

Indiana University Kokomo
School of Humanities and Social Sciences
Program Review:
Bachelor of Arts and Bachelor of Science in Communication¹

Process

Schedule of Program Reviews:

All academic programs will be reviewed every five years beginning in fall 2008. Reviews will usually be based on five years of data and never less than three years for newer programs or programs that have undergone substantial change. Each program administrator and faculty member will participate in preparing a program self-study in the spring prior to the program review. For programs that participate in external accreditation, the information gathered and the findings of the external consultant evaluator will be used and reframed to fit the program review format and criteria. If additional data are needed beyond that provided by the accreditation process and findings, the program will provide these data. All other programs will employ external evaluators who will both review programs' self-studies and do an on-site visit prior to preparing their report and findings.

¹ Note: the program changed its name from "Communication Arts" to "Communication" effective Spring 2016. We use the term "Communication" as much as possible throughout this document, though some data, titles, etc. may use the term "Communication Arts."

Self-Study

School, Division, Department: Communication Program (Humanities Department, School of Humanities and Social Sciences)

I. **Review Process**

A. **Program under Review:** Bachelor of Arts and Bachelor of Science in Communication

B. **Review Period:** AY 2011/12 to 2015/16

C. **Steps in the Review Process:**

1. **Data obtained:** Data for the review were obtained from departmental and program records, the Office of Student Affairs, official institutional documents, individual faculty records, Faculty Annual Reports (FARs), and from the Indiana University Kokomo website.

Faculty involvement in the Self-Study process: All resident Communication faculty participated in the process. Chris Darr (Associate Professor and Coordinator of Communication Arts), Erin Doss (Assistant Professor of Communication Arts), Joann Kaiser (Senior Lecturer in Communication Arts), and Donna McLean (Associate Professor of Communication Arts) collected data and participated in the writing of the report. Program faculty also collaborated in identifying a suitable external reviewer to bring to campus in fall 2016.

2. **External Reviewer:** James Kauffman, Ph.D., Professor of Communication Studies, Indiana University Southeast

II. Review Criteria

A. Program Role and Mission and Consistency with University Mission

1. Describe the ways in which the program advances the campus's mission, vision, values, and strategic goals.

The mission statements of the Communication program, the School of Humanities and Social Sciences, and Indiana University Kokomo are provided below:

Communication Program Mission Statement:

The mission of the Communication program is to enable students to achieve communication competencies and intellectual, emotional and aesthetic insights that enhance the production, performance, reception and analysis of messages. The faculty strive to establish students as effective and ethical practitioners of various forms of communication, while providing a solid foundation in the scholarly content, history and methods of communication. We believe that students learn by doing and provide opportunities for students to enhance their personal and professional growth through hands-on practice (in service learning assignments and internship completion), an overseas study class in Chinese Culture and Communication (SPCH-S 302), and concentrations in either public relations/corporate communication, journalism or public communication. The degree includes an experiential component so that students may acquire practical field experience in several areas including interviewing, research methods or presentation skills. Further, the faculty seek to model and promote scholarly and creative activity as they enhance the communication competency of the community through general education classes.

Indiana University Kokomo School of Humanities and Social Sciences Mission Statement:

The mission of the School of Humanities and Social Sciences is to improve well-being through our teaching, research, and service. Through our innovative educational programs, we help people to become enlightened, successful citizens prepared for meaningful lives, community engagement, and fulfilling careers in the 21st century. Through teaching, research, and service we increase our understanding of the world and improve the lives of those within it.

Vision Statement:

The IU Kokomo School of Humanities and Social Sciences strives to offer degree programs recognized for their outstanding quality, unique opportunities, and personal relationships among faculty and students. We prepare students to be versatile, lifelong learners able to make positive changes in their lives and within their communities.

Indiana University Kokomo Mission Statement:

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of north central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees (in Allied Health). Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

In addition to the official mission statement, IU Kokomo also uses an accompanying vision statement and statement of commitments to guide campus planning efforts. These statements read as follows:

Vision Statement:

Indiana University Kokomo aspires to become a regional institution of first choice recognized for providing critical opportunities for student success; acknowledged as a primary and engaged community resource; and valued as a campus where there are faculty, students, and professional staff active in research, creative work, and other scholarly activity.

Indiana University Kokomo Statement of Commitments:

Indiana University Kokomo contributes to its students and to the region through the affirmation of the following values in all of its endeavors:

- **Commitment to Student Learning:**
The campus community provides a learner-centered environment grounded in the liberal arts and sciences and linked to the professional schools. We are committed to open and free inquiry, high quality instruction and academic support services, experiences that foster students' development, opportunities for experiential learning, and the enhancement of skills in the areas of civic engagement, diversity, and global awareness and involvement.
- **Commitment to Regional Engagement:**
The campus community works with regional partners, including other educational institutions, to enhance the vitality of the region by promoting community engagement opportunities as a key campus strategy and by valuing shared governance and open, civil discourse.
- **Commitment to Diversity:**
The campus community demonstrates its commitment to diversity by providing a safe, welcoming, and inclusive environment that promotes integrity and respect among all members of best practices in teaching and learning, student development, institutional stewardship, and scholarly activity.

- **Commitment to Innovation:**
As a community of learners, the campus embraces innovation and creativity in its pursuit of best practices in teaching and learning, student development, institutional stewardship, and scholarly activity.
- **Commitment to Assessment:**
The campus community embraces a culture of assessment, actively seeking evidence for improving current practices while providing an atmosphere in which new initiatives can develop as the campus strives for excellence in all of its work.

Discussion of Mission

The Bachelor of Arts and Bachelor of Science degrees in Communication align closely with the missions of the School of Humanities and Social Sciences and IU Kokomo. Our program supports the School of Humanities and Social Sciences' mission and vision statements by seeking to innovate in our degrees and our courses, and to enlighten and engage our students, preparing them to be versatile, lifelong learners who are capable of making positive change within their communities. The Communication program complements the IU Kokomo mission statement by enabling students to achieve the communication competencies needed to strengthen the economic and cultural vitality of the region and state, conducting scholarly research, and promoting diversity.

We have innovated and strengthened our program by improving our BA degree and adding a BS degree. The BS in Communication Arts was added in 2011, and we simultaneously revised the BA. Both of these degrees created a new experiential component and three concentrations (public communication, journalism, and public relations/corporate communication). In AY 2015-16, we revised the degrees once more in order to incorporate innovative courses in social media, to require all students to undertake internships, to strengthen our concentrations, and to make our degrees less dependent on other academic units. We believe the new degrees will more effectively meet the needs of our students (for instance, by separating our Senior Seminar course from what had been a joint course with English majors). Given the changing nature of communication careers and the challenges faced from rapidly changing technologies—especially in public relations and journalism—we added a two-course sequence in social media, a second course in journalism writing, and courses in graphic design and video production.

The experiential component of the degree² in particular fulfills several goals by engaging students in the curriculum, the campus, and the community, while helping them attain communication competency via applied and service learning. For instance, faculty regularly include experiential learning in several ways, including (a) holding interviewing workshops for community groups as part of SPCH-C325 Interviewing, (b) holding multiple events open to the campus and the community, including public debates run by the students of SPCH-S228 (Argumentation and Debate), (c) incorporating international travel into SPCH-S427 Cross Cultural Communication, (d)

² The 2011 versions of the degrees include a specific experiential component and group of courses. While the new degrees do not have this category *per se*, experiential learning remains incorporated throughout our courses.

engaging students in service learning opportunities in SPCH S427 Cross Cultural Communication, where they have collected resources to support refugee resettlement in Central Indiana through the non-profit Exodus, which operates out of Indianapolis, and additionally in supporting Kokomo's First Friday in March 2015, when they scheduled events and sponsored activities related to a Lantern Festival suggested and developed through class efforts, (e) creating public relations campaigns for community non-profit organizations in SPCH-C391 Public Relations Campaigns, and (f) providing opportunities for students in JOUR-J200 Reporting, Writing, and Editing I and SPCH-C325 Interviewing to interview members of the campus and community and write stories for publication in IU Kokomo's student newspaper, *The Correspondent*.

Within the context of the university and school missions, the main mission of the Communication program is to enable students to achieve the communication competencies needed to strengthen the economic and cultural vitality of the region and state. As noted in the previous paragraphs, we have revised our degrees to improve student communication competence in several areas, perhaps most notably in the experiential component of the degree. All of our courses incorporate writing and/or speaking skills components, and emphasize diverse formats. For instance, students in most upper level courses write multiple academic research papers and give presentations of various types. Other courses focus on more technical, discipline-specific formats of speaking and writing, such as Associated Press style for journalism in JOUR-J200 Reporting, Writing, & Editing I, press releases, newsletters, blog writing, designed pieces such as brochures and fact sheet and public service announcements in SPCH-S333 Public Relations, strategic writing formats to support public relations work in SPCH-C391 Public Relations Campaigns which include a proposal and final report, and multiple debate formats in SPCH-S228 Argumentation and Debate. In addition to personal improvement in writing and presentation, students practice group skills in various projects across the degree, enhancing their understanding of how to work with and organize work in teams. Our focus on communication competencies also serves the mission of the campus, school, and degree program to enlighten and engage our students, preparing them to be versatile, lifelong learners who are capable of making positive change within their communities.

