

## PROGRAM REVIEW

February 7, 2011

UNIT Communication Studies DEPARTMENT Communication Studies COLLEGE College of Liberal Arts

GRADUATE \_\_\_\_\_ UNDERGRADUATE X

UNIT CONTACT PERSON \_\_\_\_\_

CHAIRPERSON SIGNATURE \_\_\_\_\_

DEAN SIGNATURE \_\_\_\_\_

### EXECUTIVE SUMMARY UNDERGRADUATE

- The department has addressed the three “red flags” highlighted in the data files:
  - oMajors UNIT total: We have implemented a recruiting plan which is bringing good results. As of April 27, 2010, the Department of Communication Studies has 80 majors and 45 minors (according to Institutional Research), up significantly from the 28.3 average reported in the 2003 review.
  - oUnder-enrolled sections: Two corrective actions will address this issue. We will combine three courses. We will revise our two-year course schedule to better reflect student needs and demand.
  - oCompletion rate: A typographical error (reporting “0” instead of “10” in AY 07) distorted the number; nonetheless, we are focusing on creating a strong sense of camaraderie and esprit de corps among students, staff, and faculty to retain majors.
- The department is a monetary asset to the University.
  - oThe department produces a net positive cash flow of \$655,028.40.
  - oThe department has a sizeable foundation account (scholarships, awards, and endowed lectures) totaling \$192,780.39.
- The department contributes significantly to the University Studies Program, specifically for Objectives one, two, three, and nine. We offer three courses in the oral expression category (SC 105, 107, and 155). Additionally, we offer five University Studies courses at the upper level (three for graduate credit) and at least four sections per year of UI 100.
- The department’s program has strong external demand. For several years, the National Association of Colleges and Employers has identified “communication skills” as number one in the top five skills/qualities employers seek in potential employees. They also list “teamwork skills”—which we develop in many of our courses, but especially in SC 320 Group Communication and SC 510 Leadership & Team Building. The National Research Council (2008) asserted that there will be a “growing demand” for good communication knowledge and ability, including “complex communication skills,” which they define as “knowing ‘the appropriate channels for getting things done,’ negotiating, influencing without authority, and team-building skills.” Our courses help students develop these skills for a variety of contexts.
- The department has established an alumni council. Members help provide internships and other experiential learning opportunities, speak to classes and student organizations, assist with fund raising, and advise on current needs in the workplace. Our faculty are well trained, experienced, and professionally active, able to provide solid instruction incorporating the latest technological tools.



## I. SIZE, SCOPE, AND PRODUCTIVITY OF THE PROGRAM

### Briefly describe the depth and breadth of your unit's offerings (Undergraduate).

The Department of Communication Studies offers a Bachelor of Arts degree in Communication Studies and a Bachelor of Science degree in Corporate Communication.

The Communication Studies track (30 hours) provides a broad theoretical framework in Communication featuring Public Communication, Interpersonal Communication, Small Group Communication, Organizational Communication and Intercultural Communication. The program has sufficient flexibility so that within the major students may emphasize the area of study most closely aligned with their career goals.

The Corporate Communication major (48 hours) is a unique interdisciplinary degree consisting of a combination of coursework in Organizational Communication, Marketing and Management. The department also offers two minors, a general one in Communication Studies and a second in Communication for Legal Professionals.

SIZE and SCOPE DATA UNDERGRADUATE							
Measure	Minimum	Aspirational Target	Year				
			AY07	AY08	AY09	4	5
Majors UNIT Total	50	90	81	65	61		
Communication Studies [BA/BA/CMST]			45	37	37		
Corporate Communication [BS/BS/CRPC]			36	28	24		
Minors UNIT Total			42	33	36		
Business Communication			1	0	0		
Business Communication Minor			1	0	0		
Comm for Legal Prfsnl Minor			13	8	8		
Communication Studies Minor			27	25	28		
Completers UNIT Total	10	14	10	14	18		
Communication Studies [BA/BA/CMST]			5	5	11		
Corporate Communication [BS/BS/CRPC]			5	9	7		
% Completion Rate 6 YR	41	46	0	67	50		
Unit - % Retention FS YR 1 -- F YR 2	55	55	33	40	60		
Unit - % Retention FS YR 3 -- F YR 4	48	73	80	52	83		
UNIV - % Retention FS YR 1 -- F YR 2			78	80	60		
UNIV - % Retention FS YR 3 -- F YR 4			85	52	89		
SCH On Campus FS			4,523	4,968	4,968		
SCH Off Campus FS			1,098	1,290	1,281		
SCH Total FS			5,621	6,258	6,249		
SCH Summer On and Off Campus			357	318	300		
SCHR (SCH ratios) On Campus Fall/Spring	155	222	277	273	284		

