



Academic Program Review: June 1, 2004–May 31, 2005

Unit: **Department of Communication**

Part III Academic Program Review

Instructions:

1. Complete this section if the review of one or more programs in your department was completed during 2004-2005 **OR** if one or more of your programs did not address recommendations received in previous years.
2. Copy and paste to add another program and table or additional rows for recommendations.
3. Insert additional rows or delete extra rows in tables as needed.

Undergraduate Program: **Journalism**

Program Review Committee Recommendations	Responses to Recommendations (Describe changes or improvements.)
1. Provide a more detailed listing in the <i>Undergraduate Catalog</i> of course requirements for the three career tracks offered by the journalism option. (2)	Catalog listings were updated with new and improved course descriptions.
2. Develop and implement a formal process for periodically evaluating the curriculum in the Undergraduate Journalism Program and documenting any changes to improve the curriculum. (6c)	The Department's Curriculum Committee developed and the Comm Faculty approved a process for evaluating and making yearly "updates" to the curriculum.
3. Seek the designation of journalism rather than communication for journalism courses to enable the Undergraduate Journalism Program to track its growth and development and justify requests for additional resources. (7b)	As a broad-based program, this option is NOT viable at this time.
4. Evaluate regularly the effectiveness of the orientation process for majors and minors in the Undergraduate Journalism Program. (11c)	Faculty met and developed an improved orientation program.
5. Develop and implement procedures for the training of advisers in the Undergraduate Journalism Program. (12a)	New faculty receive mentor training for two semesters prior to advising students.
6. Systematically evaluate the advisement process for the Undergraduate Journalism Program and document how the results of the evaluations are used to improve the process. (12c)	Exit Interviews are conducted each semester with students. Feedback provided is used to fine-tune the advising process.
7. Systematically document how the results of evaluations of instruction in the Undergraduate Journalism Program are used to improve teaching effectiveness. (43c)	Chair meets with each faculty member to discuss and recommend improvements in teaching effectiveness.
8. Develop and implement a mechanism for systematically measuring the performance of its graduates to determine the strengths and weaknesses of	A process developed and approved by the faculty, including student portfolios, interviews and presentations is conducted each semester. Results are

Program Review Committee Recommendations	Responses to Recommendations (Describe changes or improvements.)
the Undergraduate Journalism Program. (45)	evaluated by the faculty and modifications are made based on these results.

Undergraduate Program:

Speech Communication

Program Review Committee Recommendations	Responses to Recommendations (Describe changes or improvements.)
1. Establish in the curriculum development process the formal measures for evaluating the curriculum in the Undergraduate Speech Communication Program and documenting any changes to improve the curriculum. (6c)	The Department's Curriculum Committee developed and the Comm Faculty approved a process for evaluating and making yearly "updates" to the curriculum.
2. Work with the Office of Institutional Research and Effectiveness to obtain SCH and other student data unique to the Undergraduate Speech Communication Program. (9a)	Note: Name for UG program changed. Now Communication Studies. Students select a track (i.e., Journalism, Communication Studies, or Theatre). The Communication degree designation is no longer employed.
Develop, implement and evaluate regularly an orientation program for majors and minors that will enhance the recruitment and retention efforts of the Undergraduate Speech Communication Program. (11c)	Faculty met and developed an improved orientation program. Student mentors from the Comm. Studies Club are involved in the formal process of orienting new students to the program.
4. Develop and implement procedures for the training of advisers in the Undergraduate Speech Communication Program. (12a)	New faculty receive mentor training by more-senior tenure-track faculty for two semesters prior to advising students.
5. Systematically evaluate the advisement process for the Undergraduate Speech Communication Program and document how the results of the evaluations are used to improve the process. (12c)	Exit Interviews are conducted each semester with students. Feedback provided is used to fine-tune the advising process.
6. Disseminate the mission statement and goals of the Undergraduate Speech Communication Program on the web, in the <i>Undergraduate Catalog</i> , and in future departmental publications. (39d)	The Department has a newly created, fully functional Web-site. This site includes the program(s) mission statement and goals. This updated content appears in the most recent University catalog.
7. Develop and implement a formal planning and evaluation process that systematically assesses and documents the progress of the Undergraduate Speech Communication Program in achieving its goals. (41)	The Department's Curriculum Committee developed and the Comm Faculty approved a process for evaluating and making yearly "updates" to the curriculum.
8. Develop and implement a mechanism for systematically measuring the performance of its former students to determine the strengths and weaknesses of the Undergraduate Speech Communication Program. (45)	No systematic process exists at this time. The Department is willing and open to any and all suggestions, recommendations, and advice provided.

