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Perceptions of Quality in Journalism and Communications Education: A Delphi Study

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IN recent years, the identification and assessment of quality in journalism and communications education have become issues of concern. In many academic disciplines, including communications, accreditation has been the ruling paradigm of quality assurance for many years. Accreditation standards often have been used to measure many characteristics of institutions, but such standards may not be capable of identifying and measuring the true quality of institutional excellence.

As journalism and communications programs struggle with the question of whether to continue to invest time, money and energy in support of accreditation as their main mechanism for measuring program quality, educators may question whether accreditation actually measures the characteristics that are perceived to represent quality to students, faculty, and practitioners.

A recent study tried to identify how different groups of individuals who have an interest in journalism and communications education perceive quality. The study gathered information from a selected group of participants about those characteristics students, faculty, and practitioners consider to be necessary components of high quality programs. The study also examined whether the accreditation standards used for journalism and communications programs reflect the characteristics the constituent groups perceive as representing quality. For the purposes of this study, quality was defined as a degree of excellence, with high quality equated with superiority.

The study, which was conducted in 1994, used the Delphi research methodology. The Delphi method is characterized by anonymous responses from a panel of experts, multiple interactions, and convergence of responses (Sackman, 1975).

RESEARCH DESIGN

Participants for this study included individuals who were affiliated with journalism and communications programs accredited by the Accrediting Council for Education in Journalism and Mass Communications (ACEJMC), and media practitioners who were members of professional organizations that had an association with the ACEJMC. Using this population

ensured that minimum thresholds existed at the institutions for such quantitative characteristics as faculty qualifications and curriculum.

The sample selected from the accredited institutions was limited to six universities in the Midwest. The institutions selected for this study were Iowa State University, Ames, IA; St. Cloud University, St. Cloud, MN; the University of Iowa, Iowa City, IA; the University of Minnesota, Minneapolis, MN; the University of Wisconsin-Eau Claire, Eau Claire, WI; and the University of Wisconsin-Madison, Madison, WI. Faculty members and students from each institution were asked to participate in the study. The administrator of each of the member associations also was asked to participate. The relatively small sample size limited the generalizability of the conclusions of the study but provided an interesting selection of responses.

The data collection instrument used in the first round of the study included five open-ended questions that asked respondents about their perceptions of quality in journalism and communications education. The content for the five questions was identified from a review of the literature and from a review of the current accreditation standards used in journalism and communications education. These reviews identified several common factors that appeared to be relevant to the existence of quality in educational programs, including curriculum content, faculty characteristics, and educational environment (Accrediting Council, 1993; Bacchetti & Weiner, 1991; Glasser, 1992; Smith & Baxter, 1992).

FINDINGS OF THE FIRST ROUND

The open-ended questions on the Delphi probe used in the first round of the study brought forth a variety of responses. A total of 42 individuals in the academic group responded to the Delphi probe (one chairperson, three faculty members, and three students at each of the six institutions). Eleven individuals from the practitioner groups responded; therefore, 53 individual responses were received for the Delphi probe.

Faculty Characteristics. The two characteristics most frequently cited by respondents as being required for faculty members were professional media experience and adequate academic preparation (see Table 1). About one third of the responses to question one of the Delphi probe included some reference to academic preparation, including suggestions that faculty members have doctoral degrees and advanced degrees. Few respondents, however, identified a specific degree area; responses stated that a degree in an "appropriate" or "related" field should be obtained by faculty members.

Professional media experience showed up in a large number of the responses to the first question (71 percent). Responses stressed the importance of having professional experience in journalism and communications in order to be able to bring real-life experiences into the classroom. No specific amount of experience was specified by the respondents. All three groups listed professional experience as an important requirement for faculty members.

Learning Opportunities. Respondents gave a wide range of answers regarding the learning opportunities that should be made available to students as part of a high quality program, but a few elements occurred with some frequency in the responses (see Table 2). Practitioners, students and faculty members all mentioned "hands-on" experience as highly desirable for students.

Many respondents stressed that practical experience of some type would be needed to prepare students to enter the field of journalism and communications. The suggestions to obtain contact with working media practitioners and instruction in the use of current technology also showed respondents' emphasis on gaining practical information.

The opportunity to take a wide range of classes outside the journalism and communications field was the second most frequently mentioned opportunity in the responses to the

second question of the probe. A number of responses indicated that students desired opportunities to take classes outside their major field of study in order to learn more about the topics they might be writing or reporting about in job situations. Both students and faculty members reported that students need to know what to write about (a broad perspective) in addition to knowing how to write.