SCHR (SCH ratios) Off Campus Fall/Spring	155	222	189	307	346		
SCHR (SCH ratios) Total	155	222	254	279	295		
Delaware SCHR			223	228			
% of Sections with Enrollment < 10 (GR < 8)	10	5	9	9	10		

### Area of Concern for Size and Scope Data (Undergraduate)

Number of Majors: Since the Provost's reorganization created an independent department in January 2009, Communication Studies has enjoyed significant growth in majors and minors. The data presented for inclusion in this report indicate 81 majors in AY 07 trending downward to 65 (08) then 61 (09). We have been unable to verify the 81 figure from 2007 – it may have been a function of how students were counted when Communication Studies was combined with Mass Media. These data mask what is in fact a dramatic increase in the size of the program. In our 2003 review, we reported a three-year average of 28.3 majors and in 2006 50 majors. Our new recruiting plan has paid substantial dividends. As of April 27, 2010, we have 80 majors and 45 minors. In short, our majors have more than doubled since 2003 and increased by one-third since 2006.

Under-Enrolled Sections: The department is reducing the number of under-enrolled sections. This was cited as a “red flag” issue in the University data provided for this report, however the data also shows the department “improving” and the mean of 9.3% well less than half the college (20.61) and University (22.70) percentage of under-enrolled courses.

Retention. The department is improving in retention. Although this area had a red flag, the raw data shows “10” majors graduated during AY 2007 (5 in each of our majors), in contrast to the “0” reported in the summary. Secondly the mean figure downplays the substantial improvement made by the department. For example the 2009 figures show we exceeded the aspirational goals set for ourselves in 6 year, FS YR 1 – FS YR 2 and FS YR 3 – FS YR 4. The department's 2009 retention numbers shown in the raw data are consistent with or exceed the figures posted by the college and university.

TEACHING PERSONNEL DATA UNDERGRADUATE							
	Minimum	Aspirational Target	AY07	AY08	AY09	Year 4	Year 5
Unit Full Time Faculty Number	10.00	12.00	8.00	10.00	10.00		
Unit Full Time Faculty Adjusted for Release	10.00	10.00	7.50	9.00	9.50		
Unit Full Time Faculty UG FTE			14.55	17.80	18.60		
Unit Regional Campus Faculty Number					1.00		
Other Teaching Personnel UG Number	1.00	1.00	7.00	11.00	10.00		
Other Teaching Personnel UG PTFTE	0.75	0.75	7.60	4.60	2.60		

### Area of Concern for Teaching Personnel Data (Undergraduate)

Although the data demonstrates credit hour generation both on and off campus is substantial, continually improving, and significantly over the aspirational targets set by the department, the number of full time faculty remains slightly under aspirational targets. On the plus side of the ledger, this means that the department utilizes its resources efficiently.

On the negative side of the ledger we have lost one full time non-tenure track for 2010 as a result of University budget cuts. The department will cover its obligation to University and students but the loss of the position does make it difficult for a thinly stretched faculty to develop new projects and offer new courses.

**COMPARISONS UNDERGRADUATE**

	AY07		AY08		AY09		Year 4		Year 5	
	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV
% Completion Rate 6 YR	46.12	50.77	52.30	50.82	53.68	47.04				
Unit - % Retention FS YR 1 -- F YR 2	56.28	62.68	60.66	63.69	64.95	66.03				
Unit - % Retention FS YR 3 -- F YR 4	82.02	82.78	78.74	83.34	81.67	82.34				
UNIV - % Retention FS YR 1 -- F YR 2	71.06	62.81	72.33	63.69	74.27	66.13				
UNIV - % Retention FS YR 3 -- F YR 4	87.59	83.02	83.89	83.73	85.29	82.40				
SCHR (SCH ratios) On Campus Fall/Spring	262.00	262.00	261.00	261.00	247.00	248.00				
SCHR (SCH ratios) Off Campus Fall/Spring	240.00	227.00	335.00	290.00	236.00	213.00				
SCHR (SCH ratios) Total	259.00	242.00	270.00	265.00	247.00	242.00				
% of Sections with Enrollment < 10 (GR < 8)	12.21	17.54	11.46	17.42	20.61	22.70				

