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OVERVIEW OF IPFW
IPFW’S HISTORY

In 1964, after many years of offering courses at separate locations in Fort Wayne, Indiana University and Purdue University opened a combined campus named Indiana University-Purdue University Fort Wayne (IPFW). The 1970s were a time of rapid growth, accompanied by the formal merger of the campus administration in 1975. A regional campus of both Indiana University and Purdue University, IPFW is managed by Purdue University under the terms of a management agreement that is renewed every five years. In the 1980s, an academic structure was created to emphasize relationships among departments rather than relationships of departments to Indiana or Purdue mission assignments. Major facilities opened during the early 1990s included the Visual Arts Building; Williams Theatre; Engineering, Technology, and Computer Science Building; and Child Care Center. A new campus facilities master plan was completed in 1995, and IPFW’s first Strategic Plan was completed that same year. A Science Building opened in 1998, the Rhinehart Music Center opened in 2007, and a Medical Education building is under construction. Enrollments for Fall 2007 were the highest in the history of the campus. A Student Housing complex opened for Fall 2004, a second phase opened in 2007, and plans are being made for a third phase. Final legislative approval has been obtained for construction of a Student Services complex.

IPFW offers students approximately 200 Indiana University and Purdue University degree and certificate programs. The Indiana/Purdue partnership that created IPFW sustains a tradition of excellence and serves as the foundation for IPFW’s role as the largest provider of university-level programs in the area. This unique partnership provides services and linkages that support IPFW’s efforts to develop distinctive programs and practices and achieve national recognition for responsiveness to emerging needs in northeast Indiana. IPFW is recognized by its accrediting agencies and other peer evaluators as a mature institution with an excellent faculty and staff. IPFW graduates compare favorably with graduates of other universities on national exams, acceptance to graduate and professional schools, and in their chosen fields of employment. Faculty productivity and student involvement in research and creative endeavor have brought recognition to the campus. Academic support programs maintain a high level of service to students, faculty, and staff. A wide array of student support programs has also been established to provide personal support services. Support for faculty development in both teaching and research expanded dramatically in recent years. Significant growth in campus facilities has contributed to improvement of academic programs and community service in several disciplines. Partnerships with the community include shared professorships, funding from partner agencies for numerous IPFW programs and facilities, research studies undertaken at the request of community agencies, and collaborations with schools on grant-funded projects.

1 IPFW instituted a new Strategic Plan in 2008. All information in this section is reproduced from that document.
IPFW’S MISSION

IPFW’s mission is to meet the higher education needs of northeast Indiana. We offer a broad range of high quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources.

IPFW’S VISION

IPFW will be a nationally recognized university, known for its regional impact and

- the excellence, value, and accessibility of its academic programs;
- an exceptional environment for teaching, learning, and student achievement;
- the scholarly and creative accomplishments of its faculty, students, and staff; and
- its contributions to the quality of life of the region.

IPFW’S VALUES

We are committed to excellence in teaching, student learning, research and creative endeavor, and regional development. As such, IPFW values

- the pursuit of knowledge in an environment that encourages free and open inquiry, academic achievement, scholarship, and creativity;
- a strong general education program and baccalaureate framework that emphasize critical thinking, promote lifelong learning, and continue the traditions of the sciences, arts, and humanities;
- a commitment to student access and success that is demonstrated through services and student life programs responsive to individual needs and interests;
- a campus environment that promotes integrity, respect for diversity, responsible citizenship, accountability, sustainability, and continuous improvement;
- the principles of shared governance, civility, and open communication among all groups within the university;
- the traditions of scholarly excellence and public engagement of Indiana University and Purdue University; and
- the professional commitment, innovations, and accomplishments of faculty and staff partnership with the community to enhance social, economic, cultural, civic, and intellectual life in the region.
IPFW AT A GLANCE

ENROLLMENT²
Fall 2008
Total Number of Students 12,338
Men 5,414
Women 6,924
Full Time Students 7,672
Part Time Students 4,666
Undergraduate Students 11,578
Graduate Students 760
International Students 214
Total Minority Students 1,808
Am. Indian/Alaskan Native 45 (0.4%)
Asian or Pacific Islander 260 (2.1%)
Black 719 (5.8%)
Hispanic 377 (3.1%)
Other, incl. Non-res. Alien 407 (3.3%)
First-Year Retention Rate³ 63%
Six-Year Graduation Rate 23%

EMPLOYEES⁵
Fall 2008
Total 1586
Faculty 393
Associate Faculty 397
Staff 398
Graduate Assistants/Aides 85
Administration 313

ACADEMIC STRUCTURE
Colleges 4
Arts & Sciences; Engineering,
Technology, & Computer Science;
Health & Human Services; Visual &
Performing Arts
Schools 3
Business & Management Science,
Education, Medicine
Divisions 3
Continuing Studies, Labor Studies,
Public & Environmental Affairs

TUITION AND FEES⁴
Average Cost for One Year $13,052
Tuition, including fees $6,596
Room $5,256
Books $1,200

NUMBER OF DEGREE PROGRAMS
Total 100
Undergraduate 78
Bachelor of Arts or Science
Graduate 22

http://www.ipfw.edu/ir/pdfs/Statsprof08-09.pdf
http://www.ipfw.edu/financial/cost/fees.shtml
http://www.ipfw.edu/ir/pdfs/Statsprof08-09.pdf
OVERVIEW OF IPFW’S DEPARTMENT OF COMMUNICATION
DEPARTMENT’S HISTORY

The Department of Communication has been its own unit on IPFW’s campus since 1970. In a personal interview with Jack Dahl, Associate Vice Chancellor for Institutional Research and Planning (March 5, 2009), he traced the development of the department as follows:

Faculty at the regional campus became organized as “sections” of the “main department” in 1968. Also in 1968, regional campuses were authorized by the legislature to offer bachelor’s degrees and a BA in Speech Communication and a BA in Speech Teaching were among the programs available at IPFW at that time. IPFW was separately accredited by the North Central Association of Colleges and Schools in 1969, ending the “umbrella accreditations” that had been in place. At the time IPFW was accredited, there were 25 Purdue bachelor’s programs available. The “section” concept was still in use in 1972, with David McCants serving as the section chair. Planning for “academic autonomy” began in 1970. The Purdue Trustees approved a resolution in February, 1974 which invited proposals for “academic autonomy” from the regional campuses. Purdue Calumet’s proposal was approved first. IPFW’s proposal was approved in November, 1974. Purdue North Central’s proposal was approved just a few years ago, following the establishment of several bachelor’s programs there. Each of the proposals for academic autonomy included a proposed academic structure. IPFW’s proposal included the establishment of a Department of Communication, citing six faculty members, 17 majors, one degree awarded, and nearly 1500 credit hours taught in 1972-73. The “rapid growth” of the department, and the recent establishment of a “Radio and TV” option, were cited as reasons to waive the normal 1500 credit hour standard for establishing a department. The proposal for academic autonomy had, of course, been vetted carefully, and the full proposal was approved by the trustees.

Currently, the Department of Communication provides a wide range of courses for majors and non-majors in the areas of interpersonal and organizational communication, public speaking, rhetoric, media, and radio and television. Departmental course offerings range from the theoretical to the applied; in general, courses for non-majors have an applied communication focus, while courses for majors include stronger theoretical emphases.

The Department of Communication serves four types of audiences:

- Majors earning a BA in Interpersonal & Organizational Communication or a BA in Media & Public Communication;
- Graduate students completing a MA or MS in Professional Communication, and post-baccalaureate students;
- Students from other departments pursuing minors in Communication Studies, Film & Media Studies, Journalism, Media Production, and Public Relations; and
- Non-majors completing one or more courses in the department as required by the general education requirement and their school or department guidelines.
DEPARTMENT’S MISSION

During the department’s last program review in 2002, the departmental mission statement was amended to read as follows:

It is the mission of the Department of Communication to educate undergraduate and graduate students as concerned, caring citizens in a democracy through instruction in the theories and techniques of symbolic interaction. To accomplish this mission the role of faculty in the department of communication is:

- To develop and deliver quality instruction in interpersonal and organizational communication, and in media and public communication.
- To maintain individual programs of scholarship and research.
- To share our expertise and scholarship with the community of Northeastern Indiana.

In preparation for the current program review process, the department met as a whole to discuss the department’s mission and to decide if the current mission statement needed to be revised. The results of this beneficial discussion are detailed in the section entitled “Mission.”

DEPARTMENT AT A GLANCE

<table>
<thead>
<tr>
<th>ENROLLMENT</th>
<th>EMPLOYEES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2009</strong></td>
<td><strong>Fall 2008</strong></td>
</tr>
<tr>
<td>Total Majors</td>
<td>282</td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>254</td>
</tr>
<tr>
<td>Communication (Media&amp; Public)</td>
<td>145</td>
</tr>
<tr>
<td>Communication (Interpersonal &amp; Organizational)</td>
<td>88</td>
</tr>
<tr>
<td>Journalism</td>
<td>14</td>
</tr>
<tr>
<td>Communication (Non-degree)</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>28</td>
</tr>
<tr>
<td>Professional Communication (Degree-Seeking)</td>
<td>25</td>
</tr>
<tr>
<td>Professional Communication (Post-Baccalaureate)</td>
<td>3</td>
</tr>
<tr>
<td>Faculty</td>
<td>66</td>
</tr>
<tr>
<td>Tenure Track/Tenured Faculty</td>
<td>9</td>
</tr>
<tr>
<td>Continuing Lecturers</td>
<td>3</td>
</tr>
<tr>
<td>Visiting Lecturers</td>
<td>2</td>
</tr>
<tr>
<td>Limited-Term Lecturers</td>
<td>45</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>7</td>
</tr>
<tr>
<td>Staff</td>
<td>2</td>
</tr>
</tbody>
</table>

ORGANIZATION OF THE SELF-STUDY
The structure of this Self-Study is based upon the Office of Academic Affair’s (OAA) suggested template. The eight topics identified by the OAA template are:

1. Mission
2. Curriculum
3. Delivery
4. Faculty
5. Students
6. Other Programs/Services
7. Facilities and Resources
8. Analysis and Recommendations

For each of the eight topics identified by the OAA, the department

- describes the department’s current situation related to each topic,
- provides evidence for and an analysis of departmental effectiveness in relation to each topic, and
- offers specific recommendations for further improvement in each topic area.

In addition, the department’s offerings, facilities, and other items are compared to 12 universities identified by departmental members as Benchmark Institutions. These institutions include:

<table>
<thead>
<tr>
<th>Ball State University</th>
<th>Boise State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Illinois University</td>
<td>Illinois State University</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>Indiana University-Purdue University</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>Northern Kentucky University</td>
</tr>
<tr>
<td>Purdue University, Calumet</td>
<td>Southeastern Louisiana University</td>
</tr>
<tr>
<td>University of Dayton</td>
<td>University of Northern Iowa</td>
</tr>
</tbody>
</table>
MISSION
DESCRIPTION OF MISSION STATEMENT

As a department of communication, faculty recognize not only the importance of language but the ability of language, especially as it relates to a department’s mission, to shape the responsibilities of the department for both internal and external constituencies. Thus, to prepare for the Self-Study, departmental members attended a meeting to review, and possibly revise, the mission statement. Prior to the meeting, members completed two worksheets; these worksheets included a SWOT Analysis (an analysis of the department’s strengths, weaknesses, opportunities, and threats) and a Goals/Objective Form (an index of the competencies departmental graduates should possess). After completing the worksheets, the department met and decided that the mission statement needed to be revised to reflect the department’s substantial changes and faculty members’ desire to emphasize the ways in which departmental members assist majors as both professionals and citizens and to ensure that the mission statement was in accordance with the university’s mission.

The department’s revised mission statement now reads:

The Department of Communication strives to prepare undergraduate and graduate students to be critically engaged citizens. Our program of study develops students’ theoretical, technological, and rhetorical skills needed to achieve their professional and personal goals. Moreover, the interdisciplinary nature of our department reflects the complexity of a world facing challenges best addressed by skilled communicators.

To accomplish our mission, the role of the faculty in the Department of Communication is to:

- Develop and deliver high quality instruction;
- Maintain and present exceptional programs of research and creative endeavor; and
- Serve and inspire our profession, university, and community by sharing our expertise and scholarship.

ANALYSIS OF EFFECTIVENESS

Faculty acknowledge that the mission statement is a reflection of the department’s shared belief system and ideology; thus members wished to focus on their role in shaping engaged citizens as well as competent professionals. The department also wanted to emphasize the various approaches utilized in the program: Theoretical, technological, and rhetorical. The revised mission also stresses the responsibilities of faculty members as teachers, as scholars, and as members of communities (e.g., disciplinary communities, the IPFW community, and communities in Northeast Indiana).
**RECOMMENDATIONS FOR FURTHER IMPROVEMENT**

Given the steps already taken by the department, further review of the departmental mission statement is not needed at this time; however, the department’s new mission needs to be communicated to the IPFW campus via the posting of the mission on the departmental Web page, including the mission in departmental required reports (e.g., assessment report), and posting the mission in the reception area in the department.
UNDERGRADUATE CURRICULUM
DESCRIPTION OF UNDERGRADUATE CURRICULUM

PROGRAM DESCRIPTION
At the undergraduate level, the department offers Bachelor of Arts degrees in Interpersonal & Organizational Communication (designated by the Registrar as major code COMI) and in Media & Public Communication (COMM), as well as minors in Communication Studies (COMS) and in Media Production (MPRO). The department has also taken the lead in administering a multi-disciplinary minor in Film and Media Studies (FMMS). On July 1, 2008, the Journalism Program joined the department. The Journalism Program includes minors in Journalism and in Public Relations and a journalism transfer program to Indiana University-Purdue University Indianapolis or Indiana University.

The department’s general education offerings include a course required of all degree-seeking undergraduates at IPFW, COM 114: Fundamentals of Speech Communication (a hybrid basic communication course). Table 1 presents the communication courses that satisfy specific areas of IPFW’s general education requirements.

Table 1. Departmental Offerings of General Education Requirements

<table>
<thead>
<tr>
<th>General Education Requirement Area</th>
<th>Departmental Course Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Linguistic and Numerical Foundations</td>
<td>• COM 114: Fundamentals of Speech Communication*</td>
</tr>
<tr>
<td>III: The Individual, Culture, and Society</td>
<td>• COM 250: Mass Communication and Society</td>
</tr>
<tr>
<td></td>
<td>• COM 303: Intercultural Communication</td>
</tr>
<tr>
<td></td>
<td>• JOUR C200: Mass Communications</td>
</tr>
<tr>
<td></td>
<td>• JOUR J110: Foundations of Journalism and Mass Communications</td>
</tr>
<tr>
<td>IV: Humanistic Thought</td>
<td>• COM 251: Introduction to the Electronic Mass Media</td>
</tr>
<tr>
<td>V: Creative and Artistic Expression</td>
<td>• JOUR J210: Visual Communication</td>
</tr>
<tr>
<td>VI: Inquiry and Analysis</td>
<td>• COM 316: Controversy in American Society</td>
</tr>
</tbody>
</table>

*Required for all IPFW students

In addition to offering eight courses for general education requirements, students routinely choose departmental courses to satisfy requirements of colleges and majors (see Table 2).
<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>Departmental Course Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Behavioral Sciences Requirement</td>
<td>• Any COM course except COM 114, 210, 240, 312, and 316 OR&lt;br&gt;• JOUR C200: Mass Communications OR&lt;br&gt;• JOUR C300: Citizen and the News OR&lt;br&gt;• JOUR J300: Communications Law</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>• COM 210: Debating Public Issues OR&lt;br&gt;• COM 216: Communication of American Public Values OR&lt;br&gt;• COM 312: Rhetoric in the Western World OR&lt;br&gt;• COM 316: Controversy in American Society OR&lt;br&gt;• Any JOUR course except JOUR C200, C300, and J300</td>
</tr>
<tr>
<td>Western Tradition Requirement</td>
<td>• COM 312: Rhetoric in the Western World</td>
</tr>
<tr>
<td>Art Education Elective</td>
<td>• COM 303: Intercultural Communication</td>
</tr>
<tr>
<td>Women’s Studies Electives</td>
<td>• COM 410: General Roles and Communication&lt;br&gt;• COM 422: Women, Men, and Media</td>
</tr>
<tr>
<td>English and Communication Concentration Requirement</td>
<td>• JOUR J200: Reporting, Writing, and Editing OR&lt;br&gt;• COM 250: Mass Communication and Society OR&lt;br&gt;• JOUR C200: Mass Communications OR&lt;br&gt;• JOUR J110: Foundations of Journalism and Mass Communication</td>
</tr>
<tr>
<td>Professional Writing Minor Elective</td>
<td>• COM 251: Introduction to the Electronic Mass Media OR&lt;br&gt;• COM 324: Introduction to Organizational Communication</td>
</tr>
<tr>
<td>College of Engineering, Technology, &amp; Computer Science</td>
<td>Departmental Course Offered</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>College Requirement</strong></td>
<td>• COM 315: Speech Communication of Technical Information OR • COM 323: Business and Professional Speaking</td>
</tr>
<tr>
<td><strong>Computer Education Middle School/Junior High Endorsement Requirement</strong></td>
<td>• COM 250: Mass Communication and Society OR • JOUR C200: Mass Communications</td>
</tr>
<tr>
<td><strong>Interior Design Elective</strong></td>
<td>• COM 318: Principles of Persuasion OR • COM 323: Business and Professional Speaking OR • COM 325: Interviewing: Principles and Practice</td>
</tr>
<tr>
<td><strong>Civic Education &amp; Public Advocacy Certificate Electives</strong></td>
<td>• COM 210: Debating Public Issues OR • COM 316: Controversy in American Society</td>
</tr>
<tr>
<td><strong>Organizational Leadership and Supervision Requirement</strong></td>
<td>• COM 303: Intercultural Communication OR • COM 323: Business and Professional Speaking OR • COM 324: Introduction to Organizational Communication</td>
</tr>
<tr>
<td><strong>Supervisory Leadership Certificate Requirement</strong></td>
<td>• COM 114: Fundamentals of Speech Communication</td>
</tr>
<tr>
<td><strong>College of Health and Human Sciences</strong></td>
<td><strong>Departmental Course Offered</strong></td>
</tr>
<tr>
<td><strong>Dental Laboratory Technician Requirement</strong></td>
<td>• COM 114: Fundamentals of Speech Communication OR • COM 212: Interpersonal Communication</td>
</tr>
<tr>
<td><strong>Human Services Elective</strong></td>
<td>• COM 303: Intercultural Communication</td>
</tr>
<tr>
<td><strong>Radiography Requirement</strong></td>
<td>• COM 114: Fundamentals of Speech Communication OR • COM 212: Interpersonal Communication</td>
</tr>
<tr>
<td><strong>Nursing Electives</strong></td>
<td>• Communication courses at the 300-400 level</td>
</tr>
</tbody>
</table>
Table 2. Departmental Offerings that Satisfy College/School Requirements or Electives

<table>
<thead>
<tr>
<th>College of Health and Human Sciences</th>
<th>Departmental Course Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cytotechnology Transfer Program Requirement</strong></td>
<td>• COM 114: Fundamentals of Speech Communication OR • COM 212: Interpersonal Communication</td>
</tr>
<tr>
<td><strong>Health Information Transfer Program Requirement</strong></td>
<td>• COM 114: Fundamentals of Speech Communication</td>
</tr>
<tr>
<td><strong>Medical Imaging Technology Transfer Program Requirement</strong></td>
<td>• COM 114: Fundamentals of Speech Communication OR • COM 212: Interpersonal Communication</td>
</tr>
<tr>
<td><strong>Nuclear Medicine Transfer Program Requirement</strong></td>
<td>• COM 114: Fundamentals of Speech Communication OR • COM 212: Interpersonal Communication</td>
</tr>
<tr>
<td><strong>Paramedic Sciences Transfer Program Requirement</strong></td>
<td>• COM 114: Fundamentals of Speech Communication OR • COM 212: Interpersonal Communication</td>
</tr>
<tr>
<td><strong>Preveterinary Transfer Program Electives</strong></td>
<td>• Communication courses</td>
</tr>
<tr>
<td><strong>Preveterinary Technology Transfer Program Requirement</strong></td>
<td>• COM 114: Fundamentals of Speech Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Visual and Performing Arts</th>
<th>Departmental Course Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theatre—Writing Elective</strong></td>
<td>• COM 436: Scriptwriting</td>
</tr>
</tbody>
</table>
Table 2. Departmental Offerings that Satisfy College/School Requirements or Electives

<table>
<thead>
<tr>
<th>Dormer School of Business and Management Sciences</th>
<th>Departmental Course Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Requirement</strong></td>
<td>• COM 323: Business and Professional Speaking</td>
</tr>
<tr>
<td><strong>Business (BSB) Elective</strong></td>
<td>• COM 303: Intercultural Communication</td>
</tr>
<tr>
<td><strong>Hospitality Management Elective</strong></td>
<td>• COM 303: Intercultural Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Education</th>
<th>Departmental Course Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary Education-Adolescence/Young Adulthood Concentration Requirement</strong></td>
<td>• COM 210: Debating Public Issues OR</td>
</tr>
<tr>
<td></td>
<td>• COM 250: Mass Communication &amp; Society OR</td>
</tr>
<tr>
<td></td>
<td>• JOUR C200: Mass Communications OR</td>
</tr>
<tr>
<td></td>
<td>• JOUR J110: Foundations of Journalism and Mass Communications</td>
</tr>
<tr>
<td><strong>Secondary Education-Early Adolescence Concentration Requirement</strong></td>
<td>• COM 250: Mass Communication &amp; Society OR</td>
</tr>
<tr>
<td></td>
<td>• JOUR C200: Mass Communications</td>
</tr>
</tbody>
</table>

Self-Study Department of Communication
PROGRAM LEARNING GOALS
The student learning outcomes for the Bachelor of Arts in Interpersonal & Organizational Communication set forth in the 2008-2009 Undergraduate Bulletin are to:

- Identify and explain the elements for effective communication.
- Demonstrate successful communication, both orally and in writing.
- Communicate effectively interpersonally and in groups.
- Evaluate interpersonal and group interactions.
- Articulately explain theories of nonverbal, interpersonal, small group and organizational communication.

The student learning outcomes for the Bachelor of Arts in Media & Public Communication set forth in the 2008-2009 Undergraduate Bulletin are to:

- Articulately explain current mass communication theory
- Identify and analyze the interrelation among media economics and relevant institutions and agencies
- Identify and analyze instances of the interdependent relations between media and society
- Critically analyze, both orally and in writing, media and public communication

Planned new course offerings and modifications to existing courses should enhance the department’s ability to help students meet these outcomes.

PROGRAM REQUIREMENTS
The two Bachelor of Arts majors are subject to the requirements of IPFW’s campus-wide general education program and the College of Arts and Science’s requirements for the Bachelor of Arts Degree. Students also take 33 credits to satisfy the major. There is a common core of 12 credits for the two majors (COM 212, COM 250/JOUR C200, COM 300, and COM 318) and students in each major take an additional six credits of required courses: COM 320 and COM 324 for Interpersonal & Organizational Communication Majors (see Appendix A) and COM 251 and COM 330 for Media & Public Communication majors (see Appendix B). Students in each major select nine credits from a list of approved 300 and 400 level courses in each major and six credits from a list of approved 500 level courses in each major. Effective Fall 2009, entering students are required to only complete three credits of 500-level coursework as the department adds three new required one-credit courses designed to frame and give context to the students’ experience in the major as well as develop and build upon necessary technological skills.

The two majors also require students to complete a minor, which typically requires between 12 and 18 credits; however, some minors require more credits (primarily Theatre and Business Studies).
The department’s four minors all require 18 credits. Communication Studies includes the four core courses required of the students in both majors plus an additional six credits in courses that count toward one of the majors (see Appendix C). The Film & Media Studies minor requires students to complete three credits in Film/Media Aesthetics and Film/Media History as well as six upper-level credits and three free elective credits (see Appendix D). The Media Production minor currently requires COM 251 as a gateway course plus an additional 15 credits from a list of approved courses (see Appendix F). The Journalism minor requires completion of 18 credits from a list of approved courses (see Appendix F). The Public Relations minor requires completion of 18 credits from a list of approved courses (see Appendix G).

ENROLLMENT TRENDS
Enrollment data from the past five years compiled from term reports available on the Web site of the Office of Institutional Research and Analysis demonstrate a steady increase in majors (see Figure 1). This increase is likely attributed to increased recruiting efforts sparked by our then-new Chairperson. The most populous major, Media & Public, experienced a significant enrollment spike in Fall 2006 and maintains a high level (currently 65% of majors). Interpersonal & Organizational Communication majors increased from 27% of the department’s total in Fall 2003 to 35% in Fall 2008; this increase is likely because of the department’s efforts to make incoming students aware of the difference between the majors and to ask students to evaluate critically which major best suits their interests. Toward this end, in 2007 the department created the Pre-Communication major for students who had been conditionally admitted as Exploring Communication majors by the Mastodon Advising Center. The Pre-Communication major designation ensures that students meet with a departmental faculty advisor and discuss the difference between the two majors before declaring their major.

Figure 1. 2003-2008 Enrollment Trends
PEER INSTITUTIONS’ PROGRAM REQUIREMENTS

To compare IPFW’s Department of Communication program requirements to peer institutions, departmental members examined the program requirements of the following institutions identified as peers by the faculty:

- Ball State University, Department of Communication Studies
- Eastern Illinois University, Department of Communication Studies
- Illinois State University, School of Communication
- Indiana University-Purdue University Indianapolis, Department of Communication Studies
- Northern Illinois University, Department of Communication
- University of Northern Iowa, Department of Communication Studies

To compare departmental program requirements to peer institutions’ requirements, each department’s Web site was searched to locate the information necessary to conduct a comparative analysis. Specifically, this analysis highlights (1) curricular similarities and differences, (2) major/track similarities and differences, (3) credit hours similarities and differences, and (4) notes on national standards and trends.

When examining the curricular similarities and differences between the department’s offerings and peer institutions’ offerings, the department’s curriculum proves to be very similar. All peer institutions offered courses in Interpersonal Communication (e.g., Introduction and Theory of Interpersonal Communication, Nonverbal Communication, Small Group Communication, and Intercultural Communication), Organizational Communication (e.g., Business & Professional Communication, Health Communication, and Contemporary Issues in Organizational Communication), and Rhetoric (e.g., Classical Rhetoric, Rhetorical Criticism, Speechmaking in American Democracy, Political Communication, Rhetoric & Public Advocacy/Public Address, Rhetoric & Popular Culture, Argumentation & Debate). One significant difference between the department’s curriculum and the peer institutions’ curricula is the breadth and depth of offering in rhetoric (e.g., current departmental undergraduate course offerings in rhetoric focus on classic modes of argumentation and theory rather than integrating rhetoric with cultural studies and the like).

While all institutions offer courses in Interpersonal Communication, Organizational Communication, and Rhetoric, only three peer institutions offer courses in Media Production, three peer institutions offer courses in Public Relations, and two peer institutions offer courses in Mass Communication and Media Studies. In keeping with disciplinary distinctions, Media Production courses at peer institutions focus on message design, electronic and graphic design, and video and audio production; Mass Communication courses focus on broadcast news with some production aspects; and Media Studies courses focus on critiquing the media and its role in society, and include such courses as Communication & Culture and Critical Interpretation of Film/TV.

When examining the similarities and differences between the department’s majors/tracks and the peer institutions’ majors/tracks many similarities arise. IPFW, like Eastern Illinois
University, Illinois State University, and University of Northern Iowa, offers majors in traditional communication contexts (e.g., Interpersonal Communication and Organizational Communication) as well as tracks in Media Production and Mass Communication (see Table 3). Other institutions, such as Ball State University and Northern Illinois University, house Media Production and Mass Communication majors/tracks in departments separate from Communication.

### Table 3. Comparison of Overall Tracks/Majors

<table>
<thead>
<tr>
<th></th>
<th>IPFW</th>
<th>BSU</th>
<th>EIU</th>
<th>IUPUI</th>
<th>ISU</th>
<th>NIU</th>
<th>UNI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Organizational</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Public/Political/Rhetoric</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Media Production</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mass Communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Media Studies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Public Relations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other^</td>
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<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**LEGEND:** BSU (Ball State University), EIU (Eastern Illinois University), IUPUI (Indiana University-Purdue University Indianapolis), ISU (Illinois State University), NIU (Northern Illinois University), and UNI (University of Northern Iowa).

*ISU’s Communication Studies track provides course sequencing in the areas of Interpersonal Communication, Organizational Communication and Leadership, and Political Communication.

^Other included the following tracks:
- Communication Theory, Corporate Communication (EIU)
- Communication Studies Teacher Education (ISU)
- Theatre (IUPUI)
- Culture and Communication, Communication and Community, and General Communication (UNI)

In addition to comparing departmental curricular offerings to those of the peer institutions, credit hours required to complete the major were also examined. IPFW’s credit hour requirements fell toward the lower end of the spectrum. Ball State requires the highest amount of credit hours to be completed at 48-51 and the University of Northern Iowa requires the lowest amount of credit hours to be completed at 24-30 (see Table 4).
Table 4. Credit Hours Required Within Major

<table>
<thead>
<tr>
<th></th>
<th>IPFW</th>
<th>BSU</th>
<th>EIU</th>
<th>IUPUI</th>
<th>ISU</th>
<th>NIU</th>
<th>UNI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33</td>
<td>48-51</td>
<td>42-48</td>
<td>33-48</td>
<td>45</td>
<td>38</td>
<td>24-30</td>
</tr>
</tbody>
</table>

The following bulleted list synthesizes the primary similarities and differences between IPFW’s Department of Communication and the peer institutions’ Departments of Communication:

- **Existence of Rhetoric Tracks**
  - All peer institutions offer tracks in Interpersonal Communication, Organizational Communication, and Rhetoric.
  - IPFW does not offer a track in Rhetoric.

- **Separate Interpersonal Communication and Organizational Communication tracks**
  - All but one peer institution offers separate tracks in Organizational Communication and Interpersonal Communication.
  - ISU offers distinct course sequences for Interpersonal Communication and Organizational Communication under the Communication Studies track.
  - IPFW offers a combined Interpersonal & Organizational Communication track.

- **Separate Rhetoric and Media Tracks**
  - EIU, IUPUI, and UNI have separate tracks for Rhetoric and Media-related areas.
  - IPFW offers a combined Media & Public Communication track.

- **Separate Media Production Tracks**
  - IPFW offers a Media & Public track.

- **Tracks in Media Production and Public Relations**
  - Three peer institutions offer tracks in Media Production and Public Relations.
  - IPFW offers minors in Media Production and Public Relations.

- **Tracks in Mass Communication and Media Studies**
  - Two peer institutions offer tracks in Mass Communication and Media Studies.
  - IPFW does not offer a Mass Communication or Media Studies tracks.

Another interesting comparison between IPFW and the peer institutions is the name of the actual department. Besides IPFW, only one other department is named the “Department of Communication” (Northern Illinois University). The majority of the peer institutions are named “Departments of Communication Studies.”
The field of communication is quite diverse and, in an attempt to offer an overall definition of the field, the National Communication Association partnered with the Council of Communication Associations to provide an accurate overview of the discipline (see Morreale & Backlund, 2002, pp. 7-8; U.S. Department of Education’s Classification of Institutional Programs, 2000). These organizations identified the following programs and emphases in Communication:

Communication & Media Studies
- Communication Studies/Speech Communication and Rhetoric
- Mass Communication/Media Studies

Journalism
- Journalism
- Broadcast Journalism
- Photojournalism
- Radio and Television
- Digital Communication and Media/Multimedia

Public Relations, Advertising, and Applied Communication
- Organizational Communication
- PR/Image Management
- Advertising
- Political Communication
- Health Communication

On a positive note, each of these three areas are represented in the department via a major or minor.
CURRICULAR LINKAGE TO THE BACCALAUREATE FRAMEWORK
In April 2006, the IPFW Senate approved the Baccalaureate Framework (BF). The rationale for the BF and its components are as follows: Students who earn a baccalaureate degree at IPFW will be able to apply their knowledge to the needs of an increasingly diverse, complex, and dynamic world. To that end, IPFW continually develops and enhances curricula and educational experiences that provide all students with a holistic and integrative education.

The IPFW faculty identified six foundations of baccalaureate education:

Acquisition of Knowledge
Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information-seeking skills and technological competencies.

Application of Knowledge
Students will demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.

Personal and Professional Values
Students will demonstrate the highest levels of personal integrity and professional ethics.

A Sense of Community
Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

Critical Thinking and Problem Solving
Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical-thinking abilities and familiarity with quantitative and qualitative reasoning.

Communication
Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

In both the Interpersonal & Organizational Communication and Media & Public Communication majors, the foundations of “Acquisition of Knowledge,” “Application of Knowledge,” and “Critical Thinking and Problem Solving” are furthered in the 33 hours of coursework required for each major. These courses provide a knowledge base for these concepts and assessments that require students to apply their knowledge to solve problems. The BF indicates that requisite to acquisition of knowledge are “information seeking skills and technological competencies,” which majors attain through the new one-credit courses.
The application of “Personal and Professional Values” is woven throughout departmental courses (e.g., an examination of ethical behaviors appropriate for specific communication contexts being studied). Similarly, “A Sense of Community” is represented by values inherent in the study of communication and throughout the department’s course offerings. The tools of debate and discussion are explicitly taught in departmental courses and respect for and inquiry into multiple perspectives is modeled in classroom assignments, discussions, and the like.

Finally, the “Communication” component of the framework is especially well-suited to departmental course offerings. Communication courses teach and require students to demonstrate effective communicative behaviors in a variety of contexts, including oral, written, and multimedia.

**ANALYSIS OF EFFECTIVENESS**

**EVIDENCE AND ASSESSMENT OF STUDENT LEARNING**

As is the case with any effective assessment plan, the department’s goal is continuous improvement. Thus, the department’s assessment process is continuously evolving. The department is currently in the pilot phase of a new assessment process which differs significantly from the former assessment plan, a one-shot work evaluation process (see Appendix J for the previous assessment plan), to a series of three one-credit courses that culminate in the creation of an electronic portfolio by each student (see Appendix K for the current assessment plan). The new assessment plan is superior to past assessment plans primarily because the development and editing of an electronic portfolio will allow faculty to assess student learning over a period of time and allow students to better demonstrate what they have learned by not only completing specific assignments but also by demonstrating rhetorical and multimedia skills in deciding what to include in the electronic portfolio and how best to design the portfolio. While this plan is in its first year (and will not complete the first cycle until 2011), the department is very excited about the greater degree of meta-cognitive learning as well as technological skill-building that will take place in these courses. To view the syllabi of these new one-credit courses developed for the new assessment plan, see Appendices L-N.

Using the most recent assessment data available, however, the department is able to demonstrate significant, rich, and transferable learning in both the Interpersonal & Organizational Communication and Media & Public Communication majors. To view the department’s complete assessment report, see Appendix O.

In 2007 seniors’ written and oral communication skills were assessed via an exit exam. In terms of written communication skills, seniors scored highest in critical thinking; scored equally well in discipline knowledge and conceptual skills; and scored lowest in competency skills (see Table 5). Given that the lowest score was 4.07 (on a scale where 5 is the highest), seniors’ written communication skills were deemed to be above-average. These results were excellent and demonstrated a marked improvement over 2005 findings where students’ cumulative written communication score was 3.76/5.00.
Table 5. Seniors’ Written Communication Skills Assessment Results

<table>
<thead>
<tr>
<th>Skill</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
<td>4.07</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>4.38</td>
</tr>
<tr>
<td>Conceptual</td>
<td>4.13</td>
</tr>
<tr>
<td>Discipline Knowledge</td>
<td>4.13</td>
</tr>
<tr>
<td><strong>Cumulative Score</strong></td>
<td><strong>4.08</strong></td>
</tr>
</tbody>
</table>

The department also assessed seniors’ oral communication skills via an exit exam in 2007. The assessment revealed students scored very well on this measure too (see Table 6). Students scored highest in Group Contribution, then Critical Thinking Skills, then Performance Competency, and then Discipline Knowledge. Overall, seniors scored very well with a cumulative score of 4.27; this score showed a marked improvement over 2005 results where students’ cumulative score was 4.00.

Table 6. Seniors’ Oral Communication Skills Assessment Results

<table>
<thead>
<tr>
<th>Skill</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>4.23</td>
</tr>
<tr>
<td>Group Contribution</td>
<td>4.68</td>
</tr>
<tr>
<td>Performance Competence</td>
<td>4.12</td>
</tr>
<tr>
<td>Discipline Knowledge</td>
<td>4.05</td>
</tr>
<tr>
<td><strong>Cumulative Score</strong></td>
<td><strong>4.27</strong></td>
</tr>
</tbody>
</table>

Alumni Satisfaction
In addition to evaluation seniors’ communicative behaviors and knowledge in oral and written contexts, the department also surveys its alumni every five years. According to the last survey, conducted in 2005, the department is meeting its goals, particularly for Interpersonal & Organizational Communication alumni (see Figure 2). Results for the alumni survey indicated that the Interpersonal & Organizational Communication alumni believed that the:

- Program met its goals well (4.12/5.00),
- Coursework taught communication skills well (4.22/5.00),
- Coursework helped them to achieve their professional goals well (4.00/5.00), and
- Knowledge and skills they learned in the program are used significantly in their profession (3.94/5.00).