Students completing the program experience diversity in a variety of ways, perhaps most obviously through the SPCH-S427 Cross Cultural Communication course. While some students may achieve improved competency from travel abroad, all students completing the course are exposed to a variety of ways of being through a speaker series, where we have welcomed presenters representing a number of groups from Sarah Siders of the Miami tribe, to Cherie Dodd who shared her upbringing in South Africa, to Yusef Nur who shared life as a sheep-herder in Somalia and his cross-cultural experiences beyond his native borders. The department also works to integrate diverse course materials in many of our classes reflecting global issues and concerns. For instance, in SPCH-C480 Communication Theory, we explore how theories are helpful or inefficient in addressing the problem of hate crimes, or we explore the role of memorials as a form of social justice and conflict resolution in SPCH-S427 Cross Cultural Communication. Students also engage with diverse groups on and off campus via experiential and service learning, and upper level courses typically focus on difficult texts, concepts, and assignments that challenge them to examine diverse perspectives. Additionally, all faculty are required to describe their diversity activities in both teaching and research in their Faculty Annual Reports (FARs).

All students in the Bachelor of Arts and Bachelor of Science in Communication are required to participate in undergraduate research and/or creative activity, through research papers and textual criticism in various courses (such as SPCH-C393 Communication Research Methods, SPCH-C480 Communication Theory, and SPCH-C321 Persuasion), and through senior seminar projects that take the form of research papers or experiential projects (SPCH-S400 Senior Seminar).

Finally, the Communication faculty contribute to the mission of the campus and the school beyond our own degree program. Our faculty (a) direct and manage theatre productions and the student improv group SumAntics, (b) oversee the International Studies program, which includes serving as the oversees study advisor, advising and supporting the International Studies minor, and coordinating international programs and activities on campus, (c) supervise *The Correspondent* (student newspaper), (d) oversee campus-wide public speaking, which includes staffing and managing 12-15 public speaking courses per semester, (e) manage the campus-wide honors program, advising students, coordinating and vetting honors options, and (f) have served in leadership positions in the Faculty Senate. We play an instrumental role in the campus General Education curriculum, teaching classes that fulfill six of the nine General Education categories, including the categories of communication skills, information literacy, critical thinking, cultural diversity, ethics and civic engagement, and humanities and arts. Notably, SPCH-S121 Public Speaking fulfills the General Education requirements of communication skills and information literacy, and must be taken by all undergraduates. Our faculty also participate actively in the Freshmen Learning Community program, partnering with other faculty to teach public speaking, Humanities, and other courses for first-year students. Additionally, faculty teach HSS-I100 Introduction to International Studies which serves as the gateway class for the international studies minor.

2. List key relationships between the program and the external constituencies, such as collaborations, partnerships with regional, community, state organizations, and/or businesses.

Communication faculty members are active in the community and with external constituencies.³ Multiple courses are engaged with the local and regional communities in the following ways:

- Professor McLean's SPCH-C391 Public Relations Campaigns course regularly works with community non-profit organizations such as the Kokomo Literacy Coalition, Equiventure (a fee-free therapeutic riding non-profit in Russiaville, Indiana), Guardian Angel Hospice, Habitat for Humanity, the IU Kokomo Advising Center, and the United Way, among others.
- SPCH-S427 Cross Cultural Communication has worked with the Howard County Public Library in Kokomo to explore the adoption of Human Books, and students have also worked to support Exodus International through several service projects collecting materials for this refugee organization and also working to clean and organize their storage facility. Three students, so moved by the plight of the organization, even worked to set up

³ Our involvement in professional organizations within the academic discipline of communication are detailed later in this document and in the faculty curricula vitae in Appendix B.

an internship with Exodus for any campus student—working through the campus Career Center as part of their senior seminar project.

- Two faculty members have an ongoing relationship with the Region 4 Workforce Board and its supervisor, Chris Waymire. Waymire regularly visits our SPCH-C325 Interviewing class as a guest speaker, and the class has held mock employment interviewing workshops for the group each time the course has been offered since 2011.
- Students of several courses, including JOUR-J200 Writing Reporting and Editing I, SPCH-C321 Persuasion, SPCH-C325 Interviewing, and SPCH-C393 Communication Research Methods, regularly conduct projects that involve interviewing and/or working with the community and external organizations. For instance, students in C393 are required to conduct “mini-ethnographies” and have done so by working with the Kokomo Police, the *Kokomo Tribune*, and various other businesses and nonprofits.
- Professor Darr’s SPCH-C444 Political Communication course regularly incorporates guest speakers, including Kokomo City Councilman Bob Hayes.
- Students in SPCH-S205 Introduction to Communication regularly engage in job shadowing at local organizations; many of these lead to internships and other networking opportunities.
- Students in Professor Doss’s HON-H 399 Honors Colloquium course have completed service-learning projects in Kokomo Rescue Mission (a local non-profit organization working to help those dealing with poverty in the Kokomo area), Kokomo Urban Outreach, Bridges Mentoring, the Literacy Coalition, and other organizations.

Our internships serve as an essential element of our involvement in the community. Since 2011, 54 Communication students have completed internships (as of Fall 2016 internships are required). Interns have been placed locally, regionally, and sometimes out-of-state. They have interned at myriad business, non-profits, and other organizations, including:

- Chrysler (Kokomo plant)
- Professional Golfers Association (PGA) (Jacksonville, FL)
- Kokomo Jackrabbits (Kokomo)
- Guardian Angel Hospice (Kokomo)
- Red Gold (Elwood, IN)
- NUVO (Indianapolis)
- Upper Cumberland Tourism Association (Tennessee)
- WLFI TV (Lafayette, IN)
- Beyond Borders Language Learning Center
- Big Brothers Big Sisters of Cass County
- Bona Vista (Kokomo)
- United Way (Kokomo)
- Greater Kokomo Economic Development Alliance (Kokomo)

We frequently place interns in other units on campus. For example, our program maintains a longstanding relationship with IU Kokomo’s Media and Marketing department, typically placing 1-

2 students per semester in their office. We have also had interns work for the library, the Honors program, and the International program.

The Communication faculty and students engage with the campus, community, and regional communities in several other ways as well:

- Senior Lecturer Joann Kaiser produces theatre shows that involve students and community members, and are well-attended by the public.
- Professor Doss supervises *The Correspondent* (the IU Kokomo student newspaper), which covers campus and community events. Our students are heavily involved with *The Correspondent* as well—several have served as editor in chief, and many have worked as writers.
- Professor Doss directs the IU Kokomo Honors Program, a position that includes recruiting and mentoring students, as well as planning honors courses and events, such as taking students to the Mid-East Honors Association Conference and to the Stratford Festival in 2016.
- Professor Doss is the co-organizer of Table Talks, an ongoing series of events in which faculty and students meet over lunch to discuss a topic of current interest.
- Professor Doss served as the main organizer of IU Kokomo's Student Research Symposium, beginning in April 2016.
- Professor Darr has judged Ivy Tech's annual speech competition.
- Professor Darr has been a regular guest speaker at the Kokomo Business and Professional Exchange.
- Professor McLean's has overseen the international studies program, and among other things, she has:
 - developed a relationship with Midwest Peace Corps representatives in the Chicago office.
 - worked with the State Department's Midwest Ambassador program recruiting an Ambassador to visit the campus on an annual basis.
 - as Treasurer for the Indiana Consortium of International Programs, worked to stay abreast of various overseas opportunities, grants and interdisciplinary study programs for both students and faculty.
 - worked with the IU Kokomo school of nursing, developing (the non-medical) class curriculum for a travel course in Korean Culture and Health care, with which she traveled in 2012 and 2013.
 - developed a course on Italian culture and communication, two times traveling to Rome and Florence with Fine Arts instructor Minda Douglas.
 - developed a course on Chinese Culture and Communication which will travel for the second time in 2017. McLean works with faculty in various departments in their efforts to develop and promote overseas study courses.
- Professor McLean has served in a long-term role with the campus Diversity Committee in efforts to improve student and faculty retention, award diversity programs and initiators on campus and support and develop campus programming. McLean won a Chancellor's Diversity award in 2014.

For more detailed information about faculty activities and community outreach, please see the Communication program faculty curricula vitae in Appendix B.

B. External and Internal Demand

1. Describe the external demand for graduates of the program. Refer to employment projections based on federal and state information and other resources. See, for example the [Occupational Outlook Handbook](#) and the [Indiana Department of Workforce Development](#).

Federal projections. The following information is from the [Occupational Outlook Handbook](#) and represents national employment projections from 2014 to 2024.

