class sessions devoted to diversity and globalization.

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

At the end of the year, each faculty member teaching a class in which one of competencies is emphasized examines the grading rubric used to assess the assignment tied to the competency. However, the use of the grading rubrics is not mandatory, so the amount of data being collected is incomplete. A number of faculty members do use rubrics in their classes, but some have not. As the self-study states: “Fully implementing the procedure is a work in progress and will need greater supervision by the chair to ensure it is...fully in place.” During the site team visit, the former assessment coordinator noted that the senior capstone exam will be updated. He also noted that the senior capstone class now assesses all 12 competencies.

The Department has collected a great deal of data on assessment (on the ACEJMC competencies, senior comprehensive exams, internship evaluations, etc.) and has used the data for curricular improvements.

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

In 2008, the Department developed a LinkedIn site to gain feedback from alumni. The site is administered by a graduate student and is managed by the Department’s assessment coordinator. The graduate assistant works on keeping alumni job status, etc., up to date. The self-study reported that about 1,000 of the Department’s 3,000 alumni (since 1975) are members of the site.

The Department is still trying to figure out better ways to use this site for assessment purposes, and according to the self-study, the site is still an indirect measure and is in development. The Department has been using its Professional Advisory Board to review graduate student projects, but it has yet to employ this method at the undergraduate level. In the end, the Department is still trying to figure out better ways to engage alumni in the assessment process.

There are several instances of assessment’s significant effect on the current curriculum. Here are examples:

- The Department’s core curriculum was changed to include MCO 230, Digital Literacy and Practice, based on the Professional Advisory Board’s consulting with faculty members about the importance of digital communications.
- A class – MCO 397, Research Methods in Mass Communication – was added as a core class in the Public Relations concentration.
- Data from exit surveys were used as an impetus to increase the number of MCO credits that the Department requires for graduation, from 36 to 39.

- Exit-survey data were also an impetus to make sure that internships remain optional rather than being mandated.
- The TV-Video concentration was overhauled and renamed Broadcast Media.
- The Journalism concentration was given a major facelift to bring it more in line with digital trends in the industry.
- The Department, based on positive feedback from exit surveys, is maintaining its advisement model in spite of the retirement of its long-time academic adviser at the end of spring 2014. The advisement model is for a staff member to advise on class requirements, registration and the like, and for faculty members to advise on careers and larger issues.

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

The Department's adjunct professors are often asked to offer assessment advice. Their feedback emerges during meetings with the Professional Advisory Board and in faculty member conversations. (The Department's Professional Advisory Board has roughly 20 members, who are representatives of different media industries, Iona mass communication alumni now employed in the field or current adjunct professors.)

(The following information in this paragraph is provided above but is repeated here because it falls under both questions *d* and *e* of this Standard.) For example, the Department's core curriculum was changed to include MCO 230, Digital Literacy and Practice, based on the Professional Advisory Board's consulting with faculty members about the importance of digital communications. Another important example of the Advisory Board's providing input into the curriculum included the Public Relations concentration's adding MCO 397, Research Methods in Mass Communication, to the core set of courses in the concentration.

Another form of assessment occurs when internship supervisors return evaluations to the Department's faculty internship coordinator.

Overall, regarding assessment: The Department is much better on assessment than at the time of the previous site-team visit and continues to move forward in the process.

### **Professional master's program**

Unit performance with regard to indicators:

Following the assessment plan, the current and former graduate directors mapped the "Professional Values and Competencies" to the required and elective courses in the public relations master's program. Key assignments are tied to those values and competencies to assess student learning. A review of graduate syllabi for spring 2015 found learning outcomes tied to the values and competencies and the requisite assignments on all syllabi. The current and former graduate directors have started regularly reviewing students' progress on these assignments to determine if course content needs to be revised or supplemented to meet the values and competencies.

Before beginning the program, students are brought together for a “boot camp” experience to orient them to graduate education and to the public relations field, specifically. At that time, students also take a knowledge test designed to determine their baseline knowledge of the values and competencies. After completion of their thesis or project, according to the assessment plan, students were supposed to take the test again as an assessment of what they learned. However, the data gathered from the post-program test were insufficient to assess learning well enough because so few students completed it after leaving the program. The graduate program instituted a review of randomly selected final thesis projects in fall 2014 to replace the knowledge test. The students present their final projects to the graduate director, the former graduate director and a member of the Professional Advisory Board to assess their learning of the values and competencies. These project evaluations with participation through the Professional Advisory Board are working well.