Based on these results, the Interpersonal & Organizational Communication program is doing a very good job meeting its goals, teaching communication skills, providing relevant and helpful coursework, and serving the professional interests of its students.
Results for the alumni survey indicated that the Media & Public Communication alumni (N=19) believed that the:

- Program met its goals moderately well (3.74/5.00),
- Coursework taught communication skills well (4.09/5.00),
- Coursework helped them to achieve their professional goals well (3.53/5.00), and
- Knowledge and skills they learned in the program are used significantly in their profession (3.68/5.00).

Based on these results, the Media & Public Communication program is doing an above-average job of meeting its course goals, but has room for improvement; a very good job teaching communication skills, an average job of providing relevant and helpful coursework, and a good job at serving the professional interests of its students, but has room for improvement. Figure 2 presents the results of each of the undergraduate majors’ responses to this survey.

Students’ overall satisfaction with the Media & Public Communication degree was lower than that for Interpersonal & Organizational Communication. It is possible that factors not fully present in 2005 may result in the department’s improved standing among Media & Public Communication alumni surveyed in the future. The department’s recent efforts in helping students distinguish between the two majors, described above, the new one-credit courses, and the department’s increased Media Production offerings since 2004 have the potential to improve ratings in the Media & Public Communication majors’ assessment of their coursework helping them to achieve their professional goals. The satisfaction levels of alumni in both majors merits close monitoring.

**Figure 2. Undergraduate Alumni Survey Results**
To evaluate alumni success in the workplace, the department surveys employers of alumni every five years. Employers are asked for their input on how well majors display the knowledge and skills essential for a successful performance in the workplace. The survey, administered in 2005, asked employers to indicate whether they strongly agreed that their employee possessed a specific skill (resulting in a ranking of 5) or if they strongly disagreed that their employee possessed a specific skill (resulting in a ranking of 1). Based on the results of this survey, employers believe that alumni possessed very good to excellent oral, written, nonverbal, small group, and large group/public speaking skills. Employees also believed that alumni possessed excellent technical/computer skills and had very good critical thinking, problem solving, and decision-making skills. Additionally, these results indicated that supervisors of alumni believed that their employees possessed a sufficient amount of knowledge in and across the discipline of their profession necessary to perform their current positions very well (see Figure 3). To view the complete alumni assessment report, alumni survey results, and employer survey results see Appendices O-Q.

Figure 3. Employee Survey Results

FUTURE VIABILITY OF THE PROGRAM
This is a time of great potential for the Department of Communication's undergraduate programs due to the increase in the number of majors, the increase in the percentage of those majors who graduate, and exciting new tenure-track hires. Both Interpersonal & Organizational Communication and Media & Public Communication majors are clearly viable, but the department should consider additional steps to further enhance their viability.
RECOMMENDATIONS FOR FURTHER IMPROVEMENT

After reviewing this section of the Self-Study Report, the following recommendations are made to improve the Undergraduate Curriculum:

**Increase the Profile of Rhetoric:** The hiring of Stillion Southard and Charlesworth represents an opportunity to increase the profile of the original branch of the discipline. Coursework in rhetoric directly provides the “knowledge and skills necessary to be responsible and productive citizens and leaders” called for by the Baccalaureate Framework. An initial step would be to propose, offer, and publicize new courses in rhetoric.

**Increase the Profile of Public Relations and Advertising:** Currently, Public Relations (PR) courses are taught exclusively by Limited-Term Lecturers and advertising courses are not offered at IPFW. Student demand for the PR minor and for coursework in Advertising suggests that the profile of these areas be increased. The lack of Advertising courses has resulted in some students completing coursework at Purdue University and at National Student Exchange campuses. Some of these students ultimately graduate from IPFW, while others choose to graduate from the institution they visit. Public Relations and advertising are practical cognates for both Bachelor of Arts majors as well as rhetoric. The current search for a tenure-track Director of Journalism is a first step toward increasing the profile of these areas, offering optional staffing needs, and possibly introducing new courses in the area.

**Offer Minors, Particularly Media Production, Journalism, and Public Relations, as Certificates to Non-Degree-Seeking Students:** Faculty are often approached by potential students who already have or do not want a bachelor’s degree but want to take courses for practical skills. Financial aid is not available for such students, but would be available to them if they could enroll in a certificate program. Adapting these minors to certificate programs would be a way for the department to provide a valuable service to the Northeast Indiana community while increasing departmental credit hours. Of course, the department’s ability to do this is subject to personnel and resource limitations outlined below.

**Increase Course Offerings at the 300 and 400 Levels:** Increasing upper-division undergraduate specialty offerings would enable the department to offer more depth and breadth in the discipline—a goal of the Baccalaureate Framework—while finally allowing the undergraduate program to be uncoupled from the graduate program, a long-held goal of the graduate faculty. Moreover, with the recent option for undergraduate students to reduce the amount of 500-level courses they must complete from 6 credits to 3 credits if they complete all three of the one-credit courses makes offering additional 300-400 level courses a necessity.

**Increase the Major from 33 to 36 Credits:** To ensure that the new 300-400 course level offerings are viable, and to further enhance students’ depth and breadth of knowledge in the discipline, faculty should consider the modest step of increasing departmental major requirements from 33 to 36 credits.
**Expand Resources and Faculty for Media Production:** As the department only owns one camera, faculty cannot control the distribution of equipment and other production resources to students. Additionally, with such limited resources, the department cannot really offer a competitive edge compared to other institution’s programs. Media Production technologies are constantly in flux; each year advances in equipment and computer software cause dramatic changes and a steep learning curve as new and more effective modes of communicating are introduced. The department is currently several years behind this curve. If the department wants to prepare students for various media-related fields, then the department must secure the funds to acquire and update its own equipment. Additional Media Production faculty must also be hired as one faculty member to teach all Media Production courses is not adequate. While the department currently does a good job with the resources it has, it cannot even consider expanding this program until the essential faculty and resources are secured. The department should also solidify alliances with other related departments (e.g., film, visual communications) as well as reach out to local institutions such as PBS 39, the Allen County Public Library and local commercial television stations to enhance the status of Media Production.

**Develop a Guiding Philosophy for Media Production Offerings:** The department should determine whether or not Media Production classes should be based on an artistic standpoint, an industry-oriented standpoint, or a combination of the two. This standpoint will directly affect the kinds of equipment the department purchases as well as the types of classes the department adds. Anecdotally, many students are concerned with directly applying the skills they gain in production classes to a job in television studios and related enterprises. Current course offerings do not provide rigorous training that would allow students to enter these fields; thus, the department should consider developing and offering a course entitled “Introduction to Video” to teach students these specific skills. The department should examine the artistic and professional goals of the students enrolled in Media Production classes. There is a legitimate argument that the current artistic orientation gives the department a distinct niche not shared with other institutions. The department should explicitly decide whether it wants that argument to be the guiding philosophy of Media Production offerings.

**Create a New Media/Emerging Technology Program:** The search for a Journalism Director will be conducted during the 2009-10 academic year. This new hire will be charged with developing a new media practices program in print, broadcast, and digital journalism that will likely be integrated with Media Production. The department envisions the development of a program to equip students to be successful producers and critical consumers of new media. The department also anticipates that the new Journalism Director will facilitate the development of new student media outlets, such as streaming audio, podcasting, and television programming. Of course, additional coursework and funding must be secured before the department can continue to explore these types of options.
Survey More Alumni: The department’s ability to reach alumni is limited: In 2005, only 172 students’ addresses were known. Of those contacted, about 30% (N=55) returned the surveys. Although this number constitutes a very good response rate for mailed surveys, the department wonders whether an electronic survey would yield a higher response rate. As a result, faculty will investigate electronic means of staying better connected to alumni, such as e-mail and social networking sites. Faculty will also need to include a way to measure students’ potential dissatisfaction in subsequent surveys as the current instrument does not adequately assess this variable.

Looking to the future and to areas for potential improvement, the new assessment plan incorporates several suggestions listed above and needs to be implemented for an entire cycle. It took nearly five years to acquire the resources needed to launch the new assessment plan, and will take three years to begin seeing completed electronic learning portfolios. The department is optimistic that the new assessment plan will provide valuable feedback that will allow it to continue to improve and enhance the curriculum.
GRADUATE CURRICULUM
DESCRIPTION OF GRADUATE CURRICULUM

PROGRAM DESCRIPTION
Students enrolled in the IPFW Department of Communication graduate program are able to earn either a Master of Arts (MA) or a Master of Science (MS) in Professional Communication. The MA is recommended for students in general and for those intending to pursue a doctoral degree. Some international students have specific reasons for pursuing an MS. Both degrees are awarded by Purdue University.

PROGRAM LEARNING GOALS
The learning goals for the Professional Communication Master’s Program are:

- To serve two different populations of students: Career-oriented students seeking employment or advancement within a job and students interested in entering a doctoral program.
- To prepare students accordingly in one of the following broadly defined areas:
  - rhetoric
  - media studies
  - interpersonal and organizational communication.
- To integrate various approaches to the study of Communication, including rhetoric, theory, and critical analysis.
- To offer a balanced approach between Communication theory and Communication practice.
- To offer three different kinds of courses: A research methods course, courses from a Communication theory core, and courses in an area of specialization.
- To assist the student in developing a plan of study tailored to both personal and professional goals.
- To accommodate a range of student profiles, including part-time students, full-time students, and working professionals.
- To schedule coursework so that students can complete the program within two academic years.

PROGRAM REQUIREMENTS
Students in the IPFW Communication graduate program are required to complete 33 credits in approved courses. International students are generally required to take (at least) 9 credit hours to fulfill their student visa requirements. If an international student has a teaching assistantship, that requirement is met with 6 credit hours.

Students are required to complete three hours of a research methods course, nine hours of theory courses, and up to 21 hours of specialization courses. In addition, students are required to complete both a final synthesis paper as well as comprehensive examinations. Requiring both a synthesis paper and completion of comprehensive examinations is a stringent requirement when compared to peer institutions; although, to be clear, the department requires the
completion of a Synthesis Paper rather than a Thesis. The program can be completed as quickly as in two years, though full time status is not a requirement for students.

**ENROLLMENT TRENDS**

IPFW tracks graduate enrollments according to whether a student is a degree-seeking candidate, or whether a student is non-degree-seeking. Since Spring 2004, when the Office of Institutional Research and Analysis has tracked enrollments, graduate enrollments have declined from a high of 50 students registered for classes to a low of 25 students registered for classes in Fall 2008. When breaking down these numbers according to degree-seeking or non-degree-seeking students registered for classes, the number of MA candidates has dropped from 46 in Spring 2004 to 24 in Spring 2009. While the number of non-degree-seeking students registered for classes reached an all-time high in Fall 2005 when there were eight post-baccalaureate students, the department currently has three post-baccalaureate students registered for classes in Spring 2009. This figure is up from zero in Spring 2008. Although it is not explicit policy, the graduate program does not advertise the post-baccalaureate option prominently, since there are no guarantees that students will be admitted to the graduate program if they are taking classes as a post-baccalaureate.

Enrollments for Fall 2009 show promise. Currently, 28 graduate students are signed up for classes, and there should be a few more signing up between now and the beginning of the Fall semester. Since January 2009, the department has processed 18 applications to the graduate program. Since the department continues to process these applications as they are received, there may be a few more new students signing up for classes.

**PEER INSTITUTIONS’ PROGRAM REQUIREMENTS**

To compare program requirements to peer institution’s requirements, the following elements were examined: The number of required hours for degree completion and whether a thesis, oral defense, comprehensive examinations, or a combination of these projects were required. Table 7 presents the complete findings.
Table 7. Peer Institution Requirements

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th># of Hours</th>
<th>Thesis Requirement</th>
<th>Oral Defense</th>
<th>Comprehensive Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPFW</td>
<td>33</td>
<td>X(^1)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ball State U</td>
<td>42-48</td>
<td>*</td>
<td>X</td>
<td>*</td>
</tr>
<tr>
<td>Boise State U</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana State U</td>
<td>32-35</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IUPUI</td>
<td>33</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Northern Iowa U</td>
<td></td>
<td>X and ^</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Northern KY U</td>
<td>30</td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Purdue U, Calumet</td>
<td>36</td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Southeastern LA</td>
<td>36</td>
<td>^</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of Dayton</td>
<td>36</td>
<td>^ or *</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Students have the option to complete a thesis requirement OR comprehensive examinations
^Denotes a non-thesis degree
\(^1\)IPFW requires students to complete a synthesis paper, not a thesis

ANALYSIS OF EFFECTIVENESS

EVIDENCE AND ASSESSMENT OF STUDENT LEARNING
A 2005 survey of 18 Professional Communication Alumni (resulting in a 31% response rate) shows a high degree of satisfaction with the program (see Figure 3). On a scale of 1 to 5 (1 = strongly disagree, 5 = strongly agree), the survey found that respondents believe: The program successfully met its goals (4.42), they obtained knowledge and skills as a result of the MA coursework (4.28); the coursework helped them to achieve professional goals (4.14); and the program taught them communication skills (4.44).

Assessment reports for the graduate program are written every other year. Since the last program review in 2002, the department has conducted two assessment reports. Students’ synthesis papers were blind-reviewed by three graduate faculty members who rated the extent to which they met the four areas of competency of the graduate program: Research Methods, Theory and Research Skills, Communication Skills, and an Overall Assessment of the project. The first assessment report included papers generated between Fall 2003 and Spring 2005. The second assessment report included papers generated between Fall 2006 and Spring 2007. Both reports demonstrated that student met every goal at an above-average level (4.0 on a 5.0 scale).
Another indication of the success of the graduate program is student presentations of research. Between 2002-08, 13 students have presented their work at regional conferences in the discipline. These papers were selected in competition with students (and sometimes faculty) from other institutions, most of which were from more competitive institutions. This accomplishment speaks well of student’s learning in and beyond the classroom and also of faculty member’s willingness and ability to mentor them. To highlight student research at the local level, one faculty member organized a Film and Media History Symposium based on student work from his class during Fall 2004 that was open to the public.

In addition to the formal assessment procedures the department has conducted, evidence of graduate student learning can be found in two requirements for graduation: The synthesis paper and the comprehensive examination. The synthesis paper (the basis of the assessment reports) measures student learning apart from coursework: Students must demonstrate knowledge of the discipline beyond the intellectual boundaries of a particular course, must make and support an argument demonstrating research and writing skills appropriate for graduate level work, and must do so to the satisfaction of students’ three-member faculty committee. The comprehensive examination requires students to revisit course material in a way that requires rigorous theoretical and conceptual understanding. This exam, composed of six questions which must be completed within one week, covers research methods, core theory, and area of specialization. Students must receive a passing grade for at least five of these questions to pass the comprehensive exam.
FUTURE VIABILITY OF THE PROGRAM
Although the graduate program remains viable, the department faces a number of challenges in the coming years. First, the program needs to increase its enrollments of degree-seeking students. Given past data, the program should be enrolled at twice the current level. Second, the program may need to consider offering additional ways to deliver course content. Currently, very few options for online learning exist at the graduate level. While there are legitimate concerns with regard to the quality and consistency of online learning, online classes may be an attractive option for mature students looking for greater flexibility in completing their degree. Third, additional tenure-track faculty are required to sustain the department at its current level. With the departmental requirement for undergraduate students to complete at least one 500-level course, most graduate courses (especially those required for COMI and COMM students) fill quickly and can only be taught by those with a terminal degree. Finally, the graduate program can do more to explore targeting specific markets. Earlier this year, IUPUI proposed a Graduate Certificate in Media Production. If the department were to offer such a Certificate program, this additional option may attract students to the program who might otherwise not consider pursuing a degree beyond the BA.
After reviewing this section of the Self-Study Report, the following recommendations are made to improve the Graduate Curriculum:

Meet Regularly with the Office of Admissions to Discuss Advertising Strategies for and General Information About the Graduate Program: Currently, there is no interaction between the department and Admissions officers. This lack of communication can lead to a lack of understanding about what the program can offer students. Regular meetings might enhance the department’s relationship with the Office of Admissions as well as inform Admissions officers about the degree, specific interests of the faculty who teach in the program, and how the program can be advertised best. These meetings could also lead to the possible development of an integrated marketing campaign with the Graduate School as a whole.

Explore the Possibility of Developing Quality Online Graduate Courses: While some graduate students who participated in the focus group indicated a desire for online courses, the majority did not. Due to the flexibility of online courses; however, the graduate faculty may wish to explore this option and decide whether they wish to pursue it.

Explore the Possibility of Offering a Targeted Certificate Program at the Graduate Level: In the past, departmental members, working with faculty from English and Visual Communications and Design, explored the possibility of offering a Professional Communication certificate. This exploration was halted, however, when faculty were unable to receive assistance to determine whether a market for the certificate existed. The department believes a graduate certificate program is still appealing and would allow students to apply their knowledge and skills gained in the program directly to the workplace. To undertake the effort of exploring the potential for offering such a program once again, the department would need assurances from other divisions that they will receive essential support to determine the feasibility of such a program.

Institute a Graduate Student Award: The department is fortunate to have exceptional graduate students; however, the department does not officially recognize these students. The offering of such an award would work to build cohesion among faculty and students as well as allow the department to highlight graduate students’ success when presenting this award is presented at the annual College of Arts and Sciences Awards Banquet. Given the department’s excellent graduate teaching assistants, the department may wish to offer an Outstanding Graduate Student Award for a student’s performance in the classroom, synthesis paper, presentation of research, and the like while offering an Outstanding Graduate Teaching Assistant Award to a student who demonstrated excellence in the classroom and great promise as a teacher.
Increase the Number of Graduate Teaching Assistantships: The department has only seven graduate assistants (GA) who teach four sections of COM 114: Fundamentals of Speech Communication each year. While the department is fortunate to have seven GAs, given the number of sections of COM 114 offered each year (an average of 124 sections between Fall 2003-08), the department should be allotted at least five more GA positions. With the additional GA slots, the graduate program would be more competitive at both the regional and national levels, enrollment in COM 502: Methods of Teaching Communication would increase, and the increase in graduate students may lead to greater cohesion among the cohort and ultimately increased retention.

Explore and Publicize Potential Scholarships Available to Graduate Students: Given the limited number of GAs, faculty might consider forming a committee to investigate the types of opportunities available for graduate students in Communication programs and inform students of their findings.
DELIVERY
DESCRIPTION OF TEACHING METHODS

To determine the variety of teaching methods used in the department, all instructors teaching during the Fall 2008 semester (N=60) were asked to complete a survey. A total of 21 instructors responded, which yielded a response rate of 35 percent. In addition, students enrolled in core major courses (COM 318: Principles of Persuasion and COM 212: Interpersonal Communication) were asked to complete a survey regarding their experiences within Communication courses. The information below synthesizes the findings from the survey.

DOMINANT TEACHING METHODS

Students (N=41) were asked to report on the methods of instruction used in the communication classes they are taking. Students indicated that the methods that their instructors tended to use often or very often were written work (82%), lecture (78%), class discussion (78%), outside research (75%), and group work (71%). Slightly less popular methods of instruction were oral presentations, exercises, and other projects (58%), and use of media (film or video), with the majority of students (46%) indicating that this is used sometimes in their classes as a method of instruction. Lastly, service learning was a much less frequently used method of instruction according to the majority of students (60%) who indicated that it is rarely or never used in the classes they have taken, 23% indicated that it is sometimes used, and only 17% indicating that it is often used; however, one student commented “I really would like to be more involved in service learning in the future.” Table 8 presents the complete findings of this question.

Table 8. Student Report of Instructional Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>45.9%</td>
<td>32.4%</td>
<td>18.9%</td>
<td>0%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Class Discussion</td>
<td>51.4%</td>
<td>27%</td>
<td>18.9%</td>
<td>2.7%</td>
<td>0%</td>
</tr>
<tr>
<td>Films or Videos</td>
<td>5.4%</td>
<td>18.9%</td>
<td>45.9%</td>
<td>18.9%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Oral Presentations, Exercises, Projects</td>
<td>16.7%</td>
<td>41.7%</td>
<td>33.3%</td>
<td>5.6%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Group Presentations, Exercises, Projects</td>
<td>21.1%</td>
<td>50%</td>
<td>23.7%</td>
<td>2.6%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Outside Research</td>
<td>30.6%</td>
<td>44.4%</td>
<td>16.7%</td>
<td>8.3%</td>
<td>0%</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>55.3%</td>
<td>26.3%</td>
<td>18.4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Service Learning</td>
<td>0%</td>
<td>17.1%</td>
<td>22.9%</td>
<td>25.7%</td>
<td>34.3%</td>
</tr>
<tr>
<td>Other (please explain below)</td>
<td>11.1%</td>
<td>0%</td>
<td>22.2%</td>
<td>0%</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

One student reported an additional method used in one class was conducting interviews.
Instructor Reported Methods of Instruction: Traditional Class Format
Of the faculty who participated in the survey (N=21), over half of the respondents (52%) reported that they used lecture often or very often, 24% reported that they used it sometimes, and about 24% reported that they used it rarely. The majority of instructors reported using class discussion very often (76%), often (14%), and sometimes (10%). The majority of instructors (76%) reported that presentations, exercises and class projects were used often or very often and 91% reported that they used group presentations, exercises and class projects. Over half (67%) of instructors reported using outside research as a method of instruction, 76% reported using written assignments, 38% of instructors reported using media (film or video) only sometimes, and 48% reported using media often or very often. The least popular method of instruction was service learning, with only 24% of instructors reporting that they used it sometimes or often, and 76% reporting that they rarely or never used service learning as a method of instruction.

Instructor Reported Methods of Instruction Assessment
When asked about the methods used to assess the effectiveness of their teaching methods, instructors reported the following: 95% used traditional exams and/or quizzes, 86% reported using written assignments, 81% used student evaluations, 76% used oral presentations, 57% used peer reviews of teaching, and 33% reported using non-traditional exams (group exams, etc). About 14% reported using other methods but did not specify what those other assessment methods were. Table 9 presents the complete results of this question.

Table 9. Instructor Report of Instructional Methods

<table>
<thead>
<tr>
<th>Instructional Methods</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Exams and Quizzes</td>
<td>20</td>
<td>95%</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>18</td>
<td>86%</td>
</tr>
<tr>
<td>Student Evaluations</td>
<td>17</td>
<td>81%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>16</td>
<td>76%</td>
</tr>
<tr>
<td>Peer Reviews of Teaching</td>
<td>12</td>
<td>57%</td>
</tr>
<tr>
<td>Nontraditional Exams (Group or Oral Exams)</td>
<td>7</td>
<td>33%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>0%</td>
</tr>
</tbody>
</table>

Both students and instructors reported (though to somewhat varying degrees) that lecture; written assignments; group work, presentations and other in-class activities; and class discussion are all used fairly frequently in the classroom. Students, however, indicated that they would prefer more lecture than either students or instructors report using. Classroom discussions seemed to be used more heavily than students preferred. As well, instructors seemed to report using more group work, activities and projects than students reported experiencing in class. Students and instructors both reported low usage of service learning in the classroom. While students reported that written assignments were used frequently, these types of assignments were only slightly less preferred than they were used. The majority of
students preferred written assignments as teaching methods and the majority of instructors used them as assessment tools.

**Instructor Reported Methods of Instruction: Online Class Format**

In the faculty sample, nine of the respondents (43%) identified themselves as instructors who have taught online. The survey indicated that the Department’s dominant online teaching method, over the past three years, was Asynchronous Small Group Discussions/Forums and/or Blogs as 77.8% of respondents identified this as a method they used very often. Similarly, Asynchronous Large Group Discussion/Forums and/or Blogs were identified as being used very often (33%) and often (33.3%). Movies/Other Technologically Delivered Materials were also heavily used very often (11.1%) or often (55.6%)

Given the nature of online courses, it is understandable that asynchronous methods were reported as being used significantly more than synchronous methods. Over half of the respondents (55.6%) reported never using synchronous methods, while 11.1% -22.2% of respondents reported using any synchronous methods very often, often, or sometimes. Asynchronous Video/Audio Lectures were another rarely used method: 77.8% of respondents never used this method, 11.1% rarely used this method, and only 11.1% (one respondent) identified this method as one used very often. Class Activities and/or Games were other methods not used often overall. Table 10 presents the complete results of this question.

**Table 10. Instructor Reported Instructional Methods for Online Courses**

<table>
<thead>
<tr>
<th>Method</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Lecture</td>
<td>11.1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Synchronous Small Group Discussion/Forum</td>
<td>11.1%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Synchronous Large Group/Class Discussion/Forum</td>
<td>22.2%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>0%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Asynchronous Video/Audio Lecture</td>
<td>11.1%</td>
<td>0%</td>
<td>0%</td>
<td>11.1%</td>
<td>77.8%</td>
</tr>
<tr>
<td>Asynchronous Small Group Discussion/Forum and/or Blog</td>
<td>77.8%</td>
<td>0%</td>
<td>11.1%</td>
<td>0%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Asynchronous Large Group Discussion/Forum and/or Blog</td>
<td>33.3%</td>
<td>33.3%</td>
<td>11.1%</td>
<td>0%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Movies/Other Technologically Delivered Materials</td>
<td>11.1%</td>
<td>55.6%</td>
<td>22.2%</td>
<td>11.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Class Activity and/or Games</td>
<td>0%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>28.6%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Other (please indicate in comments field)</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Instructor Reported Methods of Instruction Assessment: Online Format

The survey indicated that those who have taught online courses over the past three years used quizzes more than any other student learning evaluation tool. The majority of respondents (88%) reported using quizzes either very often or often. Several other evaluation methods were also heavily used, including Individual Papers, Asynchronous Small Group Discussion Forums, and Asynchronous Large Group Discussion/Forum and/or Blog.

The majority of respondents (89%) noted that they assigned individual papers at least sometimes and all respondents indicated that they have, at some time, assigned individual papers. In terms of using Asynchronous Small Group Discussion, 78% of faculty reported using this methodology either very often or often, and 66% reported using Asynchronous Large Group Discussion Forums either often or very often. The majority of the respondents reported using group papers either sometimes or often (67%), using tests often (57%), or rarely or never gave tests (43%).

A large percentage of respondents reported never using Journals (88%), Individual Presentations (67%), Group Presentations (67%), Synchronous Small Group Discussion Forums (67%), or Synchronous Large Group Discussion Forums (56%). Table 11 presents the complete results of this question.

All respondents reported using other methods of evaluation in their online courses very often; yet, no respondent identified what other methods they used.

Table 11. Instructor Reported Instructional Activities for Online Courses

<table>
<thead>
<tr>
<th>Method</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>44.4%</td>
<td>44.4%</td>
<td>0%</td>
<td>0%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Tests</td>
<td>0%</td>
<td>57.1%</td>
<td>0%</td>
<td>14.3%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Journals</td>
<td>0%</td>
<td>0%</td>
<td>12.5%</td>
<td>0%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Individual Papers</td>
<td>22.2%</td>
<td>44.4%</td>
<td>22.2%</td>
<td>11.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Individual Presentations</td>
<td>0%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Group Papers</td>
<td>0%</td>
<td>44.4%</td>
<td>22.2%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>0%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Synchronous Small Group Discussion Forum</td>
<td>11.1%</td>
<td>22.2%</td>
<td>0%</td>
<td>0%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Synchronous Large Group/Class Discussion/Forum</td>
<td>22.2%</td>
<td>22.2%</td>
<td>0%</td>
<td>0%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Asynchronous Small Group Discussion/Forum and/or Blog</td>
<td>55.6%</td>
<td>22.2%</td>
<td>0%</td>
<td>11.1%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Asynchronous Large Group Discussion/Forum and/or Blog</td>
<td>22.2%</td>
<td>44.4%</td>
<td>0%</td>
<td>11.1%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Class Activity and/or Games</td>
<td>0%</td>
<td>16.7%</td>
<td>16.7%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Other (please indicate in comments field)</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Instructor Reported Methods of Instruction: Hybrid Class Format

In the faculty sample, three of the respondents identified themselves as instructors who teach hybrid courses (14%). The department’s dominant teaching method in hybrid courses over the past three years was Asynchronous Small Group Discussions/Forums and/or Blogs. Respondents reported using this method often (33.3%) or very often (66.7%). Interestingly, this same method was used more frequently by online instructors. Table 12 presents the complete findings of this question.

Table 12. Instructor Reported Instructional Activities for Hybrid Courses

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face synchronous lecture</td>
<td>0%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0%</td>
</tr>
<tr>
<td>Online synchronous lecture</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Face-to-face synchronous small group discussion/forum</td>
<td>0%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Online synchronous small group discussion/forum/chat</td>
<td>0%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Face-to-face synchronous large group discussion/forum</td>
<td>0%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0%</td>
</tr>
<tr>
<td>Online synchronous large group discussion/forum/chat</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asynchronous video/audio lecture</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Asynchronous small group discussion/forum and/or blog</td>
<td>33.3%</td>
<td>0%</td>
<td>66.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asynchronous large group discussion/forum and/or blog</td>
<td>0%</td>
<td>0%</td>
<td>66.7%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Movies or other technologically delivered materials face-to-face</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Movies/other technologically delivered materials online</td>
<td>0%</td>
<td>33.3%</td>
<td>66.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Class activity and/or games</td>
<td>0%</td>
<td>0%</td>
<td>66.7%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

In sum, all respondents reported using Face-to-Face Synchronous Lectures, Online Synchronous Large Group Discussion/Forum, and Movies/Other Technologically Delivered Materials Online at least sometimes. All respondents rarely reported using Face-to-Face Synchronous Lectures and Face-to-Face Synchronous Large Group Discussion/Forums. The majority (67%) of respondents reported using Face-to-Face Synchronous Small Group Discussion/Forums, Online Synchronous Small Group Discussion/Forums, Asynchronous Large Group Discussion/Forum and/or Blogs, and Class Activities and/or Games at least sometimes. No respondents identified using Asynchronous Video/Audio Lecture as a delivery method in their hybrid course(s). Only one respondent identified using Asynchronous Large
Group Discussion/Forum and/or Blogs rarely in a hybrid course while the other two never used Asynchronous Large Group Discussion/Forum and/or Blogs.

**Instructor Reported Methods of Instruction Assessment: Online Format**
The survey results showed that those who have taught online courses over the past three years used tests more than any other student learning evaluation tool and that every respondent reported using tests often to evaluate students.

Each respondent identified Group Presentations, Synchronous Large Group/Class Discussions/Forums, and Asynchronous Small Groups Discussions/Forums/Blogs as methods they used at least sometimes. One half of respondents identified Quizzes as a method they used often or very often in their hybrid courses.

In terms of course assessment measures, all respondents reported using Tests often. The second most popular measure used was Group Presentations, then Individual Presentations, Group Papers, and Quizzes. Table 13 presents the complete results of this question.

**Table 13. Instructor Reported Assessment Measures in Online Courses**

<table>
<thead>
<tr>
<th></th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quizzes</strong></td>
<td>25%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Journals</strong></td>
<td>0%</td>
<td>0%</td>
<td>33.3%</td>
<td>0%</td>
<td>66.7%</td>
</tr>
<tr>
<td><strong>Individual Papers</strong></td>
<td>0%</td>
<td>66.7%</td>
<td>0%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Individual Presentations</strong></td>
<td>33.3%</td>
<td>33.3%</td>
<td>0%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Group Papers</strong></td>
<td>0%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Group Presentations</strong></td>
<td>0%</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Synchronous Small Group Discussion/Forum</strong></td>
<td>0%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Synchronous Large Group/Class Discussion/Forum</strong></td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Asynchronous Small Group Discussion/Forum and/or Blog</strong></td>
<td>33.3%</td>
<td>0%</td>
<td>66.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Asynchronous Large Group Discussion/Forum and/or Blog</strong></td>
<td>0%</td>
<td>0%</td>
<td>66.7%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Class Activity and/or Games</strong></td>
<td>0%</td>
<td>0%</td>
<td>66.7%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The survey also included the following question: “In terms of distance learning (online, hybrids, and off campus), what do you feel you need or will need in the next two to three years that you do not have the option to get now? Please be as specific as you can. Why do you feel you need or will need this?”
Students’ qualitative responses are included below and have not been edited:

- I think that GA's should be able to teach distance learning.
- I would definitely have loved to take an online or more hybrid courses within the MA program. However, this is not an essential need but a preference.
- I like to actually have a classroom to go to. Call me old-fashioned.
- Being in the Master's program, I feel I need face-to-face/classroom environment to enhance my experience. Communication online can be challenging, but worth it because it teaches a different type/style of communication that is very relevant to this techno environment.
- I feel that addition of online courses would be beneficial to students who work full-time jobs. An example would be the Classroom Communication course. I really wanted to take that course, as I wanted to branch into Learning and Development/Training with the company I work for, but the class is only every fall semester. Furthermore, it is not an evening course, I believe it is 4:00 p.m. If you work a full-time 9-5 job, you cannot take this course unless you are able to get special permission to miss work, which no one really wants to ask for if possible.
- more warsaw campus classes!!
- A continuation of upper-level Com classes offered online. I am employed in a position that is beneficial to my future career and I am trying to move forward in that part of my career preparation in addition to finishing my degree requirements. Online courses allow me to dedicate myself academically as well as set aside time for my job.
- i prefere being a traditional student
- I will complete my bachelor's degree in the spring but plan to pursue a graduate degree - and I'm not sure what I will need yet.
- MEDIA PRODUCTION MAJOR NEEDED
- I do not like online courses, I want to be able to be in class.
- i havent experienced any online, hybrids, and off campus
- I really like having the online option. The classes are just as challenging as on-campus courses, and it is much easier to schedule my life around. I am a returning adult with a family! More options for online classes would have really helped me out each semester.
- I am ok with what I am doing. I prefer the online method.
- I can not really think of anything at the moment except for flexibility. I understand that Journalism is a fast past career, but this is just a college course and while many of us are balancing school and other temporary careers it is not always an option to have classes are treated as if you are in that career all of the time.
- Open as many journalism/Public Relations courses to online format as possible.

Students were also asked: “If you have taken an online Communication or Journalism course, please answer the following question: In your online Communication courses, how often do (the following) methods meet your learning needs/preferences?” Eleven respondents answered this question and their results varied to a large degree.

Students reported preferring Asynchronous methods slightly over Synchronous methods (including synchronous lectures and small and large group discussions). Specific asynchronous methods students reported as meeting their learning needs/preferences included Audio/Video Lectures, Asynchronous Small and Large Group Discussion/Forums and/or Blogs, and Movies and/or Other Technologically Delivered Materials. Students’ responses to this question matched the delivery methods used most frequently by faculty who teach online (see Table 11). Based on the results of this question, faculty who teach online should plan to continue using varied teaching methods in order to best meet different types of learners’ needs. Table 14 presents the complete results of this question.
Table 14. Student Report of Teaching Methods in Online Courses

<table>
<thead>
<tr>
<th>Method</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous (real time) Lecture</td>
<td>9.1%</td>
<td>18.2%</td>
<td>18.2%</td>
<td>9.1%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Synchronous Small Group Discussion/Forum</td>
<td>0%</td>
<td>27.3%</td>
<td>18.2%</td>
<td>27.3%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Synchronous Large Group/Class Discussion/Forum</td>
<td>0%</td>
<td>18.2%</td>
<td>27.3%</td>
<td>18.2%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Asynchronous (not live) Video/Audio Lecture</td>
<td>9.1%</td>
<td>18.2%</td>
<td>45.5%</td>
<td>0%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Asynchronous Small Group Discussion/Forum and/or Blog</td>
<td>27.3%</td>
<td>27.3%</td>
<td>27.3%</td>
<td>0%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Asynchronous Large Group Discussion/Forum and/or Blog</td>
<td>18.2%</td>
<td>45.5%</td>
<td>27.3%</td>
<td>0%</td>
<td>9.10%</td>
</tr>
<tr>
<td>Movies/Other Technologically Delivered Materials</td>
<td>8.3%</td>
<td>41.7%</td>
<td>33.3%</td>
<td>0%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Class Activity and/or Games</td>
<td>100%</td>
<td>30%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Other (please explain below)</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

ROLE AND FUTURE OF DISTANCE LEARNING IN THE DEPARTMENT

Distance Learning (DL) plays a significant role in the Department of Communication. Rather than being offered by the department, DL courses are offered through the Division of Continuing Studies. These courses are categorized as: Online, Hybrid, Off Campus, and Weekend (both Off Campus and On Campus). Since Spring 2006, roughly 26% of all Communication courses offered at IPFW were offered through Continuing Studies. This percentage and the number of Communication courses offered each semester through Continuing Studies has remained relatively level; about 25 courses in the Spring and 30 in the Fall. For the Fall 2009 semester, 35 DL courses are scheduled; however, as of May 29, 2009 only five of those courses are closed and only seven of the remaining open courses are half-full. Of course, first year and transfer students are likely to increase enrollment in these courses.