Program Content. A wide range of courses and content areas were suggested by respondents as necessary for high quality programs in journalism and communications (see Table 3). Suggestions from practitioners for required courses included a broad range of classes from a variety of fields, including classes in history, English, math, and computer science, in addition to suggestions for classes in writing and editing. The most frequently occurring suggestions from faculty members and other respondents (when specific classes were mentioned) were for writing, reporting, editing and other skills classes.

Students' responses paralleled those of faculty members in their comments about practical skills classes. Responses indicated that students wanted skills classes just as much as they wanted classes outside their majors. Responses to this question echoed the answers to the second question: practical skills seemed to take precedence over other choices of opportunities or courses.

Facilities. Respondents in all three groups cited computer labs as the most important facility needed by students (see Table 4). Responses also included specific suggestions about needed components of computer labs as well as hardware and software requirements. A number of respondents listed on-line computer services and data bases as important features that should be available to students.

Student publications also were mentioned in the responses to this question. Many respondents stated that high quality, state-of-the-art equipment was a necessary part of campus media facilities that could be used by students. Print and broadcast media outlets and equipment seemed to be of equal importance to students, with equal numbers of responses reported for each type of facility.

Teaching Methods. Of all the questions on the Delphi probe, the question about teaching methods used by effective faculty members elicited the broadest range of responses (see Table 5). Responses included many comments about true classroom teaching methodology, such as providing motivating lectures, encouraging class discussion, and coaching students on practical applications. Other suggestions for effective teaching actually referred more to course content and activities, such as the inclusion of field trips and guest speakers.

Traditional lectures and discussion were the two most frequently mentioned teaching methods. Many respondents also listed practical assignments and hands-on learning as being important. Students frequently listed the inclusion of real-life examples and useful information in the classroom as necessary for effective teachers. Responses from all three groups indicated that instruction should be interesting and challenging, with interactive and creative activities used to keep students motivated.

FINDINGS OF THE SECOND ROUND

The responses from the Delphi probe were used to compile the statements for the second round. The responses from the first round were categorized, and the most frequently occurring answers were used as subjects for the statements in the second round.

On the second round questionnaire, respondents were asked to rank the importance of the components listed in the statements according to their significance in a high quality journalism and communications program. The ranking was done by using a seven-point Likert-type scale, with a ranking of one having the least importance and a ranking of seven having the most importance.

Eleven of the original member organizations responded to the second round and five of the six institutions responded. One of the institutions dropped out of the study before responding to the second round; therefore, a total of 46 individual responses were received for the second round.

Response Means. The means from the responses to the statements on the second round showed that the members of the three constituent groups shared some perceptions of what factors constitute quality in journalism and communications education (see Table 6). The characteristics that received the highest average ratings were those dealing with curriculum content: courses in writing and editing along with the inclusion of hands-on experience received the two highest total rankings (6.6 for each statement).

Respondents also ranked as very important access to a comprehensive library, opportunities to obtain internships, and the inclusion of a broad range of courses outside the major. These responses indicated that all three groups valued practical experience and hands-on instruction for students, although a broad range of general education courses was also valued. The inclusion of a course in law and ethics was also ranked as very important by practitioners and faculty, but the need for the inclusion of courses in theory and research was ranked much lower.

Professional experience by faculty members was also ranked highly by all three groups, as was the ability of faculty members to show concern and interest for students. The importance of faculty members having doctoral degrees received one of the lowest rankings (4.9), as did the presence of minority and female staff members (4.7). These responses appeared to indicate that the respondents felt it was more important for faculty members to have practical experience on which to base their teaching than it was to have obtained an advanced degree.

Response Frequencies. The frequency of the responses, expressed as a percentage of the total number of responses, reflected information similar to that found in the means of the responses (see Table 7). All the respondents indicated that it was important for students to take courses in writing and editing. A total of 95.7 percent indicated that students should receive hands-on experience as part of their program, and 76.1 percent indicated that gaining experience at campus media would be important. The opportunity to obtain internships received a high rating, at 89.1 percent, as did the ability to learn about working media practitioners, at 86.9 percent.

The importance of adequate facilities also was shown by the responses, with 97.8 percent of the respondents rating a comprehensive library as important, and 93.5 percent rating adequate computer facilities as important. Curriculum content also was an area in which respondents had strong opinions, with 91.3 percent of the respondents rating a class in law and ethics as important, and 86.9 percent indicating that a broad range of courses outside the major area was important.