Table 1. Projected Employment (2014-2024), U.S. Bureau of Labor Statistics*

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-2024	
				Percent	Numeric
Public relations specialists	27-3031	240,700	255,600	6	14,900
News analysts, reporters and correspondents	27-3020	54,400	49,600	-9	-4,800
Writers and authors	27-3043	136,500	139,700	2	3,100
Meeting, convention, and event planners	13-1121	100,000	109,900	10	9,900
Public relations and fundraising managers	11-2031	65,800	70,500	7	4,700
Advertising sales agents	41-3011	167,900	163,400	-3	-4,500

* NOTE: Data in this table are rounded. See the discussion of the employment projections table in the Handbook introductory chapter on Occupational Information Included in the Handbook.

State projections. The following information is from the Indiana Department of Workforce Development. These numbers represent projections from 2014 to 2024.

Table 2. Projections (2014-2024)

Occ. Title	Code	Base Year Emp. (most recent figures)	Projected Year Emp. (2024)	Percent Change
Public relations specialists	273031	3,765	4,158	10.4
Broadcast News Analysts	273021	172	161	-6.4
Reporters and Correspondents	273022	1,009	794	-21.3
Writers and Authors	273043	1,711	1,776	3.8
Meeting, Convention, and Event Planners	131121	1288	1449	12.5
Public Relations and Fundraising Managers	112031	851	944	10.9
Advertising Sales Agents	413011	3,134	3,058	-2.4

These data provide useful information for several very specific careers related to the Communication major. However, like many liberal arts degrees, the Bachelor of Arts and Bachelor of Science in Communication are quite flexible, making it difficult to judge demand in such a limited fashion. For instance, oral and written communication skills are a priority for employers, as seen [here](#) in a report by the American Association of Colleges & Universities. As the AAC&U report emphasizes, employers highly value oral and written communication skills, as well as critical thinking and applied knowledge—all of which are emphasized in both of our degrees. Students who graduate with Communication degrees therefore have skills that are high demand across many specific occupations. Other helpful links with information about career paths for liberal arts graduates generally and communication graduates specifically can be found [here](#) and [here](#).

Some Typical Jobs for Communication Majors

As noted, many occupations require an individual who can write, speak, and communicate effectively, solve complex problems, think critically, learn new information quickly, and work well with others on a team or group project. This flexibility translates into the fact that graduates with Communication degrees use their education and training in a wide variety of fields. [This link](#) provides a list of job fields Communication graduates often enter, and is based on the National Communication Association's [Pathways to Communication Careers in the 21st Century](#).

2. What steps has the program implemented to attract enrollment from high school students and transfer students?

The Communication program participates with the School of Humanities and Social Sciences and the campus as a whole in recruiting efforts. This involves recruiting on campus through VIP Day, AIM Day, and other efforts. The SumAntics improv group performs regularly at VIP and orientation days. The Communication faculty also participate heavily in the Freshman Learning Community (FLC) program, and make efforts to recruit students to the major in these courses, as well as in any Public Speaking courses we teach.

3. Describe internal demand for courses in the major using institutional data.

The following tables show our number of majors, number of graduates, and course enrollments.

Table 3. Communication majors (2011-2016)

	BA	BS	Total
Fall 2011	38	3	41
Spring 2012	32	12	44
Fall 2012	35	24	59
Spring 2013	31	25	56
Fall 2013	35	26	61
Spring 2014	31	32	63

Fall 2014	27	36	63
Spring 2015	26	35	61
Fall 2015	23	38	61
Spring 2016	17	37	54

Complete course enrollment figures can be found in Appendix C. Table 4 gives the grand total of enrollments for each course across the review period.

Table 4. Course enrollments (2011-2016)

Course	Enrollment	% Capacity	# of Sections
SPCH-C 321 PERSUASION	107	86%	5
SPCH-C 300 PRACTICUM IN SPEECH/ SPCH-C 315 INTERNSHIP IN COMMUNICATION	54	100%*	25
SPCH-C 325 INTERVIEWING PRINS & PRACTS	77	66%	5
SPCH-C 380 ORGANIZATIONAL COMMUNICATION	97	78%	5
SPCH-C 391 PUBLIC RELATIONS CAMPAIGNS	26	58%	2
SPCH-C 393 COMMUNICATION RESEARCH METHODS	57	78%	4
SPCH-C 444 POLITICAL COMMUNICATION	22	45%	2
SPCH-S 201 COMMUNICATING IN PUBLIC	59	79%	3
SPCH-S 205 INTRO TO SPEECH COMMUNICATION	135	89%	6
SPCH-S 228 ARGUMENTATION & DEBATE	47	63%	3
SPCH-S 233 INTRO TO PUBLIC RELATIONS	96	78%	5
SPCH-S 280 INTRODUCTION TO RADIO	0	0%	1
SPCH-S 333 PUBLIC RELATIONS	29	44%	3
SPCH-S 336 CURR TOPICS IN COMMUNICATION/ SPCH-C 480 COMMUNICATION THEORY	87	80%	5
SPCH-S 398 IND STUDY IN SPCH COMM**	56	44%	5
SPCH-S 427 CROSS CULTURAL COMMUNICATION	99	60%	8
ENG-W 321 ADVANCED TECHNICAL WRITING	123	30%	17
ENG-W 365 THEOR & PRACTICES OF EDITING	76	70%	5
JOUR-J 200 REPORTING, WRITING & EDITING I	35	39%	4
JOUR-J 290 INTERNSHIP IN JOURNALISM	6	86%	5
JOUR-J 343 BROADCAST NEWS	9	60%	1
JOUR-J 344 PHOTOJOURNALISM REPORTING	15	60%	1
NMAT-D 257 GRAPHIC DESIGN I	15	63%	1
NMCM-N 250 GRAPHIC DESIGN I	120	86%	6

NMCM-N 351 CYBERCULTURE AND COMMUNITY	97	82%	5
PSY-K 300 STATISTICAL TECHNIQUES	343	82%	12
Grand Total	1,887	65%	119

* Internship sections are built for specific students, therefore enrollment is always 100%.

** Until Spring 2016, this course number was used for 3 different courses: Independent Studies, the Senior Seminar and the Research Project. Enrollments are therefore conflated. We renumbered the Senior Seminar and Research Project in order to provide clarity.

The courses listed in Table 4 account for a total of 5,661 credit hours. Communication faculty teach all of the SPCH and JOUR courses, along with NMCM-N 351. These courses account for a total of 1,210 enrollment (3,630 credit hours). These numbers do not include courses outside the major taught by the Communication faculty, such as Public Speaking, Freshmen Learning Communities, Theatre, Honors, and International Studies.

4. How has the program addressed increased demand?

As shown in Table 3, our number of majors increased after we added the Bachelor of Science degree. We have responded by offering several courses at greater frequency. We began offering the core courses once per year and the experiential courses at least every third semester in response to the greater number of majors and increased demand for classes (Appendix D includes both degree descriptions as of Spring 2015).

Senior Lecturer Kaiser (who is responsible for the theatre program as well) has gradually taught more Communication courses, and Professor Darr withdrew from the faculty senate in order to teach more courses within the major.

For a period of time we were using SPCH-S 398 to offer required courses in the independent study format in order to aid students in graduating. For instance, three seniors took Communication Research Methods in Summer 2015 as SPCH-S 398. By offering the Methods course and others more frequently, we aim to avoid this practice in the future.

5. What problems have been encountered in meeting demand?

Although we have had some turnover, our number of faculty has remained constant at four. Given our heavy service commitments (theatre, international studies, faculty senate, honors director, etc.), we have had problems staffing our courses from time to time. Several of these positions include course release time, which equates to fewer classes we are able to offer, and therefore less flexibility in scheduling. Another result is that our faculty have not participated in Freshman Learning Communities, the Honors program, and other initiatives as much as we would like to.

We have been requesting a fifth Communication faculty member for several years. At the current time, Theater and Humanities courses are taught by Senior Lecturer Kaiser. The growth of both the enrollment on campus and the growth in the Humanities have increased the demand for courses in Theater (THTR), Humanities (HUM), Freshman Learning Communities (SSS & HSS), and Communication Arts (SPCH, COMM, JOUR). This growth has resulted in Kaiser covering the course

load of two positions. There are at least five areas to consider: Increased campus enrollment, the Creative Arts minor, Fine and Performing Arts Presence, growth of Communication, and the needs of the Freshman Learning Community. While there may be more considerations, these seem to hold primary evidence of the need for another resident faculty member in Communication.

C. Productivity

Describe the resources generated and used by the program and key results of the uses of these resources in the areas of student retention, graduation rates, numbers of degrees awarded, and services provided to non-majors and to campus-wide learning goals.

1. List grants and contracts received by the program in the last three years and indicate how these resources have affected program productivity and efficiency.

Table 5. Grants Received

Fiscal Year	Type of Resource	Approximate Dollar Amount
2011	Hybrid Course Development Grant	\$1,500
2011	Hybrid Course Development Grant	\$2,000
2012	Hybrid Course Development Grant	\$2,000
2014	Hybrid Course Development Grant	\$2,000
2015	Undergraduate Research Summer Institute (URSI) grant	\$2,250
2015	Grant-in-Aid (with English and Library faculty)	\$3,900
2015	Applied Learning Grant	\$300
2016	Online Course Development Grant	\$3,200
2016	Applied Learning Grant	\$500

Professor Doss received an Undergraduate Research Summer Institute (URSI) grant for \$1500 (plus \$750 for the student, Kambren Stanley) in Summer 2015. The research will be presented at the National Communication Association in November, 2016.