**SIZE and SCOPE DATA SUMMARY UNDERGRADUATE**

Measure	Mean	5 year Outcome	% of Aspiration Target	Trend
Majors UNIT Total	69.0	Needs Improvement	76.66	Declining
Communication Studies [BA/BA/CMST]	39.7			Irregular
Corporate Communication [BS/BS/CRPC]	29.3			Declining
Minors UNIT Total	37.0			Irregular
Business Communication	0.3			Irregular
Business Communication Minor	0.3			Irregular
Comm for Legal Prfsnl Minor	9.7			Irregular
Communication Studies Minor	26.7			Irregular
Completers UNIT Total	14.0	Aspiration	100	Improving
Communication Studies [BA/BA/CMST]	7.0			Improving
Corporate Communication [BS/BS/CRPC]	7.0			Irregular
% Completion Rate 6 YR	39.0	Red Flag	84.78	Irregular
Unit - % Retention FS YR 1 -- F YR 2	44.3	Red Flag	80.6	Improving
Unit - % Retention FS YR 3 -- F YR 4	71.7	Needs Improvement	98.16	Irregular
UNIV - % Retention FS YR 1 -- F YR 2	72.7			Irregular
UNIV - % Retention FS YR 3 -- F YR 4	75.3			Irregular
SCH On Campus FS	4,819.7			Irregular
SCH Off Campus FS	1,223.0			Irregular
SCH Total FS	6,042.7			Irregular
SCH Summer On and Off Campus	325.0			Declining
SCHR (SCH ratios) On Campus Fall/Spring	278.0	Aspiration	125.22	Irregular
SCHR (SCH ratios) Off Campus Fall/Spring	280.7	Aspiration	126.42	Improving

SCHR (SCH ratios) Total	276.0	Aspiration	124.32	Improving
% of Sections with Enrollment < 10 (GR < 8)	9.3	Red Flag	186.6	Improving

## UNDERGRADUATE

### Brief Conclusion from Data

Communication Studies is more vibrant than ever. When combined with Theatre and then with Mass Media, Communication received but partial attention of the chair. When with Theatre, the River Campus initiative took priority. When with Mass Media, accreditation of their programs took priority. When Communication Studies became a stand-alone department and could receive the undivided attention of its chair, the positive results were almost immediate. Given the opportunity, Communication Studies has demonstrated that it can indeed prosper.

### Additional Data or Comments

The department's offerings reflect national trends in the discipline (data from National Communication Association) while at the same time addressing emerging issues such as diversity (intercultural offerings), business communication practices (managerial communication) and civility in public discourse (argumentation and persuasion).

The department stresses a theme of responsible civic engagement which infuses its courses and provides the basis for experiential learning opportunities centered on campus and community service. Noteworthy in the latter category are the department's sponsorship of a competitive public debate team, campus and community programming through our Speaker's Soapbox series, the Regional Heritage Series, two endowed annual lecture programs (Emil Weis and Joseph Low) and a variety of special projects undertaken by official student organizations sponsored by the department (for example, COMMrades, Student Santas and the University Debate Team).

In a ten-year period, from spring 2001 to spring 2010, organizational change has been a constant constraint for this program. While these changes may have been necessary, there is much to be gained by a modicum of stability in an organization – planning, marketing, execution, evaluation and adjustment can be better achieved, as is evidenced from our recruiting success now that we have the undivided attention of a chairperson and time to focus..

### Plan to Address

Categories listed as “areas of concern” have received considerable attention by the department since reorganization in January 2009. The data confirm significant strides made by Communication Studies. The department will continue to pursue and refine initiatives to enhance the size and scope of the program.

Number of Majors. As of April 27 of this year, the department has 80 majors. We are confident the department will soon exceed the aspirational target of 90 majors.

In 2009 the department developed a recruiting plan that includes outreach (guest lectures, workshops, and formal consultation with high school teachers and guidance counselors). Scholarship funds are being more effectively used to attract incoming students.

An alumni council, formed in 2009, enables networking with communication graduates and provides a forum for program evaluation to meet emerging trends.