The graduate director also indicated that alumni are consulted much more regularly to determine if current classes are preparing students for jobs in the public relations field. He also views these meetings as an opportunity to recruit adjuncts to teach in the program, especially for the new Rockefeller Center program. In fact, the idea of creating the Rockefeller Center program came, in part, from suggestions by alumni and adjunct professors. It is now operating well, and master’s students are able to take all courses in the M.A. program either on the New Rochelle campus or in the Rockefeller Center facility.

The graduate public relations program followed through on the parts of the assessment plan that were still in progress during the 2010 revisit, has revised parts of the plan that were not working and is already collecting data with new measures.

**In summary regarding assessment for both the undergraduate and graduate programs:**

The Department has an effective assessment plan and meaningfully collects and analyzes data tied to all 12 competencies. It is currently looking for new ways to include the alumni and advisory board more strongly in the assessment process. The unit continues to assess on a regular basis and improve the curriculum based on feedback. Commendably, the Department continues to look for new forms of direct and indirect measures. The assessment plan and process are updated based on what works and what doesn’t work.

**Overall evaluation (undergraduate program): COMPLIANCE.**

**Overall evaluation (professional master’s program): COMPLIANCE.**



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

(A separate summary is required of the professional master's program.)

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

STRENGTHS

The Department is considered a flagship unit at Iona. With the largest student enrollment in the School of Arts and Science, it is seen as an important unit by the Iona administration.

A talented, cohesive, congenial, hard-working full-time faculty.

Very good faculty morale and strong faculty governance.

Adjunct faculty members who are media professionals with an average of 20 years of experience.

Significant improvements in diversity, professional-public service, and assessment since the last accreditation. The Department is at the forefront of diversity work at Iona.

Strong faculty-student rapport, small classes and considerable one-on-one work.

Attractive, well-kept quarters.

WEAKNESSES

Although the Department has good equipment in the main, it needs a new digital, multiplatform news facility.

Iona College's heavy 4-4 teaching load and strong service mission do not leave a great deal of time for scholarship and research. (Still, the Department has a good record in scholarship considering that the College strongly emphasizes teaching over scholarship and is far from being a Research 1 institution.)

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

None.

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

None.

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

Does not apply.

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

Does not apply.

**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.**

Back in 2009 (the last regularly scheduled accreditation visit), three Standards were problems: Diversity, Professional-Public Service and Assessment. But in the revisit in 2010, the Department had made significant progress on all three, and in 2011 it received full accreditation. Since 2011, the Department has made even more progress on all three Standards. This site team recommends Compliance on all of them.

**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 informative, readable, clean and thorough. It did not overly elaborate, which was good, and it was forthright in discussing any deficiencies in the unit. In a few instances, we found that some important figures in text and tables were incorrect in the self-study, and we had to seek correct information on-site. A great deal of meaningful information was provided, along with many specific appendices.

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

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

Strengths

The small size of the M.A. in Public Relations is a plus in the sense that a great deal of individual attention goes to each student. Iona has been good to the Department over time in allowing it to offer master's classes with small enrollments.

Students are pleased with the quality of the program and have a good placement record after they finish the degree.

Iona is 20 miles from Midtown Manhattan, where many full-time and part-time faculty members have good professional experience with big organizations and have current ties to companies that help with job placement, speakers and the like.

Students can earn their degrees through courses offered at the Rockefeller Center location or at New Rochelle or a combination.

Weaknesses

The program has to compete for students with universities such as Fordham, NYU and Columbia, which have much more financial aid and have achieved renowned status over the years.

Enrollment is below the target set.

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

None.

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

None.

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

Does not apply.

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

Does not apply.

**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.***

When the last site team visited for a regularly scheduled evaluation in 2009, the master's program was found out of compliance on three Standards: Diversity, Professional-Public Service and Assessment. But when the revisit occurred in 2010, significant improvements in all three had taken place. So in 2011 the graduate program received full accreditation. Today these and other Standards has been improved still more. On Assessment, for example, the improvements the Department said it was going to make have, indeed, been made.

**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 informative, readable, clean and thorough. It did not overly elaborate, which was good, and it was forthright in discussing any deficiencies of the program. In a few instances, we found that important figures in text and tables were incorrect in the self-study, and we had to seek out corrections on-site. A great deal of meaningful information was provided, along with many specific appendices.