The Grant-in-Aid was awarded to a research team that included Professor Darr for the purposes of creating a pilot program for assessing information literacy in the campus general education program. The program has helped to improve library instruction of information literacy in the public speaking courses (SPCH-S 121).

Professor McLean received an applied learning grant for travel to China of about \$300. This was used to support First Friday events and activities.

McLean, Doss and Kaiser received an applied learning grant of \$500 for the Stratford travel program studying good and evil in June 2016.

2. List other financial resources generated by the program, such as donations, externally funded programs, and conference earnings. Indicate how these resources have enhanced productivity and efficiency.

Table 6. Additional Revenues

2015	Revenues from theatre production "The Crucible"	\$1,300
2014	Revenues from theatre production "Arsenic & Old Lace"	\$900
2013	Revenues from theatre production "Pride & Prejudice"	\$750

Revenues from ticket sales help support theatre productions.

3. Describe the resource requirements of accreditation other than annual fees and site visits:

- a. Impact on faculty teaching load
- b. Course section size limits (including clinical restraints)
- c. Facility and equipment requirements
- d. Salary requirements
- e. Other

As the campus approaches our next Higher Learning Commission accreditation visit in 2018, the Communication faculty have participated in several efforts, most notably our heavy involvement with the Freshman Learning Communities. HLC has mandated that institutions must adopt an HLC project to work on in between accreditation visits. Through faculty senate we decided to revamp the FLCs. All of our faculty have offered FLC courses, and Professor Darr supervises adjuncts who teach Public Speaking courses for the FLC program.

In preparation for reaccreditation, we are also assessing Public Speaking courses. The process began in Spring 2016 with the collection of data and is ongoing.

4. List in the tables below the last three years' data⁴ on the program's fall to fall retention rate, graduation rate, number of degrees awarded, and classes cancelled due to low enrollment and/or with an enrollment below ten.

Table 7. Communication degrees conferred (2011-2016)

	BA	BS	Total
2011-2012	6		6
2012-2013	5		5
2013-2014	2	7	9
2014-2015	7	6	13
2015-2016	9	8	17
TOTAL	29	21	50

⁴ We include data from the entire review period.

Table 8. Graduation Rates - Cohorts 2011-2014*

	Number of Degrees Awarded in Cohort	4 Year Grad Rate	6 Year Grad Rate
Fall 2011	1	14.3%	14.3%
Spring 2012	1	25.0%	25.0%
Fall 2012	0	0.0%	0.0%
Spring 2013	0	0.0%	0.0%
Fall 2013	0	0.0%	0.0%
Spring 2014	0	0.0%	0.0%
Fall 2014	0	0.0%	0.0%
Spring 2015	0	0.0%	0.0%

* Cohorts are defined as a group of new students declaring the major for the first time in a particular term.

* 4- and 6-year graduation rates can only be calculated for cohorts 2011 and earlier (i.e. 4 or more years ago).

* 4-year graduation rates for the Fall 2012 cohort cannot yet be calculated as summer 2016 degrees will not be official until September 2016.

* Table 5 indicates that we have conferred 50 degrees since 2011; the graduation rates associated with these degrees were not made available and therefore do not appear in Table 6.

Table 9. Fall to Fall Retention – Cohorts 2011-2014

	Cohort Count	Retained in Major	Retained in Major %	Retained Different Major	Retained Different Major %	Total Retained	Total Retained %
Fall 2011	7	5	71.4%	1	14.3%	6	85.7%
Fall 2012	12	3	25.0%	3	25.0%	6	50.0%
Fall 2013	10	6	60.0%	0	0.0%	6	60.0%
Fall 2014	10	5	50.0%	2	20.0%	7	70.0%
Fall 2015	6	4	66.7%	0	0.0%	4	66.7%

* Fall to Fall retention determines the one-year retention rates of new students for a particular term. Spring to Fall retention includes only those students that are new to the major in the Spring.

Table 10. Spring to Fall Retention - Cohorts 2012 to 2015*

	Cohort Count	Retained in Major - Spring	Retained in Major % - Spring	Retained Different Major - Spring	Retained Different Major % - Spring	Total Retained Spring	Total Retained Spring %
Spring 2012	4	2	50.0%	0	0.0%	2	50.0%
Spring 2013	6	3	50.0%	1	16.7%	4	66.7%
Spring 2014	1	1	100.0%	0	0.0%	1	100.0%
Spring 2015	3	3	100.0%	0	0.0%	3	100.0%

* Fall to Fall retention determines the one-year retention rates of new students for a particular term. Spring to Fall retention includes only those students that are new to the major in the Spring.

Table 11. Classes Cancelled Due to Low Enrollment

Course	Class Number	Academic Term	Enrollment	% Capacity	Capacity
JOUR-J 200 REPORTING, WRITING & EDITING I	21891	Fall 2011	0	0%	25
	31781	Spring 2013	0	0%	24
JOUR-J 344 PHOTOJOURNALISM REPORTING	33877	Spring 2016	0	0%	15
SPCH-C 391 SEMINAR	28487	Fall 2011	0	0%	25
	29043	Spring 2012	0	0%	24

Table 12. Classes with Enrollment Below 10*

Course	Academic Term	Enrollment	% Capacity
ENG-W 321 ADVANCED TECHNICAL WRITING	Fall 2011	8	33.3%
SPCH-S 398 IND STUDY IN SPCH COMM**	Fall 2011	6	30.0%
SPCH-S 427 CROSS CULTURAL COMMUNICATION	Fall 2011	4	16.0%
JOUR-J 200 REPORTING, WRITING & EDITING I	Spring 2012	6	25.0%
ENG-W 321 ADVANCED TECHNICAL WRITING	Summer 2012	7	29.2%
ENG-W 321 ADVANCED TECHNICAL WRITING	Spring 2013	4	16.7%
ENG-W 321 ADVANCED TECHNICAL WRITING	Summer 2013	7	29.2%
ENG-W 321 ADVANCED TECHNICAL WRITING	Fall 2013	6	25.0%
JOUR-J 200 REPORTING, WRITING & EDITING I	Spring 2014	9	45.0%
JOUR-J 343 BROADCAST NEWS	Spring 2014	9	60.0%
ENG-W 321 ADVANCED TECHNICAL WRITING	Summer 2014	2	8.3%

SPCH-C 393 COMMUNICATION RESEARCH METHODS***	Summer 2014	3	50.0%
ENG-W 321 ADVANCED TECHNICAL WRITING	Spring 2015	9	37.5%
JOUR-J 200 REPORTING, WRITING & EDITING I	Fall 2015	6	24.0%
SPCH-S 427 CROSS CULTURAL COMMUNICATION	Fall 2015	6	20.0%
SPCH-S 333 PUBLIC RELATIONS	Spring 2016	2	7.4%

* SPCH-C 300 PRACTICUM INN SPEECH, SPCH-C 315 INTERNSHIP IN COMMUNICATION, and JOUR-J 290 INTERNSHIP IN JOURNALISM are not included in this chart because internships typically have one student enrolled per section and are offered every semester, including summer. We typically see between 3 and 5 students taking internships in any given semester. "Low enrollment" is not a relevant measure.

** As noted in Table 4, until Spring 2016, this course number was used for 3 different courses: Independent Studies, the Senior Seminar and the Research Project. Enrollments are therefore conflated.

*** Professor Darr offered this course as an independent study to facilitate student graduation: 3 seniors needed the class to graduate.

Table 13. Credit Hours by Communication Majors

Term	100-200 level	300-400 level	TOTAL
Fall 2011	51	135	186
Spring 2012	36	75	111
Fall 2012	75	186	261
Spring 2013	48	180	228
Fall 2013	96	210	306
Spring 2014	84	198	282
Fall 2014	105	201	306
Spring 2015	108	225	333
Fall 2015	126	234	360
Spring 2016	54	198	252
TOTAL	783	1,842	2,625

Table 14. Credit Hours by Non-Communication Majors

Term	100-200 level	300-400 level	TOTAL
Fall 2011	147	273	420
Spring 2012	42	216	258
Fall 2012	123	231	354
Spring 2013	45	168	213
Fall 2013	99	165	264
Spring 2014	39	195	234
Fall 2014	99	201	300
Spring 2015	111	177	288
Fall 2015	93	216	309
Spring 2016	51	189	240
TOTAL	849	2,031	2,880

Table 15. Faculty FTE Productivity Based on Total Major and Non-Major Credit Hours

Term	100-200 level	300-400 level	TOTAL
Fall 2011	198	408	606
Spring 2012	78	291	369
Fall 2012	198	417	615
Spring 2013	93	348	441
Fall 2013	195	375	570
Spring 2014	123	393	516
Fall 2014	204	402	606
Spring 2015	219	402	621
Fall 2015	219	450	669
Spring 2016	105	387	492
GRAND TOTAL	2,625	2,880	5,505

5. Provide information relating to other areas in which the major has contributed to campus-wide initiatives in the areas of learning, engagement, diversity, and others not already reported in a previous section of this report. These might include but are not limited to involvement in freshman learning communities, campus-community partnerships and collaborations, and campus diversity initiatives. Please provide specifics regarding the number of individuals involved in each initiative, the duration of the involvement, as well as the impact of the initiative on the campus.