Under enrolled Sections: As discussed earlier, the department is actively working to reduce or eliminate under enrolled sections. Two initiatives address the issue. First, SC 160, 161 and 400 are being restructured. This initiative better uses resources, drawing on a number of faculty with extensive forensics and debate experience and instructional expertise through their work with the speech lab. The proposal also stretches the impact of our debate budget by offering less expensive local and regional student travel and participation opportunities. They will be combined into a single course tentatively titled SC 360. This revised course will include

a greater variety of campus and community project opportunities and in conjunction with the department's Speakers' Resource Center will offer opportunities to participate in faculty supervised tutorial and consulting work, and competitive public address and debate activities. This revision will dramatically increase enrollment. Second, the course rotation system is being revisited. Some courses remain under-enrolled while others have waiting lists—a situation that will be remedied with more careful scheduling. (Refer to section 8)

Retention. The department has worked hard to create a sense of camaraderie among students and more clearly identify the utility of the major. To enhance student identification department meetings are often preceded by a program featuring student groups and projects (i.e., scholarship holders, debaters, COMMrades members, Student Santas, new and continuing majors, majors participating in the CSIS program in DC, etc.) and providing a time for interaction. Additionally, retreats and special events are held for majors. Student exit interviews give us an opportunity to respond to student concerns at a programmatic level.

In short, we are connecting more closely with students and encouraging a level of involvement beyond the classroom, enhancing student satisfaction and aiding retention.

Teaching concerns – faculty are evaluated highly by students and are professionally active and current in discipline.

The loss of a full time position and pending retirements pose both a challenge and opportunity. We note in Section X areas of expertise we can enhance to build the major and position it even more strongly as a vital service to the surrounding community (see Section X on Health Communication and Leadership).

The department has implemented an extensive recruiting plan. It has already paid dividends, as 31 new majors have declared in the department since January 1, 2010. A brief summary of the plan is presented in Section V.

### **Brief Follow Up on Outcomes of Plans to Address from Last Review**

### **Program Review Final University Committee Chair Comments**

## II. REVENUE AND OTHER RESOURCES GENERATED BY THE PROGRAM

REVENUE DATA UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
All Courses - SCH Revenue					
On Campus FS	911,209.35	1,085,294.46	1,164,376.92		
Off Campus FS	166,427.70	220,232.76	236,403.06		
Summer On and Off Campus	64,768.14	66,711.42	61,470.42		
Subtotal Revenue SCH	1,142,405.19	1,372,238.64	1,462,250.40		
All Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
All Courses - Total SCH and Fees	1,142,405.19	1,372,238.64	1,462,250.40		
Univ Studies Crses - SCH Revenue					
On Campus FS	781,498.47	940,431.47	980,868.90		
Off Campus FS	166,427.70	220,232.76	236,403.06		
Summer On and Off Campus	61,209.00	63,472.62	57,300.18		
Subtotal Revenue SCH	1,009,135.17	1,224,136.86	1,274,572.14		
Univ Studies Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Univ Studies - Total SCH and Fees	1,009,135.17	1,224,136.86	1,274,572.14		
SER/BC/ROM Crses - SCH Revenue					
On Campus FS	7,711.47	16,841.76	16,680.96		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue SCH	7,711.47	16,841.76	16,680.96		
SER/BC/ROM Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue Fees	0.00	0.00	0.00		
SER/BC/ROM - Total SCH and Fees	7,711.47	16,841.76	16,680.96		
Major Courses - SCH Revenue					



On Campus FS	121,999.41	128,021.23	166,827.06		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	3,559.14	3,238.80	4,170.24		
Subtotal Revenue SCH	125,558.55	131,260.02	170,997.30		
Major Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Major Courses - Total SCH and Fees	125,558.55	131,260.02	170,997.30		
Unit Revenue External Grants	0.00	0.00	0.00		

SUMMARY UNDERGRADUATE

Measure	Mean	Trend
All Courses - SCH Revenue		
On Campus FS	1,053,626.91	Improving
Off Campus FS	207,687.84	Improving
Summer On and Off Campus	64,316.66	Irregular
Subtotal Revenue SCH	1,325,631.41	Improving
All Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
All Courses - Total SCH and Fees	1,325,631.41	Improving
Univ Studies Crses - SCH Revenue		
On Campus FS	900,932.95	Improving
Off Campus FS	207,687.84	Improving
Summer On and Off Campus	60,660.60	Irregular
Subtotal Revenue SCH	1,169,281.39	Improving
Univ Studies Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Univ Studies - Total SCH and Fees	1,169,281.39	Improving
SER/BC/ROM Crses - SCH Revenue		
On Campus FS	13,744.73	Irregular

Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue SCH	13,744.73	Irregular
SER/BC/ROM Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue Fees	0.00	Static
SER/BC/ROM - Total SCH and Fees	13,744.73	Irregular
Major Courses - SCH Revenue		
On Campus FS	138,949.23	Improving
Off Campus FS	0.00	Static
Summer On and Off Campus	3,656.06	Irregular
Subtotal Revenue SCH	142,605.29	Improving
Major Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Major Courses - Total SCH and Fees	142,605.29	Improving
Unit Revenue External Grants	0.00	Static

## UNDERGRADUATE

### Brief Conclusion from Data

In FY09 Communication Studies generated total revenue of \$1,462,250.50, although costing only \$807,222. Thus, it is significant to note that this department generates significant revenue for the University through the many courses that it teaches. In FY09 the 37 students majoring in Communication Studies will generate a total of \$205,128 (based on \$184.80 per credit hour for a 30 hour major). \$119,750.40 is generated from the 27 hours required in Communication Studies from the 24 students majoring in Corporate Communication. The 36 students minoring in Communication Studies in FY09 will generate \$99,792. When majors and minors are combined the revenue produced by Communication Studies is \$424,670.40. This means that after the costs of the program are deducted, the Department of Communication Studies produces a net positive cash flow of \$655,028.40 for the university.

### Additional Data or Comments

Communication Studies has a 71 year history at Southeast and has attracted significant revenue from both outside sources and alumni. For example, the Limbaugh scholarship, alone, is over \$71,000. In addition, the program has procured sizeable donations for facilities, other scholarships, and lecture series:

Donations	Total in Accounts	Useable balance in FY09/10
Low Conference Room	\$9,988.00	\$900.28

Goodwin Debate Scholarship	\$24,406.44	\$2650.32
Limbaugh Scholarship	\$71,804.98	\$10,470.15
Oliver Oratory Prize	\$12,939.90	\$797.52
Weiss Lecture	\$20,015.50	\$418.67
Low Lecture	\$50,146.44	\$15,066.16
Debate Program	\$1,521.31	\$1,521.31
Freedom of Speech Run	\$424.05	\$424.05
Communication Studies	\$1533.77	\$1533.77
Totals	\$192,780.39	\$33,782.23

### **Plan to Address**

The Department of Communication Studies offers high quality courses to attract students. Furthermore, the department continues to seek ways of providing a quality education at a reasonable cost, balancing the size of classes with both revenue needs and quality goals. The plan to attract additional majors will also increase overall revenue. In addition, the department will continue to attract outside revenues through contacts with alumni and supporters of Communication Studies.

### **Brief Follow Up on Outcomes of Plans to Address from Last Review**

Since the last review the Department of Communication Studies continues to attract students to its courses. In FY03 the program generated a total of \$771,281 from all student credit hours. In FY09 the revenue generated grew to \$1,462,250.40, almost doubling in the seven year period. Overall, the department has been successful in attracting new majors, minors and additional students to its programs.