Undergraduate Program:

(The **undergraduate theatre program** is currently under review by the Program Review Committee.)

Graduate Program:

Speech Communication

Annual Assessment Report, Part III, June 1, 2004–May 31, 2005

Program Review Committee Recommendations	Responses to Recommendations (Describe changes or improvements.)
1. Establish in the curriculum development process the formal measures for evaluating the curriculum in the Graduate Speech Communication Program and documenting any changes to improve the curriculum. (7c)	Note: Name change to degree. The degree is Communication (“Speech” was deleted). Established a formal process for evaluating the curriculum and requirements by the graduate faculty. This process is formally applied every two years.
2. Work with the Office of Institutional Research and Effectiveness to verify the accuracy of institutional data for students in the Graduate Speech Communication Program. (9a)	
3. Develop, implement and evaluate regularly an orientation program for graduate students that will enhance the recruitment and retention efforts of the Graduate Speech Communication Program. (12c)	As an application/admissions requirement, all graduate candidates must receive advisement, and have an Entrance Interview with the members of the graduate faculty. Each student has mandatory advisement prior to receiving her/his registration access code each semester. Each graduate candidate receives a Graduate Student Handbook, authored by the Communication Faculty. The graduate advisor covers the content of Handbook during mandatory advisement.
4. Develop and implement procedures for the training of advisers in the Graduate Speech Communication Program. (13a)	There is only one (1) graduate advisor. This faculty member works to keep well informed. The advisor will train any future personnel needed for this position.
5. Systematically evaluate the advisement process for the Graduate Speech Communication Program and document how the results of the evaluations are used to improve the process. (13c)	Student Evaluations and Exit Interview data are employed to make modifications and updates to the advising process.
6. To support strategic planning efforts by the department, develop a unique mission statement for the Graduate Speech Communication Program or address the mission of the graduate program within the context of the current mission statement for the department. (39a)	A graduate mission statement has been developed. It appears on the Department Web-site, in the University catalog and in the Graduate Student Handbook.
7. Develop goals specific to the Graduate Speech Communication Program. (39b)	The Graduate Faculty developed and the Comm Faculty approved goals for the graduate program.
8. Systematically assess and document the progress of the Graduate Speech Communication Program in achieving its goals. (41)	During regularly scheduled graduate faculty meeting, the progress of the Graduate program is reviewed. Documents/data (e.g., SCH production, # of students, # of students graduating, # of students who write theses) are used to assess goal achievement.
9. Address in its strategic plan some or all of the developments envisioned by the Graduate Speech Communication Program in the next five years. (42i)	Increase the number of qualified members on the graduate faculty. Increase the enrollment. Increase the number of theses written by graduates. Provide expanded and more focused course offerings for “tracks” within the program.
10. Systematically document how the results of evaluations of instruction in the Graduate Speech Communication Program are used to improve teaching effectiveness. (43c)	Student Evaluations and Exit Interviews are conducted each semester. Chair meets with each faculty member to discuss and recommend improvements in teaching effectiveness based on these data.
11. Develop and implement a mechanism for systematically measuring the performance of former students to determine the strengths and weaknesses of the Graduate Speech Communication Program. (45)	No systematic process exists at this time. The Department is willing and open to any and all suggestions, recommendations, and advice provided.

Graduate Program:

(The graduate theatre program is currently under review by the Program Review Committee.)