Additionally, the percentage of each type of DL course offered has remained relatively consistent: Off Campus courses generally comprise about 8% of all Communication courses in a given semester and Weekend courses generally make up about 7% of all Communication courses in a given semester. Online courses generally make up about 11% of all Communication courses in a given semester; however, during the Spring 2009 semester the department saw a sharp rise in the number of online courses (17 courses will be offered, instead of the usual 11-12); this increase accounts for a 52% increase from the average online courses offered during the previous six semesters (11.2). Over the past two years, the department has offered one section of COM 114 as a hybrid each semester. Other than one summer section of a Graduate course, this is the only hybrid the department offers.
DL course level offerings are fairly balanced. Over the past three years, 32.5% of DL courses were at the 100-level (all COM 114); 24.9% were at the 200-level; 28.9% were at the 300-level; and 13% were at the 400-level (though 77.7% of the 400-level course were one-credit COM 491s).

The Department of Communication is fortunate to have one full-time faculty member, a Continuing Lecturer, funded through Continuing Studies. Additionally, on average, over the past three years, per semester, one Visiting Instructor, one Tenured Faculty, one Graduate Teaching Assistant, and 12-13 Limited-Term Lecturers taught at least one Communication DL course. Over the past three years, Limited-Term Lecturers taught 78.2% of all DL Communication courses. This accounts for 21% of all Communication courses taught on campus through Continuing Studies.

The department’s Continuing Lecturer position is the result of recent collaboration between the department and the Division of Continuing Studies in an attempt to build and maintain the quality of online Communication courses and to develop a more deliberate plan in online course offerings and scheduling.

Obviously, since 26% of the department’s courses are offered through Continuing Studies, DL plays a significant role in the department. The fact that Limited-Term Lecturers currently teach and have taught a significant percentage of DL courses (78.2%) is also a point worth noting. Currently, only four full-time faculty members teach online or hybrid courses.

Projected Future Roles of Distance Learning in the Department:
As noted, 78.2% of all DL courses are taught by Limited-Term Lecturers. Generally speaking, part-time faculty are less available to students than full-time faculty. Anecdotal evidence suggests that instructor presence (i.e., students’ ability to contact their instructor) is significantly and particularly important to student satisfaction. Due to limited funding, the department also understands that the percentage of part-time faculty teaching online is unlikely to change significantly. The funding of the Continuing Lecturer position (with administrative responsibilities) is a step towards addressing issues surrounding quality of instruction as this faculty member serves as a trainer to help faculty improve the quality of online courses.

Due to student demand for DL courses (particularly online courses), current and past DL courses are scheduled primarily based on who is available to teach as opposed to offering courses students need most. The department plans to develop a course of action to determine what DL courses are needed most by students. If current trends continue, the department will most likely need to offer an increasing number of DL courses in order to meet student needs.

The university itself has considered the future role of DL and the Distance and Online Learning at IPFW Task Force published its findings in May 2009. While DL courses account for 10% of credit hours taught at the university level in Spring 2008, departmental DL courses accounted for 26% of course offerings. The Task Force findings highlight issues that the department will need to discuss, including

7 The Task Force findings may be accessed at: http://www.ipfw.edu/dlearning/decco/DLTaskForceSummary.pdf
• A minority of students might have preferred a face-to-face course
  While students surveyed indicated liking the ease with which online courses allow them to pursue their degrees, “1/3 of students taking online courses reported that they might have preferred a face-to-face version, but that the online version was the only suitable course available when they registered” (p. 2).

  The department will need to continue monitoring the students’ scheduling needs to make sure that other options, such as daytime and evening courses remain available.

• Face-to-face students had a higher course completion rate
  83% of students in a face-to-face classes successfully completed them, whereas that was only true for about 68% of the distance learning students; online courses did have a somewhat higher success rate than other distance courses such as DVD and TV classes (p. 2).

  The department may want to conduct its own inquiry into the completion rate of online students in Communication courses.

• Face-to-face students had higher GPAs and Grades
  When comparing the GPAs, grades, and completion rates of instructors who simultaneously taught online and face-to-face, the Task Force found that online students had significantly lower GPAs; online students had significantly higher rates of earning Ds or Fs, Withdrawals, and early drops; face-to-face students earned more As and Bs; and 78% of face-to-face students successfully completed the course as compared to 70% of the online students (p. 2).

  The department may want to conduct its own inquiry into the GPAs, grades, and withdrawal rates of online students in Communication courses.
• Online courses were reported to have a higher degree of difficulty
  Students consistently said that online courses were more difficult and required more self-direction. Thus, online courses may be more suitable to some students than others. The Task Force recommends encouraging first year students to wait a semester or two before trying an online course.

  Given the recommendation that first year students wait a semester or two before trying an online course, the department may need to rethink its current course offerings at the 100-level and keep this in mind when discussing transforming future Communication courses into online courses.

• Faculty reported that developing online courses was very time consuming and more labor-intensive
  Of the faculty surveyed, 50% either strongly agreed or agreed that teaching online was more labor-intensive.

  Given the low number of departmental faculty who currently teach online, the department will need to consider carefully the decision to offer future online courses. The department does enjoy a distinct advantage by having a very capable Continuing Lecturer funded, in part, by Continuing Studies who will be able to assist faculty in the development of online courses.

• The university would be well served by offering a broad range of general education courses and selected upper-division courses.

  The department has generally followed the recommendation, as the majority of Communication online courses are general education or college/school requirements.

• The university would be well-served by offering certificate degrees online.
  To meet particular community and employer needs, and to bring new students to the university, departments are encouraged to offer certificate programs, not undergraduate or graduate degrees, online.

  During this review, the faculty have recognized the wisdom of transforming some minors (e.g., Media Production) into certificate programs. Offering these certificate programs online would be in keeping with the Task Force’s recommendation.
COURSE SCHEDULING AND AVAILABILITY

To ascertain students’ levels of satisfaction with course scheduling, the department administered a survey to students enrolled in core departmental courses. The protocol for administering the survey is discussed above.

Respondents were asked to rate course availability in terms of various types of delivery (e.g., daytime courses, evening courses, online courses) and whether they felt that the courses were always available, usually available, not always available, rarely available, or not a format/time students wanted. The majority of students (82.1%) reported that Evening courses were the most desirable format (though this claim is only inferential as the survey did not specifically ask students to rank order their preferred form of course delivery), then Daytime courses (78.9%), then Online courses (73.5%), then Weekend courses (47.1%), then Hybrid courses (42.4%), and then Off Campus courses (39.4%).

In terms of course availability, the majority of students reported that Evening courses were mostly always or usually available (61.5%), then Daytime courses (55.2%), then Online courses (41.2%), then Hybrid courses (24.2%), then Weekend courses (20.6%), and then Off Campus courses (20.6%). The answer to this question also showed a direct correlation between respondents’ desired course formats and whether or not these formats were always or usually available. For example, the majority of students reported wanting Evening courses the most and Evening courses had the highest degree of satisfaction since they were always or usually available. Thus, it seems as if the department is meeting the overall needs of the students surveyed. The one exception to this would be the availability of Online courses: 32.4% of respondents reported that these courses were not always or rarely available. Since Online courses were listed as being the third most popular format and have the highest rate of being not always or rarely available, the department may want to consider offering more sections of online courses or developing additional courses to add to the department’s online complement.

On a positive note, students felt the department was quite effective in meeting their overall course scheduling needs: 88.8% of students reported all courses being always available when they wanted to take them. Table 15 presents the complete results of this question.

Table 15. Student Satisfaction with Course Availability

<table>
<thead>
<tr>
<th></th>
<th>Always available</th>
<th>Usually available</th>
<th>Not always available</th>
<th>Rarely available</th>
<th>Not a format/time you want</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daytime courses</td>
<td>28.9%</td>
<td>26.3%</td>
<td>18.4%</td>
<td>5.3%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Evening courses</td>
<td>33.3%</td>
<td>28.2%</td>
<td>20.5%</td>
<td>0%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Online courses</td>
<td>14.7%</td>
<td>26.5%</td>
<td>20.6%</td>
<td>11.8%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Off campus courses</td>
<td>3%</td>
<td>15.2%</td>
<td>3%</td>
<td>18.2%</td>
<td>60.6%</td>
</tr>
<tr>
<td>Weekend courses</td>
<td>5.9%</td>
<td>14.7%</td>
<td>11.8%</td>
<td>14.7%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Hybrid courses</td>
<td>3%</td>
<td>21.2%</td>
<td>12.1%</td>
<td>6.1%</td>
<td>57.6%</td>
</tr>
</tbody>
</table>
Given this sample, students appear to be well-served by the department’s present method of scheduling. It is likely that the department could serve more students by offering more sections during the Day, in the Evening, and Online. In addition, the department also needs to continue surveying students (preferably with a larger sample) to ensure it continues meeting students’ scheduling needs.

**ANALYSIS OF EFFECTIVENESS**

Data reported from both faculty and students demonstrated that a variety of teaching methods and assessment measures were being used in traditional, hybrid, and online classrooms. While the department is satisfied with the variety of teaching and assessment methods being used, it appears as though a small amount of students would like the department to consider offering courses during other times. For example, 18.2% of students surveyed indicated that Off Campus courses were rarely available, 14.7% indicated that Weekend courses were rarely available, 11.8% indicated Online courses were rarely available, 6.1% indicated that Hybrid courses were rarely available, and 5.3% indicated that Daytime courses were rarely available. These percentages suggest that while the department might consider offering more off campus courses, the majority of students (88.8%) are satisfied with course availability.
RECOMMENDATIONS FOR FURTHER IMPROVEMENT

After reviewing this section of the Self-Study Report, the following recommendations are made to improve course Delivery:

**Post the Undergraduate Course Rotation Online:** Posting undergraduate course offerings online will allow students and their advisors to better plan their schedules in advance, which may reduce time needed for degree completion.

**Develop an Evening Rotation for Undergraduate Courses and Post it Online:** Posting evening undergraduate course offerings online will allow students and their advisors to better plan their schedules in advance, which may reduce time needed for degree completion.

**Explore the Possibility of Conducting Exit Interviews with Undergraduate Students to see if the Department is Meeting Their Needs:** Much like the surveys the department conducted for this Self-Study, continual interaction with students to determine how the department is or is not meeting their needs is a vital step in assessing the performance of the department. The addition of the one-credit courses, especially the final course (COM 480: Senior Seminar in Communication), may provide excellent opportunities for the department to conduct exit interviews with students; other opportunities for surveying students should also be explored.
FACULTY
QUALIFICATIONS
The faculty of the Department of Communication earned doctorates at the most prestigious graduate schools of communication, including: Indiana University, Ohio State University, School of the Art Institute of Chicago, Southern Illinois University, University of Iowa, University of Maryland, University of Texas, University of Utah, and University of Wisconsin. In 2008-09, the departmental makeup included 10 tenure-track or tenured faculty, a temporary replacement while a tenure-track faculty member was on leave, three continuing lecturers, and one visiting instructor. One of the Continuing Lecturers also served as the Director of the Basic Course. For faculty members’ Curriculum Vitae, see Appendix S.

STRATEGIES FOR ATTRACTING AND RETAINING A DIVERSE FACULTY
The department strives to recruit candidates who will continue to diversify the faculty. These strategies are reflected in how position openings are written and where they are advertised. For example, in Fall 2008 the department searched for an Interpersonal/Organizational Assistant Professor position. To ensure a diverse candidate pool, this job position was sent electronically to all diverse interest groups of the national and state communication associations. The department is generally satisfied with the level of diversity in the department, though room for improvement exists.

FACULTY ACCOMPLISHMENTS
To provide an overview of the numerous and distinct accomplishments of the faculty, Table 16 synthesizes faculty accomplishments over a six year period.

Table 16. Department of Communication Faculty Accomplishments

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
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<tbody>
<tr>
<td>Books</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Journal Publications</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Exhibitions, Performances, Proceedings, and Book Reviews</td>
<td>0</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Conference Presentations</td>
<td>18</td>
<td>25</td>
<td>11</td>
<td>7</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Grants</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Faculty Participation in Community/Civic Involvement Events</td>
<td>33</td>
<td>8</td>
<td>21</td>
<td>26</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Service to Professional Organizations (e.g., Editorial Board Members, Conference Reviewers)</td>
<td>11</td>
<td>26</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>New Courses Taught</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
In addition to the accomplishments featured in Table 16, departmental members also received the Bruening Academic Advising Award (2004), Outstanding Faculty Advisor Indiana Academic Advising Network (2005), IPFW Outstanding Academic Advisor Award (2005), and IPFW Friends of the University Outstanding Teaching Award (2007). In 2006, two departmental members became members of the Indiana University Faculty Colloquium on Excellence in Teaching (FACET) and one member was part of the FACET Learning Communities.

WORKLOAD ASSIGNMENTS
The professional responsibilities of members of the Department of Communication reflect traditional academic roles in the areas of teaching, scholarship, and service. Faculty are responsible for teaching 12 credit hours per semester. The university grants one three-credit hour reduction to those engaged in scholarly endeavors and further reductions may be granted for administrative responsibilities. Most resident faculty teach nine credit hours a semester and individual instructors are likely to have two or three preps each semester. Additionally, a resident faculty member’s teaching assignment often consists of independent studies proposed by students. The number of additional preparations as a result of independent studies varies and there is no compensation or recognition for teaching independent studies.

Clearly, student demand for Communication course has steadily increased (see Table 17). In six short years, the department has experienced a 74% growth in credit hours taught.

Table 17: Credit Hours Taught—Fall Semester Only

<table>
<thead>
<tr>
<th>Fiscal Years</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication/COM</td>
<td>5773</td>
<td>6385</td>
<td>6912</td>
<td>7428</td>
<td>7293</td>
<td>7561</td>
<td>7898</td>
</tr>
<tr>
<td>Journalism/JOUR</td>
<td>Unavailable</td>
<td>132</td>
<td>132</td>
<td>228</td>
<td>158</td>
<td>189</td>
<td>185</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5773</td>
<td>6517</td>
<td>7044</td>
<td>7656</td>
<td>7451</td>
<td>7750</td>
<td>8083</td>
</tr>
</tbody>
</table>

PROPORTION OF FACULTY BY TITLE
Given the changing nature of the department, primarily due to the large staffing needs of COM 114: Fundamentals of Speech Communication, the proportion of faculty by title during the Fall 2008 semester is provided.
PROMOTION AND TENURE CRITERIA
The department’s promotion and tenure guidelines were first approved in Spring 1991 and then revised in 2003, 2005, and 2008. The most recent version highlights the candidates’ ability to demonstrate excellence in research/creative endeavor, teaching, and service (see Appendix T).

GOVERNANCE STRUCTURE
The Department of Communication is governed by the following committees:

| ADVISORY |
|-----------------|---------------------------------|
| **Term:**       | Two-year (staggered), Voluntary |
| **Charge:**     | • Define, assess, and revise the departmental 1) mission, 2) priorities, 3) immediate needs, and 4) long-range goals to best serve both students and colleagues; and  
|                 | • Determine long- and short-range strategy based on input from other department committees. |
| **Composition:**| • One tenured faculty  
|                 | • One tenure-eligible faculty  
|                 | • One student as available  
|                 | • Departmental Chairperson (non-voting, ex-officio) |
| **Meeting Frequency:** | The committee will meet as needed, but will host an open meeting in which all departmental members may attend at least once a semester. |
### ASSESSMENT

<table>
<thead>
<tr>
<th>Term:</th>
<th>Two-year (staggered), Voluntary or Appointed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge:</td>
<td>- Carry out the assessment plan of the department, including assessing and recommending changes in that plan as needed.</td>
</tr>
<tr>
<td>Composition:</td>
<td>Three full-time faculty members</td>
</tr>
<tr>
<td>Meeting Frequency:</td>
<td>As needed</td>
</tr>
</tbody>
</table>

### CURRICULUM

<table>
<thead>
<tr>
<th>Term:</th>
<th>Two-year (staggered), Voluntary</th>
</tr>
</thead>
</table>
| Charge: | - Evaluate and suggest curriculum revisions to reflect changes in the field and changes in practices/course offerings within the department; and  
- Research, develop, and advise the chairperson on implementing and maintaining a fair and practical scheduled rotation of course offerings. |
| Composition: | Four members:  
- One member who primarily teaches in COMI  
- One member who primarily teaches in COMM  
- Lead Advisor  
- Director of the Graduate Program |
| Meeting Frequency: | As needed |
### FACILITIES

<table>
<thead>
<tr>
<th>Term:</th>
<th>One-year, Voluntary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge:</td>
<td>- Determine and draft criteria used to allocate space resources in the department. These resources include offices, work areas, mailboxes, and shared resources like the laser printer.</td>
</tr>
</tbody>
</table>
| Composition: | - Two full-time faculty members  
- Department Chairperson |
| Meeting Frequency: | As needed |

### FACULTY ASSISTANCE

<table>
<thead>
<tr>
<th>Term:</th>
<th>Ongoing, Appointed</th>
</tr>
</thead>
</table>
| Charge: | - Assist each tenure-track faculty member (or any Communication faculty member who requests the formation of this committee) about making maximum progress toward promotion and/or tenure;  
- May assist in the preparation of relevant promotion and tenure documents; and  
- Provide annual written and oral feedback to the colleague, who will determine whether the committee comments will be forwarded elsewhere. |
| Composition: | Three members will be appointed by the Chairperson after consultation with the faculty member for whom the committee is being composed. |
| Meeting Frequency: | Meet at least twice an academic year |
## GRADE APPEAL

<table>
<thead>
<tr>
<th>Term:</th>
<th>One-year, elected each September</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge:</td>
<td>- Execute the mandate of Senate Document 82-2 and the Department of Communication “Academic Appeals Procedure” document approved March 22, 1983 or by its successors.</td>
</tr>
<tr>
<td>Composition:</td>
<td>- Four full-time faculty (faculty member with lowest number of votes will serve as an alternate)</td>
</tr>
<tr>
<td>Meeting Frequency:</td>
<td>As needed</td>
</tr>
</tbody>
</table>

## PERSONNEL

<table>
<thead>
<tr>
<th>Term:</th>
<th>One-year (staggered)</th>
</tr>
</thead>
</table>
| Charge: | - Advise the chairperson about general criteria for recruiting, hiring, reappointing, and evaluating administrative and non-tenure-eligible positions in the department; however, this committee does not implement or interfere with the personnel decision making of department administrators;  
- Determine and draft job descriptions for positions as needed;  
- May also recommend new positions, based on departmental needs;  
- Determine and draft a plan for determining faculty salary increments, subject to departmental approval; and  
- Appoint a faculty member (or two, if needed) to monitor the recruiting and screening of IU Faculty Fellows. |
| Composition: | - Three full-time faculty members  
- Departmental Chairperson (non-voting, ex-officio) |
| Meeting Frequency: | As needed, but at least once a year |
### PROMOTION, TENURE, & SABBATICAL

<table>
<thead>
<tr>
<th>Term:</th>
<th>Two-year (staggered), Elected</th>
</tr>
</thead>
</table>
| Charge:       | - Operates and is composed according to IPFW, A &S, and COM P&T procedures and policies;  
                - Evaluates sabbatical applications from members of the department to ensure that the application is consistent with SD 06-14. The application should be evaluated according to the Sabbatical Criteria for the Department of Communication; and  
                - Writes a letter of recommendation regarding sabbatical applications to the chairperson. |
| Composition:  | Three tenured faculty members |
| Meeting Frequency: | As needed |

### PUBLICITY & AWARDS

<table>
<thead>
<tr>
<th>Term:</th>
<th>One-year, Voluntary or Appointed</th>
</tr>
</thead>
</table>
| Charge:                 | - Publicizes, both internally and externally, the accomplishments of Communication faculty and students;  
                           - Compiles and publishes news about the department (major changes, internship opportunities) etc.;  
                           - Grants student merit awards;  
                           - Creates an annual newsletter for faculty, students and alumni;  
                           - Submits information for publication in Briefings;  
                           - Creates and maintains a Web achievements page; and  
                           - Sends congratulatory e-mails to award recipients. |
| Composition:            | - One full-time faculty member  
                           - One associate faculty member  
                           - One graduate student  
                           - One undergraduate student (students might serve on this committee for credit with faculty in advisory roles, as available) |
| Meeting Frequency:      | As needed |

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**Self-Study | Department of Communication** 63
FACULTY PARTICIPATION IN GOVERNANCE
In addition to serving on departmental committees, the faculty play an active role in the
governance of the College of Arts and Sciences and the university as a whole. The following
list serves as a representative sample of the types of activities faculty members have completed
during the last seven years:

**College of Arts and Sciences Service**
- Chair, Arts and Sciences Curriculum Committee
- Chair, Promotion and Tenure Committee
- Member, Dean of the College of Arts and Sciences Search Committee
- Member, Arts and Sciences Executive Committee
- Member, Arts and Sciences Council
- Member, Foundations of Excellence Faculty Committee
- Member, Peace and Conflict Steering Committee
- Member, Campus Communication Ad Hoc Subcommittee
- Member, Publications Committee

**University Service**
- Presiding Officer of the IPFW Senate
- Chair, Educational Policy Committee
- Chair, Ethics and Welfare Sub-Committee, NCAA Certification Committee
- Director, Center for the Enhancement of Learning and Teaching Board
- Co-Chair, Academic Advising Council
- Co-Chair, First Year Experience Curricular Committee
- Co-Chair, IPFW United Way Campaign
- Liaison, Purdue Graduate Council
- Member, Vice Chancellor of Academic Affairs Search Committee
- Member, North Central Reaccreditation Process (2 departmental members)
- Member, First Year Council Steering Committee
- Member, IPFW Senate Executive Committee
- Member, Faculty Leadership Committee
- Member, Honors Council
- Member, Diversity Curriculum Transformation Committee
- Member, Academic Personnel Grievance Committee
- Member, NCAA Certification Committee
- Member, VCAA Planning Committee
- Member, General Education Subcommittee
- Member, The Remnant Trust at IPFW Committee (2 departmental members)
- Member, Campus Committee to Assess Assessment vendors
- Member, Web Advisory Committee
- Member, IPFW Task Force on Distance Learning
- Member, First Year Council
- Advisor, Anime 101 (IPFW Student Organization)
- Advisor, Film Club (IPFW Student Organization)

**Service to Other Divisions**
- Interim Co-Director, Women’s Studies
- Member, General Studies Advising Board
- Member, Women’s Studies Committee
- Member, Distance and Distributed Education Coordinating Committee (DECCO)
- Member, DECCO Faculty Support Services Sub-Committee
- Member, DECCO Student Support Services Sub-Committee
FACULTY DEVELOPMENT
Despite the fact that the department only budgets $600 toward faculty development, faculty have been very active in national and regional organizations. Departmental chairpersons have been successful in lobbying the Dean of the College of Arts and Sciences for additional funds when they are available; however, this money is offered on a need-by-need basis and is not guaranteed. In the past five years, faculty have delivered 79 conference presentations, published four books, published eight journal publications, published 12 book chapters, been awarded 15 grants, and have taught 16 new courses.

ENGAGEMENT WITH THE STUDENTS AND THE COMMUNITY
The department has a rich history of facilitating relationships between students and working within the community. Departmental faculty have had success mentoring students in the classroom and encouraging them to present their research at conferences (see Table 18). In addition, students complete a number of productive internships each semester.

Table 18. Number of Student Presentations at National and Regional Conferences

<table>
<thead>
<tr>
<th>Table Title</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Communication Association</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Association of Colleges and Universities</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eastern Communication Association</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Central States Communication Association</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Midwest Popular Culture Association</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Midwest American Cultural Association</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
ANALYSIS OF EFFECTIVENESS

A cursory review of the information contained in Tables 16 and 18 indicates a decline in faculty and student scholarly productivity; however, Table 17 shows an increase in credit hours offered during the past two years. The difference between faculty and student productivity is partially explained by increased teaching and service loads. Another explanation is that since the last program review, the department has lost six tenured or tenure-track faculty members. This high turnover rate has made it necessary for remaining faculty members to take on an increased service load while simultaneously searching for replacements. Despite these losses, faculty have remained consistently active with community and civic involvement.

Moreover, the department is in need of additional tenure-track lines. In Fall 2008, for example, Limited-Term Lecturers taught 57% of the department’s courses. While the Limited-Term Lecturers perform admirably in the classroom and are a vital part of the department, tenure-track faculty are needed to offer stability to new programs and courses being developed and to offer the disciplinary expertise that accompanies a terminal degree. According to IPFW’s Strategic Plan, the department is well above the university average of sections taught by full-time faculty, with that average being 56%. If the university expects to meet its 2014 target of having full-time faculty teach 62% of all sections, then additional tenure-track lines must be made available to the department.

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After reviewing this section of the Self-Study Report, the following recommendations are made to assist Faculty in the department:

**Develop a Faculty Retention Plan:** As mentioned above, the department has experienced a high turnover rate during the last six years. To address this problem, departmental members should identify potential options for retaining tenure-track faculty. Retention strategies may include identifying ways to offer additional support at the Associate Professor level.

**Secure Additional Tenure-Track Positions:** As noted above, Limited-Term Lecturers taught 57% of the department’s courses in Fall 2008. As the department continues to grow and considers offering new courses and possibly majors (e.g., Media Production), more faculty will be needed to teach these courses. One of the best ways for the university to demonstrate its commitment to the continued growth of our department is to offer additional tenure-track positions. Given certain economic constraints, however, the addition of four Continuing Lecturer positions might be more viable. If the department had been able to hire four additional Continuing Lecturers in Fall 2008, 72% of departmental courses would have been taught by full time faculty.

**Better Facilitate the Presentation of Student Research at Regional and National Conferences:** Student presentation of research at regional and national conferences has declined dramatically in the last four years; the department recognizes that these types of presentations benefit not only the students who present their research but the reputation of the undergraduate and graduate programs. Once the graduate introductory course begins being offered, faculty will have an opportunity to inform students about conference deadlines at the beginning of their careers as graduate students. Moreover, the department should investigate whether faculty development money could be secured to reward faculty who assist students in submitting research to regional and national conferences given the additional work associated with this task.
UNDERGRADUATE

STUDENTS
DESCRIPTION OF STUDENTS

PROFILE
The profile of the Department of Communication prepared by the Office of Institutional Research and Analysis in September 2008 showed that the department had 242 undergraduate majors: 237 were in one of two degree-bearing majors and five were identified as “pre-communication” majors; 122 majors were female and 120 were male; 23.5 was the average age of undergraduate majors was 23.5 years old; and 76% of majors were enrolled full time and 24% were enrolled part time.

CHANGES/TRENDS
As indicated in the Curriculum section of this self-study under “Enrollment trends,” the department experienced a spike in the number of majors in 2006 and the number of majors has held steady since then. As indicated in the section “Graduation Rates and Trends,” the department also experienced a spike in the percentage of students graduating in 2007-2008.

STRATEGIES FOR ATTRACTING AND RETAINING A DIVERSE STUDENT BODY
The Department of Communication is committed to diversity. Much has been done to address diversity issues since the department’s last Self-Study in 2002. The following is a summary of what is currently being done to emphasize diversity and support a diverse student population.

Data will be examined in two ways: Participation in departmental initiatives (including utilization of campus support services) and participation in campus initiatives. Opportunities for more effective strategies and areas in need of improvement will be identified as well.

Participation in Departmental Initiatives:
Faculty regularly use film, articles, and texts that emphasize diversity in the classroom. The COM 114: Fundamentals of Communication textbook was chosen largely in part because of its emphasis on diversity. Textbook selections vary by instructor for other courses, but faculty reported considering diversity of examples, photographs, and the like when selecting a textbook.

The prime example of the department’s involvement and commitment to diversity comes in the form of the Communication Diversity Transformation Initiative. Between Fall 2003-Spring 2005, the department assessed the state of diversity in core and service courses (the term “diversity” included race, ethnicity, gender, sexual orientation, social class, and ability). Instruments used to assess the state of diversity included student surveys, faculty surveys, syllabi review, and interviews with 15 full- and part-time departmental faculty. The end result culminated in a database that includes 63 activities, readings, films, and Web sites that faculty may use as tools in their classes to address six different and overlapping areas of diversity (noted above). The Director of COM 114: Fundamentals of Speech Communication was asked to make Graduate Teaching Assistants and Limited-Term Lecturers not only aware of the database but to encourage instructors to make use of it. All full-time faculty were also asked to
review the database and to use any resources that would assist them in developing, maintaining, or revising their courses. In addition to the database, guidelines regarding how to transform syllabi to better reflect a value of diversity were generated and distributed to faculty; many of the guidelines have been implemented (see syllabi data below).

Participation in Campus Initiatives
Communication faculty create syllabi that support a diverse student population by referring them to university-wide programs. A survey of faculty in Fall 2008 indicated the following:

- 95% include Services for Students with Disabilities Office information on their syllabi;
- 67% include information about the Writing Center;
- 53% include information about the Center for Academic and Student Achievement and Helmke Library; and
- 14% include information about STEPS and Personal Counseling Services.

Communication participates in campus initiatives to emphasize diversity, and to support a diverse population of students. Communication faculty willingly participate in the Academic Student Achievement Program (ASAP!) program, which is a student success initiative designed to retain a diverse group of students including those of various ethnicities, ages, and socioeconomic statuses. The program focuses on three areas: Academic monitoring (early intervention), student and leadership development, and career and professional development. Faculty participate by alerting ASAP! members of their classroom performance. Since the Office of Diversity and Multicultural Affairs does not calculate the number of students involved in the ASAP! program, the department cannot list the specific numbers of students who have benefitted from the department’s participation in this program.

Communication faculty, primarily Limited-Term Lecturers, teach an average of 12.5 First Year Experience Learning Communities per year via COM 114: Fundamentals of Speech Communication and COM 212: Interpersonal Communication. These linked courses play an important role in helping a diverse population of students make connections to other students and IPFW faculty thereby increasing their likelihood of retention and persistence to graduation.
ADVISING SYSTEM AND PHILOSOPHY
All advising in the department is carried out by full-time faculty, consistent with the departmental belief that a student-faculty advisor relationship is key to identification with the major and, therefore, key to retention and persistence to graduation. Students are assigned to a permanent advisor at their initial advising session in the department, typically with the lead advisor, department Chairperson, or other faculty advisor specifically trained for this purpose. These specially trained advisors are the only faculty authorized to advise on the department’s behalf during Student Orientation, Advising, Registration. As noted in the “Undergraduate Curriculum” section, in the last several years, the department has increased its efforts to make incoming students aware of the difference between the two majors (Media & Public, Interpersonal & Organizational) during the initial advising session and asks students to critically evaluate which major best suits their interests. The department believes that these efforts partially account for the increase in majors since 2006 and hope it will result in more positive results in the next alumni survey.

At IPFW, the Monday through Thursday before the start of a semester and the Thursday and Friday before the start of a summer session are designated by the registrar as “Final Advising and Registration.” All faculty advisors teaching that semester or summer session are given an advising shift during this period so that there is always an advisor on duty for all or the majority of the business day. During this period, advisors may expect to advise students other than their own permanent advisees. Similarly, during the first week of a regular semester (the last opportunity to add classes), all faculty advisors are expected to post and maintain four open office hours during which they may expect to advise students other than their own permanent advisees.

Additionally, since the last Self-Study the department has also embraced technology in advising through the use of Web based advising resources and offers a training program for new faculty advisors. The department is also extremely fortunate that the department’s lead advisor is an award-winning advisor.

SUPPORT SERVICES
Faculty regularly refer students to appropriate support services. In the last three years the percentage of faculty referring students to specific support services are as follows:

- 90% referred students to the Writing Center,
- 86% referred students to Helmke Library,
- 62% referred students to Services for Students with Disabilities Office,
- 50% referred students to the Center for Academic Support and Achievement,
- 38% referred students to Student Technology Education Program classes, and
- 29% referred students to Personal Counseling Services.

These percentages demonstrate the faculty’s awareness of and desire to assist undergraduate students beyond the confines of their classroom. Moreover, Communication faculty willingly
coordinate with IPFW’s Services for Students with Disabilities Office to accommodate an average of nearly 70 disabled students each year.

**STUDENT ORGANIZATIONS**
Communication students have been involved in such campus and community organizations as the Indiana Purdue Students’ Government Association, Safe Zone, Ambassadons, F.I.L.M Club, and Toastmasters. The F.I.L.M Club was recently featured in a cover story in the student newspaper, *The Communicator*.

The department could potentially profit from sponsoring such student clubs as Lambda Pi Eta, the national communication studies honor society of the National Communication Association; Public Relations Student Society of America; International Association of Business Communicators; or other student organizations related to communication and civic engagement, forensics, and media.

**RECRUITMENT/RETENTION STRATEGIES**
Sellnow, Martin, Maginnis, and Van Stee (2008) argue that critical initiatives for retaining students in a communication department include emphasizing the role of advising, increasing student knowledge about the discipline and the department, and student peer mentoring. The Department of Communication has already embraced the first two of these three initiatives. The department’s emphasis on advising is set forth above. Through the new COM 120 course, the department endeavors to make students aware of the depth and breadth of the field of communication and the potential careers available to those with a communication degree. The final suggestion these authors make, though, is one that the department could profitably consider. The department has resisted “peer advisors” in recent years, believing that advising is a faculty responsibility and that the advisor-advisee relationship provides students with a link to faculty that is essential for identification with the department and retention. Peer mentors, however, provide a student’s eye view of the department and of campus life without in any way replacing the formal advisor-advisee relationship. Peer mentoring could offer students an additional bond to the department that could be helpful in retaining students and in getting students to make positive associations with the department.

**Specific Strategies for At-Risk and First-Year Students**
The special strategies for at-risk students include placing a hold on the academic record of students on academic probation. This requires students to meet with an advisor prior to registering for or dropping classes. Anecdotal evidence suggests this has been successful in helping students make the best choices toward improving their GPAs and avoiding dismissal. The department also encourages first-year and at-risk students to participate in some combination of learning communities, ASAP!, and such courses as IDIS 110: Freshman Success or IDIS G104: Foundations for Success.

Recruitment initiatives include active promotion of the Rachdi, Withers, and Wise scholarships and participation in the annual Majors Fair sponsored by the Mastodon Advising Center.
STUDENT ACCOMPLISHMENTS
As the department has yet to formalize a process for contacting alumni with more frequency, anecdotal information provides evidence of students’ post-graduation success. Representative undergraduate alumni include an Instructor of Communication Studies at Ball State University; a Corporate Trainer in the Retail Learning & Development department of National City Bank; two Graduate Admissions Counselors at the University of Saint Francis; an Attorney with May, Oberfell, & Lorber in Mishawaka; and a journalism teacher at Huntington North High School. The department also counts two of the department’s Continuing Lecturers and many Limited-Term Lecturers among recent alumni. According to the alumni survey (see Appendix Q), many students have succeeded in careers directly related to their course of study.

GRADUATION RATES AND TRENDS
The 10-Year Program Profile prepared for the department by the Office of Institutional Research and Analysis reveals that from 2003-04 to 2006-07, the department consistently graduated between 12 and 14 percent of students enrolled in one of two Bachelor of Arts-granting majors (see Appendix I). In 2007-08, however, that number jumped to 20% of degree-seeking majors. Much of this increase may be attributed to improvements in the graduation rate of Media & Public Communication majors. Between the 2003-07 academic years, Interpersonal & Organizational Communication majors consistently graduated at rates between 15 and 19 percent. Media & Public Communication majors had a graduation rate of 11 or 12 percent between 2003-05, 19 percent in 2005-06, and 20 percent in 2007-08. The 2007-08 increase could be early evidence that the efforts to help incoming students critically evaluate which of the two majors is best suited for them is beginning to bear fruit.

ALUMNI SATISFACTION
The most recent alumni survey and alumni employer survey are discussed in the curriculum section above, under “Evidence and Assessment of Student Learning.” The alumni employment successes are discussed above under “Student Accomplishments.”
ANALYSIS OF EFFECTIVENESS

Since the last Self-Study, the department’s changes, including making sure incoming students have a better understanding of the two majors offered and adding a technological component to the advising system, have proven to be successful. The increase in student graduation rates, especially in Media & Public Communication; faculty attention to diversity; faculty use of IPFW Support Services; and the department’s dedication to advising majors serve as evidence of our commitment to undergraduate majors.

RECOMMENDATIONS FOR FURTHER IMPROVEMENT

After reviewing this section of the Self-Study Report, the following recommendations are made to assist the Undergraduate Students in the department:

Develop and Implement a Plan to Build More Cohesion Among Faculty and Majors: As noted above, much has been done to ensure students understand the differences between the two majors. Building upon that success, faculty can work to identify events that will work to bring the department closer together. Examples of such events may be a “Communication Week” focusing on the various types of employment associated with the discipline, and an “Alumni Dinner” where graduates are invited to return to campus to meet with juniors and seniors to discuss their experiences at IPFW and in the workforce.

Develop and Maintain a Departmental Social Networking Site: Social networking sites, such as Facebook, would serve as an excellent medium for keeping in touch with graduates, allowing current students and graduates to network, informing students about upcoming events, and providing an informal way for students to contact faculty and staff.