Many of our contributions have been described previously in this document. For instance, our campus-community relationships are described in section II.A.2., beginning on page 7 of this report.

We participate heavily in campus general education, and have taught in the MALS (Master of Arts in Liberal Studies) and Honors programs.

Our program is committed to diversity. Many of our courses include diversity components, including SPCH-S 427 Cross Cultural Communication, SPCH-C 380 Organizational Communication, SPCH-S 122 Interpersonal Communication, and SPCH-C321 Persuasion. All four resident faculty are involved in these efforts. Additionally, Professor McLean supervises the International Studies program, which includes international travel.⁵ Senior Lecturer Kaiser requires students to attend the Culture Bash on campus for several courses.

We also participate heavily in the Freshmen Learning Community program. Since 2011 we have taught 19 courses in the FLC program, and have had one or more faculty involved in the FLCs nearly every semester.

⁵ See section II.A.2., p. 9.

Professor Doss has directed the Honors program since June 2015, which currently has 90 students. She teaches Honors Courses as well, including HON-H399 Honors Colloquium (The Rhetoric & Reality of U.S. Poverty). This role also includes organizing the Student Research Symposium, which in Spring 2016 included approximately 20 paper presentations and 35 poster sessions by students.

Professor Doss also co-organized “Table Talks,” an ongoing faculty-student lunch discussion series, begun in AY 2015-2016. 4 sessions were held with approximately 15 students and 6 faculty members each. The program benefits the campus learning and engagement initiatives by engaging students in intellectual discussions with faculty in an informal setting.

We have also participated extensively in the campus’s online course offering initiatives. We have offered the following courses in the fully online format:

Table 16. Online Course Offerings

Course	Academic Term
SPCH-S 427 Cross Cultural Communication	Summer 2014
SPCH-S 233 Introduction to Public Relations	Fall 2014
SPCH-S 333 Public Relations Writing	Summer 2015
SPCH-S 121 Public Speaking (2 sections)	Fall 2015
SPCH-S 333 Public Relations Writing	Summer 2016
SPCH-S 121 Public Speaking (2 sections)	Spring 2016

D. Program Quality

Describe activities of the program that lead to high program quality and provide documentation of how that quality is measured.

1. Provide evidence of the students’ successful achievement of the program’s learning outcomes.

(a) Assessment. The Communication faculty engage in yearly assessment of our program. We create learning outcomes and components upon which our assessment is based. Each year we collect and analyze data related to a chosen outcome. Reports are generated and passed on to the chair, dean, and VCAA. All four resident faculty participate in assessment. Our assessment reports are included in Appendix E. They show that students are meeting our learning outcomes, and that we adapt our curriculum to our assessment results.

Note that this self-study is considered our assessment activity for AY 2015-2016. We had no assessment specific to Communication in AY 2014-2015, but Professor Darr, as president of the Faculty Senate, worked with administration and an assessment consultant to reform the campus-wide assessment activities through the Faculty Senate. This activity included the combining of the Assessment Council and the Faculty Senate Assessment Committee into a single, more focused and more efficient entity.

(b) Portfolios. We require students to submit portfolios of their work as part of internships. These are graded as evidence of student application of learning. In Spring 2016, all students in SPCH-C 315 Internship submitted portfolios that included work from across their college career. Several sample portfolios are included in Appendix F.

2. Provide outcome information on graduates as available, in particular, employment and enrollment in graduate programs. Information on exit exams, licensure, and other tests and exams should also be provided, especially when comparative results are available.

At this time, the Communication program does not have a systematic way of tracking the employment of graduates from the program. We do maintain contact with some of our students after they graduate via email, Facebook, and other social media.

The following list contains a sample of job titles of former graduates of our program:

- Public relations specialist
- Television reporter/anchor
- Media/marketing specialist
- Assistant director of communications/IUPUI
- College admissions counselor
- Digital specialist
- Public awareness specialist
- Sales representative
- Special events coordinator
- Media buyer
- Sales support specialist
- Marketing manager
- Marketing coordinator
- Retail manager
- Assistant director of marketing and communications
- Director of campus engagement/Doan College
- Assembly line unit leader
- Sales coordinator
- Newspaper reporter
- Event Planner

3. Discuss the benefits, impact, and importance of accreditation where appropriate.

The Communication program is not accredited apart from the campus-wide accreditation by the Higher Learning Commission. We do participate in the accreditation process, notably through our current ongoing assessment of the campus' general education outcomes of (1) communication skills and (2) information literacy. The communication faculty began an assessment of communication skills in Spring 2016, collecting data from all sections of SPCH-S 121 Public

Speaking courses. Professor Darr began assessing information literacy with two library faculty members and one English faculty member in Fall 2015, collecting data from SPCH-S 121 Public Speaking and ENG-W 131 Reading, Writing, & Inquiry courses. Both projects are ongoing.

4. What steps has the program taken to develop pedagogical innovation and forward-looking curricula?

As discussed in section II.A.1., we revised our B.A. and added a B.S. in 2011, adding concentrations in journalism, public relations, and public communication. In AY 2015-2016, we revised the degrees again, incorporating innovative courses in social media. We also now mandate that all students take internships. Additionally, our degrees contain a significant experiential component, also discussed in II.A.1.

The Communication faculty offer online courses regularly, as discussed earlier in this report. We use other formats, including hybrid courses and accelerated courses.

Since our last review, we have added the following new courses to our curriculum:

- SPCH-C 255 Social Media Strategies
- SPCH-C 382 Social Media Campaigns
- SPCH-C 394 Research Seminar
- COMM-C 394 Communication and Conflict
- JOUR-J 201 Reporting, Writing, & Editing II
- JOUR-J 343 Broadcast News
- CMCL-C 336 Using Popular Culture

We use innovative assignments and strive to continually improve our courses. Several examples include:

- Experiential projects such as creating podcasts and web videos, developing blogs, writing news stories for *The Correspondent*, working with community groups, and creating and running public events (such as interviewing workshops and public debates). For instance, Senior Lecturer Kaiser requires students in SPCH-S 201 Communicating in Public to observe public meetings (such as city council and school board meetings) to learn how Parliamentary Procedure is applied, and requires students in SPCH-S 205 Intro to Communication to engage in job shadowing.
- Focusing on learner-centered design by allowing students to choose from multiple assignment options.
- Creating real-life scenarios in journalism and public relations courses with a strict pass/fail deadline system.
- Redesign SPCH-C 315 Internship so that the course includes regular meetings of all the semester's interns and peer critique of portfolios.

Another area of innovation is in travel curriculum. As noted previously, Professor McLean has developed travel courses to Italy and China.

We also innovate by constantly revising and updating courses. We exchange ideas with one another and integrate ideas from other sources. Faculty stay current with reading in the field (particularly the scholarship of teaching and learning) and regularly attend conferences and workshops, such as the National Communication Association's Great Ideas for Teaching Speech (GIFTS). See faculty curricula vitae in Appendix B.

5. Provide evidence of advising effectiveness.

Our campus uses a professional advising system. Students now have more opportunities to meet with advisors and the monitoring of student progress has become more regular. Faculty retain the role of mentoring students informally, and often meet with students to review graduation plans, course selection, career options, and so on.

The advisors have their own regular assessment plans, and use several features such as electronic degree maps and academic planners. However, these tools are relatively new and we do not yet have data on their impact upon Communication students.

6. Describe specific efforts aimed at student success and retention: if possible, include the numbers of students, faculty, and staff involved in these initiatives, and provide evidence of the effects of these activities quantitatively and qualitatively.

The Communication faculty constantly strive to improve student success. Section II.D.4 outlines our curricular efforts, all of which are designed to enhance student success, both in terms of meeting learning outcomes and ultimately graduating with degrees in Communication.

We also participate in campus-wide efforts, including VIP Day. There are as many as six VIP days in an academic year, and we always have at least one faculty member at the event to recruit. We explain our major and its requirements to prospective students at these events. We also routinely interact with students at the New Student Convocation during "meet the faculty" sessions.

The Communication faculty all participate in the campus's FLAGS early warning system. This system helps identify at-risk students so advisors can intervene. Faculty submit reports at one, five, and ten weeks in the semester.

We also play a large role in the Freshman Learning Community program, as mentioned earlier in this report. One major goal of the FLCs is to help students form supportive peer groups, thus aiding their success and retention.

Senior Lecturer Kaiser participated in the Bridge Program in summer 2015, teaching two courses with faculty from the School of Sciences and the School of Education. The program was developed in 2014 with the goal of aiding incoming freshmen in transitioning smoothly to college. Many of these students are 21st Century Scholars. The Bridge Program introduces students to classroom expectations, study skills, and other tools essential to college success. The program also connects students to faculty and other students before the beginning of their first full semester, thus

creating a sense of community. Some of these students participated in Kaiser's production of *The Crucible* the following fall.