Response Standard Deviations. Standard deviations were calculated for the three constituent groups as well as for the total group of respondents in order to look at the similarity of responses from individuals within groups and between groups (see Table 8).

Overall, the standard deviations from the second round responses suggested that the practitioner group had the most homogeneous thinking. On eight of the 15 questions, the practitioner group had the lowest standard deviation of the three groups, implying that the practitioners' thinking (and responses) was more alike than the responses of the other two groups. The standard deviations for the students were the highest on all but two questions, indicating that the students presented a broader range of responses to the statement.

FINDINGS OF THE THIRD ROUND

The responses from the third round questionnaire were similar to the responses from the second round, but a higher degree of convergence of the responses appeared to have been reached, as indicated by the standard deviations.

Response Means. The means from the final iteration showed a high degree of agreement between the three groups of participants about many statements. Statements about opportunities for students to obtain skills and practical knowledge received the highest rankings (see Table 9).

The means from the total group for seven of the 15 statements did not change from the second round to the third round. Seven of the means from the total group increased or decreased only .1 from the second round to the third round, with most of those changes representing an increase in the ranking of importance a statement received. The statement that had the greatest change in ranking between the rounds was the question dealing with faculty experience. The total group mean of the rankings for that question increased by .2 on the third round, increasing from a mean of 6.3 on the second round to 6.5 on the final round.

Response Frequencies. The frequencies of the responses to the statements on the third round were similar to many of the responses received from the second round (see Table 10). In the third round, respondents again gave high rankings to statements dealing with practical preparation and hands-on instruction for students. Professional media experience for faculty members also received high rankings from the respondents.

Response Standard Deviations. The standard deviations calculated for the third round showed that the dispersion of the responses from the means for the total group had become smaller for eight of the 15 statements, showing more agreement between the respondents (see Table 11). The standard deviations for the total group responses stayed the same for five statements and increased for only two statements. The two statements for which the standard deviation increased for the total group related to specific courses in the curriculum, and each statement's standard deviation increased by only 0.1. The standard deviations for the responses from each of the three constituent groups showed more changes than did the standard deviations for the total group.

Overall, the practitioner group appeared to have the most consistent cohesiveness of opinion. This group had the smallest standard deviations for the largest number of responses, and it also had greater decreases of standard deviations from the second to the third round than did the other two groups.

The student group increased its cohesiveness of opinion from the second round to the third round. The standard deviations for the responses from this group decreased for 11 of the 15 statements from the second round to the third round. The members of this group appeared to be moving closer together in their perceptions. The respondents in this group might have been more receptive to feedback from other respondents because of their lack of experience in the field.

The standard deviations of the responses for the faculty group increased for five of the 15 statements between the second and the third round, and the standard deviations stayed the same for four statements. The members of the faculty group may have been less influenced by the feedback of their peers and the other respondents.

SUMMARY OF THE FINDINGS

The responses from all three groups indicated that practical experience and hands-on learning for students were considered necessary components of high quality journalism and

communications education. The high rankings given to opportunities for internships on the second and third rounds (6.2 and 6.1, respectively) and for contacts with working media practitioners (5.8 on both the second and third rounds) also showed the significance respondents placed on the acquisition of practical information by students.

The emphasis on practical knowledge was borne out in the respondents' high ranking of the importance of practical experience for faculty members (6.3 and 6.5, respectively), with advanced academic training receiving a comparatively low ranking on the second and third rounds (4.9 and 4.8, respectively). The three constituent groups appeared to agree that a necessary component of a high quality program was caring, interested faculty members who possessed realistic information. These characteristics were equated with quality by most of the respondents.

The findings also showed that students, faculty members, and media practitioners showed a high degree of similarity in their perceptions of which characteristics produced quality in journalism and communications education. Over the course of the second and third rounds of the Delphi study, the standard deviations of many of the responses narrowed, indicating a better degree of consensus among the respondents about the importance of the characteristics of quality being discussed (Setty et al, 1987).

Overall, the responses gathered in this study indicated that students, faculty members, and practitioners generally concurred in their perceptions of what factors were needed in order to provide a high quality program in journalism and communications. Many of the responses obtained in the two final rounds of the study were not notably different from each other, which suggests that there was general agreement between the groups of respondents (Sharma et al, 1993). The respondents were in agreement on their indication that it is important for students to obtain practical skills in addition to a broad range of information that would help prepare them for their future careers. The small standard deviations obtained for the responses to the third round indicated that there was a fairly high degree of agreement between the members of the three constituent groups on several salient issues.