### **Program Review Final University Committee Chair Comments**

### III. COSTS AND OTHER EXPENSES ASSOCIATED WITH THE PROGRAM

COSTS DATA UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
Cost Per Major	2,128.00	2,564.00	2,877.00		
Unit Costs per Major SCH - On campus FS	162.00	278.00	238.00		
Unit Costs per Major SCH - Off campus FS	201.00	0.00	0.00		
Unit Costs per Major SCH - Summer	0.00	0.00	451.00		
Unit Costs per Major SCH - Overall	164.00	278.00	244.00		
Unit Costs for Major Crses - On campus FS	160,865.00	166,687.00	167,376.00		
Unit Costs for Major Crses - Off campus FS	11,475.00	0.00	0.00		
Unit Costs for Major Crses - Summer	0.00	0.00	8,120.00		
Unit Costs for Major Crses - Overall	172,340.00	166,687.00	175,497.00		
Unit Costs per Univ Studies SCH - On campus FS	98.00	95.00	119.00		
Unit Costs per Univ Studies SCH - Off campus FS	104.00	99.00	75.00		
Unit Costs per Univ Studies SCH - Summer	119.00	105.00	104.00		
Unit Costs per Univ Studies SCH - Overall	101.00	96.00	108.00		
Unit Costs for Univ Studies Crses - On campus FS	344,388.00	411,395.00	502,720.00		
Unit Costs for Univ Studies Crses - Off campus FS	108,574.00	127,071.00	96,420.00		
Unit Costs for Univ Studies Crses - Summer	40,232.00	31,807.00	29,347.00		
Unit Costs for Univ Studies Crses - Overall	493,194.00	570,273.00	628,487.00		
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	0.00	90.00		
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Summer	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Overall	0.00	0.00	90.00		
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	0.00	3,239.00		
Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Summer	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Overall	0.00	0.00	3,239.00		
Unit Costs per All SCH - On campus FS	112.00	117.00	136.00		
Unit Costs per All SCH - Off campus FS	109.00	99.00	75.00		
Unit Costs per All SCH - Summer	119.00	105.00	125.00		
Unit Costs per All SCH - Overall	112.00	113.00	123.00		
Unit Costs for All Crses - On campus FS	505,254.00	578,082.00	673,335.00		
Unit Costs for All Crses - Off campus FS	120,049.00	127,071.00	96,420.00		
Unit Costs for All Crses - Summer	40,232.00	31,807.00	37,468.00		
Unit Costs for All Crses - Overall	665,534.00	736,960.00	807,222.00		

COSTS COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Cost per Major	4,466.00	4,625.00	2,171.00		
University Cost per Major	3,297.00	3,345.00	2,083.00		
Delaware Study Cost/SCH Unit	157.00	164.00	0.00		
College Cost per Major SCHR	211.00	226.00	223.00		
University Cost per Major SCHR	204.00	214.00	231.00		
College Cost per Univ Studies SCHR	130.00	97.00	98.00		
University Cost per Univ Studies SCHR	153.00	108.00	106.00		
College Cost per SER/BC/ROM SCHR	180.00	160.00	139.00		
University Cost per SER/BC/ROM SCHR	121.00	130.00	117.00		
College Cost per all SCHR	130.00	132.00	133.00		
University Cost per all SCHR	153.00	155.00	161.00		

SUMMARY UNDERGRADUATE		
	Mean	Trend
Cost Per Major	2,523.00	Improving
Unit Costs per Major SCH - On campus FS	226.00	Irregular
Unit Costs per Major SCH - Off campus FS	67.00	Irregular
Unit Costs per Major SCH - Summer	150.33	Improving
Unit Costs per Major SCH - Overall	228.66	Irregular
Unit Costs for Major Crses - On campus FS	164,976.00	Improving
Unit Costs for Major Crses - Off campus FS	3,825.00	Irregular
Unit Costs for Major Crses - Summer	2,706.66	Improving
Unit Costs for Major Crses - Overall	171,508.00	Irregular
Unit Costs per Univ Studies SCH - On campus FS	104.00	Irregular
Unit Costs per Univ Studies SCH - Off campus FS	92.66	Declining
Unit Costs per Univ Studies SCH - Summer	109.33	Declining
Unit Costs per Univ Studies SCH - Overall	101.66	Irregular
Unit Costs for Univ Studies Crses - On campus FS	419,501.00	Improving
Unit Costs for Univ Studies Crses - Off campus FS	110,688.33	Irregular
Unit Costs for Univ Studies Crses - Summer	33,795.33	Declining
Unit Costs for Univ Studies Crses - Overall	563,984.66	Improving
Unit Costs per SER/BC/ROM SCH - On campus FS	30.00	Improving
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Summer	0.00	Static
Unit Costs per SER/BC/ROM SCH - Overall	30.00	Improving
Unit Costs for SER/BC/ROM Crses - On campus FS	1,079.66	Improving

Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	Static
Unit Costs for SER/BC/ROM Crses - Summer	0.00	Static
Unit Costs for SER/BC/ROM Crses - Overall	1,079.66	Improving
Unit Costs per All SCH - On campus FS	121.66	Improving
Unit Costs per All SCH - Off campus FS	94.33	Declining
Unit Costs per All SCH - Summer	116.33	Irregular
Unit Costs per All SCH - Overall	116.00	Improving
Unit Costs for All Crses - On campus FS	585,557.00	Improving
Unit Costs for All Crses - Off campus FS	114,513.33	Irregular
Unit Costs for All Crses - Summer	36,502.33	Irregular
Unit Costs for All Crses - Overall	736,572.00	Improving

## UNDERGRADUATE

### Brief Conclusion from Data

The total cost of all the programs in Communication Studies and Corporate Communication, including all University Studies courses, is \$807,222. According to data from the Provost's office, in FY09 the cost per major was \$2877.00. It is important to note that it takes the equivalent of 2.0 semesters to complete a major in Communication Studies, 1.8 semesters to complete the 27 hours of Communication Studies in Corporate Communication and an additional 1.4 semesters to complete the required and elective courses in Management and Marketing. For all minors in Communication Studies it takes the equivalent of 1 semester to complete the required and elective courses in Communication.