Professor Darr is responsible for staffing SPCH-S 121 Public Speaking and several other lower-level courses. In order to improve classroom instruction and student success, he began holding workshops for adjunct faculty in Summer 2013. These sessions are aimed at specific topics, such as grading persuasive speeches, using debate in the classroom, and others. He also informally mentors many of the adjuncts, observes their teaching, and provides standardized materials (speech assignments, etc.) for public speaking classes.

In Fall 2015, the Communication faculty held a student success meeting for Communication majors. We invited one recent graduate and three current seniors to discuss their undergraduate and post-graduate experiences. The goals of the event were to reinforce a sense of community in our majors and to provide them with guest speakers who could talk about the importance of the degree and courses to their success after college. We plan to hold similar events in the future.

As discussed earlier in this report, the communication faculty are engaged in two large-scale assessment projects designed to improve student success for all students on campus. All students are required to take SPCH-S 121 Public Speaking as part of the campus general education program. All four Communication faculty members are therefore currently undertaking an assessment of public speaking skills. Additionally, Professor Darr is participating in a campus-wide assessment of information literacy, working with one English and two Library faculty members.

7. Provide evidence of faculty engagement in scholarship and service in the table below.

Professors Darr, Doss, and McLean receive one course release per semester for research. Senior Lecturer Kaiser has no official research responsibilities.

Table 17. Faculty Scholarly Publications (2011-15)

Year	Books	Chapters	Refereed Journal Articles	Refereed/Invited Publications	Conference Presentations
2011			1		1
2012					1
2013		2		1	1
2014		1	1		4
2015					5
2016		2*	2**		1

* Both items have been accepted for publication and are forthcoming.

** One item is accepted for publication and is forthcoming.

The Communication faculty are very active in service. We receive release time for our major service duties, which include: McLean, International program (1 release per year); Doss, Honors Program (2 per year); Darr, Communication Program Coordinator (1 per year); Kaiser, Director of

Theatre (1 per year, beginning Fall 2016). Our complete service activities are included in our curricula vitae: several of our major service activities are shown in the following table.

Table 18. Faculty Service and Engagement

Year	Campus	University	Discipline	Region, Community, State
2011-12	<ul style="list-style-type: none"> * Faculty Senate Parliamentarian (Darr) * Educational Policies Committee (Kaiser) * Fall Theatre Production (Kaiser) * Overseas Study Advisor/International Programs Coordinator (McLean) 	<ul style="list-style-type: none"> * International Programs Inter-Campus Liaison (McLean) 	<ul style="list-style-type: none"> * Editorial Board, <i>KB Journal</i> (Darr) 	<ul style="list-style-type: none"> * Interviewing workshop for members of Kokomo Business and Professional Exchange (Darr)
2012-13	<ul style="list-style-type: none"> * Faculty Senate President (Darr) * Fall Theatre Production (Kaiser) * Overseas Study Advisor/International Programs Coordinator (McLean) 	<ul style="list-style-type: none"> * International Programs Inter-Campus Liaison (McLean) * Faculty Senate President (Darr) 	<ul style="list-style-type: none"> * Editorial Board, <i>KB Journal</i> (Darr) 	<ul style="list-style-type: none"> * Tipton Community Theatre Board of Directors (Kaiser) * Indiana Consortium for International Programs—Treasurer (McLean)
2013-14	<ul style="list-style-type: none"> * Faculty Senate President (Darr) * Search Committee member, Chancellor (Darr) * Fall Theatre Production (Kaiser) * Overseas Study Advisor/International Programs Coordinator (McLean) 	<ul style="list-style-type: none"> * International Programs Inter-Campus Liaison (McLean) * Faculty Senate President (Darr) * Search Committee member, Chancellor (Darr) 	<ul style="list-style-type: none"> * Editorial Board, <i>KB Journal</i> (Darr) 	<ul style="list-style-type: none"> * Tipton County 4H Leader Performing Arts Club (Kaiser) * Tipton Community Theatre Board of Directors (Kaiser)

2014-15	<ul style="list-style-type: none"> * Faculty Senate President (Darr) * Search Committee member, VCAA (Darr) * FLC Advisory Board (Kaiser) * Fall Theatre Production (Kaiser) * Honors Program Director (Doss) * Overseas Study Advisor/International Programs Coordinator (McLean) 	<ul style="list-style-type: none"> * International Programs Inter-Campus Liaison (McLean) * Faculty Senate President (Darr) 	<ul style="list-style-type: none"> * Editorial Board, <i>KB Journal</i> (Darr) 	<ul style="list-style-type: none"> * Tipton County 4H Leader Performing Arts Club (Kaiser) * Tipton Community Theatre Board of Directors (Kaiser) * Indiana Consortium for International Programs—Treasurer (McLean)
2015-16	<ul style="list-style-type: none"> * Faculty Senate Vice President (Darr) * FLC Advisory Board (Kaiser) * Fall Theatre Production (Kaiser) * Honors Program Director (Doss) * Overseas Study Advisor/International Programs Coordinator (McLean) 	<ul style="list-style-type: none"> * International Programs Inter-Campus Liaison (McLean) 	<ul style="list-style-type: none"> * Editorial Board, <i>KB Journal</i> (Darr) 	<ul style="list-style-type: none"> * Tipton County 4H Leader Performing Arts Club (Kaiser) * Director, Tipton Community Theatre Production (Kaiser) * Indiana Consortium for International Programs—Treasurer (McLean) * Interviewing workshop for members of Kokomo Business and Professional Exchange (Darr)

Summarize special accomplishments:

- **Campus faculty awards**
 - Claude Rich Award (1)
 - Student Government Association Outstanding Educator Award (2)
 - Amicus Award (3)
 - IU Kokomo Campus Grand Marshall (1)
 - Chancellor's Diversity Award (1)
- **University faculty awards**
 - FACET membership (1)
- **Professional recognition outside the University**
 - Top Paper Award, Central States Communication Association (1)
- **Awards and special recognition of students**
 - Several editors and staff members of *The Correspondent*
 - Numerous students accepted to graduate school
 - Numerous students graduating with honors
 - Shane Simmons received an Edward R. Murrow award in 2016

E. Potential

Describe the relationship between current resources and program capacity. Support your responses with substantive explanations and forecasts based on measurable trends and other data.

1. What is the program's maximum capacity for majors and minors with current resources? What is the maximum for service courses? In the last five years, what steps have been taken to strengthen the program and increase enrollment, and eliminate underused capacity?

The program has consistently maintained about 60 majors. When considering our maximum capacity for majors and minors, our service loads need to be considered. With course release time as described above, as well as the corresponding course commitments (international studies, travel, honors, theatre), we have little room for variance. As an estimate, if we added about 20 more majors, we would have to withdraw from service courses such as the FLCs in order to offer courses within the major more frequently.

A good example is SPCH-C 380 Organizational Communication, which is offered yearly. In Fall 2015 the course included 24 students, and all but three were Communication majors. In Fall 2016, we raised the cap to include a total of 28 students, many of whom are Hospitality Management majors required to take the course. If this trend continues, the course will need to be offered more often, which would necessitate scheduling changes for the Communication faculty. SPCH-S 427

Cross Cultural Communication is facing a similar situation, as is JOUR-C 200 Intro to Mass Communication, in which the cap is regularly raised in order to admit additional students.

Another capacity issue involves the fact that Senior Lecturer Kaiser is responsible for teaching both communication and theatre courses. We have routinely struggled to staff both sets of courses, and have dropped theatre courses and rescheduled communication courses in order to juggle these competing demands. We have repeatedly requested an additional faculty member to help alleviate this issue.

The steps we have taken to strengthen the program and increase enrollment are detailed earlier in this report, particularly in sections II.A.1., II.B.2., II.D.4., and II.D.6.

2. Has the program implemented any measures to increase efficiency in the last five years? Describe any reallocations of greater efficiency within the program or department. How might the program improve productivity through consolidation or through internal/external partnerships?

The faculty have taken steps to regularize course offerings in order to improve students' ability to move more efficiently toward graduation. We have also increased the frequency of certain courses, such as SPCH-C 393 Communication Research Methods and SPCH-C 325 Interviewing. We have adjusted course caps when necessary and have made occasional course substitutions so students can graduate in a timely fashion.

The program created degree maps for the three concentrations in each degree (six total), which also should aid in timely graduation.

We recently consolidated the internships (SPCH-C 315) so that one faculty member oversees all interns. This has led to more efficient advising of interns and has facilitated the interaction of interns with each other.

F. Additional Information

Please provide information below about any special considerations that contribute to the program's importance to the campus or that affect the program that has not been covered above.

Additional information includes the following:

Appendix A. List of faculty teaching during the review period.

Appendix B. Curricula vitae for all current faculty.

Appendix C. Course enrollment figures.

Appendix D. Bachelor of Science, Bachelor of Arts, and Communication Minor degree descriptions.

Appendix E. Assessment reports.

Appendix F. Sample student portfolios.