COMPARISONS TO ACCREDITATION STANDARDS

In comparing the responses about the respondents' perceptions of quality to the content of the current accreditation standards, differing opinions were evident in several areas, although there was concurrence of views on many topics.

The responses of the three constituent groups appeared to agree with the Accrediting Council's thoughts on internships and practical experience. The accreditation standards state that, "Quality experience in journalism and mass communications should be encouraged" (Accrediting Council, 1993, p. 22). This standard concurred with the responses of the study's participants, who ranked internships and practical experience highly as necessary factors in high quality programs.

In the area of equipment and facilities, the responses from the study's participants agreed with, but were much more specific than, the Accrediting Council's standard. Respondents in the study identified several kinds of facilities and equipment that were important components of a high quality program, including a comprehensive library, adequate computer labs, and suitable equipment and facilities for campus media.

The Accrediting Council's standards regarding faculty qualifications and professional development varied somewhat from the respondents' perceptions. According to the Council's standards, "Faculty must be academically and professionally qualified for their responsibilities. . . ." (Accrediting Council, 1993, p. 21). In a separate standard regarding faculty scholarship, the Accrediting Council states that institutions must "take administrative actions to require faculty scholarship, research, and professional activities that go beyond the teaching function" (Accrediting Council, 1993, p. 25). These standards indicate that the

Accrediting Council values academic preparation and professional experience equally, and requires that faculty members participate in scholarly activities. Although the need for professional qualifications is mentioned in the standards, the academic theme seems to be given more emphasis.

Responses from members of all three constituent groups, however, emphasized the importance of relevant professional experience for faculty members more than the existence of advanced degrees. This was not surprising, considering that the three groups also indicated that they felt that students need to receive practical information and skills as part of their educational programs. Faculty members probably would need to possess some practical media experience in order to pass that information along to their students.

Another characteristic of faculty members on which the Accrediting Council differed with the survey respondents was the importance of having minority and female representation in faculty members. The standard states, in part, that, "Units must make effective efforts to recruit, advise, and retain minority students and minority and female faculty members . . . contributions of women and minorities to journalism and mass communications must be integrated throughout the unit's program" (Accrediting Council, 1993, p. 29). The standard is tempered by the inclusion of the statement that an institution's ability to recruit minority and female faculty and students may be affected by its geographical location, special mission, resources, or parent population of the institution; however, the standard still urges institutions to "take innovative and creative approaches to exposing students to minority voices and issues" (Accrediting Council, 1993, p. 29). This standard may reflect the current goal in education to increase students' exposure to a diverse society (Bacchetti & Weiner, 1991), but some of the study's respondents did not share the Accrediting Council's stance on this issue.

On both the second and third rounds of the study, the statement, "Students are taught by minority and female staff members" received the lowest total ranking of the 15 statements (4.7 on both the second and third rounds). Compared to the ranking of the statement, "Faculty members have professional experience in their teaching areas," which received rankings of 6.3 and 6.5 on the second and third rounds, respectively, it appeared that the skills and knowledge of the instructors were more important to the respondents than were the instructors' gender or ethnic backgrounds. Responses to this and other statements on the questionnaires indicated that the respondents valued concerned, interested faculty members who were knowledgeable about their teaching areas, while the academic qualifications and gender or race of the faculty members were less important to them.

Another area in which the Accrediting Council's standards differed from the responses received from the study's participants was in the area of curriculum. The Accrediting Council calls for, "a reasonable balance between journalism and mass communications courses and courses in other disciplines" (Accrediting Council, 1993, p. 15). Although the study's respondents did support the need for a broad range of course work outside the students' major areas of study, they were more adamant in their suggestions that practical skills be taught to students. The Accrediting Council recommends that, "Balance also should be provided between instruction in practical skills and in the more philosophical aspects of journalism and mass communications" (Accrediting Council, 1993, p. 15), but the members of the three constituent groups appeared to favor the inclusion of more applied skills in the curriculum.

From the wording of the Council's standard regarding balance in the curriculum, it would appear that the Accrediting Council is trying to ensure that students learn not only the skills of how to communicate, but that they receive information that will help them make choices about what to communicate. The respondents' priority appeared to be the acquisition of useful skills and experiences, rather than the accumulation of information from the general field of liberal arts.