Explore the Possibility of Developing a Peer Mentoring Program: While faculty advisors do an exceptional job of assisting students, faculty members wonder if a peer mentoring system might also be an added benefit the department could offer undergraduate students. These types of programs can assume a variety of forms but the primary mission will be to help incoming majors become better acclimated to the department to help ensure their success.

Better Publicize Scholarships Available to Students: The department currently offers three scholarships and needs to explore ways to better promote these scholarships so that majors have a better understanding of the scholarship requirements and deadlines. This recommendation could be directly addressed by the Publicity & Awards Committee.
GRADUATE

STUDENTS
DESCRIPTION OF STUDENTS

PROFILE
Students enrolled in the IPFW Department of Communication graduate program are able to earn either a Master of Arts (MA) or a Master of Science (MS) in Professional Communication. The MA is recommended for those intending to pursue a doctoral program. Some international students have specific reasons for pursuing an MS. Both degrees are awarded by Purdue University.

CHANGES/TRENDS
IPFW tracks graduate enrollments according to whether a student is a degree-seeking candidate, or a non-degree-seeking student. The Office of Institutional Research and Analysis has tracked enrollments in the graduate program since Spring 2004; this tracking demonstrates that graduate enrollments have declined from a high of 50 students registered for classes to a low of 25 students registered for classes in Fall 2008. When breaking down these numbers according to degree-seeking or non-degree-seeking students registered for classes, the number of MA candidates has dropped from 46 in Spring 2004 to 22 in Fall 2008. While the number of non-degree-seeking students registered for classes reached an all-time high in Fall 2005 with eight post-baccalaureate students; three post-baccalaureate students registered for classes in Fall 2008 (up from zero in Spring 2008). Although it is not an explicit policy, the graduate program does not advertise the post-baccalaureate option prominently, since there are no guarantees that students will be admitted to the graduate program if they are taking classes as a post-baccalaureate.

Enrollments for Fall 2009 showed promise as the department had 28 graduate students sign up for classes. Since January 2009, the department has processed 18 applications to the graduate program. Since the department continues to process these applications as they arrive, there may be a few more new students signing up for classes.

STRATEGIES FOR ATTRACTING AND RETAINING A DIVERSE STUDENT BODY
As is the case with the university as a whole, the majority of students are White. Figure 6 delineates the demographic makeup of graduate students over the past six years. Currently, there no explicit strategies to attract or retain a diverse student body in place; however, as mentioned in the Graduate Curriculum section, regular meetings with the Office of Admissions may lead to the development of such strategies.
ADVISING SYSTEM AND PHILOSOPHY
The Graduate Program Director must clear all students to register for classes; in most cases, graduate students will register themselves via my.ipfw.edu. The Graduate Program Director makes advising information and deadlines available via comgrad.wordpress.com, a blog linked to the Department of Communication Web site. In addition, the Director establishes advising hours for Graduate Students during on-duty week, the first week of classes, and before and during pre-registration. At the beginning of each semester, the Graduate Program Director visits each Graduate class to review the program requirements. These requirements are available in hard copy and on the Web. On one side, the requirements show the Program timeline; on the other, the Program course rotation. In most cases, additional questions can be addressed via e-mail. If the questions are too complex or require a lengthier answer, the Director will invite the student to set an appointment. Although the Director does not track various inquiries, the vast majority of these queries come via e-mail.

Currently, all graduate students are advised by the Graduate Director. The overall total of advisees for the Director is commensurate to the numbers of undergraduate advisees assigned to other full time faculty. For the completion of a candidate’s program of study, the student is advised by the Chairperson of his/her committee. Both the Chairperson and the remaining members of the Graduate Committee are chosen by the student based on the research perspective of his or her synthesis paper. The Chairperson then works in conjunction with the Graduate Director to supervise the student’s completion of the program. The full participation of the student in the selection of Committee Chairperson and members provides students to be provided with appropriate and proper support during the crucial final stages of their graduate program.
SUPPORT SERVICES
As is the case with undergraduate students, graduate students are able to take advantage of the student services listed above. In addition to these university-wide services, students are encouraged to meet with the Chairperson of their committee regularly for individualized mentoring.

STUDENT ORGANIZATIONS
There currently are no Graduate Student organizations in the Department of Communication, although there have been attempts in past years to organize one. Given the increase in social networking, there may be new opportunities to create such groups on Web sites like Facebook, as mentioned in the previous section.

RECRUITMENT/RETENTION STRATEGIES
According to the statistics provided by the Office of Institutional Research and Analysis, since August 1998 a total of 101 people have graduated with a Master of Arts degree in Professional Communication. In contrast, only five people have earned their Master of Science degrees during that same time frame. Between 2003-08, no students graduated from the MS track while 60 students graduated from the MA program. To recruit students into both programs, a portion of the Departmental Web site provides a detailed description of the Graduate program and a brochure is also available. The department is also listed on for-profit Graduate Recruitment Web sites, although the department is only registered in the areas that do not charge a fee. The Web site also allows the Department to provide information for international student inquiries in a cost-efficient manner.

STUDENT ACCOMPLISHMENTS
Current and previous Directors of the Graduate Program have not maintained recent records related to student accomplishments; however, alumni accomplishments are featured on comalum.wordpress.com. Recent alumni have obtained the following jobs: Nielsen Media in Chicago; News Director for the local NPR affiliate; Public Information Officer for the Fort Wayne Parks and Recreation Department; and a tenure-track faculty member. The department has also had graduates accepted into and complete Ph.D. programs.

GRADUATION RATES AND TRENDS
As mentioned above, since 1998, 101 individuals have graduated with their Master of Arts degrees in Professional Communication and five individuals have earned their Master of Science degrees. Between 2003-08, 60 individuals earned their MA degree and none earned the MS degree.
ALUMNI SATISFACTION
In 2005, as part of the five year survey of alumni, the department mailed surveys to graduates of the MA program. Eighteen graduates responded to the survey. Survey results indicated that alumni strongly believe the program met its goals (4.42 on a scale of 5), that coursework taught communication skills (4.44), helped them professionally (4.14), and indicated that they are using their knowledge and skills in a professional environment (4.25). For a complete list of the survey results, refer to Appendix Q.

ANALYSIS OF EFFECTIVENESS
In addition to surveying alumni every five years, the department decided to conduct a focus group with graduate students enrolled in COM 502: Methods of Teaching Communication. Students enrolled in this course were selected since all Graduate Teaching Assistants are required to take the course, and are first year students and would be most likely to remember any challenges they faced when applying for the program, registering for courses, and the like. The following are the results of the perceived effectiveness of the program.

When asked about departmental support, the group indicated that “support” meant learning support, emotional support, mentoring, and instructor availability. Student A pointed out that since her enrollment in the program, the department faculty had helped her tremendously with her class projects and papers, not only guiding her through the thought-generating process, but also giving her prompt, substantial feedback. The availability of the faculty through e-mails, as the group agreed, was a constant support they received outside the classroom. Student B noted that “Getting engaged in constant dialogues with knowledgeable instructors is a great help in itself.” From the group’s perspective, learning support should be continuous guidance that occurs not just within the classroom, but also outside of classroom.

The group concurred that advising support from both faculty and staff had been helpful. Student C specifically stated that the Director of the Graduate Program had provided substantial advising services, especially by clearly specifying the due dates for each step in the program. Student D felt that COM 502 offered the most helpful guidance. Furthermore, according to the group, individual consultation with the faculty was a most helpful means of advising students with specific questions.

The group was ambivalent about the use of technology in their learning process. Two students noted that Blackboard software caused more confusion than convenience for them during their learning process. However, one student pointed out this software was essential when she was off campus. The effectiveness of technology depended on the ways instructors adopted it, Student D said. PowerPoint presentations, Student D added, for instance, were not particularly helpful. In contrast, an effective way of using technology cited by the students included the Web page created by the instructors with clear, easily accessible hyperlinks detailing each assignment.
The group found teaching assistantships to be the most beneficial for them as graduate students. Instead of emphasizing the financial importance, Students A and B elaborated upon what they had learned or achieved by being both instructors and graduate students.

In terms of providing assistance to potential students as they completed the application process, Student E pointed out that although the department instructors did not provide guidance for scholarship applications, the instructions about the application process were explicitly explained on the Web page.

Three of the participants agreed that, so far, they had enriching learning experiences. The department, especially the faculty, had helped them in small but meaningful ways during their transition into academic culture. Student A said that she felt overwhelmed when she first arrived because she was not originally from the Fort Wayne area. However, class discussions and more informal conversations with the instructors made her feel more at ease and confident. She emphasized that the help of the Director of the Graduate Program had been tremendous. Student E also pointed out that sharing office space with other graduate assistants greatly helped her adapt to not only the academic environment but also the particular culture of the Communication program.

In addition to the findings from the focus group, the department recognizes that steps should be taken to outline a specific protocol to recruit and retain a more diverse population. Replicating the department's Diversity Transformation Initiative at the graduate level might be another possible way to demonstrate that even if demographics remain the same, students will be exposed to diverse ideas in the classroom. Faculty are also making good use of the university-wide support services offered to students and alumni are satisfied with the program. To view the protocol used during the focus groups, see Appendix U.
After reviewing this section of the Self-Study Report, the following recommendations are made to assist further the Graduate Students in the department:

**Develop an Implement a Departmental Orientation for Graduate Students:** While the university offers an orientation for incoming graduate students, the department should explore creating and offering its own orientation whereby participants would be introduced to faculty, reminded of specific program deadlines, and exposed to academic cultural norms prior to the beginning of the semester.

**Develop and Maintain a Departmental Social Networking Site to Assist with the Communication of and Tracking of Alumni:** As mentioned in the Undergraduate Students section, a Facebook page would allow for the better communication between the department and its alumni.

**Explore Options for Streamlining Travel Requests for Graduate Students:** Once the department better facilitates the presentation of student research at regional and national conferences, funding will need to be secured to help cover the financial burden of conference registration, travel, and the like. Currently, there is no specified process in place for students to submit requests for travel funds and the Director of the Graduate Program completes a multi-step process seeking funds from various IPFW offices. A streamlined process would benefit students and the Director of the Graduate Program.
OTHER PROGRAMS/ SERVICES
COMMUNITY CONNECTIONS
As noted previously under the “Faculty Accomplishments” section, faculty are very committed and connected to the Fort Wayne community (see Table 16). For example, faculty regularly contribute to *Fort Wayne Living* magazine, “The Charlie Butcher Radio Show,” Fort Wayne Literacy Alliance, Leadership Fort Wayne, Habitat for Humanity, and the United Way.

SPECIAL PROGRAMS
Two programs of special note are featured in this section. For the past three years the department has hosted an annual film festival, ComFest. ComFest highlights student work developed in conjunction with Media Production courses and is open to the public. Additionally, Steve Carr has been instrumental as one of the co-directors, with David Linquist (Education), in the development of a Center of Excellence named the Center for Holocaust and Genocide Studies.

While the department enjoys many community relationships and represents IPFW well, additional community connections are always desirable. One way to connect the community, the department, and students is through service learning. Some faculty have engaged in service learning activities but have yet to work with the Service Learning office on campus to formalize the process. When faculty members were discussing their community service contributions, they noted that this information was not always contained on annual reports; faculty suggested that the department might want to implement another way for faculty to report their community connections so that the department can highlight these important contributions. Another faculty member noted the lack of an Oral Communication Across the Curriculum Program as well as an Oral Communication Center on campus, even though the university has a Writing Center. This faculty member also noted that the department is uniquely qualified to assist the university in further implementing and assessing the Baccalaureate Framework through the development of an Oral Communication Across the Curriculum Program and an Oral Communication Center.

ANALYSIS OF EFFECTIVENESS
The department has a good foundation on which to build. Although departmental, college, and university service expectations continue to be high, more programs could be developed in conjunction with the recommendations listed under Undergraduate Students (e.g., student organizations such as Lambda Pi Eta). Departmental community connections, while strong, could also be increased. Providing campus leadership in the form of a proposed Oral Communication Across the Curriculum Program and exploring the possibility of opening an Oral Communication Center would also increase the department’s standing.
After reviewing this section of the Self-Study Report, the following recommendations are made to improve the Other Programs/Services offered by the department:

**Re-establish Connections with Specific Community Organizations (e.g., WFWA television station) to benefit students:** The faculty have rich connections within the community that could further benefit students. By identifying innovative ways to link faculty members’ community connections with students, faculty might be able to offer, among other things, enhanced internships and a wider variety of student activities that may not be as extensive as an internship or cooperative experience but will still be meaningful for the student.

**Explore the Linkage Between Departmental Courses and Service Learning:** As noted above, some faculty have already incorporated service learning into their courses; however, a more formalized approach involving the Service Learning Office may lead to a larger variety of community partners.

**Develop and Implement a System for Faculty to Track and Report their Community Service:** Given the constraints of the annual reporting procedures (namely this information not being requested for the report), the department needs to provide faculty with an additional way to highlight their excellent work with community organizations.

**Explore the Possibility of Opening an Oral Communication Center:** Departmental faculty are uniquely qualified to assist all IPFW students and faculty in the development and delivery of oral presentations. This center would function in a manner similar to the Writing Center and would also allow both graduate and undergraduate Communication majors an opportunity to apply course concepts and improve their own interpersonal communication skills while working with those who visit the center.

**Explore the Possibility of Providing Leadership to Develop and Implement an Oral Communication Across the Curriculum Program:** With the continued implementation and subsequent assessment of the Baccalaureate Framework as well as the significant role Communication plays in the Baccalaureate Framework, the department can be of great use to the university by providing a university-wide program designed to help faculty develop and assess oral communication assignments.
FACILITIES

AND

RESOURCES
DESCRIPTION OF FACILITIES AND RESOURCES

ADMINISTRATIVE STAFF
The department employs four administrative staff members: 1 Department Chairperson [tenured], 1 Director of Graduate Studies [tenured], 1 Director of the Basic Course [Continuing Lecturer, half-time], and 1 Director of the Journalism Program [will be tenure-track beginning Fall 2010].

SUPPORT STAFF
The department currently enjoys the support of one full-time clerical staff member, Judith Tennison, and one part-time clerical staff member, Racquel McCoy.

OFFICE AND TEACHING SPACE
Given the amount of faculty and staff, departmental space needs are far from being met. While tenure-track and tenured faculty are fortunate to have their own offices, Limited-Term Lecturers (N=26), Graduate Students (N=8), and one Continuing Lecturer and Visiting Lecturer must share inordinately small spaces; the sharing of office space makes it difficult for faculty to meet with students privately. Moreover, only having three dedicated classrooms (meaning that the department gets first priority in scheduling) provides further constraints on the department, especially when the department offers well over 130 courses each semester. Table 19 provides specific information pertaining to the space allocated to the department.

Table 19. Space Allocation for Department of Communication

<table>
<thead>
<tr>
<th>Office Space</th>
<th>Square Footage</th>
<th>Number of Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enclosed Offices</td>
<td>90-152</td>
<td>15</td>
</tr>
<tr>
<td>Secretarial/Reception Area</td>
<td>193</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Office Space (not counting hallways)</strong> 1859 sq. ft.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of People in Each Office</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Number</td>
<td>Number of People/Space</td>
</tr>
<tr>
<td>NF 230B-K</td>
<td>1</td>
</tr>
<tr>
<td>NF 230A</td>
<td>26</td>
</tr>
<tr>
<td>NF230P</td>
<td>8</td>
</tr>
<tr>
<td>Secretarial/Reception area</td>
<td>2</td>
</tr>
<tr>
<td><strong>Average square footage/person (48 people) = 39 sq. ft.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Spaces</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated Classrooms</td>
<td>NF141, NF 147, KT G45</td>
</tr>
</tbody>
</table>
RESEARCH SPACE
None.

SPECIAL SPACE NEEDS
In Fall 2008 the department participated in the design charrettes of Neff Hall, the building that currently houses the department. Because the Department of Nursing will be moving to a new building, departments were invited to participate in the reallocation of the vacated space. The department requested the following:

- More office space for Limited-Term Lecturers—as noted above, the department employs 26 Limited-Term Lecturers and they have no other choice but to share one office.
- A research laboratory—this space would provide faculty with a permanent space to conduct research.
- An Oral Communication Center—this center would be similar to the Writing Center where students would seek and receive assistance for the development and delivery of various types of oral presentations.

These specific needs would enhance the department’s reputation in addition to providing Limited-Term Lecturers space to fulfill their primary responsibility: Interact with their students.

LIBRARY HOLDINGS
Under the subject “Journalism and Communication,” there are 86 titles under the sub-category Communication & Mass Media; 58 under Journalism; and 59 under Radio & TV Broadcasting. A search of IUCAT using the keyword communication in location Periodicals, brought up an additional 59 titles that are print only.

COMPUTERS
Each resident faculty and staff member enjoys the use of his or her own computer. The computers are fairly modern, with the oldest ones being purchased 2004 and the newest ones being purchased in 2008. The department provides graduate assistants with four computers; these computers are a bit older and were purchased between 2003—05.

EQUIPMENT
Beginning Fall 2008 the department was able to access a Mac Lab. This laboratory is used as part of the department’s one-credit courses that assist students in the development of their electronic portfolios.
ANALYSIS OF EFFECTIVENESS

Given the space constraints the department faces, especially in the form of faculty office space, the department is making good use of campus resources. The Limited-Term Lecturer space is especially troubling since 26 individuals are expected to share one office. Granted, scheduling variances allows that all 26 individuals will not need the office at the same time; however, faculty are not able to conduct private conversations with students in their offices, give exams, or listen to presentations due to the shared environment (which also points to the need for a departmental meeting space).

In terms of space allocated for student use, faculty members who use the editing space for media projects note that it is fairly effective and that the new equipment check out system is working well. As the Media Production minor has the potential to grow into a major, the department should consider developing a proposal to create a television studio to be used by Communication students.

RECOMMENDATIONS FOR FURTHER IMPROVEMENT

After reviewing this section of the Self-Study Report, the following recommendations are made to improve the Facilities and Resources in the department:

Secure More Office Space: Since the average person is assigned just 39 sq. ft., more office space must be secured. The department has one new hire for Fall 2009 and without the resignation of another faculty member, the new hire would not have had an office.

Secure a Departmental Meeting Space: The departmental meeting space needs to be able to serve multi-purposes (e.g., meetings, presentations, socialization among departmental members) and would ideally be technologically-equipped.

Secure a Shooting Space: To enable students enrolled in Media Production courses the opportunity to apply course concepts, space is needed for students to shoot their projects in a controlled environment.

Secure Additional Graduate Student Space: Currently, the only space for graduate students is an office limited to the use of Graduate Teaching Assistants. Additional space is needed for graduate students to gather and discuss coursework and departmental events; this space will have the added benefit of enhancing the sense of community among graduate students.
ANALYSIS
AND
RECOMMENDATIONS
Priority One Recommendations not requiring additional resources:

I,A. Consider the currency and accuracy of the departmental mission statement. Ensure it is current and reflects the COM faculty's desire and ability to share our expertise with the citizens of northeast Indiana and actualize the campus mission and strategic plan.

The department completed this assessment and developed a new mission statement.

I,B. Review and revise all COM graduate and undergraduate curricula. Ensure the publicized descriptions are accurate and practical. Some curricular developments are in process at this time.

As a whole, the department did not complete this recommendation; however, faculty who teach media courses reviewed their curriculum and an individual faculty member cross-references course descriptions when they are printed in the Bulletin to check for accuracy.

Priority One Recommendations requiring additional resources:

I,C. Add a new assistant professor.

A new tenure-track line was added.

I,D. Add additional clerical support and storage space.

No new storage space was secured; however, clerical support was increased from ½ time to ¾ time.

I,E. Add additional office space and office technology to alleviate overcrowding.

No new office space has been secured.

I,F. Increase funding to permit $1,000 per faculty annual travel support.

No additional funding for faculty annual travel support was secured; faculty are still only receiving $600 to cover travel.
Priority Two Recommendations not requiring additional resources:

II,A. Continue without a forensics program until resources and demand indicate otherwise.

The department has not sensed a demand for forensics.

II,B. Stagger advising hours for enhanced access by students.

Rather than staggering advising hours, the department decided to have full-time faculty post four advising hours during the first week of each semester. The variance in faculty availability has resulted in the desired outcome: Enhanced access to advisors for students.

II,C. Compose a mission statement for the graduate program that distinguishes between the MA and MS options.

Upon further review, the department decided to differentiate between the MA and the MS in the following manner: “The MA is recommended for those intending to pursue a doctoral program. Some students, particularly from abroad, have specific reasons for earning an MS.”

Priority Two Recommendations requiring additional resources:

II,D. Establish departmental standards that provide our students with acceptable technological skills and integrate them in the curricula.

Specific technological skills have been integrated into the curriculum primarily through the new 1 credit course offerings; the department has not yet established specific departmental standards or provided them to students.

II,E. Raise the academic profile and possible geographical diversity of entering graduate students.

In the past seven years, 65% of graduate students have come from Fort Wayne; as such, the majority of graduate students continue to hail from the Fort Wayne area. One promising note is that two international students are enrolled for the 2009-10 academic year. Since the graduate program does not require GRE scores, an increase in students’ academic profile cannot be tracked.

II,F. Use the Web page for circulating news and noteworthy accomplishments.

The department has had some successes using the departmental Web page to highlight noteworthy accomplishments, but could do more.
DEPARTMENTAL STRENGTHS
The following strengths have been identified:

- **Mission**
  The department’s Mission Statement was revised as a pre-cursor to writing the Program Review Self-Study. As a result, all departmental members were able to participate in the shaping of the direction of the department. The revised Mission Statement is clear and addresses all constituents.

- **Curriculum**
  The department’s curricular offerings are diverse and provide students with a quality education. The undergraduate curriculum is clearly linked to IPFW’s Baccalaureate Framework and is in the first phase of a new assessment process. Both undergraduate and graduate students’ oral and written communication skills are also above-average, demonstrating the success of departmental courses. Alumni from both programs also report that they are very satisfied with the programs, coursework, professional growth gained from the program, and the ability to apply their knowledge/skills in their profession. In addition, employers of alumni also agree or strongly agree that their employees possess the following skills: Oral communication, written communication, nonverbal communication, small group communication, public speaking, technical/computer, critical thinking, problem solving, and disciplinary knowledge. The department is pleased that employers report being satisfied with the skills students gain after completing the curriculum as the curriculum emphasizes both theory and application.

- **Delivery**
  Faculty employ a variety of teaching styles as well as assessment measures in the classroom. Students are satisfied with course offerings and availability. The department needs to continue offering evening, daytime, and online courses. To date, when offering online courses, the department has engaged in careful discussion about this topic and will, undoubtedly, continue to do so.

- **Faculty**
  The department is fortunate to have a faculty with disparate interests and excellent research and teaching records. In addition, the department is fortunate to have identified a number of extremely talented and committed Limited-Term Lecturers.

- **Students**
  Enrollments in both the undergraduate and graduate program continue to grow. Both programs contain strong advising features that may be linked to increased retention rate. Through the department’s Diversity Transformation Initiative, students are exposed to a variety of ideas, images, and ideologies. Both undergraduate and graduate alumni report being satisfied with their experiences in their respective programs.
Other Programs/Services
Faculty have strong community connections and represent the university well. The department supports ComFest, an annual festival featuring student work. One faculty member serves as Co-Director of the Center for Holocaust and Genocide Studies and the department offers staff support to this Center of Excellence as well.

Facilities and Resources
The department has been exceptionally adept at handling space limitations (e.g., doubling faculty up who have different teaching schedules so offices may be used and privacy ensured). The use of the Mac Lab, in conjunction with the department’s new one-credit courses, while not the property of the department by any means, is also a strength since it allows majors to apply course concepts directly.

DEPARTMENTAL CHALLENGES
The following challenges have been identified:

- Curriculum
This review process has led the department to believe that the profiles of Public Relations, Advertising, and Rhetoric should be increased; however, if the department increases the profiles of these areas, then additional faculty expertise will be needed. The last overall curriculum review coincided with the previous Program Review; to ensure the curriculum is up-to-date; a more systematic approach to curricular review may be needed.

- Delivery
Currently, only four full-time faculty members teach online courses. If the department wishes to continue adding online courses, then more faculty are going to have to become proficient in online teaching.

- Faculty
A high turnover rate of tenure-track faculty members has kept the department busy conducting searches for these positions as well as covering the courses of those absent members. In 2009, for example, the department will be conducting three tenure-track job searches.

- Students
While alumni reported being satisfied with both programs, the department can do more to increase socialization between the students and the faculty. To develop and implement these types of events, however, requires faculty planning (which is constrained giving teaching, research, and service responsibilities) and additional resources.
- **Other Programs/Services**
  Departmental members are currently involved with two prominent programs (ComFest and the Center for Holocaust and Genocide Studies). The department has identified other areas in which faculty could assist the university, such as an Oral Communication Across the Curriculum Program; however, as noted above, this type of development and implementation places an extra burden on faculty already completing teaching, research, and service commitments.

- **Facilities and Resources**
  The department simply must secure more office space in order to function. As noted earlier in the report, if one faculty member had not resigned, the department would not have had a private office to offer a new hire. In addition, some faculty members’ research would benefit from having assigned research space to conduct experiments. The department has also acknowledged an interest in exploring the possibility of opening an Oral Communication Center similar to the Writing Center and would need to secure space in order to operate this center as well.

**DEPARTMENTAL AREAS FOR IMPROVEMENT**
After reflecting upon the Self-Study, the department has identified the following areas of improvement and, to make instituting these goals as simple as possible, has identified (a) short-term goals not requiring additional resources, (b) long-term goals not requiring additional resources, (c) short-term goals requiring additional resources, and (d) long-term goals requiring additional resources. Note: some areas of improvement span multiple categories and are thus cross-listed.

- **Curriculum**
  (a) Short-Term Goals Not Requiring Additional Resources
  o Increase 300-400 course offerings
  o Post undergraduate course rotation online
  o Develop evening rotations for undergraduate courses and post online
  o Develop a guiding philosophy for Media Production offerings
  o Explore the possibility of increasing the major from 33 to 36 credits

  (b) Long-Term Goals Not Requiring Additional Resources
  o Explore the possibility of offering minors as certificates to non-degree-seeking students (particularly Media Production, Journalism, and Public Relations)
  o Explore the linkage between departmental courses and formalized service learning
• Curriculum (continued)
  (c) Short-Term Goals Requiring Additional Resources
    o Develop quality online options for undergraduate courses
    o Increase the profile of Public Relations and Advertising
    o Explore the possibility of offering quality online options for graduate courses
    o Increase the profile of rhetoric

  (d) Long-Term Goals Requiring Additional Resources
    o Create a New Media/Emerging Technology program
    o Propose a targeted certificate program at the graduate level

• Delivery
  (a) Short-Term Goals Not Requiring Additional Resources
    o Post undergraduate course rotation online
    o Develop evening rotations for undergraduate courses and post online

  (c) Short-Term Goals Requiring Additional Resources
    o Develop quality online options for undergraduate courses

• Faculty
  (a) Short-Term Goals Not Requiring Additional Resources
    o Better facilitate the presentation of student research at regional and national conferences

  (b) Long-Term Goals Not Requiring Additional Resources
    o Reestablish connections with specific community organizations (e.g., WFWA) to benefit students
    o Develop a Faculty Retention plan

  (c) Short-Term Goals Requiring Additional Resources
    o Develop and implement an improved system for faculty to track and report their community service

  (d) Long-Term Goals Requiring Additional Resources
    o Expand resources and faculty for Media Production
• Students
  (a) Short-Term Goals Not Requiring Additional Resources
    o Meet regularly with the Office of Admissions to discuss advertising strategies for and general information about the graduate program
    o Explore ways to better promote scholarships available to majors
    o Explore and publicize potential scholarships available to graduate students
    o Explore options for streamlining travel requests for graduate students
  (b) Long-Term Goals Not Requiring Additional Resources
    o Explore developing an undergraduate peer mentoring program
  (c) Short-Term Goals Requiring Additional Resources
    o Develop quality online options for undergraduate courses
    o Develop and implement a departmental orientation for graduate students
    o Explore the possibility of conducting exit interviews with undergraduate students to determine if the department is meeting their needs
    o Institute a Graduate Student Award (and possibly a Graduate Teaching Award)
    o Develop and implement a plan to build more cohesion among the faculty and majors (e.g., “Communication Week” with guest speakers and a “Meet the Faculty” session)
    o Develop and maintain a social networking site to communicate and track alumni
  (d) Long-Term Goals Requiring Additional Resources
    o Offer additional support for graduate students
    o Survey more alumni to determine if the department is meeting their needs

• Other Programs/Services
  (b) Long-Term Goals Not Requiring Additional Resources
    o Reestablish connections with specific community organizations (e.g., WFWA) to benefit students
    o Develop a plan to help students make community connections with community members
  (d) Long-Term Goals Requiring Additional Resources
    o Explore the possibility of providing campus leadership for the development and implementation of an Oral Communication Across the Curriculum Program
    o Explore the possibility of opening an Oral Communication Center
• Facilities and Resources
  (c) Short-Term Goals Requiring Additional Resources
    o Secure more office space

  (d) Long-Term Goals Requiring Additional Resources
    o Expand resources and faculty for Media Production
    o Explore the possibility of opening an Oral Communication Center
    o Secure a multi-purpose space for meetings and other departmental needs
    o Secure additional graduate student space
RECOMMENDATIONS FOR FURTHER IMPROVEMENT

2009-15 STRATEGIC GOALS AND OBJECTIVES

What will it take to enhance program quality and move the program to the next level?

Tables 20-23 contain the goals the department has identified as necessary to continue to enhance the quality of the program and to move the program to the next level.

Table 20. Short-Term Goals Not Requiring Additional Resources*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase 300-400 course offerings</td>
</tr>
<tr>
<td>2</td>
<td>Post undergraduate course rotation online</td>
</tr>
<tr>
<td>3</td>
<td>Develop evening rotations for undergraduate courses and post online</td>
</tr>
<tr>
<td>4</td>
<td>Develop a guiding philosophy for Media Production offerings</td>
</tr>
<tr>
<td>5</td>
<td>Meet regularly with the Office of Admissions to discuss advertising strategies for and general information about the graduate program</td>
</tr>
<tr>
<td>6</td>
<td>Explore the possibility of increasing the major from 33 to 36 credits</td>
</tr>
<tr>
<td>7</td>
<td>Explore ways to better promote scholarships available to majors</td>
</tr>
<tr>
<td>8</td>
<td>Explore and publicize potential scholarships available to graduate students</td>
</tr>
<tr>
<td>9</td>
<td>Better facilitate the presentation of student research at regional and national conferences</td>
</tr>
<tr>
<td>10</td>
<td>Explore options for streamlining travel requests for graduate students</td>
</tr>
</tbody>
</table>

Table 21: Long-Term Goals Not Requiring Additional Resources*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explore the possibility of offering minors as certificates to non-degree-seeking students (particularly Media Production, Journalism, and Public Relations)</td>
</tr>
<tr>
<td>2</td>
<td>Explore developing an undergraduate peer mentoring program</td>
</tr>
<tr>
<td>3</td>
<td>Explore the linkage between departmental courses and formalized service learning</td>
</tr>
<tr>
<td>4</td>
<td>Reestablish connections with specific community organizations (e.g., WFWA) to benefit students</td>
</tr>
<tr>
<td>5</td>
<td>Develop a Faculty Retention plan</td>
</tr>
<tr>
<td>6</td>
<td>Develop a plan to help students make community connections with community members</td>
</tr>
</tbody>
</table>
Table 22: Short-Term Goals Requiring Additional Resources*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop quality online options for undergraduate courses</td>
</tr>
<tr>
<td>2</td>
<td>Develop and implement a departmental orientation for graduate students</td>
</tr>
<tr>
<td>3</td>
<td>Secure more office space</td>
</tr>
<tr>
<td>4</td>
<td>Increase the profile of Public Relations and Advertising</td>
</tr>
<tr>
<td>5</td>
<td>Explore the possibility of offering quality online options for graduate courses</td>
</tr>
<tr>
<td>6</td>
<td>Explore the possibility of conducting exit interviews with undergraduate students to see if the department is meeting their needs</td>
</tr>
<tr>
<td>7</td>
<td>Institute a Graduate Student Award (and possibly a Graduate Teaching Award)</td>
</tr>
<tr>
<td>8</td>
<td>Develop and implement a plan to build more cohesion among the faculty and majors (e.g., “Communication Week” with guest speakers and a “Meet the Faculty” session)</td>
</tr>
<tr>
<td>9</td>
<td>Increase the profile of rhetoric</td>
</tr>
<tr>
<td>10</td>
<td>Develop and implement an improved system for faculty to track and report their community service</td>
</tr>
<tr>
<td>11</td>
<td>Develop and maintain a social networking site to communicate and track alumni</td>
</tr>
</tbody>
</table>

Table 23: Long-Term Goals Requiring Additional Resources*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create a New Media/Emerging Technology program</td>
</tr>
<tr>
<td>2</td>
<td>Expand resources and faculty for Media Production</td>
</tr>
<tr>
<td>3</td>
<td>Offer additional support for graduate students</td>
</tr>
<tr>
<td>4</td>
<td>Explore the possibility of providing campus leadership for the development and implementation of an Oral Communication Across the Curriculum Program</td>
</tr>
<tr>
<td>5</td>
<td>Explore the possibility of opening an Oral Communication Lab</td>
</tr>
<tr>
<td>6</td>
<td>Propose a targeted certificate program at the graduate level</td>
</tr>
<tr>
<td>7</td>
<td>Secure a multi-purpose space for meetings and other departmental needs</td>
</tr>
<tr>
<td>8</td>
<td>Survey more of alumni</td>
</tr>
<tr>
<td>9</td>
<td>Secure additional graduate student space</td>
</tr>
</tbody>
</table>

*For a statistical analysis of the rankings of the departmental goals, see Appendix V
Are there any existing resources that could/should be reallocated?

No, the department does not have additional resources that could or should be reallocated.

How would the department prioritize and allocate additional resources?

Once the department receives additional resources, Tables 22 and 23 stipulate how these resources would be prioritized and allocated.
While the department realizes the Dean selects Internal Reviewers, the department would like to suggest that the following candidates, listed in the department’s preferred order, be considered:

1. Elaine Blakemore, Professor of Psychology
2. Kim McDonald, Professor of Organizational Leadership and Supervision
3. Kathy Pollock, Associate Professor of Accounting
4. Mark Masters, Professor of Physics
5. John O’Connell, Professor of Theatre
6. Carol Sternberger, Professor of Nursing
While the department realizes the Dean selects External Reviewers, the department would like to suggest that the following candidates, listed in the department’s preferred order, be considered:

1. Charles Bantz, IUPUI Chancellor
2. Judy Pearson, Professor of Communication, North Dakota State University
3. David Worley, Professor and Chairperson of the Department of Communication, Indiana State University
4. Larry Frey, Professor of Communication, University of Colorado, Boulder
5. Susan Sciame-Giesecke, Associate Professor and VCAA at IU Kokomo
6. Sandra Petronio, Professor of Communication, IUPUI
7. Alexander Doty, Professor of Communication and Culture, IU
8. Bob Ivie, Professor of Communication and Culture, IU
9. Nancy Carlson, Associate Professor of Telecommunications, Ball State University

Since Eastern Illinois University has been identified as one of the department’s benchmark schools, and the majority of the external reviewers are not from benchmark schools, Mark Borzi, the chairperson of the Department of Communication Studies, is also included as a recommended reviewer.
REFERENCES
Ball State University. Department of communication studies, Ball State University.  

Eastern Illinois University. Undergraduate program, communication studies.  

Illinois State University. School of communication – Admission & Advising – Plans of Study.  

Indiana University-Purdue University Indianapolis. 2004-06 IUPUI campus bulletin.  


Northern Illinois University. Department of communication: Undergraduate.  

Northern Kentucky University. Master in Communication.  

Purdue University, Calumet. Master of Arts in Communication.  


Southeastern Louisiana University. Masters in Organizational Communication.  