Based on these data for FY09, the cost for 37 students in Communication Studies to complete a 30 hour major would be \$106,449. In Corporate Communication the cost for the 24 students listed as majors in FY09 to complete the 27 hours of required and elective courses in Communication Studies would be \$62,023.20. (Note: 21 additional hours are required in Management and Marketing). Additionally, the cost of 36 students listed as minors in Communication Studies in FY09 is \$51,786. Overall, the total cost of students completing a major or minor in Communication Studies is \$220,258.20.\*

\*FY09 data were used as the most current data available on cost and revenues. It was impossible to provide a comparison of costs and revenues to averages in the college and university because of inexplicable errors in reporting of data. For example, according to the data provided, the cost of majors for the college declined in FY08 from \$4625.00 to \$2171.00 and for the university from \$3345.00 to \$2083. In other words, the data suggests the cost dropped in the college by over 50% in a single year. We would also note that in two of the three years of data, 07 and 08, cost of majors was below college and university averages.

### Additional Data or Comments

### Plan to Address

Recently, the department has developed a comprehensive recruiting plan to attract more majors in Communication Studies and Corporate Communication. The goal is to increase the number of majors to at least 90. These efforts will continue indefinitely.

The Department of Communication Studies will also continue to monitor cost with the goal of maintaining a significant cash flow for the university. Class size will be revisited with the goal of maximizing the use of facilities. The department is addressing any problems with low enrollment courses by reducing the number of

these courses in order to further enhance revenues generated by the program.

**Brief Follow Up on Outcomes of Plans to Address from Last Review**

Following the department review of FY03 Communication Studies, through its recruitment efforts, increased the number of majors from 29 to 50. Since the department review of FY06 Communication Studies has increased the total majors from 50 to 61 in FY09. In fact, the trend upward continues, more robust than ever; as of April 27, we have 80 majors and 45 minors.

**Program Review Final University Committee Chair Comments**

#### IV. CONTRIBUTION TO UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS

UNIT SCH FROM UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS					
	AY07	AY08	AY09	Year 4	Year 5
University Studies: On Campus FS	3,939	4,344	4,230		
University Studies: Off Campus FS	1,098	1,290	1,281		
University Studies: Summer	339	303	282		
University Studies: Total	5,376	5,937	5,793		
Services: On Campus FS	0	0	0		
Services: Off Campus FS	0	0	0		
Services: Summer	0	0	0		
Services: Total	0	0	0		
ROM: On Campus FS	39	78	72		
ROM: Off Campus FS	0	0	0		
ROM: Summer	0	0	0		
ROM: Total	39	78	72		
Business Core: On Campus FS	0	0	0		
Business Core: Off Campus FS	0	0	0		
Business Core: Summer	0	0	0		
Business Core: Total	0	0	0		

UNIT SCH SUMMARY		
Measure	Mean	Trend
University Studies: On Campus FS	4,171.0	Irregular
University Studies: Off Campus FS	1,223.0	Irregular
University Studies: Summer	308.0	Declining
University Studies: Total	5,702.0	Irregular
Services: On Campus FS	0.0	Static
Services: Off Campus FS	0.0	Static
Services: Summer	0.0	Static
Services: Total	0.0	Static
ROM: On Campus FS	63.0	Irregular
ROM: Off Campus FS	0.0	Static
ROM: Summer	0.0	Static
ROM: Total	63.0	Irregular
Business Core: On Campus FS	0.0	Static
Business Core: Off Campus FS	0.0	Static



Business Core: Summer	0.0	Static
Business Core: Total	0.0	Static

## UNDERGRADUATE

### Brief Conclusion from Data

High numbers of SCH from University Studies and courses serving other programs fluctuate slightly because the number of sections offered on campus and off campus change according to university needs. The department is often asked, for example, to add sections of SC 105: Fundamentals of Oral Communication. What we have been able to offer in the summer has also fluctuated, due to available funds, and these circumstances likewise impact our numbers. All in all, though, the department manages to meet the bulk of the demand and, in doing so, contribute significantly to the University Studies program and other programs.