RECOMMENDATIONS

The ACEJMC reviews its accreditation standards periodically, and it is recommended that the opinions of students, faculty, and practitioners regarding quality in journalism and communications education be given additional attention in future reassessments. It is recommended that the ACEJMC consider the input that can be gathered from students, faculty, and practitioners during future revisions of the accrediting standards.

Most of the Accrediting Council's standards offer useful guidance and, based on the findings of this study, appear to be in accord with the opinions of the students, faculty, and practitioners who were surveyed for the study. Some of the Council's standards, however, differed from the perspectives of the individuals who responded in this study. Additional information from individuals within the relevant constituent groups could be gathered to provide a greater amount of data from which to draw conclusions.

The responses from this study suggest that the Accrediting Council could provide additional guidance to institutions for increasing diversity and could offer some suggestions that would create further potential for institutional change. All departments within educational institutions should be encouraged to recruit qualified female and minority staff members and students, and equal employment/affirmative action officers may be in place to assist with the accomplishment of this function in most institutions. Efforts by multiple agencies to accomplish this goal may be beneficial. Based on the responses received in this study, it is recommended that the Accrediting Council encourage institutions to recruit talented, intelligent faculty and students based on merit as well as on their gender or minority status, and to offer more practical suggestions for increasing institutional and departmental diversity.

The accrediting standard regarding curriculum was written with the goal of achieving balance between courses in skills and philosophy, journalism/communications and liberal arts. The Accrediting Council's standard attempts to describe the correct combination of classes for the ideal curriculum. Depending on the number of credits needed for graduation at a particular institution, the Accrediting Council uses different ratios to decide how many classes in liberal arts and journalism/communications a student at an accredited institution should take. In most cases, institutions have existing general education requirements for their baccalaureate degrees which support the curriculum selection ratios from the Accrediting Council. Allowing students to take more discipline-specific courses within institutional curriculum plans could enhance the accumulation of skills and knowledge while still providing a balanced curriculum that would be assured by institutional general education requirements. It is recommended that the Accrediting Council streamline its standards regarding curriculum choices, possibly by using a more simple formula to guide students' course selection.

An additional area in which the Accrediting Council could clarify its directives is in the standards regarding faculty characteristics. The study's participants indicated that they thought faculty members should have media experience. The Accrediting Council probably would agree that practical experience would be desirable for all faculty members, as would be appropriate academic expertise. The presence of both traits could produce an individual who would be qualified to teach students the skills they need while providing a sufficient amount of theoretical and explanatory information. Rather than differentiating between the characteristics of instructors who were teaching skills classes and those teaching theory, the accrediting standard could provide an overview of the credentials needed by all faculty members in a high quality program.

Based on the responses gathered in this study, the profile of a high-quality faculty member would include relevant media experience. It is recommended that the standard regarding faculty credentials be revised to develop a more specific description of the quali-

fications needed by an instructor in a journalism and communications program, regardless of that individual's particular teaching responsibilities.

DIRECTIONS FOR FUTURE RESEARCH

This study identified several characteristics that a select group of students, faculty, and practitioners equate with quality in one discipline. In future studies, an increased number of and expanded region for the selection of participants could help ensure further diversity of the respondents. A larger, more diverse group of participants could also help ensure that all relevant perspectives were being collected. As with any study that deals with subjective issues, a larger study could provide more realistic data and a more complete range of responses (Sharma et al, 1993). Future studies of this kind could include responses from more students and faculty members at institutions from a broader institutional range, thus enlarging the philosophical field from which perceptions were drawn and increasing the potential applications of the research findings.

Future studies could also include responses from a larger number of media practitioners. Expanding this type of study to include practitioners with many levels of experience could increase the richness of the data gathered and ensure that a broader range of viewpoints was being represented from many segments of the journalism and communications field.

Another approach that could be used to obtain information about quality in journalism and communications education would be to evaluate quality as an outcome of educational programs. Many of the studies that have been conducted to assess the existence or levels of quality in higher education have focused on inputs to educational systems (Bacchetti & Weiner, 1991; Glasser, 1992; Smith & Baxter, 1991) or on the process of providing education in various settings (Bonser, 1992; Crosby, 1980; Masters & Leiker, 1992). Few researchers have tried to examine the outcomes of educational programs to see whether the combination of inputs and processes has had the desired results.