University of Northern Iowa. Communication studies: Majors and minors.  
APPENDICES
APPENDIX A
Interpersonal & Organizational Communication Curriculum

Current Curriculum
BA Interpersonal & Organizational Communication

33 Credits in the Major
COM 212: Interpersonal Communication
COM 250/JOUR C200: Mass Comm & Society
COM 300: Intro to Comm Research Methods
COM 318: Principles of Persuasion
COM 320: Small Group Communication
COM 324: Intro to Org Comm

9 Credits from the following:
COM 303: Intercultural Communication
COM 310: Family Communication
COM 325: Interviewing: Principles & Practice
COM 410: Gender Roles & Comm
COM 471: Communicating Peace
COM 491: Special Topics in Comm

6 Credits from the following:
COM 507: Introduction to Semiotics
COM 508: Nonverbal Comm in Human Interaction
COM 512: Theories of Interpersonal Comm
COM 516: Analysis of Persuasive Messages
COM 518: Theories of Persuasion
COM 520: Small Group Communication
COM 523: Comm in Personal Relationships
COM 574: Organizational Communication

Must earn C or better in each course in major

Proposed Curriculum
BA Interpersonal & Organizational Communication

33 Credits in the Major
COM 212: Interpersonal Communication
COM 250/JOUR C200: Mass Comm & Society
COM 300: Intro to Comm Research Methods
COM 318: Principles of Persuasion
COM 320: Small Group Communication
COM 324: Intro to Org Comm

New Courses (1 cr. each)
COM 120: Comm Tech & Fields
COM 308: Applied Communication
COM 480: Senior Seminar in Comm

9 Credits from the following:
COM 303: Intercultural Communication
COM 310: Family Communication
COM 325: Interviewing: Principles & Practice
COM 410: Gender Roles &Comm
COM 471: Communicating Peace
COM 491: Special Topics in Comm

3 Credits from the following:
COM 507: Introduction to Semiotics
COM 508: Nonverbal Comm in Human Interaction
COM 512: Theories of Interpersonal Comm
COM 516: Analysis of Persuasive Messages
COM 518: Theories of Persuasion
COM 520: Small Group Communication
COM 523: Comm in Personal Relationships
COM 574: Organizational Communication

Must earn 2.0 or better in each course in major
## APPENDIX B
### Media & Public Communication Curriculum

### Current Curriculum
**BA Media & Public Communication**

**33 Credits in the Major**
- COM 212: Interpersonal Communication
- COM 250/JOUR C200: Mass Comm & Society
- COM 300: Intro to Comm Research Methods
- COM 318: Principles of Persuasion
- COM 330: Theories of Mass Communication

**9 Credits from the following:**
- COM 251: Intro Elec Mass Media
- COM 316: Controversy in American Society
- COM 325: Interviewing: Principles and Practices
- COM 332: Television Studio Production
- COM 338: Doc or Experimental Film & Video
- COM 352: Mass Communication Law
- COM 421: Media Genres
- COM 422: Women, Men, and Media
- COM 471: Communicating Peace
- COM 491: Special Topics in Comm

**6 Credits from the following:**
- COM 507: Introduction to Semiotics
- COM 515: Persuasion in Social Movements
- COM 516: Analysis of Persuasive Messages
- COM 517: Communication in Politics
- COM 518: Theories of Persuasion
- COM 521: Theories of Rhetoric
- COM 522: History & Criticism of Public Comm
- COM 527: Introduction to Cultural Studies
- COM 531: Special Topics in Mass Communication
- COM 557: Legal Dimensions of Communication
- COM 563: Public Policy in Telecommunication

**Must earn C or better in each course in major**

### Proposed Curriculum
**BA Media & Public Communication**

**33 Credits in the Major**
- COM 212: Interpersonal Communication
- COM 250/JOUR C200: Mass Comm & Society
- COM 300: Intro to Comm Research Methods
- COM 318: Principles of Persuasion
- COM 330: Theories of Mass Communication

**One of**
- COM 248: Intro Media Analysis (pending approval)*
- COM 251: Intro Elec Mass Media*

**New Courses (1 cr. each)**
- COM 120: Comm Tech & Fields
- COM 308: Applied Communication
- COM 480: Senior Seminar in Comm

**9 Credits from the following:**
- COM 303: Intercultural Communication
- COM 312: Rhetoric in the Western World
- COM 314: Advanced Public Speaking
- COM 316: Controversy in American Society*
- COM 325: Interviewing: Principles and Practices
- COM 332: Television Studio Production
- COM 338: Doc or Experimental Film & Video
- COM 352: Mass Communication Law
- COM 421: Media Genres
- COM 422: Women, Men, and Media
- COM 471: Communicating Peace
- COM 491: Special Topics in Comm

**3 Credits from the following:**
- COM 507: Introduction to Semiotics
- COM 515: Persuasion in Social Movements
- COM 516: Analysis of Persuasive Messages
- COM 517: Communication in Politics
- COM 518: Theories of Persuasion
- COM 521: Theories of Rhetoric
- COM 522: History & Criticism of Public Comm
- COM 527: Introduction to Cultural Studies
- COM 531: Special Topics in Mass Communication
- COM 557: Legal Dimensions of Communication
- COM 563: Public Policy in Telecommunication

**Must earn 2.0 or better in each course in major**

---

Self-Study | Department of Communication
## APPENDIX C
Communication Studies Minor

### Current Curriculum

<table>
<thead>
<tr>
<th>18 credits in the minor</th>
<th>Proposed Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 212: Interpersonal Communication</td>
<td>COM 212: Interpersonal Communication</td>
</tr>
<tr>
<td>COM 250: Mass Communication and Society</td>
<td>COM 250: Mass Communication and Society</td>
</tr>
<tr>
<td>COM 300: Intro to Com Research Methods</td>
<td>COM 300: Intro to Com Research Methods</td>
</tr>
<tr>
<td>COM 318: Principles of Persuasion</td>
<td>COM 318: Principles of Persuasion</td>
</tr>
</tbody>
</table>

Credits in communication courses approved for communication BA majors Credits: 6

We strongly suggest students consult with the Department of Communication advisor to select these courses

Must earn C or better in each course

### Proposed Curriculum

<table>
<thead>
<tr>
<th>18 credits in the minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 212: Interpersonal Communication</td>
</tr>
<tr>
<td>COM 250: Mass Communication and Society</td>
</tr>
<tr>
<td>COM 300: Intro to Com Research Methods</td>
</tr>
<tr>
<td>COM 318: Principles of Persuasion</td>
</tr>
</tbody>
</table>

Credits in communication courses approved for communication BA majors Credits: 6

We strongly suggest students consult with the Department of Communication advisor to select these courses

Must earn 2.0 or better in each course
The minor in film and media studies provides a coherent introduction to the basics of film/media literacy. The program is designed to develop a critical understanding of the historical, theoretical, aesthetic, cultural and institutional contexts of film, television, and other electronic and digital mass media.

This minor consists of 15 credit hours distributed as below. At least eight credits must be completed as resident credit at IPFW.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Film/media aesthetics</strong></td>
<td>3</td>
</tr>
<tr>
<td>FILM K101</td>
<td>Introduction to Film Studies</td>
<td></td>
</tr>
<tr>
<td>COM 251</td>
<td>Introduction to Electronic Mass Media</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Film/media history</strong></td>
<td>3</td>
</tr>
<tr>
<td>FILM K201</td>
<td>Survey of Film History</td>
<td></td>
</tr>
<tr>
<td>COM 250</td>
<td>Mass Communication and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Upper-level requirements</strong></td>
<td>6</td>
</tr>
<tr>
<td>FILM K302</td>
<td>Genre Study in Film</td>
<td></td>
</tr>
<tr>
<td>FILM K390</td>
<td>The Film and Society</td>
<td></td>
</tr>
<tr>
<td>COM 338</td>
<td>Documentary and Experimental Film and Video</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Free elective</strong></td>
<td>3</td>
</tr>
<tr>
<td>COM 422</td>
<td>Women, Men, and Media</td>
<td></td>
</tr>
<tr>
<td>COM 436</td>
<td>Script Writing</td>
<td></td>
</tr>
<tr>
<td>COM 491</td>
<td>Special Topics in Communication (with appropriate topic)</td>
<td></td>
</tr>
<tr>
<td>FREN F460</td>
<td>French Fiction in Film</td>
<td></td>
</tr>
<tr>
<td>POLS Y200</td>
<td>Politics and Film</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>
APPENDIX E
Journalism Minor

To earn the journalism minor students must complete each course with a grade of C or better and must complete at least 8 credits as resident credit at IPFW.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the Following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 250</td>
<td>Mass Communication &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>JOUR C200</td>
<td>Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR J110</td>
<td>Foundations of Journalism &amp; Mass Comm</td>
<td>3</td>
</tr>
<tr>
<td>Two of the Following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOUR J200</td>
<td>Reporting, Writing &amp; Editing I</td>
<td>3</td>
</tr>
<tr>
<td>JOUR J201</td>
<td>Reporting, Writing &amp; Editing II</td>
<td>3</td>
</tr>
<tr>
<td>JOUR J310</td>
<td>Editorial Practices</td>
<td>3</td>
</tr>
<tr>
<td>Two of the Following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 334</td>
<td>Journalism for the Electronic Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>JOUR J210</td>
<td>Visual Communication</td>
<td>3</td>
</tr>
<tr>
<td>JOUR J310</td>
<td>Editorial Practices</td>
<td>3</td>
</tr>
<tr>
<td>JOUR J390</td>
<td>Corporate Publications</td>
<td>3</td>
</tr>
<tr>
<td>One of the Following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 432</td>
<td>Practicum in Television</td>
<td>2</td>
</tr>
<tr>
<td>COM 490</td>
<td>Internship in Communication</td>
<td>1-3</td>
</tr>
<tr>
<td>ENG W398</td>
<td>Internship in Writing</td>
<td>1-3</td>
</tr>
<tr>
<td>JOUR J492</td>
<td>Media Internship</td>
<td>1-3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
APPENDIX F
Media Production Minor

Revision to be considered by department in Spring 2009

Current Curriculum
18 credits in the minor

COM 251: Intro Electronic Mass Media

Credits from among the following:
COM 331: Audio Production
COM 332: Television Production
COM 333: Film Production
COM 334: Journalism for the Electronic Mass Media
COM 337: Video Production/Editing
COM 338: Documentary or Exprmntl Film & Video
COM 431: Practicum in Radio #
COM 432: Practicum in Television #
COM 436: Script Writing
COM 490: Internship in Communication
COM 537: Educational/Instructional Television
FILM K101: Introduction to Film
JOUR J200: Writing for Mass Media
JOUR J210: Visual Communication
PHYS 105: Sound and Music
PHYS 125: Light and Color
THTR 158: Stagecraft
VCD N274: Digital Imaging
VCD P151: Design Fundamental I
VCD P152: Design Fundamentals II

# May be repeated once

Must earn C or better in each course

Proposed Curriculum
18 credits in the minor

Required Production Core:
COM 332 Television Production*
(*Prereq: COM 248 or COM 251)

One of
COM 331 Audio Production or
COM 436 Scriptwriting

One of
COM 333 Film Production* or
COM 334 Jour Elec Mass Media*
(*Prereq: COM 332)
COM 4xx :Capstone Seminar in Media Production (pending approval)

Six credit hours of electives from the following:
COM 331: Audio Production ^
COM 333: Film Production ^
COM 334: Jmlsm for the Electronic Mass Media ^
COM 337: Video Production/Editing
COM 338: Documentary or Exprmntl Film & Video
COM 431: Practicum in Radio #
COM 432: Practicum in Television #
COM 436: Scriptwriting
COM 490: Internship in Communication
COM 537: Educational/Instructional Television
JOUR J200: Writing for Mass Media
JOUR J210: Visual Communication
VCD N274: Digital Imaging
COM 4xx: Advanced Audio Production (pending approval)
COM 4xx: Music Production Practicum (pending approval)

^ If not taken in core
# May be repeated once

Must earn 2.0 or better in each course

The following courses would be eliminated from the minor:
COM 251 Intro Electronic Mass Media
FILM K101 Introduction to Film
PHYS 105 Sound and Music
PHYS 125 Light and Color
THTR 158 Stagecraft
VCD P151 Design Fundamental I
VCD P152 Design Fundamentals II

Self-Study | Department of Communication 111
To earn the Public Relations minor, students must complete each course with a grade of C or better and must complete at least 11 credits as resident credit at IPFW.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the Following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JOUR 280</td>
<td>Sophomore Seminar in Journalism: Intro to PR (3cr.)</td>
<td></td>
</tr>
<tr>
<td>COM 253</td>
<td>Intro to Public Relations (3cr.)</td>
<td></td>
</tr>
<tr>
<td>JOUR J200</td>
<td>Writing for Mass Media</td>
<td>2</td>
</tr>
<tr>
<td>Two of the Following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>COM 251</td>
<td>Intro to Electronic Media (3cr.)</td>
<td></td>
</tr>
<tr>
<td>JOUR J210</td>
<td>Visual Communication (3cr.)</td>
<td></td>
</tr>
<tr>
<td>JOUR J310</td>
<td>Editorial Practices (3cr.)</td>
<td></td>
</tr>
<tr>
<td>JOUR J315</td>
<td>Feature Writing (3cr.)</td>
<td></td>
</tr>
<tr>
<td>JOUR J247</td>
<td>Public Relations in a Democratic Society</td>
<td>3</td>
</tr>
<tr>
<td>One of the Following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENG W398</td>
<td>Internship in Writing (3cr.)</td>
<td></td>
</tr>
<tr>
<td>JOUR J492</td>
<td>Media Internship (3cr.)</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX H
### Number of Majors, 2003—2008

<table>
<thead>
<tr>
<th>Semester</th>
<th>Interpersonal &amp; Organizational</th>
<th># of Majors</th>
<th>Semester</th>
<th>Media &amp; Public Communication</th>
<th># of Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>52</td>
<td></td>
<td>Fall 2003</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Spring 2004</td>
<td>56</td>
<td></td>
<td>Spring 2004</td>
<td>150</td>
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</tr>
<tr>
<td>Fall 2004</td>
<td>52</td>
<td></td>
<td>Fall 2004</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Spring 2005</td>
<td>54</td>
<td></td>
<td>Spring 2005</td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>Fall 2005</td>
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<td>Spring 2006</td>
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<tr>
<td>Fall 2006</td>
<td>59</td>
<td></td>
<td>Fall 2006</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>Spring 2007</td>
<td>69</td>
<td></td>
<td>Spring 2007</td>
<td>162</td>
<td></td>
</tr>
<tr>
<td>Fall 2007</td>
<td>77</td>
<td></td>
<td>Fall 2007</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>Spring 2008</td>
<td>76</td>
<td></td>
<td>Spring 2008</td>
<td>163</td>
<td></td>
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<tr>
<td>Fall 2008</td>
<td>83</td>
<td></td>
<td>Fall 2008</td>
<td>154</td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX I
## Department of Communication 10-Year Program Profile

<table>
<thead>
<tr>
<th>Fiscal Years</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONNEL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Faculty and Visiting</td>
<td>19</td>
<td>19</td>
<td>9</td>
<td>10</td>
<td>16</td>
<td>11</td>
<td>12</td>
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Self-Study | Department of Communication 114
APPENDIX J
2004 Department of Communication Assessment Plan

The faculty of the Department of Communication acknowledges the desirability of the systematic review of student academic achievement. Such review will allow identifying strengths and weaknesses of current curricula and pedagogy as well as developing and implementing curricular and pedagogical efforts to maximize the identified strengths and minimize the identified weaknesses.

The academic accomplishments of graduate students in Professional Communication will be assessed by graduate faculty review of the synthesis paper required of all students who complete the curriculum. This internal exit assessment will be administered by the Director of Graduate Study with assistance from graduate faculty. They will review the papers and prepare a biannual collective summary of the extent to which the papers demonstrate accomplishment of the goals for the graduate program as articulated in “Mission and Goals -- Department of Communication” approved September 13, 1993. Each four years the collective summaries will be reviewed by the Director of Graduate Study and curricular and/or pedagogical adaptations will be presented for consideration to the faculty of the department.

The academic achievements of undergraduate majors in the Department of Communication will be assessed by a biannual interim internal measure, a biannual internal exit measure, and an external exit measure done every five years. The interim internal measure will occur in the context of a 300 level core course. If none of the core courses are requiring a term paper or graded oral presentation, then courses from the list of required electives (300-400 level COM courses) will be used. A random sample of term writing assignments from a core course will be studied by a committee of three COM faculty to be chosen by the department chair. Those faculty will review the assignments to determine the extent to which on an interim basis the goals for undergraduate majors articulated in the departmental goals are being accomplished. An oral presentation will be assessed by three chair-selected COM faculty, providing evidence of the extent to which, on an interim basis, oral communication skills goals are being accomplished. The internal exit measure will be parallel to the internal interim measure. A committee of three chair-selected COM faculty will assess a random sample of term writing assignments completed by undergraduates in 500 level courses. Those faculty will review the assignments to determine the extent to which the goals for undergraduate majors articulated in the departmental goals are being accomplished. An oral presentation will also be assessed by a committee of three chair-selected COM faculty allowing evidence of the extent to which oral communication skills goals are being accomplished. This method of assessment will also allow for “value-added” comparisons with the internal interim measure. Two COM faculty will conduct graduate and undergraduate alumni and alumni employer surveys every five years. This external exit measure will seek opinions as to the degree of accomplishment of the overall goals of the curricula. The committee will prepare a recommendation based on the responses.

Every four years the assessment devices and adaptations will be reviewed by three COM faculty from all full-time COM colleagues. The committee will prepare recommendations for general and specific modifications of the assessment procedures. Internal interim and external exit assessments will begin Spring, 1994. The entire process will function by June 30, 1995.

Approved 11/8/93
Amended 3/28/94
Amended 4/24/2001
Amended 4/18/2003
Undergraduate COM Writing - Evaluation Form for Assessment

Reviewer: _____________________________  Student Number: ____

Circle one:  Interim  Senior

Instructions: Please assess each student’s writing on the basis of a 5 point scale. Include any additional comments on the back of this sheet. When completed, please return to Marcia Dixson, x16558, dixson@ipfw.edu

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<th>Strongly Agree</th>
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**Competency Skills**

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<td>Supporting arguments develop thesis using both logic and evidence</td>
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**Critical Thinking Skills**

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<td>Demonstrates ability to solve problems and make decisions</td>
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<td>Demonstrates ability to synthesize new information</td>
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<td>Demonstrates ability to distinguish trends</td>
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<td>Demonstrates ability to make reasoned inferences from available data</td>
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**Conceptual Skills**

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<td>Demonstrates openness to new and alternative approaches to understanding communication and culture</td>
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**Discipline Knowledge**

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|                                                              |---|---|---|---|---|----|
| Understands theories of nonverbal, interpersonal, small group and organizational communication |   |   |   |   |   |    |
| Is able to evaluate interpersonal and group interactions      |   |   |   |   |   |    |
| Understands the elements for effective communication          |   |   |   |   |   |    |
| Is skilled in interpersonal and group communication           |   |   |   |   |   |    |
Undergraduate COM Writing - Evaluation Form for Assessment

Reviewer: _____________________________  Student Number: ____
Circle one:  Interim  Senior
Instructions: Please assess each student’s writing on the basis of a 5 point scale. Include any additional comments on the back of this sheet. When completed, please return to Marcia Dixson, x16558, dixson@ipfw.edu

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**Organization**

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<th>NA</th>
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<tbody>
<tr>
<td>Clear and appropriate pattern of organization used</td>
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<tr>
<td>Appropriate and effective use of transitions</td>
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**Supporting information**

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<tbody>
<tr>
<td>Provided sufficient evidence</td>
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<tr>
<td>Maintained or enhanced credibility</td>
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<tr>
<td>Used appropriate language</td>
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<td>Used valid reasoning</td>
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<tr>
<td>Used relevant arguments</td>
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<tr>
<td>Thesis was clear</td>
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**Paralanguage**

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<tbody>
<tr>
<td>Appropriate volume</td>
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<tr>
<td>Expressive vocal variety</td>
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<tr>
<td>Appropriate pace</td>
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<tr>
<td>Good articulation</td>
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<tr>
<td>No distractions</td>
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</table>
### Undergraduate COM Writing - Evaluation Form for Assessment (continued)

#### Nonverbal Delivery (besides paralanguage)

<table>
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<tr>
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<tbody>
<tr>
<td>Appropriate eye contact</td>
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<tr>
<td>Expressive and appropriate gestures</td>
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<tr>
<td>Appropriate use of movement</td>
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<tr>
<td>Appearance was not distracting</td>
<td></td>
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<tr>
<td>Expressive and appropriate facial expressions</td>
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<tr>
<td>No distracting gestures or body movements</td>
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</table>

#### Overall Effectiveness

<table>
<thead>
<tr>
<th>Effective combination of oral communication skills</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
</table>

#### Discipline Knowledge

<table>
<thead>
<tr>
<th>Understands theories of nonverbal, interpersonal, small group and organizational communication</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is able to evaluate interpersonal and group interactions</td>
<td></td>
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<tr>
<td>Understands the elements for effective communication</td>
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<tr>
<td>Is skilled in interpersonal and group communication</td>
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</tbody>
</table>
Undergraduate COM Group Communication - Evaluation Form for Assessment
COMI Majors

Reviewer: _____________________________  Student Number: ____
Circle one:  Interim  Senior

Instructions: Please assess each student’s writing on the basis of a 5 point scale. Include any additional comments on the back of this sheet. When completed, please return to Marcia Dixson, x16558, dixson@ipfw.edu

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>5</td>
<td>NA</td>
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</tbody>
</table>

**Critical Thinking Skills**

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<tbody>
<tr>
<td>Demonstrates ability to acquire relevant information</td>
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<td>Demonstrates ability to evaluate credibility of information</td>
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<tr>
<td>Demonstrates ability to solve problems and make decisions</td>
<td></td>
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<tr>
<td>Demonstrates ability to synthesize new information</td>
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<tr>
<td>Demonstrates ability to think critically</td>
<td></td>
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<tr>
<td>Demonstrates ability to think creatively</td>
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<tr>
<td>Demonstrates ability to make reasoned inferences from available data</td>
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**Group Contribution**

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<tr>
<td>Contributions are well organized</td>
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<tr>
<td>Individual facilitates group goal</td>
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**Communication Performance Competence**

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<tr>
<td>Individual is poised/confident</td>
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<tr>
<td>Individual uses appropriate facial expressions and/or gestures</td>
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<tr>
<td>Individual is articulate</td>
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<tr>
<td>Individual uses appropriate projection, rate, tone, pauses, emphasis</td>
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<tr>
<td>Individual uses appropriate eye contact</td>
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</tbody>
</table>

**Discipline Knowledge**

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<th>5</th>
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</tr>
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<tbody>
<tr>
<td>Understands theories of nonverbal, interpersonal, small group and organizational communication</td>
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</table>

Self-Study  Department of Communication  119
Instructions: Assess the synthesis paper on the basis of the 5 point scale below, circling the number which best indicates whether the paper demonstrates the following criteria. The thesis, supporting arguments, conclusions and overall writing quality of the synthesis paper demonstrates:

- an understanding of and the ability to apply research methods relevant to the student’s particular area of study;
- the integration of the student’s knowledge of communication theory, communication research and applied communication skills;
- an understanding of the multi-dimensional nature of the discipline; and
- performance of and/or critical competence in communication skills relevant to the student’s particular area of study.

Additional comments may be added.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and ability to apply research methods</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Integration of communication theory, research and applied skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>An understanding of the multi-dimensional nature of the discipline</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Performance of and/or critical competence in communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>NA</td>
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APPENDIX K
2006 Department of Communication Assessment Plan

The faculty of the Department of Communication acknowledges the desirability of the systematic review of student academic achievement. Such review will allow identifying strengths and weaknesses of current curricula and pedagogy as well as developing and implementing curricular and pedagogical efforts to maximize the identified strengths and minimize the identified weaknesses. The academic accomplishments of graduate students in Professional Communication will be assessed by graduate faculty review of the synthesis paper required of all students who complete the curriculum. This internal exit assessment will be administered by the Director of Graduate Study with assistance from graduate faculty. They will review the papers and prepare a biannual collective summary of the extent to which the papers demonstrate accomplishment of the goals for the graduate program as articulated in “Mission and Goals -- Department of Communication” approved September 13, 1993. Each four years the collective summaries will be reviewed by the Director of Graduate Study and curricular and/or pedagogical adaptations will be presented for consideration to the faculty of the department.

The academic achievements of undergraduate majors in the Department of Communication will be assessed by a biannual interim internal measure, a biannual internal exit measure, and an external exit measure done every five years. The interim internal measure will occur in the context of two to four 300 level core courses. If none of the core courses are requiring a term paper or graded oral presentation, then courses from the list of required electives (300-400 level COM courses) will be used. A random sample of term writing assignments (five from COMI majors and five from COMM majors) from one to two core courses will be studied by a committee of three COM faculty to be chosen by the department chair. Those faculty will review the assignments to determine the extent to which on an interim basis the goals for both undergraduate majors articulated in the departmental goals are being accomplished. Ten oral presentations (five from COMI majors and five from COMM majors) will be randomly selected from one to two core courses and assessed by three chair-selected COM faculty, providing evidence of the extent to which, on an interim basis, oral communication skills goals are being accomplished. The internal exit measure will be parallel to the internal interim measure. A committee of three chair-selected COM faculty will assess a random sample of term writing assignments completed by undergraduates in one to two 500 level courses. Those faculty will review the assignments to determine the extent to which the goals for both undergraduate majors articulated in the departmental goals are being accomplished. Ten oral presentations (five from COMI majors and five from COMM majors) will be randomly selected from one to two core courses and assessed by a committee of three chair-selected COM faculty allowing evidence of the extent to which oral communication skills goals are being accomplished. This method of assessment will also allow for “value-added” comparisons with the internal interim measure. Two COM faculty will conduct graduate and undergraduate alumni and alumni employer surveys every five years. This external exit measure will seek opinions as to the degree of accomplishment of the overall goals of the curricula. The committee will prepare a recommendation based on the responses. Every four years the assessment devices and adaptations will be reviewed by three COM faculty from all full-time COM colleagues. The committee will prepare recommendations for general and specific modifications of the assessment procedures. Internal interim and external exit assessments will begin Spring, 1994. The entire process will function by June 30, 1995.

The same forms posted under Appendix H will be used to assess students’ oral, written, and group communication skills.

APPENDIX L
COM 120: Introduction to Communication Technology Syllabus

The applied portion of this course will introduce students to technology and software that is desirable for communication professionals. This course will also provide students with an overview of the general fields to which their degree will most likely lead them.

Instructor: Adam Dircksen
Office: Neff 230C    Office Hours: MW 2:45-4:15
Office Phone: 481-6543    Emergency Phone: 704-2869
E-mail: Available via Blackboard Blackboard URL: http://elearning.ipfw.edu/

Disability Statement:
If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the Web site for SSD at http://www.ipfw.edu/ssd/

Course Objectives:
1. Students will have an opportunity to familiarize themselves with technology and software which will most likely be desirable in the fields that they are expected to enter into after the completion of a Media & Public Communication and/or Interpersonal & Organizational Communication Degree(s) at IPFW.
2. Students will have an opportunity to familiarize themselves with the Media & Public Communication Degree requirements and the Interpersonal & Organizational Communication Degree requirements and with some of the faculty in the Communication Department at IPFW.

Point Breakdown:
PowerPoint Project: 10 points    Due Before Class Sept.3
Initial Web page: 0 points    Due Before Class Sept.10
iPhoto/Photoshop Project: 10 points    Due Before Class Sept.24
iMovie/Final Cut Pro Project 10 points    Due Before Class Oct. 1
iDVD/DVD Studio Pro Project 10 points    Due Before Class Oct. 8
Final Webpage Design 10 points    Due Before Class Oct. 15
Final Paper 30 points    Due Before Class Oct. 15
Participation 20 points

Final Grade: 100-90 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-5 = F
Tentative Course Schedule:

**Week 1: August 27**
Introduction to Course
Portfolio Goals Discussion
Introduction to Macintosh Navigation
Introduction to Microsoft Office Suite: PowerPoint, Word, & Excel

**Week 2: September 3: Meet in Neff B41 Today**
Introduction to Basic Web Design (Nvu) & DreamWeaver

**Week 3: September 10: Meet in Neff 141 Today**
Guest Speakers: Steve Carr: Media Studies (12pm)
Check out cameras between speakers
Jules Rosskam: Media Production (1:10pm)

**Week 4: September 17**
Introduction to iPhoto and Photoshop
Guest Speaker: Kitty Wei Lou: Intercultural Communication

**Week 5: September 24**
Introduction to QuickTime Pro & HandBrake
Guest Speaker: Marcia Dixson: Interpersonal & Family Communication

**Week 6: October 1**
Introduction to iMovie & Final Cut Pro
Guest Speaker: Belinda Stillion Southard: Rhetoric

**Week 7: October 8**
Introduction to iDVD & DVD Studio Pro
Guest Speaker: Dacia Charlesworth: Rhetoric & Persuasion

**Week 8: October 15**
Course Recap/Portfolio Goals Discussion
Guest Speakers: Irwin Mallin: Organizational Communication & Advising
Judy Tennnison & Rocky McCoy: COM Department Secretaries
Adam Dircksen: Persuasion, Peace, and Online Classes
### Assignment Descriptions:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>PowerPoint Project:</strong></td>
<td>You will complete a PowerPoint project which demonstrates mastery of basic presentation software skills. For this project, you will develop a slide show by importing supplied pictures of Communication faculty members. You will have one-two slides for each faculty and will need to include their names, titles, office numbers, e-mails, phone numbers, and briefly discuss their area(s) of expertise and a list of the courses that they teach.</td>
</tr>
<tr>
<td><strong>iPhoto/Photoshop</strong></td>
<td>You will complete an iPhoto or Photoshop project which demonstrates understanding of Project: available support services on IPFW’s campus (a list will be provided) and basic digital imagery skills. For this project, you will import pictures you take with University cameras, and add specified effects.</td>
</tr>
<tr>
<td><strong>iMovie/Final Cut</strong></td>
<td>You will complete an iMovie or Final Cut Pro project which demonstrates mastery of Project: basic video and audio editing skills. For this project, you will import each PowerPoint slide, from your PowerPoint Project and add a voice over discussing each faculty member’s areas of expertise and a description of the courses that they teach.</td>
</tr>
<tr>
<td><strong>iDVD/DVD Studio</strong></td>
<td>You will complete an iDVD or DVD Studio Pro project which demonstrates mastery of Project: basic DVD authoring skills. For this project, you will create a menu in iDVD for your iMovie/Final Cut Pro Project.</td>
</tr>
<tr>
<td><strong>Nvu/Dreamweaver</strong></td>
<td>You will complete an Nvu or Dreamweaver project which demonstrates mastery of basic Project: Web page building skills. For this project, you will import the above PowerPoint project, iPhoto/Photoshop project, iMovie/Final Cut project, and your Final Paper.</td>
</tr>
</tbody>
</table>
| **Final Paper**     | You will write a 3-5 page final paper discussing the following areas:  
|                     | • What area(s) of the Communication field(s) most interest you?  
|                     | • Why do these areas most interest you?  
|                     | • What are your career goals?  
|                     | • What do you plan to do above & beyond expected academic work to achieve these goals?  
|                     | The fifth page of your paper will be a tentative plan of study that you have completed |
| **Participation**   | Participation counts for 20% of your final grade. This is a large chunk and is not easily earned. You must earn a good participation grade by regularly attending class, contributing to quality class discussion, and working well with others. In order for you to meet your goals for this class, you must do work both outside and in class. You determine your success by your efforts. |
APPENDIX M

COM 308: Applied Communication Syllabus

Credits hours: 1.0
Prerequisite: COM 120

This course explores the varied fields of communication. Students will be exposed to varied fields where they may utilize their degree. Students will also learn and practice job-seeking skills including job search, résumé and cover letter preparation, and interviewing protocol and skill.

Learning Objectives
• Students will become familiar with the various fields/occupations their degree prepares them for.
• Students will demonstrate job search skills
• Students will have a fully developed résumé, and a working knowledge of cover letter construction.
• Students will have solid interviewing skills.
• Students will have a better idea of where they will/would like to work upon graduation.

Tentative Agenda 16 week: 1 hour classes
Week 1: Intro to course.
Week 2: Intro to fields related to communication. Discuss range of interests among students
Week 3: Guest Lecturer: Media
Week 4: Guest Lecturer: Academia
Week 5: Guest Lecturer: Business/HR
Week 6: Guest Lecturer: Based on interests of students
Week 7: Guest Lecturer: Based on interests of students
Week 8: Guest Lecturer: Based on interests of students
Week 9: Readings: Job search strategies
Week 10: Readings: Résumé Construction
Week 11: Readings: Cover letter construction
Week 12: Readings: Interview technique
Week 13: Guest Lecturer: IPFW Career Services
Week 14: Mock interviews
Week 15: Mock interviews
Week 16: Final Exam

Assignment Description

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<tr>
<th>Assignment</th>
<th>Description</th>
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<tbody>
<tr>
<td>Interview assignment (50%)</td>
<td>For this assignment students will be responsible for researching a company and position of their choice that they may be interested in attaining upon graduation. Aspects of this assignment include: preparation of a résumé and cover letter for the specific job they would like to apply for. A written report summarizing their organization/position research.</td>
</tr>
<tr>
<td>Portfolio assessment (25%)</td>
<td>Students will submit their electronic portfolios for a mid-career assessment. By the end of the semester, students will have updated their portfolios to include work from other mid-level classes, as well as the résumés created in this class.</td>
</tr>
<tr>
<td>Exam (25%)</td>
<td>A final exam covering concepts related to readings, and the information presented by guest lecturers.</td>
</tr>
</tbody>
</table>
APPENDIX N
COM 480: Senior Seminar in Communication Syllabus

Credit hours:  1.0
Prerequisite:  COM 120 & COM 308

Course description:
This course is designed as a capstone for the communication major. It will require students to demonstrate proficiency in oral, written and mediated communication. Students will synthesize their knowledge of communication theory and content.

Objectives
- Demonstrate proficiency in oral, written and mediated communication.
- Demonstrate knowledge of core communication theories and concepts
- Create an electronic portfolio which synthesizes their learning and showcases their abilities

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
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<tbody>
<tr>
<td>Electronic Portfolio (50%)</td>
<td>This will be a Web-based and/or DVD/CD based portfolio. It should showcase the best written, mediated and oral work of the student. Artifacts should be carefully chosen from both classroom assignment, extracurricular activities and outside experiences. Each artifact should have a brief explanation of the reason for inclusion and the skills/abilities/knowledge exhibited.</td>
</tr>
<tr>
<td>Synthesis Paper (25%)</td>
<td>This is a 5-10 page paper which synthesizes what each student feels he/she now knows about communication and what their especial talents and abilities are. It further researches the areas of society where these talents might be usefully applied.</td>
</tr>
<tr>
<td>Portfolio presentation (15%)</td>
<td>This is a 5-7 minute presentation of aspects of the portfolio in which students “sell” themselves as an accomplished communicator with specific and appropriate knowledge, skills and abilities. These presentations will be made to the class and a panel of communication faculty.</td>
</tr>
<tr>
<td>“Applying what you have learned” (10%)</td>
<td>These are class discussions where students research opportunities to apply their specific skills in various areas of society - students will be assigned specific areas to research via interviews, Web pages, career services, and library research (along with notes from their sophomore/junior class).</td>
</tr>
</tbody>
</table>

Sample Calendar for a 16 week schedule
Week 1:  Orientation to the class
Weeks 2-4: Critiquing portfolios - viewing and making written and oral comments on each other’s portfolios with suggestions for the finished product
Week 5:  Applying what you have learned: Business
Week 6:  Applying what you have learned: Industry
Week 7:  Applying what you have learned: Education
Week 8:  Applying what you have learned: Service
Week 9:  Applying what you have learned: Not for profits
Week 10: Applying what you have learned: Government
Week 11: Synthesis papers due
Weeks 12-13: Portfolio work
Weeks 14-16: Portfolio presentations
APPENDIX O
2007 Department of Communication Assessment Report

Indiana University-Purdue University Fort Wayne
Measured:
• Undergraduate Programs in Interpersonal & Organizational Communication and in Media & Public Communication
• Masters Program in Professional Communication

I. Indirect Measures of Learning Outcomes
• Undergraduate Programs in Interpersonal & Organizational Communication and in Media & Public Communication
• Masters Program in Professional Communication

A. Measures:
• Interim measures are to assess both oral and written communication samples from Sophomore or Junior students in the major.
  1. Written competency skills to be assessed include: Critical Thinking Skills, Conceptual Skills, and Discipline Knowledge. Sample size includes five randomly chosen papers from a 300-level communication course by COM majors of Sophomore or Junior status. Papers are then blindly assessed by resident faculty members (excluding the professor from the class from which samples are taken).
  2. Oral presentations skills to be assessed include: Critical Thinking, Group Contribution, Communication Performance Competence, and Discipline Knowledge. Sample size includes five randomly selected oral presentations given in a 300-level communication course, by students of sophomore or junior status. Oral presentations are then blindly assessed by resident faculty members (excluding the professor of the class from which samples are taken).

• Senior exit measures assess both oral and written communication samples from senior level students in the major.
  1. Written competencies assess the following: Competency Skills, Critical Thinking Skills, Conceptual Skills, and Discipline Knowledge. Sample size includes five randomly chosen papers from a 500-level communication course, from students of Senior status. Papers are blindly assessed by resident faculty members (excluding the professor from which the presentations were taken).
  2. Oral presentations measure public speaking skills including but not limited to Critical Thinking, Group Contribution, Communication Performance Competence, and Discipline Knowledge. Sample size includes five randomly selected oral presentations given in 500-level communication course, from students of senior status. Presentations are then blindly assessed by resident faculty members (excluding the professor of the course samples were taken.)
Masters (MA and MS) in Professional Communication Assessment of Synthesis Papers
1. This assessment is done biannually. Five synthesis papers generated between Fall, 2006 and Spring, 2007 were randomly chosen for assessment. Anonymous synthesis papers were assessed by three graduate faculty members, rating the extent to which they illustrate meeting the four goals of the program.