III. External Reviewer's Comments/Concerns on each of the Review Criteria:

- Program role and mission and consistency with University mission
- External and internal demand
- Program quality
- Productivity, costs, efficiency
- Potential
- Additional information

In addition to commenting on each criterion, external reviewers are asked to fill in the grid below, providing a summative judgment on the overall success of the program on each criterion.

Table 19. External Reviewer Feedback

Criterion	Yes No
Does the program demonstrate significant alignment with campus mission, values, and strategic plans?	
Does the program demonstrate substantial internal demand?	
Does the program demonstrate substantial external demand?	
Compared to other similar programs at similar institutions, is it of high quality?	
Does the program demonstrate significant overall productivity?	
Do program trends suggest potential for future program growth?	
Did the additional information provided suggest that the program demonstrates significant contributions to the campus and the region?	

IV. Deans' Recommendations Regarding the Future Status of the Program:

- a. **Programs that are recommended for revision, merging, or other action** will be charged to present specific plans for revision, etc. by December 1 following the recommendation of the deans. These plans must provide measureable objectives and a year-by-year plan for the delivery of these objectives. Failure to meet objectives may result in a decision to eliminate the program.
- b. **Programs that are recommended for additional investment** will be charged to present specific plans for revision, expansion, etc. by December 1 following the recommendation of the deans. These plans must show how additional investment will positively affect the program in the categories of productivity and quality and indicate how these enhancements will be measured over time, both quantitatively and qualitatively.
- c. **Programs that are recommended for elimination** will be charged to present specific plans for phasing out the program, accommodating the graduation of current students in the program.
- d. **Programs that are recommended for no change in status** will not be required to make adjustments to their operations, nor will they be identified for the infusion of new resources.

Program recommended for revision _____

Program recommended for additional investment _____

Program recommended for elimination _____

Program recommended for no change in status _____

Indiana University Kokomo
 School of Humanities and Social Sciences
 External Program Review:
 Bachelor of Arts and Bachelor of Science in Communication

James Kauffman, Ph.D.
 Professor of Communication Studies
 Indiana University Southeast

External Reviewer Feedback

Criterion	Yes No
Does the program demonstrate significant alignment with campus mission, values, and strategic plans? <i>Yes. The program aligns closely with the campus mission, values, and strategic plan.</i>	
Does the program demonstrate substantial internal demand? <i>Yes. The program continues to attract approximately 60 majors per year to its two degrees. The mix of B.A. and B.S. students seems to have shifted over time.</i>	
Does the program demonstrate substantial external demand? <i>Yes. Students appear to be gaining employment related to their major upon graduation. Alumni surveys would help to better establish the length of time to gain employment and student satisfaction with their jobs.</i>	
Compared to other similar programs at similar institutions, is it of high quality? <i>Yes. It offers a curriculum that mirrors national trends, and recent changes are forward thinking. Additional data in outcomes assessment and student retention and graduation would benefit the program.</i>	
Does the program demonstrate significant overall productivity? <i>Yes. It provides valuable service and produces scholarship and creative work of an appropriate amount and kind for an institution of its kind and mission.</i>	
Do program trends suggest potential for future program growth? <i>Yes. I conclude that with some curricular changes and a concerted effort in recruitment, it can grow in the future. The program may need an additional faculty member to meet its commitments and expand the program.</i>	
Did the additional information provided suggest that the program demonstrates significant contributions to the campus and the region? <i>Yes. The program makes significant contributions to the campus and the region, perhaps even at the expense of its program, at times.</i>	

1). Does the program demonstrate significant alignment with campus mission, values, and strategic plans?

The program clearly demonstrates alignment with the IU Kokomo campus' mission, values, and strategic plan. One finds the IUK mission and values echoed in the program's mission, goals, student learning outcomes, and assessment plan. Further, the program recently revised its curriculum to include experiential learning, requiring all students to take an internship, and including applied and service learning.

One finds close alignment between the program and values of IUK's Statement of Commitments: student learning, regional engagement, diversity, innovation, and assessment. The program is actively engaged in activities that address each of these commitments, from coursework to service learning, from faculty development to innovative instruction. Moreover, one can see the program and its faculty furthering the campus strategic plan. Below, I identify a number of initiatives within the campus strategic plan to which I believe the communication program is making significant contributions.

Priority One: Enhance Academic Excellence and Enrich the Learning Environment

- Identify new programs and delivery systems to enhance academic offerings
- Enhance the role of teaching excellence to promote a dynamic, engaging and applied learning environment
- Promote campus diversity to prepare graduates to live and work in a diverse, global world

Priority Two: Promote Research, Scholarship and Creative Work

- Enhance the research culture on campus

Priority Three: Promote Student Success, Improve Retention and Degree Attainment

- Expand and develop programs that enhance the academic success of first-year and sophomore students
- Increase participation in co-curricular activities

Priority Five: Enhance Relationships and Increase Visibility

- Continue to build new and strengthen existing relationships with each community in our service region as well as, with our public officials

2). Does the program demonstrate substantial internal demand?

The program does demonstrate substantial internal demand, as evidenced by its nearly 60 majors and healthy general education enrollments. The program has seen a slow decline in majors pursuing the B.A. option and an increase in those pursuing the B.S. The program and the university would like to increase the number of majors. I believe the program can do so. To that end, I make a number of recommendations to create more internal demand:

- Conduct a survey of current majors to determine where they learned about the major, why they selected it, and when they decided to become a major. Answers to these questions can help the program focus its recruitment efforts.
- Update the listing of communication courses on the web page of the School of Humanities and Social Sciences. Currently, it lists numerous communication courses no longer offered by the program.

- Develop a recruitment strategy similar to that of the communication program at Eastern Kentucky University. The ECU program developed internship positions for communication majors whose task is to recruit students to the major, primarily through presentations in public speaking courses. Rudick, Violette, and Thieme (2007) describe four recruitment strategies that dramatically increased the number of communication majors at ECU (see article attached).
- Increase the number of sections of S121 Public Speaking taught by full-time faculty in the Fall and Spring semesters. In the Fall/Spring 2016-17, only 8% of basic courses will be taught by full-time faculty. The basic course offers faculty an excellent opportunity to connect with students and to identify those with the aptitude and the interest to become communication majors. I also urge the program to offer some of these sections of S121 as Freshman Learning Community (FLC) courses. Furthermore, increasing the number of full-time faculty teaching first-year students has the added benefit of increasing retention rates of IUK students.
- Develop a competitive, team project for students in Public Relations Strategies and in Social Media Strategies in which students design a recruitment plan for the program. I recommend using communication alumni working in public relations, marketing, or advertising and staff from the Office of Communications and Marketing to judge in-class presentations of the plans.
- Reduce the number of required, communication courses from 42 hours to 36 in the B.A. Currently, General Education within the B.A. degree is 65 hours, and the communication major requires 42 hours, together totaling 107 hours. Majors I spoke with as part of my visit said that the B.A. had less flexibility than the B.S. degree and, therefore, was less

attractive, especially for transfer students or those changing their major to communication. The lack of flexibility and choice in class selection can have a significant impact on scheduling for students, particularly seniors, and can extend their time to graduation. If the program wishes to maintain its current track offerings and reduce the number of hours in the major for B.A. students, it could do so by eliminating the six hours of electives. Further, if the program views a course in the elective group as critical to student success, then it might wish to review the three tracks to determine if a current elective course might be substituted for an existing course within a track. (The program may find useful the attached copy of *The professional bond: Public relations education in the 21st century* from the 2006 Commission on Public Relations Education).

3). Does the program appears to have sufficient external demand?

The program can identify graduates who have secured employment in communication-related fields. The program would benefit from more systematic collection of information of job placement and graduate training by its alumni. Also, it would benefit from alumni survey data that would establish how long it took graduates to secure employment, the satisfaction with their initial position and their current position, and advice graduates have for the program and for students entering the job market with a major in communication. However, the program cannot be expected to collect such information. Normally, tracking and surveying graduates is a function of Alumni Relations. I urge the program to work with the new Alumni Relations director to develop a survey that can be administered to graduating seniors and to communication alumni.