Failure to look at outcomes during the assessment of educational programs may be the result of a large amount of uncertainty about what factors are to be evaluated. The inputs and processes of education are fairly easy to quantify; however, the outcomes of educational efforts, which may be the true measurements of a program's success, may be more difficult to gauge. Definitions of what represents high quality when looking at outcomes or evaluating the overall success of an educational program would be needed in order to make an attempt to evaluate this part of the system of education.

Future studies to measure the quality of programs' outcomes could also examine the methods that are used in educational quality assessment. Both the traditional assessment mechanism of accreditation and the emerging paradigm of Total Quality Management appear to have some flaws as methods for evaluating institutional quality (Drechsel, 1993; Duncan, 1984; Wolff, 1989; Zoffer, 1987). Additional research and study are needed to create an assessment model that offers clear definitions of the factors to be measured and that provides a way for educators to evaluate the quality of the outcomes of education.

TABLE I
Responses to Question 1: Faculty members who teach journalism and mass communications classes should have the following characteristics:

Response	Number of Respondents (N = 53)
Professional media experience	38
Academic qualifications	16
Concern/liking/interest for students	11
Good teaching skills	9
Experience in research/scholarly activities	8
Good communication/writing skills	7
Positive attitude/honesty/integrity	5
Philosophical/conceptual knowledge	4

TABLE 2
Responses to Question 2: A high-quality journalism and mass communications program should offer the following learning opportunities to students:

Response	Number of Respondents (N = 53)
Opportunities to obtain internships	20
Exposure to a broad range of classes outside the major/minor	13
Opportunities for hands-on, practical classroom experiences	12
Classes that teach skills development (writing/editing)	10
Chance to work individually with faculty members	9
Contact with working media practitioners	8
Opportunity to learn how to use current technology (computers/equipment/media production)	4
Student chapters of professional organizations	4
Instruction in critical thinking skills	2
Exposure to multicultural situations and diversity	1

TABLE 3

Responses to Question 3: A high-quality major or minor in journalism and mass communications should require the following core classes or content areas for all students:

Response	Number of Respondents (N = 53)
Classes in writing/editing/information gathering	29
Classes in journalism/communications theory	23
Law classes	19
Classes in specific sequences/content areas	18
Ethics classes	18
Classes in history/journalism history	17
Instruction in the use of computers/technology	8
Research classes	8
Math/science/analytical skills classes	6
Social science classes	5
Business classes	2
English classes	1

TABLE 4

Responses to Question 4: The following facilities should be available to students in a journalism and mass communications program:

Response	Number of Respondents (N = 53)
Adequate computer facilities	32
Broadcast/teleproduction labs	22
Student publications facilities	19
Comprehensive library	15
Photography labs	12
Graphics labs	8
Access to data bases/on-line computer services	8

TABLE 5

Responses to Question 5: Faculty members who are effective teachers of journalism and mass communications classes should use the following teaching methods:

Response	Number of Respondents (N = 53)
Lectures	18
Discussion	12
Practical/real-life examples and assignments in classes	12
Hands-on learning in classes and labs	11
Guest speakers	8
Field trips	7
Current technology in the classroom	7
Variety of teaching methods to meet the needs of students	7
Coaching and evaluating students' work	6
Interaction in the classroom	6
Should be accessible to students	6
Methods are unimportant	1

TABLE 6
Means for Second Iteration Responses

Iteration 2 Questions	P	F	S	T
1. Faculty members have doctoral degrees.	3.9	5.6	4.8	4.9
2. Faculty members have professional experience in their teaching areas.	6.5	6.2	6.5	6.3
3. Students take a broad range of courses outside their majors, such as history, business, and political science.	6.3	6.6	5.3	6.1
4. Students take a class in law and ethics.	6.0	6.2	5.4	5.9
5. Programs include hands-on experience for students.	6.5	6.8	6.4	6.6
6. Adequate computer laboratories are available.	6.1	6.0	6.4	6.1
7. Students can gain practical experience at campus media.	5.2	5.2	6.1	5.5
8. Students have opportunities to obtain internships.	6.2	6.1	6.3	6.2
9. Students are taught by minority and female staff members.	4.0	5.4	4.2	4.7
10. Faculty show concern and interest for students.	6.5	6.4	6.3	6.4
11. Students are exposed to working media practitioners through field trips and guest speakers.	6.0	5.7	5.7	5.8
12. Students have access to a comprehensive library.	6.0	6.6	6.0	6.2
13. Students take courses in writing and editing.	6.5	6.8	6.6	6.6
14. Faculty use current technology in their teaching.	6.0	5.4	5.8	5.6
15. Students take courses in theory and research.	3.6	5.5	4.7	4.8