B. Findings:
• Interim Data Analysis:
  1. Written interim assessment, in general, was good with means of an acceptable but not good 3.24/5 in Competency Skills, a good 4.0/5 in Critical Thinking Skills, and 3.72/5 in Conceptual Skills, and an acceptable 3.49/5 in Discipline Knowledge. On the whole our students were assessed at 3.47/5. These results are good and/or acceptable and are consistent with findings in 2003 (last available data sample).
  2. Oral interim assessment, in general was very good with means of 3.87/5 in Critical Thinking, 4.5 in Group Contribution, 3.66 in Communication Performance Competence, and 4.07 in Discipline Knowledge. On the whole our interim students were assessed at 4.02/5, which is quite good and similar to the Senior Interim Oral Assessment of 2003 (last available data sample).

• Senior Exit Data Analysis
  1. Written senior exit assessment, in general, was good with means of 3.73/5 in Competency Skills, 4.07/5 in Critical Thinking Skills, and a very good 4.38/5 in Conceptual Skills, and good 4.13/5 in Discipline Knowledge. On the whole our students were assessed at 4.08/5. These results are very good and a marked improvement over findings in 2005 (3.76).
  2. Oral senior exit assessment, in general was good with means of 4.23/5 in Critical Thinking, 4.68 in Group Contribution, 4.12 in Communication Performance Competence, and 4.05 in Discipline Knowledge. On the whole our seniors were assessed at 4.27/5 which is good. On the whole, our seniors scored very well, and showed marked improvement over 2005 (4.0).

• Masters (MA and MS) in Professional Communication Data Analysis
  2007 Every goal was deemed as being met at above a good (4.0 on 5.0 scale) level. The ability to apply research methods was assessed at 4.07/5, integration of theory and research skills at 4.54/5, knowledge of discipline at 4.53/5, and understanding of multidimensional nature of Communication discipline at 4.36/5. The overall assessment for the 2007 synthesis papers is at 4.37/5. This is up from 2005’s overall assessment at 3.65. Clearly, we are stronger in the areas of theory/research, discipline knowledge, and communication skills than in research methods.

II. Direct Measures of Learning Outcomes
• Alumni Assessment of Undergraduate and Graduate Programs in Communication
• Alumni Employer Assessment of Communication Alumni

A. Measures:
• The Department of Communication Alumni and Alumni Employer Surveys are conducted every five years. The last one completed in 2005, the next to be completed in 2010

III. Closing the Loop: Responses and Actions for Continuous Improvement
A. This is something that will be discussed at the next faculty meeting.

B. Comparing these findings to the 2005 assessment yield satisfying results. Overall assessments in both written and oral in both interim and senior are higher. Overall assessment of graduate syntheses are notably higher. Assuming our assessment measures yield representative and valid results, we are doing well.

C. The assessment committee is currently working on moving to an electronic portfolio assessment method, which we believe will more accurately assess what our students know/can do. This method will also allow our students to be more cognizant of what they know/can do which is a desirable learning outcome. This method will eliminate many obstacles to data collection (human error) which is inevitable with the assessment measures currently in place. Funding and space for a Mac lab are the current and most formidable barriers to implementing the use of electronic portfolios. A proposal has been submitted.

Respectfully Submitted by the Department of Communication Assessment Committee:

Adam Dircksen (Chair) Marcia Dixson Emily Bermes
Continuing Lecturer Associate Professor Continuing Lecturer
dircksea@ipfw.edu dixson@ipfw.edu bermese@ipfw.edu
16543 16558 15425
APPENDIX P
Direct Measures of Learning Outcomes

Senior Oral Averages

<table>
<thead>
<tr>
<th></th>
<th>Critical Thinking</th>
<th>Group Contribution</th>
<th>Communication Comp</th>
<th>Discipline Knowledge</th>
<th>Overall</th>
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<td>4.68</td>
<td>4.12</td>
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2007 Oral Averages

<table>
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<tr>
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<th>Discipline Knowledge</th>
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<td>4.68</td>
<td>4.12</td>
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Interim and Senior
Senior Written Averages

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<td>2007</td>
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<td>4.07</td>
<td>4.38</td>
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2007 Written Averages

<table>
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<th>Discipline knowledge</th>
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2007 Graduate Assessment

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<td>4.37</td>
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APPENDIX Q
Alumni Survey Results

A. Measures:
Every five years the Department of Communication conducts an alumni survey. For 2005, we mailed the survey to the 172 individuals who have earned either or both a bachelors and/or masters degree in Communication. We received 55 completed surveys back from alumni. This is a response rate of 31%. Of the 55 respondents, 17 had earned a bachelors degree in Interpersonal & Organizational Communication, or COMI, (31% of respondents), 19 had earned a bachelors degree in Media & Public Communication, or COMM (35% of respondents), 18 had earned a masters degree in Professional Communication, or PCSA (33% of respondents), and 1 did not list his/her degree (2% of respondents).

B. Findings and Conclusions:
Results for the alumni survey indicated that the COMI alumni believe that:
- the program met its goals well; 4.12 on a 5.00 scale
- the coursework taught communication skills well; 4.22 on a 5.00 scale
- the coursework helped them to achieve their professional goals well; 4.00 on a 5.00 scale
- they are significantly using knowledge and skills learned within the program; 3.94 on a 5.00 scale

Based on these results, we conclude that the COMI program is doing a very good job overall meeting its goals, teaching communication skills, providing relevant and helpful coursework, and serving the professional interests of its students.

Results for the alumni survey indicated that the COMM alumni believe that:
- the program met its goals moderately well; 3.74 on a 5.00 scale
- the coursework taught communication skills well; 4.09 on a 5.00 scale
- the coursework helped them to achieve their professional goals acceptably; 3.53 on a 5.00 scale
- they are moderately using knowledge and skills learned within the program in their profession on a scale of 3.68 on a 5.00 scale

Based on these results, we conclude that the COMM program is doing a good job meeting its course goals with room for improvement, a very good job teaching communication skills, an average job providing relevant and helpful coursework, and a good job with room for improvement at serving the professional interests of its students.

Results for the alumni survey indicated that the alumni who had received a Masters in Professional Communication believe that:
- the program met its goals very well; 4.42 on a 5.00 scale
- the coursework taught communication skills very well; 4.44 on a 5.00 scale
- the coursework helped them to achieve their professional goals well; 4.14 on a 5.00 scale
- they are significantly using knowledge and skills learned within the program in their profession; 4.28 on a 5.00 scale

Based on these results, we conclude that the Masters in Professional Communication program is doing a very good job meeting its course goals, a very good job teaching communication skills,
a good job providing relevant and helpful coursework, and a very good job serving the professional interests of its students.

**EMPLOYER SURVEY**

A. Measures:
On the alumni survey, alumni are asked if we may contact their supervisor with a brief survey. Of the 55 respondents from the alumni survey, 16 indicated yes and also provided contact information for his/her supervisor (29%). We then mailed these 16 supervisors Employer Surveys. Of those 16, ten were completed and returned (63%).

B. Findings:
Results for the employer survey indicated that supervisors of COM alumni believe that their employees:

- possess the oral communication skills necessary to perform her/his current position extremely well: 4.50 on a 5.00 scale
- possess the written communication skills necessary to perform her/his current position very well: 4.40 on a 5.00 scale
- possess the nonverbal communication skills necessary to perform her/his current position very well: 4.33 on a 5.00 scale
- possess the small group communication skills necessary to perform her/his current position very well: 4.40 on a 5.00 scale
- possess the large group/public speaking communication skills necessary to perform her/his current position extremely well: 4.57 on a 5.00 scale
- possess the technical/computer skills necessary to perform her/his current position extremely well: 4.60 on a 5.00 scale
- possess the critical thinking skills necessary to perform her/his current position very well: 4.30 on a 5.00 scale
- possess the problem solving and decision making skills necessary to perform her/his current position very well: 4.30 on a 5.00 scale
- possess sufficient knowledge in and across the discipline of her/his profession necessary to perform her/his current position very well: 4.40 on a 5.00 scale

Based on these results, we conclude that supervisors of COM alumni believe that their COM alumni employees possess very good to excellent oral, written, nonverbal, small group, and large group/public speaking. They believe that their COM alumni employees possess excellent technical/computer skills and very good critical thinking, problem solving, and decision-making skills. Additionally, these results indicate that supervisors of COM alumni believe that their COM alumni employees possess a sufficient amount of knowledge in and across the discipline of her/his profession necessary to perform her/his current position very well.
# Alumni Survey Results

## SCALE

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<th>Disagree</th>
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<th>Agree</th>
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## RESULTS

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<th>Major</th>
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<th>Coursework Taught Communication Skills</th>
<th>Coursework Helped You Professionally</th>
<th>You Use Knowledge/ Skills Professionally</th>
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N=Number of participants  
M=Mean  
SD=Standard Deviation
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<th>Graduates’ Occupation</th>
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<th>Percentage of Sample</th>
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<td><strong>TOTAL</strong></td>
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APPENDIX R
2005 Employer Survey Results

Survey Protocol
On a scale of 1 (strongly disagree) to 5 (strongly agree) please indicate the degree to which you feel your employee, an IPFW alum, possesses the following skills:

- Oral Communication Skills
- Written Communication Skills
- Nonverbal Communication Skills
- Small Group Communication Skills
- Public Speaking/Large Group Communication Skills
- Technical/Computer Skills
- Critical Thinking Skills
- Problem Solving Skills
- Knowledge of Discipline

Descriptive Statistics of the 2005 Survey Distributed to Employers

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<th>Skills</th>
<th>N</th>
<th>Range</th>
<th>Mean</th>
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APPENDIX S
Faculty Members’ Curriculum Vitae

Emily Osbun Bermes, Continuing Lecturer
Steve Carr, Associate Professor
Dacia Charlesworth, Associate Professor
Ann Colbert, Journalism Program Coordinator
Sheila Cuffy, Visiting Lecturer
Adam Dircksen Continuing Lecturer
Marcia Dixson, Associate Professor
Deborah Godwin-Starks, Continuing Lecturer
Wei Luo, Assistant Professor
Belinda Stillion Southard, Assistant Professor
Jonathan Tankel, Associate Professor
Emily Osbun Bermes, MA, CPCC, ACC
7185 CR 9A Garrett, IN 46738
260.417.9204
Bermese@ipfw.edu

Education
Purdue University, Fort Wayne
- May 2000, Master of Arts
  Business and Professional Communication (GPA 4.0/4.0)
- June 1998, Bachelor of Arts
  Interpersonal and Organizational Communication (GPA 3.66/4.0)
The Coaches Training Institute
- November, 2004 Certified Professional Co-Active Coach
International Coach Federation
- October 2008, Associate Certified Coach

Professional Experience
March 2000-Present
Founder & Managing Partner
Solstice Coaching & Consulting Inc.
- Develop and manage coaching/consulting team
- Maintain small executive coaching practice specializing in senior executives and entrepreneurs

August 2000-May 2001
Indiana University- Purdue University at Fort Wayne
Visiting Instructor
- Taught 12/12 credit hour load of communication courses at the undergraduate level.
- Participated in full-time faculty meetings and committee work.
- Assisted in training and supervising department’s Peer Advisor.
- Performed academic advising duties for more than 30 undergraduate students.

August 1998-December 1999
Indiana University- Purdue University at Fort Wayne
Graduate Aid
- Taught two sections of the fundamental communication course.
- Designed syllabus, course assignments and activities.
- Designed and administered assessment materials.

April 1998-August 1998
Pro Resources Inc.
Human Resource Coordinator
- Hired and released employees as necessary to meet client needs.
- Performed client service calls and visits.
- Interviewed potential employees.
December 1997-April 1998 Pro Resources Inc. 
**Human Resource Assistant**
- Conducted group orientations.
- Interviewed potential employees.
- Verified employment and references for potential employees.

September 1991-February 2000 Fort Wayne Ballet
**Dance Instructor/Professional Dancer**
- Taught ballet classes to students ages five to adult.
- Performed various roles as a part of Fort Wayne Ballet’s Professional Ballet Company.

**Awards & Honors**
- **2008 Upstate Indiana’s Future Forty Award** (Top 40 business leaders under 40.)
- **2002 Honors Faculty**, Indiana University-Purdue University, Fort Wayne
- **1998 Outstanding Academic Achievement Award.** Indiana University-Purdue University, Fort Wayne. Department of Communication
- **1993-1998 Honor Roll & Deans List**, Indiana University Purdue University, Fort Wayne
- **1991 National Honors Society**, South Side High School
Steven Alan Carr

Curriculum Vitae

GENERAL INFORMATION

Present Rank and Affiliation  Associate Professor of Communication with Tenure and Graduate Program Director, Indiana University - Purdue University Fort Wayne.

Address

Department of Communication NF 230 Indiana University - Purdue University Fort Wayne 2101 Coliseum Blvd E Fort Wayne IN 46805

Phone: (260) 481 - 6545 Fax: (260) 481 - 6183 Email: carr@ipfw.edu Web: http://users.ipfw.edu/carr

Educational Experience

1987 - 1994  The University of Texas at Austin. Ph.D. in Radio, Television and Film. Dissertation: "The Hollywood Question: America and the Belief in Jewish Control over the Motion Picture Industry before 1941."


Academic Appointments

*Indiana University - Purdue University Fort Wayne*

2004 - **Office of Academic Affairs (OAA) Fellow** Represented the Vice Chancellor of Academic Affairs in multiple technology initiatives, such as supervising the overhaul of numerous campus and school-level websites (including the OAA website), disbursement of grant moneys for technology innovation, and the development of a campus audio portal.

1994 - **Assistant Professor of Communication, Tenure Track** Taught classes in Media and Public Communication Track, including media history, media aesthetics and new technology.

*United States Holocaust Memorial Museum*

2002 - 2003 **Center for Advanced Holocaust Studies Postdoctoral Fellow** Held in residence in Washington DC; conducted archival research and gave numerous presentations for general as well as scholarly audiences.

*Northwestern University*

July 2002 **Faculty, Seventh Annual Summer Institute on the Holocaust and Jewish Civilization** Taught a four-class unit on Holocaust film to 25-30 Fellows, selected from competitive applications of current and prospective college faculty, who teach courses on the Holocaust.

*Sam Houston State University*

1994 **Lecturer, Division of Public Communication, Temporary Non-Tenure Track** Taught classes in video production, scriptwriting and mass media.

**Licenses, Registrations, and/or Certifications**

2002 Indiana University Graduate School Certification

1994 Purdue University Graduate School Certification
Awards and Honors

2002 National Endowment for the Humanities Summer Stipend to supplement U.S. Holocaust Memorial Museum Center for Advanced Holocaust Studies Postdoctoral Fellowship.
2000 Induction into Indiana University Faculty Colloquium on Excellence in Teaching to recognize teaching excellence at the statewide level.
1999 Stephen H. Coltrin Award for Communication Excellence, presented by the International Radio and Television Society Foundation for winning a team Case Study Competition on children and television, $2500 (shared among team members).

Memberships in Academic, Professional, and Scholarly Societies

2005 - 2006 Association for Jewish Studies
1999 University Film and Video Association
1998 - 2002 Modern Language Association
1997 - 2000 International Association of Mass Communication Research
1997 - 1999 Broadcast Educators Association
1996 - 1997 American Association of University Professors
1995 - 2002 International Communication Association
1994 - 2004 National Communication Association
1990 - 2003 Society for Cinema Studies
Publications and Productions Related to Teaching

Book Chapter


Guest Lecture

"Isolationism, Intervention, and Alfred Hitchcock's Saboteur (1942)." Ryerson University, Toronto ON, Canada, 31 Jan. 2003.


Unpublished Work and Presentations Related to Teaching


with Mary Schoeler and Seana Lane. "If You Build It, They Sorta Come: Technology and the Challenge of Computer Literacy." Teaching, Learning and Technology Showcase, Purdue University, West Lafayette IN, 3 Mar. 1999.
Panelist, "In the University, Who Cares?" University Religious Forum 1997-98 Lecture Series, 16 Oct. 1997, Fort Wayne IN.

"Teaching Multicultural Video." Presentation for the Teaching Effectiveness Interest Group, Indiana U - Purdue U Fort Wayne IN, 6 Feb. 1995.


Grants for Teaching Improvement

Special Needs Fund for Experimental and Documentary Film and Video Collection awarded by the IU - Purdue Fort Wayne Senate Library Subcommittee for $1,873.00 to purchase DVDs, 8 May 2009.

Community Fund Access Board Grant awarded by the City of Fort Wayne for $13,272.00 to purchase multimedia production equipment for use at Allen County Public Library Public Access and IPFW for service learning-oriented student projects, 5 Feb 2009.

Special Needs Fund for Holocaust Education and Media Literacy awarded by the IU - Purdue Fort Wayne Senate Library Subcommittee for $2000.00 to purchase Holocaust-related DVDs, 17 Apr. 2003.

Student Academic Advising

Graduate Program Director, Communication Department since 2006.
Institutes, Workshops, Conferences, Expositions, and Other Programs Attended

Faculty Colloquium on Excellence in Teaching (FACET) Global Citizenship Workshop, Indiana University-Purdue University Indianapolis, IN, 6 Nov. 2004.

Faculty Colloquium on Excellence in Teaching (FACET) Citizenship in the 21st Century World Faculty Leadership Institute, Indiana University-Purdue University Indianapolis, IN, 23-25 Apr. 2004.

Faculty Colloquium on Excellence in Teaching (FACET) Workshop, Bloomington, May 2000.


Faculty Seminar, Academy of Television Arts & Sciences Foundation, Burbank CA, 1997.

Teaching Excellence Workshop, Concordia University, Fort Wayne, 23 Aug. 1996.

IPFW Summer Institute for Achieving the Goals of General Education, Indiana U - Purdue U, Fort Wayne IN 9-12 May 1995.

Measuring Teaching Effectiveness, Indiana U - Purdue U, Fort Wayne, 17 Sept. 1994

Teaching Awards

Named an "Outstanding Educator" in the IU - Purdue student newspaper, The Communicator, May 2001

Induction into the Faculty Colloquium on Excellence in Teaching (FACET) for teaching and service contributions to the Indiana University statewide system, May 2000.

Induction into the IPFW Honors Faculty by the Honors Program Council for teaching and service contributions to Indiana University - Purdue University Fort Wayne, 18 April 1999.
RESEARCH AND CREATIVE ENDEAVOR

Publications and Productions Related to Research and Creative Endeavor

Book


Book chapter


Drawing on Jewish cultural images of boyhood, Steven Alan Carr's "L.I.E., The Believer, and the Sexuality of the Jewish Boy," deals primarily with Michael Cuesta's LIE. (2001) and Henry Bean's The Believer (2001). Carr links the sexual representation of the body of the Jewish boy to a long-standing sense of ambiguity beginning with the Biblical tale of Isaac and Abraham, a state of bodily dis/ease which has been perpetuated by the dominant cinema. Carr's critique of these films offers us the possibility of reading culture-specific representations of sexualized boyhood in ways which might complicate not only our thinking about sexuality and boyhood, but also how these specific moments vary with degrees of cultural, social, and racial difference. Carr's argument ultimately calls for a direct treatment of the sexualization of the Jewish boy, bringing it out of the realm of speculation and guesswork, into a more readable and discursive environment instead of allowing it to remain "unseen, unexamined, and unconfronted" (332).

...this is a superb collection of essays dealing with a series of character tropes and resultant identity politics that has too often been ignored. Pomerance and Gateward have assembled an interesting cross-section of theorists to examine the issue of cinematic boyhood and its attendant anxieties, and as a one-of-a-kind volume, this belongs in every serious collection of cinema studies. Tellingly illustrated and meticulously indexed, this volume will set the standard in the field for some time to come, and is thus highly recommended to the general reader, as well as the specialist.

Josh Call, Quarterly Review of Film and Video


Article in a scholarly journal


**Published reviews of scholarly or creative work**


**Other**


**Unpublished Work Related to Research and Creative Endeavor**

**Lecture or Paper at Professional Meeting**


Other


Panelist for Meet the New Right: "Compassionate Conservatism," Free Market, and State Policy, the inaugural panel of the 2001-02 American Studies Lecture Series at Indiana U - Bloomington, Bloomington IN, 29 Nov. 2001.

Instituted, organized and coordinated conference on the Holocaust at the University of Texas at Austin with John D. H. Downing, Austin, 29 April 1993.

## Grant Acquisition and Current Grant Proposals

<table>
<thead>
<tr>
<th>Year</th>
<th>Grant Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>National Endowment for the Humanities Summer Stipend for &quot;Hollywood and the Holocaust from World War II to the End of the Studio System,&quot; $5,000.00</td>
</tr>
<tr>
<td>2002</td>
<td>United States Holocaust Memorial Museum Center for the Advancement of Holocaust Studies Fellowship for &quot;Hollywood and the Holocaust from World War II to the End of the Studio System,&quot; $27,000.00</td>
</tr>
<tr>
<td>2002</td>
<td>Purdue Research Foundation International Travel Grant for $485.00 to present &quot;From Street Scene to Dead End: Hollywood and the Urban Ethnic Immigrant, 1931 - 1937&quot; at the University of Jean Monnet, Saint Etienne, France.</td>
</tr>
<tr>
<td>2002</td>
<td>IU - Purdue Fort Wayne International Conference Fund grant for $400.00 to present &quot;From Street Scene to Dead End: Hollywood and the Urban Ethnic Immigrant, 1931 - 1937&quot; at the University of Jean Monnet, Saint Etienne, France.</td>
</tr>
<tr>
<td>2001</td>
<td>IU - Purdue Fort Wayne Research Support Fund grant for $400.00 for archival research on &quot;Hollywood and the Holocaust from World War II to the End of the Studio System.&quot;</td>
</tr>
<tr>
<td>1998</td>
<td>Indiana University Overseas Conference Fund Award, $400.00 to present &quot;Lewinsky's Mouth&quot; at the International Association of Mass Communication Research Conference in Glasgow, Scotland, United Kingdom.</td>
</tr>
<tr>
<td>1998</td>
<td>Purdue Research Foundation International Travel Grant, $1,280.00 to present &quot;Have You Witnessed a Holocaust Lately? NBC, Ford and the Network Premiere of Schindler's List&quot; at the International Communication Association in Jerusalem, Israel.</td>
</tr>
<tr>
<td>1998</td>
<td>Indiana University - Purdue University Fort Wayne Summer Research Grant, $5,000.00 to complete &quot;Have You Witnessed a Holocaust Lately? NBC, Ford and the Network Premiere of Schindler's List.&quot;</td>
</tr>
<tr>
<td>1997</td>
<td>Purdue Research Foundation Faculty Summer Grant, $5,000.00 to complete &quot;From 'Fucking Cops!' to 'Fucking Media!': Bonnie and Clyde (1967) for a Sixties America.&quot;</td>
</tr>
<tr>
<td>1996</td>
<td>Indiana University - Purdue University Fort Wayne Summer Research Grant, $4,000.00 to complete archival work for Hollywood and Anti-Semitism: A Cultural History, 1880-1941.</td>
</tr>
</tbody>
</table>
Institutes, Workshops, Conferences, Expositions, and Other Programs Attended


Service

University Service

Purdue University System
IPFW Representative, Purdue University Graduate Council, 2008 - present

Interim IPFW Representative, Purdue University Graduate Council, appointed by Vice Chancellor for Academic Affairs to disseminate information about and coordinate activities pertaining to graduate offerings and programs at IPFW, 2007.

Member, Purdue Jewish Studies Committee, 2004 - 2007

IPFW

Purdue Representative, IPFW Graduate Subcommittee, 2008 - present.

Member, Instructional Technology Coordinating Committee, appointed by the Vice Chancellor for Academic Affairs to improve the support of instructional technology on the IPFW campus, 2008 - present.

Member, Campus Communication Ad Hoc Subcommittee, appointed by Chancellor to develop ways to improve internal communications at IPFW, 2004 - present.

Member, Publications Committee, appointed by Chancellor to promote the production of informational publications which adhere to established campus standards and appropriately represent IPFW, 2004 - present.

Member, Web Advisory Committee, appointed by Chancellor to advise the web manager and establish priorities and guidelines for the development of the web at IPFW, 2004 - present.

Member, Peer Review Committee for IPFW Journalism Program, 2004 - 2005

Office of Academic Affairs Associate, 2004 - 2005

Member, LEAD Grant Selection Committee, 2004 - 2005

Member, Web Redesign Committee, 2004 - 2005

Member, DECCO Tools Subcommittee, 2004 - 2005

Member, American Democracy Project Planning Committee, 2004 - 2005

Creator and Owner, colloquy-l@ipfw.edu, a discussion listserv devoted to faculty concerns, 2004 - 2005

Partner with Larry Williamson, Comcast, Partners in Learning, 2004
Representative, Faculty Senate, 2002

Member, Publications Committee, 2000 - 2001

Member, Gay, Lesbian, Bisexual and Transgender Issues Diversity Subcommittee, 1998 - 99

School/division

Committee Member, Third Year Review for Visual Communication and Design Professor Benita Brewer, 2007.

Representative, Arts and Sciences Council, 1996 - 99

Department/program

2008 - 09
Chair, Assistant/Associate Professor and Journalism Program Director Search Committee

2005 - 06
Chair, Faculty Assistance Committee for Katrina Fullman (until 2008)
Member, Faculty Assistance Committee for Irwin Mallin
Member, Grade Appeal Committee
Member, Promotion and Tenure Committee (ongoing)

2003 - 05
Grade Appeal Committee (Chair, 2003 - 04)

2002 - 03
Chair, Faculty Assistance Committee for Isabel Guzman Molina

1999 - 00
Co-Director, Jumpstart Program, campus-wide initiative to offer technology training (since 1998 - 99)

1994 - 95
Member, Faculty Assistance Committees for Marcia Dixson and Mary Anne Higgins

Student Counseling and Advising
Faculty Advisor to the IPFW F.I.L.M and Anime Clubs, 2008 - 09.
Lead Undergraduate Advisor, Communication Dept., 2002 - 03.

Faculty Adviser, IPFW Film Club, 1995
Service to the Profession

Refereeing and Manuscript Reviewing
Reviewed 1 manuscript for *Shofar: An Interdisciplinary Journal of Jewish Studies*, 2006.
Reviewed 1 manuscript for *The Journal of Holocaust and Genocide Studies*, 2005.
Reviewed 1 essay manuscript for *Popular Communication*, 2004.
Reviewed 1 manuscript for *The Journal of Holocaust and Genocide Studies*, 2002.
Reviewed 1 manuscript for *Popular Communication*, 2002.

Reviews of Grant Proposals
Community Service

Public and/or Governmental Service Activities

IPFW Campus Liaison, Bike Fort Wayne Task Force, 2009 - present. Help prepare bicycle transportation plan for the City of Fort Wayne.

Member, Academic Advisory Committee for a major exhibition curated by Steven Luckert at the United States Holocaust Memorial Museum on Nazi propaganda, Washington DC, opening November 2008.

Member, Education and Outreach Advisory Committee for KCET/BBC co-production *Auschwitz and the Nazi State*, 2003 - 2006.

Expert witness for Florida class action litigation against tobacco companies in historic Broin and Engle trials, 1997 - 1999.

Publications and/or Presentations for Lay Audiences


Guest lecture on Anne Frank in Film and Television to religious high school students, Congregation Achduth Vesholom, Fort Wayne IN, 9 Jan. 2005.


Panelist for public screening of PBS documentary *Berga: Soldiers of Another War*. Indiana University - Purdue University Fort Wayne, Fort Wayne IN, 20 Oct. 2003.


Invited Guest Speaker on *Life Is Beautiful* (1997) for the U.S. Holocaust Memorial Museum Church Relations Program at Vienna Presbyterian Church, Vienna VA, 1 Apr. 2003.


"Myths and Realities about the Attacks." 4 Oct. 2001. Picked up by the Progressive Media Project and distributed via the Knight Ridder-Tribune Syndicate. Published in *The Tallahassee Democrat, The News-Sentinel* (Fort Wayne IN) and other newspapers.

"Prosperity and Tuition Increases" 11 March 1994. Article distributed to Texas newspapers and broadcast stations statewide through the Texas Lone Star Forum.

**Other**


1996 to 2001 Board member for Cinema Center, a nonprofit venue for alternative and independent film in Fort Wayne

1998 Weekly radio movie reviews for WOWO 1190 AM, Fort Wayne IN

2003 to present Board member for Windsong Film Festival
DACIA CHARLESWORTH, Ph.D.

Associate Professor, Department of Communication
Indiana University-Purdue University Fort Wayne
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805

(260) 481-6546 (voice)
(724) 699-0160 (mobile)
(260) 481-6183 (fax)

charlesd@ipfw.edu

EDUCATION


Dissertation Title:
“Taboo Bodies: A Rhetorical and Performative Analysis of the EntranceInto and the Exit From the Culturally Constructed Role of ‘Woman.’”

Directed by: Suzanne M. Daughton


Research Report title:
“The Rhetorical Construction of Identity: Women, AIDS, and Medical Science.”

Directed by: Suzanne M. Daughton


Graduated cum laude
ACADEMIC APPOINTMENTS

Associate Professor, Department of Communication, Indiana University-Purdue University Fort Wayne, August 2008—present.

Associate Professor, Department of Communication, Robert Morris University, Moon Township, Pennsylvania, August 2005—August 2008.

Assistant Professor, Department of Communication, Robert Morris University, Moon Township, Pennsylvania, August 2002–May 2005.

Instructor, Junior Statesmen Foundation, Princeton University, Princeton, New Jersey, Summer 2002.

Visiting Instructor, Department of Communication, Slippery Rock University, Slippery Rock, Pennsylvania, August 2001–May 2002.

Visiting Assistant Professor, Department of Speech Communication and Theatre, Southeast Missouri State University, Cape Girardeau, Missouri, January 2001–July 2001.

Visiting Instructor, Department of Speech Communication and Theatre, Southeast Missouri State University, Cape Girardeau, Missouri, August 1998–December 2000.

Instructor, Junior Statesmen Foundation, Yale University, New Haven, Connecticut, Summer 1998.


Teaching Assistant, Department of Communication, Arizona State University, Tempe, Arizona, Spring 1993.
TEACHING EXPERIENCE

Courses Taught

INDIANA UNIVERSITY-PURDUE UNIVERSITY, FORT WAYNE
- Introduction to Research Methods (COM 300)
- Persuasion (COM 318)
  Online Sections/On-ground Section
- Theories of Rhetoric (COM 512)
- Health Communication (COM 576)

ROBERT MORRIS UNIVERSITY
- Introduction to Communication (COMM 1030)
  Online/On-ground Section
- Argumentation & Research (COSK 1221)
  Honors Section Online/On-ground Section
- Public Speaking & Persuasion (COSK 2220)
  Honors Sections Online/On-ground Sections
- Intercultural Communication (COSK 2221)
  Honors Sections Online/On-ground Section
- Business & Professional Communication (COSK 2230)
  Honors Sections Online/On-ground Sections
- Professional Writing (COMM 3030)
  Online Sections Online/On-ground Sections
- Study of Rhetoric (ENGL 2500)
- Communication & Gender (COMM 3160)
- Introduction to the Theatre (COMM 2070)
- Fundamentals of Acting (COMM 2170)
- Oral Interpretation of Literature (COMM 3300)
- Introduction to Arts and Humanities (HUMA 1010)
  Online Sections
- Coming of Age Literature (ELIT 1040)
- World Literature (ELIT 2055)
- Instructional Strategies: Methods of Teaching Theater Emphasizing Speech Communication (EDUC 4100)
- First Year Studies Seminar (FYSP 1000)
  Honors Section
TEACHING EXPERIENCE

Courses Taught (continued)

SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA
• Public Speaking  (COMM 200)

SOUTHEAST MISSOURI STATE UNIVERSITY
• Creative and Critical Thinking  (GS 101)
• Fundamentals of Oral Communication  (SC 105)
• Communication and Gender  (SC 365)
• Nonverbal Communication  (UI 345)
• Persuasion  (UI 425)

JUNIOR STATESMEN FOUNDATION
• Advanced Public Speaking

SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE
• Introduction to Interpersonal Communication  (GE–D 152)
• Introduction to Public Speaking  (GE–D 153)
• Introduction to Oral Communication  (SPCM 101)

ARIZONA STATE UNIVERSITY
• Introduction to Oral Interpretation  (COM 241)
   (Teaching Assistant)

Courses Developed

INDIANA UNIVERSITY- PURDUE UNIVERSITY FORT WAYNE
• COM 401: Rhetorical Criticism
• COM 5xx: Communication & Gender

ROBERT MORRIS UNIVERSITY
• COMM 1030: Introduction to Human Communication
• COMM 2070: Introduction to the Theatre
• COMM 2170: Fundamentals of Acting
• COMM 2051: Communication Seminar I
• COMM3160: Communication & Gender
• COMM 3300: Oral Interpretation of Literature
• COMM 3051: Communication Seminar II
• COMM 4051: Communication Seminar III

SOUTHEAST MISSOURI STATE UNIVERSITY
• SC/TH 240: Oral Interpretation of Literature
ADMINISTRATIVE APPOINTMENTS

Director, University Honors Program, May 2004—May 2008, Robert Morris University. As the Director of the University Honors Program, I oversaw three discrete areas: The University Honors Program, the Pre-Law Program, and the Graduate Scholarships and Fellowships Program. My responsibilities included the following:

University Honors Program

- Provided leadership for the International Honors Program, Cooperative Education Honors Programs, and International Cooperative Education Honors Program
- Developed and implemented an annual outcomes assessment plan and make recommendations for improvements
- Served as the University Honors Program liaison to academic deans, department heads, and faculty
- Assisted Enrollment Services in developing recruiting materials for the Programs
- Provided direction and support to faculty teaching Honors courses
- Managed program budget
- Completed annual review of unit
- Liaised with deans and department heads to staff Honors courses
- Developed and maintained the University Honors Program’s Web site
- Planned and coordinated special events and programs for honors students (e.g., Induction Ceremony, retreats, meetings and professional field trips)
- Responsible for operating budget

- International Honors Program
  - Advised honors students
  - Oversaw Theses Projects
  - Developed and implemented the Outcomes Assessment plan
  - Planned and coordinated bi-annual Honors Theses Presentations
  - Chaired the Honors Advisory Committee
  - Chaired the Honors Curriculum Advisory Committee
  - Edited and revised student handbook annually
  - Ensured students remain in good standing
  - Completed annual review of the program

- Cooperative Education and International Cooperative Education Honors Programs
  - Assisted Career Services in advising honors students
  - Assisted Career Services in implementing the program
  - Developed and implemented the Outcomes Assessment plan
  - Chaired the Cooperative Education Honors Program Faculty Committee
  - Planned and coordinated annual Pre-Session Orientation Week
  - Edited and revised student, employer, and faculty handbooks annually
  - Ensured students remain in good standing
  - Assisted the Schools in development and implementation of Cooperative Education Honors Programs
  - Completed annual review of the programs
Director, University Honors Program (continued)

Pre-Law Advising Program
- Served as the University Honors Program liaison to the Pre-Law Advising Program Coordinator and the faculty advisor committee
- Assisted the Pre-Law Advising Program Coordinator, the Pre-Law Faculty Advisor Committee, Enrollment Management, and Career Services in the development of a strategic plan and the implementation of the program
- Assisted the Pre-Law Coordinator in establishing an advising program for Pre-Law students
- Assisted in the development and implementation of the Outcomes Assessment plan
- Served on the Pre-Law Program Faculty Advisory Committee
- Completed an annual review of the program

Graduate Scholarships and Fellowships
- Developed and maintain a Web site accessible to all RMU students informing them of potential scholarship opportunities
- Identified and assist faculty who will coordinate scholarships in their discipline
- Advised students about specific opportunities that best fit their academic and professional goals
- Identified and mentor first year or sophomore level students who demonstrate promise in obtaining a fellowship
- Assisted all students in the scholarship application process (e.g., identify projects that could enhance students’ application)
- Oversaw scholarship application processes, including reviewing essays and assisting students in the refinement of their interviewing skills
- Served as the Office of Scholarships liaison to academic deans, department heads, and faculty
- Developed and managed program’s budget
- Completed annual review of the program

As the Director of the Oral Communication Across the Curriculum (OCXC) program, I was charged with the task of developing and implementing this university–wide program. During the first phase of the OCXC Program, I completed the following tasks:

- Consulted with each college and department to operationalize discipline based oral communication outcomes in general education and in each major
- Identified and recommending appropriate assessment procedures for outcomes identified by departments and colleges
- Developed multiple assessment measures for the OCXC program
- Developed a model for an OCXC program
- Developed a Strategic Plan for the OCXC Program
- Secured funds to implement the OCXC program

As I directed the program into the second phase, I completed the following tasks:

- Chaired the Oral Communication Across the Curriculum Steering Committee–this broad based committee is composed of a representative from each college as well as representatives from the Writing Across the Curriculum Program and the Center for Scholarship in Teaching and Learning
- Assessed student outcomes: I assessed the oral communication skills of 242 first year students and 234 seniors
- Interpreted and communicated assessment results to various university constituents
- Maintained the OCXC Program’s Strategic Plan
- Coordinated the OCXC program
- Served as a liaison between the School of University Studies and the faculty
- Assisted faculty in developing communication–intensive courses
- Maintained the program budget
- Trained faculty to be holistic scoring evaluators
- Trained and supervised student personnel
RESEARCH APPOINTMENTS


As assistant to the editor, I served as the sole liaison between the editor and authors, coordinated the review of manuscripts submitted for publication, edited manuscripts at each stage of the review process, and researched various subjects as was needed.