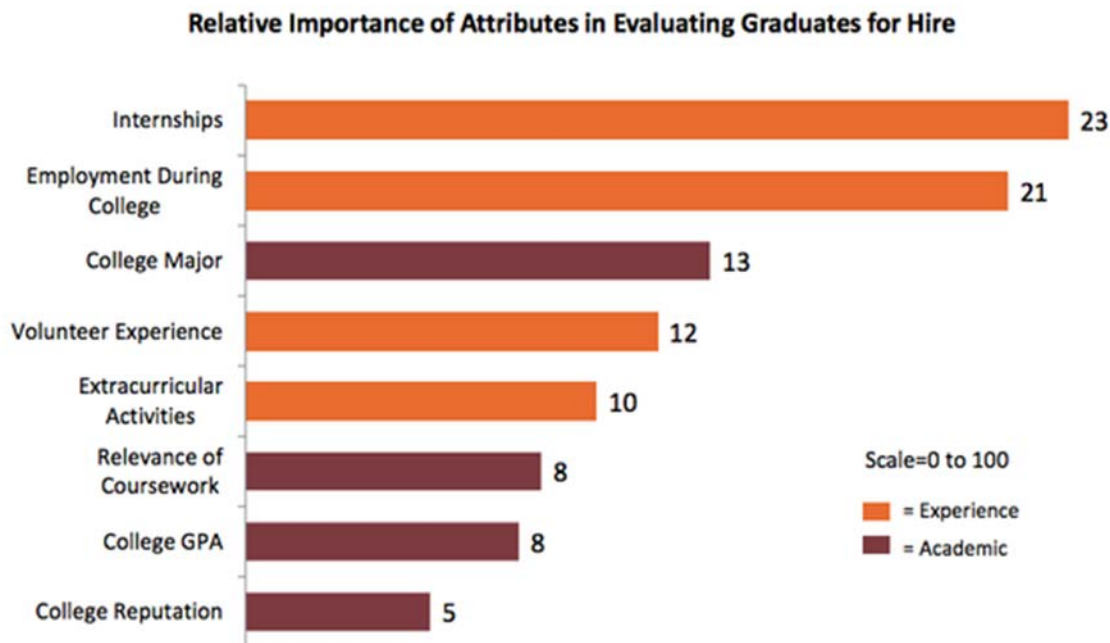
4). Compared to other similar programs at similar institutions, is it of high quality?

In making such a judgment, one should look at the following: curriculum, achievement of the program's student learning outcomes, student retention rates, student graduation rates, student employment rates, and student satisfaction. Overall, I conclude that the program is of high quality.

Its curriculum closely reflects national trends in communication curriculum, with one exception: Group Communication. Bertelsen and Goodboy (2009) examined trends in communication curriculum nationally. IUK's core mirrors the national curriculum, with a few exceptions (article attached). Their study showed that 93% of programs surveyed offer Group Communication. I recommend that instead of changing the curriculum to require a course in Group Communication, the program should integrate and teach principles of group communication as part of an existing core course, such as cross cultural communication, and require and assess students' group communication. Bertelsen and Goodboy also recommend that programs include a course that focuses on thinking critically. They point to argumentation and debate and rhetorical criticism as courses that provide such a focus. It may not be possible or desired to include a course in argumentation or rhetorical criticism. However, the program should consider designating a core course as one in which students learn and practice critical thinking.

I applaud the program for requiring an internship and a course in introduction to mass communication. These are forward-thinking requirements that will help the majors professionally. Further, I commend the program for adding service learning to various courses. Both internships and service learning, High Impact Practices that lead to greater student retention

and success, also will help students gain employment. A 2012 *Chronicle of Higher Education* survey of employers shows what employers value when assessing graduates:



Furthermore, in his 2015 book, *Will College Pay Off?*, Wharton management professor Peter Cappelli argues that “Employers are much more interested in what students have done outside the classroom—internships, volunteer experiences, even extracurricular programs—than what they’ve done in the classroom” (p. 52). However, Cappelli argues that what one learns in college is important:

College should be a preparation for a lifetime. First jobs don’t last very long, and it is common now for employees to find that they have to reinvent themselves for different jobs. If that degree isn’t much good after you get your first job because the knowledge you learned isn’t useful elsewhere and also goes out of date quickly, that degree is pretty risky and not so valuable (p. 184).

The program should examine prerequisites and sequencing of classes, too. Students I interviewed for the review pointed out that some students enrolled in their classes lacked requisite knowledge to perform well. They said it was particularly troublesome in courses that

required group work or group projects, such as Public Relations Campaigns and Social Media Campaigns. Richards (2012) conducted a case study of course sequencing in the communication curriculum and discovered a relationship between sequencing and student performance (see article attached). I recommend the program look closely at course sequencing and prerequisites.

In reviewing student achievement of learning outcomes, one finds the data provided suggest that students are successfully achieving the program learning outcomes. The program has set reasonable levels of attainment and offers direct evidence that students are achieving the outcomes assessed. However, program assessment data are quite limited. The program assesses only 8% of its learning outcomes each year (one of twelve outcomes). It would take a dozen years to get through a complete assessment cycle. I recommend that the program simplify its assessment plan so that it can collect actionable data in a shorter time span. The program might wish to consider grouping its outcomes into the following:

- Oral communication
- Written communication
- Critical thinking
- Core content
- Diversity
- Applied/Experiential learning

I recommend that the program consider assessing each outcome twice within a two-year cycle by imbedding assessment into the grading of select, required courses. Ideally, the program would assess each outcome in a 100-200 level course and again in a 300-400 level course. Walvoord and Anderson (2009) offer an effective approach to converting course grading into powerful

program assessment in *Effective Grading: A Tool for Learning and Assessment in College*. As the program refines the student portfolios in S400 Senior Seminar, it could make students responsible for collecting samples of their work to demonstrate their competencies in achieving the program's outcomes. Such a portfolio not only will help the students in marketing themselves to employers and graduate programs, but also the portfolios will provide the faculty with student products for program assessment. Finally, the program might find useful a four-step review of its assessment plan from Carnegie Mellon University (see attached and Excel worksheet).

I will treat student retention rates, student graduation rates, and student employment rates together. In all three cases, the program has data that suggest student success, at varying levels for the items. The data are limited, making a valid evaluation challenging. Under the question about external demand, I made a recommendation regarding student employment and student satisfaction and Alumni Affairs. I urge the program to monitor closely the retention rates of its declared majors and the 4-year and 6-year graduation rates.

The core mission of the university and the program is to produce well-educated graduates. I encourage the faculty to examine closely its curriculum, requirements, course sequencing, scheduling, modes of instruction, and academic advising to determine if any of these items might unnecessarily impede progress to timely graduation. I also encourage faculty to solicit feedback regularly from its students and recent graduates to identify potential impediments.

5). Does the program demonstrate significant overall productivity?

The program shows significant productivity. The faculty members produce an appropriate amount of research and creative work for the mission of the institution and the faculty teaching load and teaching assignments. Further, the program provides a great deal of

service to the university and to the community; three of the four faculty members are currently offering service in a positional role to a program outside of communication. Dr. Darr recently stepped down from such a commitment in the Faculty Senate to assume the chair of the program.

6). Do program trends suggest potential for future program growth?

The program trends suggest slight growth in the B.S. but reduction in the B.A. program. The number of majors held steady in the B.A. and B.S. at about 30 in each degree for a few years. However, the latest data show the B.A. losing majors while the B.S. has grown slightly. Consequently, the overall number of majors has dropped slightly; the mix of majors has changed. I have identified a number of suggestions for increasing internal demand earlier in the review. I would add at this point that in order to grow, I believe the program may need to consider a combination of reducing its service commitment to other programs and to adding an additional faculty member. The faculty's service to the Honor's Program, International Studies, and the theatre concentration are commendable. However, when done at the same time by the faculty, it strains the limited time, energy, and attention of the members and reduces the focus on the communication program. Consequently, the program may wish to evaluate its open-ended commitments to serving programs outside of communication. The program may wish to have a frank conversation about setting term limits for commitments outside of the program (especially those that take faculty members away from teaching communication courses) and the sequencing of such commitments. Further, the program may decide in the short term to hire a guest director from the community to direct one main stage production per year to provide some relief to Joann Kaiser and to allow her to devote more of her limited time to the communication program.

Additionally, the program should look closely at the enrollment trends in its three tracks to identify student demand. It may be spreading itself too thin. Offering two degrees with 42 and

48 credit hours respectively, even if faculty members weren't engaged in positional service outside the program, seems a large undertaking with only four full-time faculty. A fifth faculty member may help to bolster and to expand the program, especially if all faculty members begin regularly to teach basic courses in the Fall and/or Spring terms.

7). Did the additional information provided suggest that the program demonstrates significant contributions to the campus and the region?

The program, through its commitment to experiential learning, is making excellent contributions to the campus and the region. As mentioned previously, the program's faculty are making a significant contribution to the Honor's program, to International Studies, and to the theatre concentration. I'm impressed with their contribution and their commitment. I'm simultaneously concerned about the impact on the communication program and its faculty. The program also makes significant contributions to the campus and region through its experiential and serving learning. For example, in offering interviewing workshops on campus that are open to the public and hosting public debates on pressing issues as part of communication courses, not only do students learn by applying what they learn in class and by actively engaging in related activities, but the region is enriched. Further, non-profit organizations benefit greatly from student public relations campaigns that raise awareness for those who need such services and for those may be in the position to volunteer for, or donate to, the organizations. Most non-profit organizations simply don't have the resources or expertise to develop such a campaign.

Conclusion

Overall, I find the communication program of high quality, with faculty members clearly committed to students and to their learning; the faculty members are producing an appropriate amount of scholarship and creative work for a regional university, and they are serving the

School, the campus, and the region quite well. If I were to offer a criticism of the program, it would be that the faculty members may have taken on more commitments than is good for the growth and prosperity of the communication program. Slight changes in curriculum and teaching assignments, coupled with recruitment, sequencing of outside commitments, and an additional faculty member, should enable the program to grow and to maintain its high quality.

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