P = Practitioners F = Faculty/Chairpersons S = Students T = Total Group
Ranking Scale: 1 = Low Importance 7 = High Importance

TABLE 7

Frequencies for Second Iteration Responses (Expressed in percent of total responses)

Importance rating (none to very)	1	2	3	4	5	6	7	NO
1. Faculty members have doctoral degrees.	4.3	4.3	6.5	19.6	15.2	41.3	8.7	0.0
2. Faculty members have professional experience in their teaching areas.	0.0	0.0	0.0	4.3	13.0	21.7	60.9	0.0
3. Students take a broad range of courses outside their majors, such as history, business, and political science.	0.0	2.2	4.3	6.5	8.7	21.7	56.5	0.0
4. Students take a class in law and ethics.	0.0	2.2	0.0	6.5	23.9	26.1	41.3	0.0
5. Programs include hands-on experience for students.	0.0	0.0	2.2	2.2	2.2	15.2	78.3	0.0
6. Adequate computer laboratories are available.	0.0	0.0	2.2	4.3	13.0	34.8	45.7	0.0
7. Students can gain experience at campus media.	0.0	0.0	10.9	13.0	19.6	23.9	32.6	0.0
8. Students have opportunities to obtain internships.	0.0	0.0	0.0	10.9	10.9	23.9	54.3	0.0
9. Students are taught by minority and female staff members.	6.5	13.0	8.7	13.0	13.0	23.9	21.7	0.0
10. Faculty show concern and interest for students.	0.0	0.0	2.2	2.2	8.7	26.1	60.9	0.0
11. Students are exposed to working media practitioners through field trips and guest speakers.	0.0	2.2	2.2	8.7	21.7	30.4	34.8	0.0
12. Students have access to a comprehensive library.	0.0	0.0	0.0	2.2	13.0	39.1	45.7	0.0
13. Students take courses in writing and editing.	0.0	0.0	0.0	0.0	4.3	23.9	71.7	0.0

14.	Faculty use current technology in their teaching.	0.0	2.2	4.3	8.7	23.9	30.4	30.4	0.0
15.	Students take courses in theory and research.	6.5	6.5	8.7	21.7	17.4	13.0	23.9	2.2

TABLE 8
Standard Deviations for Second Iteration Responses

Iteration 2 Questions	P	F	S	T
1. Faculty members have doctoral degrees.	1.8	1.1	1.3	1.5
2. Faculty members have professional experience in their teaching areas.	0.8	1.0	0.7	0.8
3. Students take a broad range of courses outside their majors, such as history, business, and political science.	1.0	0.9	1.5	1.2
4. Students take a class in law and ethics.	0.9	0.8	1.4	1.1
5. Programs include hands-on experience for students.	0.9	0.3	1.1	0.8
6. Adequate computer laboratories are available.	0.8	1.0	0.9	0.9
7. Students can gain practical experience at campus media.	0.7	1.5	1.2	1.3
8. Students have opportunities to obtain internships.	0.6	1.1	1.1	1.0
9. Students are taught by minority and female staff members.	1.8	1.8	1.9	1.9
10. Faculty show concern and interest for students.	0.5	1.0	0.9	0.9
11. Students are exposed to working media practitioners through field trips and guest speakers.	0.7	1.4	1.1	1.2
12. Students have access to a comprehensive library.	0.6	0.5	0.9	0.7
13. Students take courses in writing and editing.	0.6	0.5	0.5	0.5
14. Faculty use current technology in their teaching.	1.0	1.3	1.2	1.2
15. Students take courses in theory and research.	1.4	1.9	1.7	1.8