Research Consultant to the Planning and Development Committee, Spring 1997, Department of Speech Communication, Southern Illinois University, Carbondale.

The aim of this project was to assess the quality of undergraduate education as perceived by graduating and continuing speech communication majors. I was responsible for developing a protocol, facilitating, and transcribing four focus groups that consisted of six to eight students. I also created, administered, and catalogued the results of an outcomes–based exit survey that asked students to evaluate their educational experience while at SIUC. This survey was administered to all SIUC speech communication majors.


SCHOLARSHIP


Charlesworth, Dacia. “A Complex Case Study for the Basic Communication Course.” 


**Manuscript Being Revised and Resubmitted**


**Manuscripts Under Review**


SCHOLARSHIP

Plays

*anatomy of woman: on (re)presenting woman in the U.S.* Playwright, Director, and Performer. Massey Theatre, Robert Morris University, Moon Township, March 2005.


*Confrontation Without Alienation: Suffragist Anna Howard Shaw*—Playwright, Director, and Performer. Marion Kleinau Theatre, Southern Illinois University, Carbondale, November 1996.

Instructor’s Manual/Ancillary Materials


**SCHOLARSHIP**

**Invited Lectures, Performances, and Responses**

“Mediated (Re)Presentations of Women’s Bodies in Menstrual Product Advertisements.” Invited panelist at Indiana University-Purdue University Fort Wayne’s Women’s History Month Celebration, March 2009.


“What it means to be a Young Woman in Academe.” Invited panelist at Robert Morris University’s Celebration of Women’s History Month, Moon Township, Pennsylvania, March 2007.


Works in Progress

*Is This Really A Laughing Matter?: An Examination of Women’s Health Issues as Portrayed in the Comics.*

This book examines the ways in which women’s health issues have been represented in the comics. Health related issues such as menstruation, menopause, pregnancy, and suicide are rhetorically analyzed through a feminist lens to determine the ideological implications of these strips. I am currently working on the book prospectus; I have one chapter already written that examines the role of breast cancer and the comic strip *Funky Winkerbean.*

*Primetime Menopause: Mediated Depictions of Women’s Lives and Bodies*

This book analyzes the current portrayal of the menopausal woman as she is developed and portrayed on television situation comedies and dramas. The portrayal of these roles and the ways in which these roles are rhetorically constructed are analyzed from a feminist perspective and a taxonomy of menopausal women is created. I am currently working on the book prospectus; I have one chapter written that examines how menopause was featured on the situation-comedy *Cybill.*

*Making Up the 1920s “New Woman”: The Ideological Power of Vogue’s “On Her Dressing Table”*

This essay examines the rhetorical, performative and ideological impact of a column that appeared in Vogue magazine entitled “On Her Dressing Table.” I analyze the contents of this column from 1900-1930 and juxtapose the information contained in the column to historical events, such as the acceptability of a more independent woman as well as the rise of consumerism and materialism. This project is in the developmental phase: I have collected all of the columns and am in the process of completing my rhetorical analysis of these artifacts.
SCHOLARSHIP

Peer Reviewed Conference Papers and Presentations

Rhetorical Studies Papers and Presentations


Peer Reviewed Conference Papers and Presentations

Rhetorical Studies Papers and Presentations (continued)


Performance Studies Papers and Presentations


Peer Reviewed Conference Papers and Presentations

Performance Studies Papers and Presentations (continued)


SCHOLARSHIP

Peer Reviewed Conference Papers and Presentations

Performance Studies Papers and Presentations (continued)


Pedagogy Papers and Presentations


Pedagogy Papers and Presentations (continued)


Peer Reviewed Conference Papers and Presentations

Pedagogy Papers and Presentations (continued)


Assessment Papers and Presentations


SCHOLARSHIP

Peer Reviewed Conference Papers and Presentations

Assessment Papers and Presentations (continued)


Panels Chaired

“Information Technology in Medicine.” International Association for Computer Information Systems Annual Meeting, Atlanta, Georgia, October 2005.


Recipient of Funding for Results internal grant, “Implementing an Oral Communication Across the Curriculum Program,” Southeast Missouri State University, Spring 1999–Spring 2002. $186,000.00

Recipient of Southeast Missouri State University’s Grant Development Award, Summer 2001. $1,000.00
HONORS AND AWARDS

National Communication Association, Feminist and Women’s Studies Division Top Four Paper Award, 2007. “Marketing Menopause and Inventing Identities: An Examination of the Persona Rhetorically Constructed via Menopause Education Pamphlets.”


Faculty Engagement Award, Robert Morris University, April 2007.
This is a special award given to a faculty member who goes beyond the call of duty to engage and encourage students in learning. This person should demonstrate deep caring and involvement in students’ lives. S/he will have taken specific academic, social, and professional actions to demonstrate this. The recipient will have spent much time with students outside of the classroom, promote student confidence and growth, as well as link them to opportunities. The recipient is decided upon by a vote of the Student Government Association.

Summer Fellowship Award, Robert Morris University, Summer 2006. $2,800.00.
This award is offered to select faculty who submit a proposal to develop and complete a research project to complete over the summer.

This award recognizes individuals early in their professional career who are showing distinction as teachers and is selected by a committee of former award recipients; the recipient of the award must be nominated by a colleague.

Distinguished Faculty Teaching Award, Robert Morris University, April 2005.
This award is presented to a full time faculty member who has devoted significant effort to undergraduate teaching. The recipient must have undergraduate teaching as a large part of his/her duties, should present classroom concepts in a unique way so that students gain a better understanding of the material, and should demonstrate deep caring and involvement in students’ learning. The recipient is decided upon by a vote of the Student Government Association.

Distinguished Member, National Society of Collegiate Scholars, Robert Morris University, April 2004.
This award, voted on by chapter members, is issued to a faculty member who demonstrates an ability to connect with students and offer inspirational classroom lessons. This award is voted upon by the chapter members.

Communication Teacher’s Touchstone Award, “Gender Resume: An Alternate Version for Examining the Self in Everyday Life.”
   This award, granted by the editor of Communication Teacher, is designed to honor one classroom activity for its pedagogical value, September 2001. My teaching activity was the first to be selected for this award.

Outstanding Service, College of Liberal Arts and Sciences, Southeast Missouri State University, May 2001.
   This award honors individuals who have completed exceptional service to the College and is determined by a vote of all departmental chairpersons in the College of Liberal Arts and Sciences.


Kleinau Performance Award, Southern Illinois University, 1997.
Kleinau Performance Award, Southern Illinois University, 1996.
   This award is given to graduate students whose performances in the Kleinau Theatre productions are deemed outstanding by the Performance Studies faculty.

Best Undergraduate Paper Award, Department of Communication, Arizona State University, 1994. “Martin Luther King Jr. and Malcolm X: Two Strategies – One Purpose.”

Outstanding Performance Studies Senior Award, Arizona State University, 1994.
   This award is presented to one undergraduate student with a Performance Studies focus who has, throughout his or her four years, demonstrated excellence in the understanding and application of performance studies theories and practice. This award is voted upon by the Performance Studies faculty.
ACADEMIC SERVICE

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

Departmental Service
- Chairperson, Program Review Committee, September 2008—10.
- Elected Member, Grade Appeals Committee, September 2008—11.
- Elected Member (Sabbatical Replacement), Faculty Senate, Spring 2009.
- Member, Outcomes Assessment Committee, September 2008—present.
- Member, Interpersonal/Organizational Search Committee, 2008—09.

University Service
- Committee Member, North Central Reaccreditation Sub-committee, 2008—10.
- Committee Member, Remnant Trust at IPFW, Women & Power Sub-committee, 2008—09
- Co-Host, Words of Change Remnant Trust Television Show, 2008—09.
- Co-Chair, United Way University Campaign, 2008—09.
- Name Reader, Honors Convocation, Fall 2008.
- Name Reader, Commencement, Spring 2009.

Graduate Committees
- Douglas Olsen (Advisor), 2009—present
- Heathyr Harkless, 2008—09
- Jamen Ratcliff, 2008—09
- Kevin Stoller, 2008—09
- Christian L. Treber, 2008—present
- Jason Samuels, 2008—present
ROBERT MORRIS UNIVERSITY

**Departmental Service**
- Chairperson, Department of Communication Mission Statement Committee, Summer 2007.
- Chairperson, Department of Communication Outstanding Student Award Committee, Spring 2006.
- Member, Department of Communication, Humanities Search Committee, Spring 2004.
- Chairperson, Department of Communication, Humanities Search Committee, Spring 2004.
- Member, Communications Skills Program, Lecturers Search Committee, Spring 2004.

**University Service**
- Member, University Committee on Outcomes Assessment, September 2003—present.
- Member, Pre-Law Advisory Committee, September 2005—present.
- Appointed Member, University Judicial Review Committee, January 2003—present.
- Appointed Member, President’s Transformation Award Selection Committee, Spring 2007.
- Member, Middle States Association Reaccredidation Sub-committee on Outcomes Assessment, Fall 2006—Spring 2007.
- Appointed Member, Committee on Course Outcomes Assessment Measures, Fall 2005—Spring 2006.
- Member, University Committee on Academic Integrity, Summer 2003.
- Member, University Diversity Communication Sub-committee, 2004.
- Appointed Member, University Ad hoc Student Outcomes Assessment Research Committee, Spring 2004—Fall 2005.
- Member, University United Way Committee, Fall 2003, Fall 2004, Fall 2006.
- Appointed Member, University Search Committee for Dean of Academic Affairs, Summer 2004.
- Appointed Member, University Search Committee for Assistant Academic Vice President, Summer 2004.
- Faculty Advisor, Stageworks Theatre Club, August 2002—Spring 2003.
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA

**Departmental Service**
- Member, Department of Communication Assessment Committee, August 2001—May 2002.

**University Service**
- Adopted Professor of Harner Hall, Spring 2002.

SOUTHEAST MISSOURI STATE UNIVERSITY

**Departmental Service**
- Chairperson, Department of Speech Communication and Theatre Secretary Hiring Committee, Spring 2001.

**University Service**
- Chairperson, Steering Committee for the Oral Communication Across the Curriculum
- Member, College of Liberal Arts Advising and Retention Committee, Fall 2000–Summer 2001.
- Faculty Mentor/Advisor, Southeast Friends, Fall 2000–Summer 2001.

SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE

**Departmental Service**
- Member, Planning and Developing Committee, 1997.
EDITORIAL SERVICE


SERVICE TO THE DISCIPLINE

- Competitive Paper Reviewer, International Association for Computer and Information Science, Fall 2006.
- Assistant to the Vice–Chair of the Public Address Division, National Communication Association, 1997.
COMMUNITY SERVICE

Instructor, Executive Presentational Skills Workshop, Leadership Fort Wayne, Spring 2009.

Instructor, Learning to Listen Workshop, offered to Fort Wayne area high school students via Leadership Fort Wayne, Spring 2009.

Lady Macduff, First Presbyterian Theater’s production of Macbeth, Spring 2009.

Instructor, Executive Presentational Skills Workshop, Leadership Butler County, PA, Spring 2008.


Instructor, “Performing Comedy,” Horizons Summer Youth Enrichment Workshop, Southeast Missouri State University, June 2001, June 2000.


Instructor, “Taming the Butterflies: Public Speaking for Younger Speakers,” Horizons Summer Youth Enrichment Workshop, Southeast Missouri State University, June 1999.


TEACHING INTERESTS

Rhetorical Criticism and Theory          Oral Interpretation/Performance Studies
Public Address/Social Movements         Cultural Studies
Feminist Theory/Criticism              Communication and Gender
Persuasion and Social Influence        Health Communication
Performance Theory/Criticism/Methodology Performance of Gender
Social Contexts/Politics of Performance Rhetoric of Everyday Life
Organizational Communication           Political Communication
Small Group Communication              Communication Theory
Intercultural Communication            Qualitative Research Methods

RESEARCH INTERESTS

General Areas:   Performance Theory, History, and Criticism
Rhetorical Theory and Criticism
Feminist Theory and Criticism
Cultural Studies
Ideological Criticism
Gender, Race, Class and Communication
Health Communication
Public Address
Outcomes Assessment
Pedagogy/Retention

Specific Areas:  Everyday Life Performance of “Woman”
Performance of Taboo
Rhetorical and Ideological Constructions of Taboo
Rhetorical Constructions and Performance of Identity/ies
Rhetoric of Inquiry
Rhetoric of the Medical Community
Woman’s Suffrage Movement

AFFILIATIONS

American Association of Colleges and Universities
National Communication Association
Central States Communication Association
Eastern Communication Association
National Women’s Studies Association
Organization for the Study of Communication, Language, and Culture
Phi Kappa Phi
ANN MAUGER COLBERT

Journalism Program Coordinator, Indiana University-Purdue University Fort Wayne
Neff Hall 343, Fort Wayne IN 46805; Phone: (260) 481-6685  Email: colbert@ipfw.edu

EDUCATION

Indiana University –Purdue University at Fort Wayne (IPFW), MS ED in counseling
Indiana University, Bloomington, AB Journalism
Hanover College, English major

PROFESSIONAL EXPERIENCE

1988-current, IPFW Journalism Program Coordinator
2005-07, Copy Desk, The News-Sentinel, Fort Wayne, Indiana
Associate Faculty, IPFW English Department and Journalism Program
1986-87, Director of Publications, IU Foundation, Bloomington
1987, Adjunct Faculty, IU School of Journalism
1986, Interim Press Secretary, U.S. Congressman Frank McCloskey
1981, Assistant Director, then Director, IPFW News Bureau/Publications
1977-80, IU News Bureau, Feature Writer and Editor of Your Indiana University (a monthly
alumni publication) and IU Newspaper (a weekly newspaper for IU staff from all eight
campuses.)
1965-67, Indianapolis News, Copy Editor and Feature Writer (Note writing award from
Indianapolis Press Club for special-articles series.)
1964-65, Scecina High School, English and Journalism Teacher
1962-63, Indianapolis Star, Copy Editor

GRANTS, AWARDS, AND HONORS

2009 Reelected recording secretary of the Women’s Press Club of Indiana
2008 Elected Co-Vice Head of the Small Programs Group of Association for Educators in
Journalism and Mass Communication (AEJMC)
2007 Elected secretary of the Women’s Press Club of Indiana, the state affiliate of the National
Federation of Press Women (This position is on the line of ascent to the presidency.)
2003 Appointed to Education Board, Women’s Press Club of Indiana
    Column-writing category of WPCI state contest--2nd place, for columns written for the
    Bloomington Herald-Telephone’s Sunday Hoosier Times
2002 Research-on-women chair, American Journalism Historians Association (AJHA)
1999 Elected to Board of Directors, AJHA
    Curriculum-development grant from Lilly Retention Program to develop travel-writing
    program.
1998-02, Co-Chair, public relations, American Journalism Historians Association
1996 Elected research chair for AEJMC Commission on the Status of Women
1995 Elected chair of research-on-women special interest group, AJHA
1994 $3,500 grant from Gannett Foundation’s Freedom Forum Professors’ Publishing
    Program
1993 $493 Intercampus Research Grant from IU’s Research and University Graduate School
1992  $8,400 CLIO Award from Indiana Historical Society
1991  $4,000 Summer Research Grant, IPFW
1991  Research consultant on Akron Beacon-Journal project receiving Worth Bingham Prize for investigative reporting (A continuation of this project received a Pulitzer Prize the following year.)
1979  Indiana University School of Journalism’s $1,500 Sally Cooper Award for outstanding woman student
1978  Continuing Education for Women Scholarship winner
1967  Indianapolis Press Club Award for Outstanding Specialized Reporting

SCHOLARLY ARTICLES AND BOOK CHAPTERS
“Some Characteristics of Southern Women’s Editions,” Gender, Race, and Identity, Craig Barrow, Katherine Frank, John Phillips and Reed Sanderlin, eds. Chattanooga: Southern Humanities Press, 1993, pp.231-235

ACADEMIC PRESENTATIONS
“Use of Newspapers by Reform Women in the Gilded Age,” invited panel presentation for American Journalism Historians Association Annual Meeting, Cleveland, Ohio, October 2004.


“Chronological Aspects of Women’s Editions of Newspapers,” AEJMC (Research-in-Progress Session), Roanoke, Va., October 1994.


REFERENCE ARTICLES AND BIBLIOGRAPHIES
“Lifestyle sections” for the Encyclopedia of Journalism, Sage, forthcoming
“Peace Journalism” for the Encyclopedia of Journalism, Sage, forthcoming

In addition to the academic articles listed, I have contributed multiple journalistic stories to LAKES Magazine, Fort Wayne BusinessPeople Magazine, Frost Illustrated, Indianapolis Star, Indianapolis News, Bloomington Herald-Times, and Bedford Times-Mail. Single stories have been published in Feminist Press and MPI Meeting Professional Magazine.
Objective:
To obtain a position that provides me the opportunity to make a strong contribution within an organization by utilizing and expanding upon my related education, skills, and capabilities.

Qualifications:
I am a highly organized and capable individual with excellent interpersonal and written communication skills. I am also highly self-motivated and tenacious in completing projects and task. I effectively communicate and interact with students and have demonstrated competencies in the following areas:

- Independent and self-motivated worker in...
- Strong Oral and Written Communication skills
- Presentation skills
- Leadership skills
- Designing and implementing motivation
- Strong Interpersonal skills

Education:
PURDUE UNIVERSITY
Master of Arts, Professional Communication (2005)

INDIANA UNIVERSITY
Bachelor of Arts, General Studies/Psychology (2000)

TULSA JUNIOR COLLEGE
Associate in Arts, Laboratory Sciences (1993)

SHEPPARD AIR FORCE SCHOOL OF HEALTH CARE SCIENCES
Certificate of Training, Medical Laboratory Sciences (1979)

Relevant Experience:
- Presently working at IPFW as an instructor for the Department of Communication both online and FTF
- Presently working at IPFW in the Department of Communication as an Academic Advisor
- Worked as an Office Manager for Dove Tree Nursing Home for 4 yrs
Community Service:
Easter Seals ARC; committee board member
Haley Elementary School; Key Communicator
MADD; associate member

Awards and Honors:
Honorable Discharge - Indiana Air National Guard (1988)
Deans Honors - Tulsa Junior College (1992-93)
Honors Convocation - IPFW (2000)
Foster Parent of the year (2001)
Omicron Psi Honor Society (2005)
Star Faculty Award (2008)

References Available Upon Request
Adam D. Dircksen  
Department of Communication, Neff Hall 230C  
Indiana University-Purdue University Fort Wayne  
Fort Wayne, Indiana 46805-1499  
Telephone: (260) 481-6543  
e-mail: dircksea@ipfw.edu  

Academic Employment  
Indiana University-Purdue University Fort Wayne, IN  
August 2008-Present  
Director of Online Communication Courses & Continuing Lecturer  
Department of Communication & Division of Continuing Studies  
- Responsible for training and mentoring Communication faculty to teach online Communication courses

Indiana University-Purdue University Fort Wayne, IN  
August 2004-Present  
Continuing Lecturer: Department of Communication & Division of Continuing Studies  
- Autonomously responsible for designing and teaching both applied and theoretical courses in Communicating Peace, Principles of Persuasion, Intercultural, Media Analysis, Media and Society, Digital Media Production, Interpersonal, Interviewing, Communication Technologies, and Speech Communication  
- Courses are taught in traditional classroom, on and off campus, online, videoconference, in the field, or a combination of the above  
- Past year committee work includes DECCO and DECCO Sub Committees, Campus Initiative to Create an Online Student Orientation, Communication Assessment and Electronic Portfolio Development, Search and Screen, Communication Advisory, COM Program Review Leadership Team, and led campus initiative to build $250,000 Macintosh Classroom  
- Advising responsibilities: Approximately thirty undergraduates each semester, Summer advising for Arts & Sciences, Academic Counseling & Career Services  
- Nominated for Who's Who Among America's Teachers in 2008
Indiana University-Purdue University Fort Wayne, IN
August 2002-August 2004

**Visiting Instructor: Department of Communication & Division of Continuing Studies**

- Autonomously responsible for designing and teaching both applied and theoretical courses in Intercultural, Mass Media, Digital Media Production, Interpersonal, Organizational, Interviewing, and Speech Communication
- Courses are taught in traditional classroom, on and off campus, online, videoconference, in the field, or a combination of the above
- Committee work includes Diversity Initiative, Assessment and Electronic Portfolio Development, Search and Screen, Awards and Promotion, Advisor to Channel 56 Cable Access equipment purchasing
- Advising responsibilities: Approximately thirty undergraduates each semester
- Nominated for *Who's Who Among America's Teachers* by student in 2004

Indiana University-Purdue University Fort Wayne, IN
August 2000-August 2002

**Graduate Assistant: Department of Communication**

- Autonomously responsible for designing and teaching both applied and theoretical courses in Mass Media, Digital Media Production, Interpersonal, Interviewing, and Speech Communication

Indiana University-Purdue University Fort Wayne, IN
May 2001-August 2002

**Division of Continuing Studies Adjunct Faculty**

- Autonomously responsible for designing and teaching a variety of applied and theoretical courses in Mass Media, Interpersonal, Interviewing, and Speech Communication off campus

Indiana University-Purdue University Fort Wayne, IN
May 2001-August 2002

**Peer Advisor: Department of Communication**

- Responsibilities included student registration and academic counseling
**Teaching Experience**
Autonomously responsible for designing and teaching the following sections:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Delivery</th>
<th>Sections</th>
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<tbody>
<tr>
<td>Fundamentals of Speech Com.</td>
<td>COM 114</td>
<td>Traditional Classroom</td>
<td>20</td>
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<td>Fall 2000-Present</td>
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<tr>
<td>Fundamentals of Speech Com.</td>
<td>COM 114M</td>
<td>Mixed mode/Hybrid</td>
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<td>Fall 2007-Present</td>
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<td>Fundamentals of Speech Com.</td>
<td>COM 114D</td>
<td>Videoconference</td>
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<td>Fall 2004</td>
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<td>Intro to Communication Tech.</td>
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<td>Traditional/Field</td>
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<td>Fall 2008-Present</td>
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<tr>
<td>Principles of Persuasion</td>
<td>COM 318I</td>
<td>Online</td>
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<td>Fall 2006-Present</td>
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<tr>
<td>Principles of Persuasion</td>
<td>COM 318D</td>
<td>Traditional</td>
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<td>Fall 2005</td>
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<td>Principles of Persuasion</td>
<td>COM 318D</td>
<td>Videoconference</td>
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<td>Fall 2005</td>
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<tr>
<td>Intercultural Communication</td>
<td>COM 303I</td>
<td>Online</td>
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<td>Fall 2002</td>
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<td></td>
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<tr>
<td>Principles of Interviewing</td>
<td>COM 325</td>
<td>Traditional Classroom</td>
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<td>Fall 2001, Fall 2002</td>
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<tr>
<td>Business and Professional Com.</td>
<td>COM 323</td>
<td>Traditional Classroom</td>
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<td>Fall 2002</td>
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<td>Interpersonal Communication</td>
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<td>Traditional Classroom</td>
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<td>Summer 2001-Fall 2007</td>
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<tr>
<td>Mass Media and Society</td>
<td>COM 250</td>
<td>Traditional Classroom</td>
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<td>Spring 2003-Spring 2006</td>
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<tr>
<td>Mass Media and Society</td>
<td>COM 250I</td>
<td>Online</td>
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<td>Spring 2004-Spring 2006</td>
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<tr>
<td>Intro to Electronic Mass Media</td>
<td>COM 251</td>
<td>Traditional Classroom</td>
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<td>Spring 2003-Present</td>
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<tr>
<td>Intro to Electronic Mass Media</td>
<td>COM 251I</td>
<td>Online</td>
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<td>Spring 2009</td>
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<td>Intro to Television Production</td>
<td>COM 332</td>
<td>Field/Traditional</td>
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<td>Spring 2002, 2003, 2004</td>
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<td>Video Production Editing</td>
<td>COM 337</td>
<td>Independent Study</td>
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<td>Spring 2003</td>
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<tr>
<td>Communicating Peace</td>
<td>COM 471</td>
<td>Traditional Classroom</td>
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<td>Fall 2008</td>
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<td>PC, PowerPoint, and Netscape Training</td>
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<td>Computer Lab</td>
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</table>
**Grants**

DECCO Course Transformation (to Online) Grant  
COM 251  $6,376  
Summer 2008

DECCO Course Transformation (to Hybrid) Grant  
COM 114  $4,523  
Summer 2007

DECCO Course Transformation (to Online) Grant  
COM 318  $4,414  
Summer 2006

Assessment Mini-Grant  
Fall 2004

Diversity Transformation Initiative  
$3,000  Fall 2003

**Education**

Indiana University-Purdue University Ft. Wayne, IN  
August 2000-June 2002

- Masters of Arts in Professional Communication
- GPA 4.0 [4=maximum]
- Synthesis: "Online Courses Prove Ineffective Due to Lack of Interpersonal Communication"
- Committee: Dr. Marcia Dixson (chair), Dr. David Switzer, Dr. Steven Carr
- Masters courses, content, and research focused on classroom communication

Indiana University-Purdue University Ft. Wayne, IN  
August 1996-June 2000

- Bachelor of Arts in Media and Public Communication
- Media Production Minor
- 3.3 Accumulated GPA

**Conference Presentations**

"Transforming Asynchronous Online Courses to Include Live Discussions": Presented October 2007 Lilly Conference on College and University Teaching. Traverse City Michigan

"Are We in Sync? Instructor and Student Communication Priorities in Online and Traditional Courses": Presented November 2007 Lilly Conference on College and University Teaching. Miami of Ohio
**Additional Research**

**Past and Current**
- Time Requirements for Teaching and Learning in Online Classes
- Technology in the Classroom: The Digital Divide
- Teaching Diversity in the Classroom
- Effective Academic Advising: A Key to Student Success and Retention
- Impression Formation in the Classroom: The Role of Nonverbal Communication
- Relearning to Love Learning: Developing a Teaching Pedagogy
- Media Effects: Focusing on Cultivation Approach and Agenda Setting
- Organizational Communication: Meanings Behind Metaphors for Educational Institutions

**Additional Areas of Research Interest**
- Learning Retention and Teaching Effectiveness of Online and/or Distance Courses Compared to Traditional Courses
- Developing a Reasonable Instructor Workload in Online and Distance Courses in order to Improve Teaching Effectiveness
- Media Convergence: Utilizing Technology in the Traditional Classroom to Improve Teaching Effectiveness

**References by Permission**

**Marcia Dixson**  
IPFW Department of Communication, Associate Professor & Chair of Department of Communication  
Fort Wayne, IN (260) 481-6558, dixson@ipfw.edu

**Steven A. Carr**  
IPFW Department of Communication, Associate Professor  
Fort Wayne, IN (260) 481-6545, carr@ipfw.edu

**Emily J. Bermes**  
IPFW Department of Communication, Director of Basic Course  
Fort Wayne, IN (260) 481-5425, bermese@ipfw.edu
MARCIA D. DIXSON

EDUCATION

1993 PhD., Communication Research, University of Iowa, Iowa City, IA

1983 MA English Education, Northeast Missouri State University, Kirksville, MO

1979 BSE English, Northeast Missouri State University, Kirksville, MO

TEACHING CAREER

January 2006 - present
Chair and Associate Professor of the Department of Communication at Indiana University-Purdue University, Fort Wayne, IN.

September 2002 - August 2006
Associate Professor and Director of Graduate Studies in Communication at Indiana University-Purdue University, Fort Wayne, IN.

May, 2000 - May, 2003
Associate Professor of the Department of Communication and Director of the Center for the Enhancement of Learning and Teaching at Indiana University-Purdue University, Fort Wayne, IN.

May, 2000 - December, 2002
Associate Professor of the Department of Communication and Director of the Communication Basic Course at Indiana University-Purdue University, Fort Wayne, IN.

Aug 1993 - May, 2000
Assistant Professor (Associate Professor as of July 1, 1998) and Basic Course Director, Department of Communication, Indiana University-Purdue University, Fort Wayne, IN.

Undergraduate courses taught: Fundamentals of Speech Communication, Group Communication, Organizational Communication, Interpersonal Communication; Family Communication; Communicating Peace, Gender Roles and Communication, Freshman seminar: Critical Thinking and Communication

Graduate/Undergraduate courses taught: Nonverbal Communication, Theories of Interpersonal Communication, Theories of Small Group Communication, Communication in Personal Relationships; Communication in the Classroom, Experimental and Observational Communication Research Methods, Inequality seminar.
Aug 1991 - Aug 1993
Graduate instructor. Communication Studies Dept, University of Iowa, Iowa City, IA.

Undergraduate courses taught: Interpersonal Communication, Business and Professional Speaking, Advertising;

Graduate/Undergraduate courses taught: Family Communication, Methods of Communication. University supervisor of Communication student teachers.

Graduate instructor. Rhetoric Department, University of Iowa, Iowa City, IA.
Undergraduate courses taught: Rhetoric (oral and written communication skills course).

Aug 1983 - Aug 1989
Part-time Communication Instructor. Language and Literature Division, Northeast Missouri State University, Kirksville, MO.
Undergraduate courses taught: Speech Communication, Public Relations, Advertising.

Aug 1979 - May 1982
Instructor. Knox County R-I High School, Edina, MO. Courses taught: English, Speech and Drama.

PUBLICATIONS


2006 Creating effective online discussions: Instructor and student roles. Journal of Asynchronous Learning Networks, 10 (3) with Michelle Kuhlhorst, MA and Amber Reiff, MA

2001 “Teaching Social Construction in the Basic Course: Opening Minds and Integrating Contexts” in Basic Course Annual, 13, pp. 151-173


**RECENT AWARDS**

2007 MACK Fellowship

2007 IPFW Friends of the University Outstanding Teacher

2006 FACET Membership

**RECENT CONVENTION PRESENTATIONS**

2009 Creating effective student engagement in online courses: What do students find engaging? Accepted as a Top Panel Paper, Scholarship of Teaching and Learning Division, National Communication Association Annual Convention, Chicago, IL.

2007 Connecting the wired generation with each other: Effectively using small group discussion forums in online courses. Presented at FACET Retreat, Indianapolis, IN.


Online or in class discussion: A comparison of products and students’ perceptions of process a round table discussion presented at Lilly Conference in Traverse City, MI, October, 2007.

It’s not what you say, it’s that you say it!: No difference between teacher messages poster presentation at Lilly Conference in Traverse City, MI, October, 2007.

Are We in Sync? Instructor and Student Communication Priorities in Online and Traditional Courses 45 minute interactive session presented at Lilly Conference in Oxford, OH November, 2007.
2004 Creating Effective Online Discussions: Instructor and student roles. with Amber Reiff and Michelle Kuhlhorst presented at National Communication Association Annual Convention, Chicago, IL.

An instrument to investigate the expectations of and experiences with the parent-child relationship: The parent-child relationship inventory with Suze Fair and Emily Bermes presented at National Communication Association Annual Convention, Chicago, IL.

Panel member for Roundtable for the Terminal MA in Communication at National Communication Association Annual Convention, Chicago, IL.

2001 Panel member for "I dream of a world where students actually graduate!" to discuss advising as an interpersonal communication activity. Central States Communication Association Conference in Cincinnati, Ohio.

"What do you want?: Teens unmet expectations about the parent-child relationship" with Suze Fair presented at the National Communication Association Annual Convention, Atlanta, GA.

"The role of communication in meeting adolescents' relational expectations about the parent-child relationship: Satisfying teenagers" with Jackie Fisher presented at the National Communication Association Annual Convention, Atlanta, GA.


with Jeanne Barone. Team Testing. Presented to FACET Associate Faculty Conference, Indianapolis, IN.


1997 "The role of communication in meeting young adults' relational expectations about the parent-child relationship: Satisfaction in launching families" with Ava Stein presented at the National Communication Association Annual Convention, Chicago, Il.

"Centralizing communication in the Basic Course: Deemphasizing Context" accepted for presentation at the National Communication Association Annual Convention, Chicago, Il.

"Generalized communicative suspiciousness (GCS) and personal relationships: A reciprocal effects perspective" accepted for presentation at the National Communication Association Annual Convention, Chicago, Il.

Deborah A. Godwin-Starks Curriculum Vitae

GENERAL INFORMATION

Present Rank and Affiliation

Continuing Lecturer of Communication, Department of Communication Indiana University-Purdue University Fort Wayne.

ADDRESS

Department of Communication NF 230 Indiana University-Purdue University Fort Wayne 2101 Coliseum Blvd E Fort Wayne, IN 46805 Phone: (260) 481-6540 Fax: (260) 481-6183 E-mail: starksd@ipfw.edu

EDUCATIONAL EXPERIENCE


1995-1997 Purdue University, Counseling and Academic Affairs

1987-1990 Indiana Wesleyan University, MBA. in Business Administration

1985-1987 Purdue University, AD in Organizational Leadership and Supervision

1975-1987 Purdue University, MA in Interpersonal Communication

ACADEMIC & ADMINISTRATIVE APPOINTMENTS

Purdue University – West Lafayette, Indiana

1990-1999 Senior Assistant Director Multicultural Undergraduate Admissions

1992-1997 School of Liberal Arts & the African American Studies and Research Center

Director of Student Radio Class WBAA radio station

Instructor (IDIS) 490-A Plus Magazine

Indiana University-Purdue Fort Wayne

2004-Present Continuing Lecturer, Department of Communication, teaching communication courses, advising students, and serving on various departmental committees.

Summer 2008 Academic Counselor for SOAR

2001-2004 Visiting Lecturer, Department of Communication, teaching basic communication, women’s studies courses, and continuing education courses in distance education.

1999-2001 Adjunct Faculty, Department of Communication, teaching basic communication courses.

Non-Teaching Professional Assignments and Activities

2008-Present Affirmative Action Committee Member

2007-2009 Diversity & Multicultural Affairs Committee Member on Black History Month Celebration

2004-2009 Academic Advisor

2004-2009 Personnel Committee Member

2007-2009 Facilities Committee Member

2006-2008 Chaired Publicity Committee
Awards and Honors

2009 Union Baptist Church Women of Victory Award
2009 INK Newspaper’s Fifty Most Influential Women in Fort Wayne
2008 Fort Wayne Urban League’s Woman of the Year
2008 INK Newspaper’s Fifty People to Watch in 2008
2008 Greater Mount Ararat’s Sunday’s Best Winner for Media

Membership in Academic, Community, Professional Societies, and Community Affiliations

2000-Present CEO/Founder-Quasi Inc., Stellar Women on the Move the parent company of WQSW-LP 100.5 FM, which was launched in 2007
2002-Present Contributor to Northeast Indiana Public Radio
2007-Present Host of Let’s Talk on WQSW-LP 100.5 FM
1989-Present Member of Iota Chi Omega Chapter of Alpha Kappa Alpha Sorority, Inc.
2000-Present Member of Cosmopolites Business and Professional Women’s Club
2000-Present Member of Phi Lambda Theta International Honor Society
2008-Present Member of Zonta International Women’s Organization
2008-Present Member of Zonta Club of Fort Wayne
2009-Present Host of Let’s Talk the Music Notes on WQSW-LP 100.5 FM

Publications

Drinking the Living Water: A View from the Edge, 2005 AuthorHouse, Publishing
Davon Goes Fishing at the Big Green Yucky Lake, 2005 AuthorHouse, Publishing

Unpublished Work and Presentation Related to Teaching

Invited Speaker, Women Living in Victory Women’s Conference, Union Baptist Church, April 2009
Invited Moderator for Panel Discussion, Diversity & Multicultural Affairs, African Americans in the Media: a Local View, Feb., 2009
Invited Speaker, Diversity & Multicultural Affairs, Inauguration Live at IPFW, Jan., 2009
Invited Panelist, Diversity & Multicultural Affairs, Women in Leadership, Jan., 2009
Invited Speaker, “Communication in the Workplace,” Student Services-IPFW, Jan., 2009
Invited Speaker, “Communication in the Workplace, Volunteers of America, April, 2008
“Getting to the Heart of Worship,” Cornerstone Christian Bible College International, 2009
“Grace is a Bad Boy,” Cornerstone Christian Bible College International, 2009
“Mitigation of the Woman’s Pain: No Pain No Gain,” Cornerstone Christian Bible College International, 2009
Wei Luo (Kitty)

Indiana University Purdue University Fort Wayne
Department of Communication
Neff 230G, 2101 E. Coliseum Blvd
Fort Wayne, Indiana, 46805
Email: luow@ipfw.edu
260-424-8790

EDUCATION

**Ph.D. in Communication**, University of Utah, Salt Lake City, UT, 2008
Major Fields of Study: Intercultural/International Communication; Cultural Studies; Critical Rhetoric; Feminist Theory

**Master of Arts in English**, University of Utah, Salt Lake City, UT, 2002.
Major Fields of Study: Rhetoric and Composition; American Studies.