P = Practitioners F = Faculty/Chairpersons S = Students T = Total Group

TABLE 9
Means for Third Iteration Responses

Iteration 3 Questions	P	F	S	T
1. Faculty members have doctoral degrees.	3.4	5.4	5.2	4.8
2. Faculty members have professional experience in their teaching areas.	6.7	6.3	6.7	6.5
3. Students take a broad range of courses outside their majors, such as history, business, and political science.	6.2	6.5	5.2	6.0
4. Students take a class in law and ethics.	5.9	6.2	5.4	5.9
5. Programs include hands-on experience for students.	6.6	6.6	6.6	6.6
6. Adequate computer laboratories are available.	6.2	5.9	6.5	6.2
7. Students can gain practical experience at campus media.	5.3	5.3	6.2	5.6
8. Students have opportunities to obtain internships.	6.1	5.8	6.4	6.1
9. Students are taught by minority and female staff members.	4.0	5.1	4.6	4.7
10. Faculty show concern and interest for students.	6.0	6.5	6.6	6.4
11. Students are exposed to working media practitioners through field trips and guest speakers.	5.8	5.9	5.7	5.8
12. Students have access to a comprehensive library.	5.9	6.7	6.2	6.3
13. Students take courses in writing and editing.	6.3	6.8	6.4	6.6
14. Faculty use current technology in their teaching.	5.8	5.5	6.0	5.7
15. Students take courses in theory and research.	3.4	5.4	5.2	4.8

P = Practitioners F = Faculty/Chairpersons S = Students T = Total Group
Ranking Scale: 1 = Low Importance 7 = High Importance

TABLE 10
Frequencies for Third Iteration Responses (Expressed in percent of total responses)

Importance rating (none to very)	1	2	3	4	5	6	7	NO
1. Faculty members have doctoral degrees.	2.2	4.3	10.9	21.7	15.2	37.0	8.7	0.0
2. Faculty members have professional experience in their teaching areas.	0.0	0.0	0.0	0.0	2.2	39.1	58.7	0.0
3. Students take a broad range of courses outside their majors, such as history, business, and political science.	2.2	0.0	4.3	4.3	8.7	34.8	45.7	0.0
4. Students take a class in law and ethics.	0.0	2.2	0.0	6.5	21.7	34.8	34.8	0.0
5. Programs include hands-on experience for students.	0.0	0.0	0.0	2.2	4.3	23.9	69.6	0.0
6. Adequate computer laboratories are available.	0.0	2.2	0.0	2.2	4.3	52.2	39.1	0.0
7. Students can gain experience at campus media.	0.0	4.3	4.3	8.7	19.6	34.8	28.3	0.0
8. Students have opportunities to obtain internships.	0.0	0.0	2.2	6.5	13.0	34.8	43.5	0.0
9. Students are taught by minority and female staff members.	8.7	8.7	6.5	17.4	13.0	28.3	17.4	0.0
10. Faculty show concern and interest for students.	0.0	0.0	2.2	2.2	8.7	23.9	63.0	0.0
11. Students are exposed to working media practitioners through field trips and guest speakers.	2.2	0.0	0.0	4.3	26.1	39.1	28.3	0.0
12. Students have access to a comprehensive library.	0.0	0.0	0.0	2.2	10.9	37.0	50.0	0.0

13.	Students take courses in writing and editing.	0.0	0.0	0.0	0.0	6.5	26.1	67.4	0.0
14.	Faculty use current technology in their teaching.	0.0	2.2	2.2	10.9	15.2	43.5	26.1	0.0
15.	Students take courses in theory and research.	4.3	4.3	8.7	19.6	23.9	21.7	17.4	0.0

TABLE 11
Standard Deviations for Third Iteration Responses

Iteration 3 Questions		P	F	S	T
1.	Faculty members have doctoral degrees.	1.3	1.2	1.0	1.4
2.	Faculty members have professional experience in their teaching areas.	0.4	0.5	0.4	0.5
3.	Students take a broad range of courses outside their majors, such as history, business, and political science.	0.4	0.8	1.7	1.3
4.	Students take a class in law and ethics.	0.7	0.9	1.4	1.0
5.	Programs include hands-on experience for students.	0.5	0.6	0.8	0.6
6.	Adequate computer laboratories are available.	0.4	1.2	0.5	0.9
7.	Students can gain practical experience at campus media.	0.9	1.6	0.8	1.3
8.	Students have opportunities to obtain internships.	0.9	1.1	0.8	1.0
9.	Students are taught by minority and female staff members.	2.0	1.8	1.8	1.8
10.	Faculty show concern and interest for students.	0.6	0.9	0.9	0.9
11.	Students are exposed to working media practitioners through field trips and guest speakers.	0.7	1.4	0.8	1.1
12.	Students have access to a comprehensive library.	0.7	0.5	0.8	0.7
13.	Students take courses in writing and editing.	0.6	0.4	0.6	0.6
14.	Faculty use current technology in their teaching.	0.9	1.3	1.0	1.1
15.	Students take courses in theory and research.	1.2	1.7	1.0	1.6

P = Practitioners F = Faculty/Chairpersons S = Students T = Total Group

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