*Research Project:* Two aspects of a plausible dilemma: A debate over teaching rhetoric in contemporary writing pedagogy.

**Bachelor of Arts in English**, Fuzhou University, Fujian Province, China, 1996.

**Bachelor of Economics**, Fuzhou University, Fujian Province, China, 1996.
Thesis: *Establishment of modern corporations in transitional China.*

COURSEWORK EMPHASES

*Communication Theory:* James Anderson, Jeff Klinger, Maureen Mathison, Mary Strine; *Qualitative Research Methods:* Connie Bullis, Nickieann Fleener, Maureen Mathison, Tarla Rai Peterson; *Cultural Studies, Critical Rhetoric & Feminist Theory:* James Anderson, Marouf Hasian, Leonard Hawes, Tom Huckin, Susan Miller, Mary Strine; *Intercultural/International Communication & Marketing:* Gary Bamossy, Russell W. Belk, Timothy Larson
TEACHING AND WORK EXPERIENCE

Assistant Professor, Department of Communication, Indiana University Purdue University Fort Wayne, 2008-present

Teaching COM 507-02: Introduction to Semiotics. This course examines the uses of signs and sign systems and explores the processes of signification and representation in human communication. It focuses on the application and circulation of semiotic meaning in everyday life and specific socio-cultural contexts such as organizational cultures, gender and identity, mass media, and popular culture.

Teaching COM 303: Intercultural Communication. This course explores the intersections of culture and communication, the barriers affecting intercultural communication and the challenges facing cultures and co-cultures against the impact of globalization. I have updated most of the teaching materials that I used in the past year. I am also in the process of revising this course to include a service-learning component.

Teaching WOST 301: This course explores the meaning of feminism from diverse cultural, political and economic perspectives. It addresses the concerns and challenges facing women from nonwestern cultures and looks into such issues (in cases of third world women) as gender, race, and nation-building; class relations, globalization; sexual politics; and local feminist movements.

Adjunct Instructor, Department of Communication, University of Utah, 2006- 2007

Teaught COMM 3190: Intercultural Communication. This course entails systematic study of communication processes that involve contact and interaction between people of different cultures. Responsibilities included designing syllabi, providing lectures and grading assignments papers. The class syllabus I designed for this course has been employed as a course syllabus demonstration in the Instructor’s Resource Manual for Jandt’s (2007) An Introduction to Intercultural Communication: Identities in a Global Community, 5th Ed. Thousand Oaks, CA.: Sage Publications.

Teaught COMM 1010: Elements of Speech. The course focuses on basic theory and practice of communication behavior in interpersonal, group problem-solving, and public-speaking contexts.
**Associate Instructor**, University Writing Program, University of Utah, 2006-2007

Taught WRTG 2010: Writing for Academic and Public Discourse. This intermediate composition course emphasizes rhetorical approaches to academic reading and writing and helps students practice analytic and persuasive writing in a number of genres common to both academic and public discourses. Responsibilities included providing lectures, evaluating students’ assignments and papers and holding office hours.

**Editor and Publication Manager, Lessons Magazine, Center for Teaching &Learning Excellence, University of Utah, 2006-2007**

Worked on the spring volume of 2007 Lessons, entitled “Revolving Door: Issues of Student Retention and Persistence.” Administrative and editing responsibilities included the following: recruited journalists, writers and photographers; trained the writing teams; evaluated and edited article submissions; edited the final version of the magazine; and monitored circulation of the magazine.

**Teaching Fellow, Department of Communication, University of Utah, 2002-2006**

Provided syllabi and lectures to the following courses; responsible for designing and grading assignments and exams.

COMM 3050: Theoretical Perspective on Communication (Lab Discussion). This course introduces current communication theories that apply throughout the communication curriculum.

COMM 3020: Media Texts. This course focuses on the role of media texts in our lives, including the character of the media industry and the forms, conventions, and products of popular culture.

COMM 3190: Intercultural Communication (discussed above).

COMM 1010: Elements of Speech (discussed above).

**Associate Instructor, English Department, Shaoguan Educational Institute, Guangdong, China, 1996-2000**

Taught the following courses: Oral English, Applied Linguistics, Western Cultures, Intensive Reading, Business English, and Bilingual Translations.

**Tutor, Student Campus Life Center, Shaoguan University, Guangdong, China, 1998-2000.**

TEACHING AND RESEARCH INTERESTS

- My research interests and specialization include exploring gender and feminist issues in both Eastern and Western consumer cultures, and especially within the discourse of consumerism. I am also interested in employing interpretive, critical and rhetorical approaches to examine the various aspects of intercultural communication and cultural studies, especially the intersections of issues on gender, ethnicity, and class in popular culture.

- I am particularly interested in teaching courses in the areas of intercultural communication, communication theories, cultural studies, media literacy, and qualitative research.

GRANTS, FELLOWSHIPS, AWARDS AND HONORS

Overseas Conference Fund, Indiana University, 2009

Summer Faculty Grant, Purdue Research Foundation, Purdue University, 2009


Supplementary (Conference) Travel Grant. University of Utah, 2005.


Awarded as one of the “Ten Most Potential Young Mentors and Scholars of Shaoguan.” Shaoguan University, China, 1998.

Outstanding Teaching Award. Shaoguan University, China, 1997.


Undergraduate Scholarships. Fuzhou University, China, 1992-1996.

Top Paper Award in Provincial English Essay Competition. Fuzhou University, China, 1995.


PUBLICATIONS, CONFERENCE PRESENTATIONS


Plenary talk delivered at the conference on *Navigating the culture of campus: Academic writing and the ESL student*. Sponsored by the Dee Grant Council and the University Writing Program, University of Utah, Salt Lake City, UT 2007.


WORK IN PROGRESS

Luo, W. *Incorporating service-learning into intercultural communication curriculum*. A teaching project proposal to be submitted to the Scholarship of Engagement Faculty Grant (2009-2010).


Luo, W. “*My body, my decision:* An interpretative phenomenological analysis of Chinese women’s consumption of cosmetic surgery.” To be submitted to *Communication Monographs*.

Luo, W. *Laughing with “Seinfeld:* American humor and everyday communication*. To be submitted to *Critical Studies in Media Communication*.

Luo, W. *Representation of “Chineseness” on the silver screen: Orientalism from the Orient*. To be submitted to *Asian Cinema*.

INVITED LECTURES & PUBLIC TALKS


“Chinese Culture: Its Past and Present,” April 6th 2009, Dr. Suin Roberts’ class (International Studies), IPFW.


PROFESSIONAL AFFILIATIONS

International Communication Association (ICA). 2002 - present

National Communication Association (NCA). 2005 - present

LANGUAGES

Native Languages: Mandarin and Cantonese
Foreign Languages: English (highly proficient); Spanish (beginner level); Japanese (beginner level)

SERVICE

- Member of 2009 Program Review Graduate Committee, Department of Communication, Indiana University Purdue University Fort Wayne, 2008 - present

- Computer Consultant: Multimedia Center, J. Willard Marriott Library, University of Utah, 2006 - present

- Helpdesk Consultant: Copy Center, J. Willard Marriott Library, University of Utah, 2001-2006

- Member of Chinese Student and Scholar Association, University of Utah, 2000 - present

- Member of Graduate Student Association, Department of Communication, University of Utah, 2002 - present
BELINDA A. STILLION SOUTHDAR, Ph.D.
Assistant Professor of Communication, Indiana University-Purdue University, Fort Wayne
2101 E. Coliseum Blvd. • Fort Wayne, IN 46805 • stilliob@ipfw.edu • Office 260.481.6183

EDUCATION

Major Areas: Rhetorical Criticism, Feminist Discourse
Dissertation: "The National Woman's Party's Militant Campaign for Woman Suffrage, 1913-1920:
Asserting Citizenship Rights through Political Mimesis."
• B.A., English. Willamette University, Salem, OR, May 2000.

PUBLICATIONS

Forthcoming


In Press


Under Review


CONFERENCE PRESENTATIONS


- "To Transform and be Transformed: Elizabeth Cady Stanton's 'Address on Woman's Rights,' 1848," Women's Studies Division, NCA Convention, San Antonio, TX, November 2006.


• "Sex and the City and Three Post-Feminist Quandaries," Women's Studies Division, NCA Convention, Miami, FL, November 2003.


INVITED PRESENTATIONS


AWARDS & HONORS

• Indiana University Overseas Conference Fund Award, International Conference on Rhetorical Citizenship, $700, 2008.

• Ann G. Wylie Dissertation Fellowship Award, Graduate School, University of Maryland, $10,000. Awarded for fall 2008 (declined).

• Charles A. Richardson Award (Most Outstanding Ph.D. Student), Department of Communication, University of Maryland, May 2007.

• Doctoral Candidacy Fellowship, Department of Communication, University of Maryland, 2007-2008.


• Participant, Doctoral Honors Seminar, University of Oklahoma, July 2005.


• Outstanding Master's Research Paper Award, "Sex and the City and Three Post-Feminist Quandaries," Department of Communication, University of Maryland, May 2004.

• Doctoral Fellowship, The Graduate School, University of Maryland, 2004-2006.
ACADEMIC APPOINTMENTS

• **Assistant Professor**, Department of Communication, Indiana-Purdue Fort Wayne, IN, Fall 2008-present.

• **Graduate Teaching Assistant**, University of Maryland, Spring 2003-Summer 2008.

• **Voices of Democracy Primary Text Editor/Web Administrator**, Center for Political Communication and Civic Leadership, Fall 2006-Spring 2008.


• **Steering Committee Member**, Center for Political Communication and Civic Leadership, Department of Communication, University of Maryland, Fall 2005-Spring 2006.

• **Center for Political Communication Student Representative, CommGrads**, 2004-2008.

• **Development Specialist**, Center for Political Communication and Civic Leadership, Spring 2004.

• **Departmental Assembly Graduate Student Representative, CommGrads**, 2003-04.

RESEARCH EXPERIENCE


TEACHING EXPERIENCE

• **Persuasion in Social Movements (Communication 515)**
  Indiana-Purdue Fort Wayne, Scheduled Spring 2009.
  This course considers how marginalized groups in society challenge institutional opposition and hegemonic forces at play. To help answer these questions, this course will first draw upon secondary sources to define the dialectical character of social movement processes and then examine the primary discourses of the feminist movement in the United States from the early nineteenth century to the present.

• **Interpreting Strategic Discourse (Communication 401)**
  University of Maryland, Summer 2008.
  This course aims to bolster students’ ability to appreciate and engage the discourse which surrounds them. To that end, this course introduces historical and critical lenses toward analyzing both institutional and social movement discourse. This survey of methods includes public address, narrative, genre, dramatistic, ideological, feminist, cultural, and mediated.

• **Nationalist & Citizenship Rhetoric: Race, Gender, & Identity (Comm 398T)**
  University of Maryland, Winter 2008.
  This course takes a rhetorical and critical approach toward understanding how national identities are shaped by and penetrated with gendered and raced constructs. Moreover, this course is designed to heighten students' awareness as to how subordinate groups in society challenge and transform dominant constructions of nationalism and citizenship, which are often communicated through presidential and other institutional discourse.

• **Women's Rights Discourse: A Historical Approach to Civic Engagement & Gendered Arguments (Communication 324)**
  University of Maryland, Diversity Core Course, Summer 2007.
  This public address course traces the rhetorical strategies of women's rights activists from the early nineteenth century to the present. By studying speech texts and contexts, students are prepared to participate in robust civic engagement and debate current, related gendered issues.

• **Gender and Communication: Women, Power, & Media (Communication 324)**
  University of Maryland, Diversity Core Course, Fall 2004-Winter 2007.
  This course traces gender ideologies and constructs from the early nineteenth century to current media appropriations of femininity and feminism. As students learn the history of U.S. feminism as a rhetorical movement, they learn the historical and theoretical underpinnings to the ways in which language and media perpetuate and contest gendered meanings and representations over time.

• **Controversy in American Society (Communication 316)**
  Indiana-Purdue Fort Wayne, Scheduled Spring 2009.
  This course traces the ways in which arguments are made, circulated, and contested within a larger political and ideological context. As a case study, this course will examine the discourse of the ERA and Stop-ERA campaigns.

• **Feminist Theory (Women's Studies 304)**
Indiana-Purdue Fort Wayne, Scheduled Spring 2009.
This course explores questions regarding issues of power, domination, oppression, and difference. It explores both historical and contemporary dimensions of systems of power and inequality, specifically those located at the intersections of race, social class, gender, and sexuality. Moreover, we will look at how gendered identities are inextricably linked to other systems such as ethnicity, nation, culture, and political ideology.

- **Rhetoric of the Western World (Communication 312)**
  Indiana-Purdue Fort Wayne, Fall 2008.
  This course offers a vocabulary of the foundational concepts of rhetoric, particularly as they are grounded in ancient discourses. This vocabulary is extended into a contemporary, twenty- and twenty-first century contexts, in which rhetorical acts and processes help expose the social and political power dynamics pertaining to race, sex, and nationality. Moreover, this course aims to expose the ways in which rhetoric constitutes our citizenship identities.

- **Oral Communication: Principles and Practice (Communication 107)**
  University of Maryland, Spring 2003-Fall 2006.
  This course covers the fundamentals of interpersonal, intrapersonal, and group communication as well as teach the skills to write and deliver informative and persuasive speeches.
VITA

Jonathan David Tankel

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Ph.D. University of Wisconsin-Madison
Department of Communication Arts, 1984

M.A. University of North Carolina-Chapel Hill
Department of Radio, Television and Motion Pictures, 1976

B.A. Bard College
Department of History, 1973
Academic Employment:

1995-present  Associate Professor (tenured August 1998)
                Director of Graduate Studies (1998-present)
                Director of Internships (1997-present)
                Undergraduate Lead Advisor (1996-present)
Department of Communication
Indiana University-Purdue University Fort Wayne
Fort Wayne, IN

1989-1995  Associate Professor with tenure
           Department of Television-Radio
           Roy H. Park School of Communications
           Ithaca College
           Ithaca, NY

1985-1989  Assistant Professor
           Department of Television-Radio
           School of Communications
           Ithaca College
           Ithaca, NY

Summer 1987-
          Summer 1993  Visiting Associate Professor
          Department of Communication
          Cornell University
          Ithaca, NY

1981-1985  Assistant Professor
           Interim Chairperson (1984-85)
           Faculty Advisor, WMEB-FM
           Department of Journalism and Broadcasting
           University of Maine, Orono, ME
Professional Employment:

October-November 1999  Expert Witness
                       Steinhart & Falconer, LLP
                       San Francisco, CA

January-August 1998   Co-host, *Live 3 to 5*
                       WGL-AM, Fort Wayne, IN

March-June 1997       Expert Witness
                       Steinhart & Falconer, LLP
                       San Francisco, CA

1996                  Host, *Windows*

1992-3                WGL-AM-FM, Fort Wayne, IN
                       Call-in talk radio program
**Publications**


Reviews


Conference Papers


Tankel, J.D. and Scher, M. "Friends of the court:" Group presentations in a communication law course. Presented to the Annual Conference of the National Communication Association at Seattle, WA, USA, 11 November 2000

Tankel, J.D., Aristotle in a Wheelchair: Narrative strategies in *Oz*. Presented to the 50th Annual Conference of the International Communication Association at Acapulco, Mexico, 4 June 2000

Tankel, J.D., Reconceptualizing libel in the context of call-in talk radio. Presented to the 30th Annual Conference of the Popular Culture Association at New Orleans, LA, USA, 21 April 2000


Tankel, J.D. WOWO; Twilight of a radio god? Presented to the 47th Annual Conference of the International Communication Association at Montreal, Quebec, Canada, 23 May 1997


Banks, J. & Tankel, J. D. A tube of one's own: Lifetime as electronic space for women. Presented to the XVIIIth Conference of the International Association for Mass Communication Research at Sao Paulo, Brazil, 19 August 1992.


Conference Panels

Organizer, chair. "We're not in Kansas anymore;" HBO's *Oz* and the changing landscape for dramatic television series. Presented to the 50th Annual Conference of the International Communication Association at Acapulco, Mexico, 4 June 2000


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Editorial Work

Professional Conferences

B.E.A. Autumn Seminar, 1982

Recent Professional Services

Program Planner, Popular Communication Division, International Communication Association, Seoul, KOREA, 2002
Vice-chair (chair 2002-3), Popular Communication Division, International Communication Association, 2000-2003
Consultant, Department of Communication Curriculum Revision Committee, Cornell University, October-December, 1991.
Member, Conference Organizing Committee, University Film and Video Association, 1989-90.

Community Service

President, Fort Wayne Dance Collective (Non-profit arts organization with a $300,000 annual budget), 1999-present

Teaching and Research Areas

**Social Context of Mass Communication** (emphasis on history)
*Undergraduate Courses:*

*Graduate Courses:*
Public Policy in Telecommunications, Communication in Politics, Historical/Critical Research Methods in Communication, Special Topics: Technology, Culture and Communication, Special Topics: Old Media/New Media, Reporting Communication Research, Telecommunication Systems Management

**Media Aesthetics**
Courses: Electronic Media Criticism, British Media Criticism, Media Aesthetics and Analysis, Introduction to Electronic Media

**Audio Production and Theory**

**Writing**
Courses: Media Writing, Writing for News and Public Affairs, Scriptwriting

**Basic Course**
Course: Fundamentals of Speech Communication

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APPENDIX T
Promotion and Tenure Guidelines

General Considerations
The Department of Communication has a responsibility to provide resources which assist faculty in the department in their efforts to advance in rank and status. Those resources include, but are not limited to, collegial support, release time, supplies, and travel funds. The presentation of a compelling case for advancement in rank and status is the responsibility of the individual faculty member. Proof of a compelling case for advancement in rank and status rests solely on the arguments and evidence a candidate presents of significant relevant professional accomplishments which meet the criteria articulated in this document. The argument advanced by a candidate should be diverse and supported with quantitative and qualitative evidence of actual and potential accomplishments. Appropriate activities and subjects of communication study on which to base a case for tenure and/or promotion include, but are not limited to:
- media production,
- interpersonal communication,
- organizational communication,
- media studies,
- rhetoric,
- legal communication,
- intercultural communication,
- health communication,
- performance, and
- the scholarship of teaching and learning.

The following guidelines articulate important and representative criteria and should not be interpreted as constraining or contractual. Criteria for tenure and promotion at Indiana University-Purdue University at Fort Wayne are detailed in Senate Document SD 88-25.

Criteria for Promotion (to Associate Professor or Professor)
SD 88-25 provides that the criteria for promotion are based on a combination of three activities: teaching, research and/or creative endeavor and/or service. A candidate is expected to demonstrate excellence in one of the three areas.
Criteria for Tenure

Tenure is often linked to promotion to associate professor. This connection is appropriate and even natural. In many careers the duration of the probationary period and the time needed to build a record in teaching, research, and service meriting promotion to associate professor are equal, and the university can address the separate decisions simultaneously. The Department of Communication recognizes the possibility that these decisions may not be made at the same time and that, although the criteria are the same, the weight assigned to each criterion differs from tenure to promotion. The university grants tenure and promotion to associate professor in the same year when a candidate meets the criteria established for both. Whenever these decisions are made in different years, however, a recommendation to award tenure is based upon evidence of:

1. A record of satisfactory achievement in teaching, research and/or creative endeavor, and service;
2. (for the award of tenure in a rank below that of associate professor) The likelihood of promotion to higher rank in the near future; and
3. The importance of the individual’s contribution to the university.

Application of Criteria to Different Ranks (SD 88-25)

Promotion from Assistant Professor to Associate Professor
Promotion to Associate Professor is based upon actual performance and the potential for continued professional growth using the criteria as explained below.

Promotion from Associate Professor to Professor
Promotion to Professor is awarded to individuals recognized by professional peers as authorities in their fields. It is expected that candidates will have made important and recognized contributions in at least one of the areas: teaching, research and/or creative endeavor, and service, using the criteria as explained below. Candidates will be recognized and respected in state, regional, or national educational, creative and professional circles.

Explanation of criteria for Promotion (to Associate or Professor) and/or Tenure

Teaching

A candidate who seeks promotion in the Department of Communication on the basis of excellence in teaching is expected to enhance learning of disciplinary knowledge, as well as motivate and guide students and colleagues. Quantitative and qualitative evidence of learning enhancement, motivation and guidance should be presented to support the argument of the case. The department recognizes the importance of good teaching at all levels, including general education, non-major, major and graduate courses. Student evaluations, co-curricular contributions, peer evaluations (including observations, review of course materials and/or teaching approaches and innovations), assessment of the candidate’s teaching by the chairperson, contributions to curricular development (including continuous improvement of courses taught on a regular basis and reflection of changes made in courses), student research and creative endeavor, chairing successful master’s committees, contributions to academic/professional development of students, professional development, and pedagogical scholarship are sources of evidence to support a case demonstrating excellence in teaching. The department encourages the candidate to consult what s/he believes are the applicable parts of the document “Guidelines for Defining, Documenting, and Evaluating Teaching” as a source of teaching documentation and evaluation.
The candidate establishing competence in teaching is expected to accurately convey discipline related knowledge to students using appropriate pedagogical methods; competently manage class related tasks (i.e., student contact, grading etc.); and competently manage other teaching related tasks (i.e. advising, serving on MA committees, serving on other teaching related committees).

Research and/or Creative Endeavor

A candidate who seeks promotion in the Department of Communication on the basis of excellence in scholarly or creative endeavor is expected to be recognized as a regular contributor of scholarly and/or creative production relevant to the discipline. Tangible evidence of excellence in scholarly and/or creative pursuits will consist of works that have been reviewed and competitively adjudicated by peers and recognized authorities appropriate to the discipline. Tangible evidence of research or creative activity can include but is not limited to a draft, project, production, or version – either published or unpublished – that exists in any copyrightable format. This format includes but is not limited to print, electronic, digital, online, or film. The department encourages the candidate to consult what s/he believes are the applicable parts of the document “Examples for Documenting and Evaluating Faculty Research, Scholarship, and Creative Endeavor.”

Given the variety of acceptable evidence of regular contributions in our discipline, the department expects the equivalent of two to three refereed publications to establish competence in research and/or creative endeavor. Due to the varied nature of the kinds of work done in the field of communication, flexibility in applying the criteria is essential. This equivalent could be met or exceeded via some combination of a book-length manuscript published in an appropriate press; publications in peer-reviewed journals or conference proceedings; talks or poster presentations at regional or national conferences; or creative work presented publicly at IPFW, a local venue, or a non-refereed, non-adjudicated, or non-juried venue. Quality, not quantity, is the important criteria here. The candidate should have demonstrated engagement in ongoing scholarship.

Service

A candidate who seeks promotion in the Department of Communication on the basis of excellence in service is expected to present quantitative and qualitative evidence of leadership in one or more of the following areas: institutional service, professional service to the community, or service to the profession. Evidence of excellence in institutional service may be demonstrated by leadership in governance and administration. Evidence of excellence in professional service to the public may be demonstrated by leadership in the implementation of the campus mission through community activities. Evidence of excellence in service to the profession may be demonstrated by leadership in professional societies and/or committees.

The candidate establishing competence in service is expected to have consistently participated in Departmental governance by serving on a standing committee; participating in a community activity appropriate to the mission of the University; or participating in the administration of a professional society in some fashion, such as reviewing submissions for a national conference.
APPENDIX U
Focus Group Protocol

This is the protocol that was used in the focus group interviews conducted with graduate students enrolled in COM 502: Communication Classroom Techniques in the Fall 2008 semester.

- Since you first enrolled in the program, what kind of learning support have you received from our communication faculty (such as helping you develop your research project and giving helpful feedback to your papers)?

- Have you received any advising support (either formally or informally) from the faculty, administrators, and/or secretaries?

- In what ways does the technology (Blackboard and other learning software/computers) available on campus facilitate your learning or enrich your experiences as a graduate student?

- What type of financial aid/scholarship(s) do you currently have? What sort of guidance do you think the department can provide for your scholarship applications?

- (To international students/first year students if any) Have the departmental faculty and staff helped you adapt to the academic culture and the learning community since joining the program?
## APPENDIX V
Rank Order of Departmental Long and Short-Term Goals

### GOALS NOT REQUIRING ADDITIONAL RESOURCES

#### SHORT-TERM GOALS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Goal</th>
<th>Statistical Information</th>
</tr>
</thead>
</table>
| 1    | Increase 300–400 course offerings                                   | [Reported Rankings] 1,1,1,1,2,2,2,4,4,4,8  
\[M = 2.55 \quad SD = 2.11 \quad Md\text{n} = 2.00\]  
95% confidence interval for \(M\): 1.125 thru 3.966 |
| 2    | Post undergraduate course rotation online                          | 1,1,1,1,2,2,2,4,4,4,4,4,5,6,7  
\[M = 3.13 \quad SD = 1.92 \quad Md\text{n} = 3.0\]  
95% confidence interval for \(M\): 2.069 thru 4.198 |
| 3    | Develop evening rotations for undergraduate courses and post online | 2,2,2,2,3,3,4,4,5,5,6,7,7,8  
\[M = 4.20 \quad SD = 2.04 \quad Md\text{n} = 4.00\]  
95% confidence interval for \(M\): 3.069 thru 5.331 |
| 4    | Develop a guiding philosophy for Media Production offerings         | 1,1,1,3,3,4,6,6,6,8,9,9  
\[M = 4.71 \quad SD = 2.84 \quad Md\text{n} = 5.00\]  
95% confidence interval for \(M\): 3.074 thru 6.354 |
| 5    | Meet regularly with Admissions to discuss advertising strategies for and general information about the graduate program | 1,1,3,4,4,5,5,6,6,6,7,10,10,10  
\[M = 5.56 \quad SD = 2.78 \quad Md\text{n} = 5.50\]  
95% confidence interval for \(M\): 4.081 thru 7.044 |
| 6    | Explore the possibility of increasing the major from 33 to 36 credits | 1,2,3,5,5,5,6,6,6,7,10,10,10  
\[M = 5.67 \quad SD = 2.79 \quad Md\text{n} = 6.00\]  
95% confidence interval for \(M\): 4.119 thru 7.214 |
| 7    | Explore ways to better promote scholarships available to our majors | 1,4,4,5,5,6,7,7,7,7,8,8,9,10  
\[M = 6.29 \quad SD = 2.33 \quad Md\text{n} = 7.00\]  
95% confidence interval for \(M\): 4.938 thru 7.634 |
| 8    | Explore and publicize potential scholarships available to graduate students | 2,2,2,4,6,7,7,7,7,8,8,9,9,10  
\[M = 6.29 \quad SD = 2.73 \quad Md\text{n} = 7.00\]  
95% confidence interval for \(M\): 4.710 thru 7.862 |
| 9    | Better facilitate the presentation of student research at regional and national conferences | 2,3,4,5,5,5,6,7,7,8,8,9,9,9,10  
\[M = 6.44 \quad SD = 2.34 \quad Md\text{n} = 6.50\]  
95% confidence interval for \(M\): 5.192 thru 7.683 |
| 10   | Explore options for streamlining travel requests for graduate students | 1,4,7,8,9,9,9,9,9,9,10,10,10,10,10  
\[M = 8.38 \quad SD = 2.5 \quad Md\text{n} = 9.00\]  
95% confidence interval for \(M\): 7.043 thru 9.707 |
## GOALS NOT REQUIRING ADDITIONAL RESOURCES

### LONG-TERM GOALS

<table>
<thead>
<tr>
<th>Rank</th>
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<th>Statistical Information</th>
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<tbody>
<tr>
<td>1</td>
<td>Explore the possibility of offering our minors as certificates to non-degree-seeking students (particularly Media Production, Journalism, and Public Relations)</td>
<td>[Reported Rankings] 1,1,1,1,2,2,2,2,3,3,6,6,6,6  ( M = 2.60 )  ( SD = 1.88 )  ( Mdn = 2.00 ) 95% confidence interval for ( M ): 1.558 thru 3.642</td>
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<td>2</td>
<td>Explore developing an undergraduate peer mentoring program</td>
<td>1,2,2,2,2,3,3,3,3,4,4,4,5,5,5,5  ( M = 3.19 )  ( SD = 1.22 )  ( Mdn = 3.00 ) 95% confidence interval for ( M ): 2.536 thru 3.839</td>
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<td>3</td>
<td>Explore the linkage between departmental courses and formalized service learning</td>
<td>1,1,2,2,3,3,3,4,4,4,4,4,5,5,5,6,6  ( M = 3.56 )  ( SD = 1.55 )  ( Mdn = 4.00 ) 95% confidence interval for ( M ): 2.738 thru 4.387</td>
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<tr>
<td>4</td>
<td>Reestablish connections with specific community organizations (e.g., WFWA) to benefit our students</td>
<td>1,1,1,2,2,2,3,3,4,4,5,5,5,6,6,6,6  ( M = 3.63 )  ( SD = 1.96 )  ( Mdn = 3.50 ) 95% confidence interval for ( M ): 2.579 thru 4.671</td>
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<tr>
<td>5</td>
<td>Develop a Faculty Retention plan</td>
<td>1,1,1,1,3,4,4,4,5,5,5,6,6,6,6,6  ( M = 3.69 )  ( SD = 2.06 )  ( Mdn = 4.00 ) 95% confidence interval for ( M ): 2.592 thru 4.783</td>
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<tr>
<td>6</td>
<td>Develop a plan to help students make community connections with community members</td>
<td>2,3,3,3,4,4,4,4,5,5,5,5,5,5,6,6,6,6  ( M = 4.38 )  ( SD = 1.20 )  ( Mdn = 4.50 ) 95% confidence interval for ( M ): 3.733 thru 5.017</td>
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| 1    | Develop quality online options for our undergraduate courses         | [Reported Rankings] 1,1,1,2,2,3,4,4,5,6,7,7  
|      |                                                                     | \( M = 3.54 \)  \( SD = 2.18 \)  \( Mdn = 3.00 \)  
|      |                                                                     | 95% confidence interval for \( M \): 2.219 thru 4.858 |
| 2    | Develop and implement a departmental orientation for graduate students | 1,1,1,1,2,3,3,3,4,4,5,6,6,6,9,10  
|      |                                                                     | \( M = 4.4 \)  \( SD = 3.00 \)  \( Mdn = 3.00 \)  
|      |                                                                     | 95% confidence interval for \( M \): 2.741 thru 6.059 |
| 3    | Secure more office space                                            | 1,1,1,1,2,3,3,4,4,5,6,8,10,11,11  
|      |                                                                     | \( M = 4.63 \)  \( SD = 3.58 \)  \( Mdn = 3.50 \)  
|      |                                                                     | 95% confidence interval for \( M \): 2.720 thru 6.530 |
| 4    | Increase the profile of Public Relations and Advertising             | 1,1,1,2,3,3,4,5,5,5,6,6,7,7,7,7,9  
|      |                                                                     | \( M = 4.75 \)  \( SD = 2.38 \)  \( Mdn = 5.00 \)  
|      |                                                                     | 95% confidence interval for \( M \): 3.482 thru 6.018 |
| 5    | Explore the possibility of offering quality online options for our graduate courses | 1,2,2,3,3,4,4,5,5,5,7,10,10,11  
|      |                                                                     | \( M = 5.14 \)  \( SD = 3.21 \)  \( Mdn = 4.50 \)  
|      |                                                                     | 95% confidence interval for \( M \): 3.291 thru 6.995 |
| 6    | Explore the possibility of conducting exit interviews with undergraduate students to see if the department is meeting their needs | 1,1,2,4,4,5,6,6,7,8,8,8,9,10  
|      |                                                                     | \( M = 5.80 \)  \( SD = 2.88 \)  \( Mdn = 6.00 \)  
|      |                                                                     | 95% confidence interval for \( M \): 4.203 thru 7.397 |
| 7    | Institute a Graduate Student Award (and possibly a Graduate Teaching Award) | 2,3,4,4,4,4,5,6,8,8,9,9,9,10  
|      |                                                                     | \( M = 6.07 \)  \( SD = 2.67 \)  \( Mdn = 5.50 \)  
|      |                                                                     | 95% confidence interval for \( M \): 4.528 thru 7.615 |
| 8    | Develop and implement a plan to build more cohesion among the faculty and majors (e.g., “Communication Week” with guest speakers and a “Meet the Faculty” session) | 1,3,3,3,5,6,6,6,7,8,9,10,11,11,11  
|      |                                                                     | \( M = 6.67 \)  \( SD = 3.29 \)  \( Mdn = 6.00 \)  
|      |                                                                     | 95% confidence interval for \( M \): 4.846 thru 8.487 |
| 9    | Increase the profile of rhetoric                                     | 1,2,2,5,6,8,8,8,9,9,10,10,10,11  
|      |                                                                     | \( M = 7.0 \)  \( SD = 3.23 \)  \( Mdn = 8.00 \)  
|      |                                                                     | 95% confidence interval for \( M \): 5.212 thru 8.788 |
| 10   | Develop and implement an improved system for faculty to track and report their community service | 3,4,5,7,8,9,10,10,10,10,11  
|      |                                                                     | \( M = 8.08 \)  \( SD = 2.71 \)  \( Mdn = 9.50 \)  
|      |                                                                     | 95% confidence interval for \( M \): 6.360 thru 9.807 |
| 11   | Develop and maintain a social networking site to communicate and track our alumni | 2,5,6,7,7,8,8,8,9,9,9,9,10,11,11,11  
|      |                                                                     | \( M = 8.13 \)  \( SD = 2.39 \)  \( Mdn = 8.50 \)  
|      |                                                                     | 95% confidence interval for \( M \): 6.851 thru 9.399 |
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| 1    | Create a New Media/Emerging Technology program                        | [Reported Rankings] 1,1,1,1,2,2,2,2,3,4,4,5,6,8,8  
  \[ M = 3.19 \quad SD = 2.43 \quad Mdn = 2.00 \]
  \[ 95\% \text{ confidence interval for } M: 1.894 \text{ thru } 4.481 \] |
| 2    | Expand resources and faculty for Media Production                     | 1,1,2,2,2,2,3,3,3,3,4,5,5,7,7,9  
  \[ M = 3.56 \quad SD = 2.42 \quad Mdn = 3.00 \]
  \[ 95\% \text{ confidence interval for } M: 2.272 \text{ thru } 4.853 \] |
| 3    | Offer additional support for graduate students                        | 1,2,2,2,3,3,4,4,4,4,5,5,5,7,8  
  \[ M = 3.93 \quad SD = 1.91 \quad Mdn = 4.00 \]
  \[ 95\% \text{ confidence interval for } M: 2.877 \text{ thru } 4.990 \] |
| 4    | Explore the possibility of providing campus leadership for the development and implementation of an Oral Communication Across the Curriculum Program | 1,1,2,3,4,4,4,4,5,6,7,7,8,9,9  
  \[ M = 4.76 \quad SD = 2.54 \quad Mdn = 4.00 \]
  \[ 95\% \text{ confidence interval for } M: 3.460 \text{ thru } 6.070 \] |
| 5    | Explore the possibility of opening an Oral Communication Lab          | 1,2,2,2,3,3,4,5,5,6,6,7,7,8,9,9  
  \[ M = 4.94 \quad SD = 2.54 \quad Mdn = 5.00 \]
  \[ 95\% \text{ confidence interval for } M: 3.646 \text{ thru } 6.245 \] |
| 6    | Propose a targeted certificate program at the graduate level          | 2,2,3,3,4,4,4,5,6,6,6,6,7,8,9  
  \[ M = 5.0 \quad SD = 2.03 \quad Mdn = 5.00 \]
  \[ 95\% \text{ confidence interval for } M: 3.917 \text{ thru } 6.083 \] |
| 7    | Secure a multi-purpose space for meetings and other departmental needs | 1,1,3,5,5,6,7,7,7,7,8,8,8,8,9,9,9  
  \[ M = 6.25 \quad SD = 2.62 \quad Mdn = 7.00 \]
  \[ 95\% \text{ confidence interval for } M: 4.854 \text{ thru } 7.646 \] |
| 8    | Survey more of our alumni                                           | 1,3,3,4,5,5,6,7,8,8,8,9,9,9,9,9,9  
  \[ M = 6.44 \quad SD = 2.63 \quad Mdn = 7.50 \]
  \[ 95\% \text{ confidence interval for } M: 5.035 \text{ thru } 7.840 \] |
| 9    | Secure additional graduate student space                              | 1,2,2,6,6,6,7,7,8,8,8,8,8,8,9,9,9  
  \[ M = 6.50 \quad SD = 2.61 \quad Mdn = 7.50 \]
  \[ 95\% \text{ confidence interval for } M: 5.110 \text{ thru } 7.890 \] |