### Additional Data or Comments

Our department takes its service mission seriously, marshalling its expertise and resources to help students across the university achieve principal learning objectives identified by the university – especially objectives one, two, three, and nine of the University Studies Program Objectives (locate and gather efficiently and intelligently, communicate well, think critically, function responsibly). These objectives are essential to student success in the classroom and contribute directly, as well, to student retention. These objectives also comprise the mark of an educated person, attributes Southeast graduates should have and exhibit. Mastering these fundamentals also equips our graduates for life-long learning, helps them succeed professionally, develop strong relationships, and participate more responsibly as citizens in a democracy.

What we teach aligns with primary University Studies objectives, specifically, the universally recognized need to demonstrate effective communication skills (Objective #3). The department actively contributes to the University Studies program. The department offers three courses in the oral expression category: SC 105: Fundamentals of Oral Communication; SC 155: Interpersonal Communication and SC 107: Online Oral Presentations. In the oral expression category, SC 105 is easily the most required course by majors across campus. Additionally, we offer five University Studies courses at the upper level, including UI 301, UI 345, UI 423, UI 425, and UI 504. The department also contributes significantly to University Studies in the delivery of UI 100. Our faculty teaches a minimum of four sections of UI 100 per year.

We are also active at the graduate level. We regularly enroll graduate students in SC 510: Leadership and Teambuilding and SC 560: Organizational Communication. In addition, the department recently revised SC 505, a course in the history and criticism of American public address, to become UI 504: Leaders of Social Change. These courses serve students in the Master of Public Administration program. Members of our faculty also regularly serve on graduate thesis and internship committees.

The department also actively supports endeavors that promote graduating with honors and with academic distinction. The department offers at least one honors section of SC 105 each semester as well as contract honors credit in other classes. Our faculty also regularly serve on academic distinction committees.

The university's Oral Communication Across the Curriculum program is staffed by the department's faculty. This program aids faculty throughout campus in preparing students for oral assignments as well as assistance with designing and evaluating an oral assignment. The program provides workshops and consulting on various topics about communication.

The department also oversees the university's debate program. The program serves a broad range of students, particularly those interested in careers in politics or law.

While providing this service to University Studies and other programs, we draw upon a rich history dating back to Aristotle. We are informed, as well, by an active scholarly community whose research continues to shape our understanding of what makes for effective versus ineffective communication.

**Plan to Address**

The department continues to monitor and revise course offerings in order to best meet the University's needs and mission. Since the 2006 review, for example, we have created and taught SC 107: Online Oral Communication. We have refined SC 105: Fundamentals of Oral Communication to emphasize the importance of civic engagement. We have transformed SC 505, a course in the history and criticism of American public address so that it is now UI 504: Leaders of Social Change. The department has also updated and refined SC 215: Intercultural Communication, offering an additional section, as needed, to respond to the need.

**Brief Follow Up on Outcomes of Plans to Address from Last Review**

Although no recommendations or plans were identified for our contribution to University Studies or other programs, the department strives to maintain and improve upon this area of service.

The department continues to offer courses as needed, working hard to staff sections with quality instructors and to assist those instructors to ensure all is taught well and runs smoothly.

**Program Review Final University Committee Chair Comments**

## V. EXTERNAL DEMAND

EXTERNAL DEMAND DATA UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
<b>ACT DATA</b>										
	N	ACT	N	ACT	N	ACT	N	ACT	N	ACT
No. Identifying Planned Major										
UNIT Totals			0	0.00						
SPEECH&RHETORICALSTUDY [807]			0	0.00						
No. of ACT Scores to Southeast										
UNIT Totals			0	0.00						
SPEECH&RHETORICALSTUDY [807]			0	0.00						
Yield: No. Enrolled at Southeast										
UNIT Totals			0	0.00						
SPEECH&RHETORICALSTUDY [807]			0	0.00						

SUMMARY UNDERGRADUATE		
	Mean	Trend
Yield: No. Enrolled at Southeast		
UNIT Totals	0.0	
SPEECH&RHETORICALSTUDY [807]	0.0	

Additional Data Available at [http://www.missourieconomy.org/occupations/occ\\_proj.stm](http://www.missourieconomy.org/occupations/occ_proj.stm)

### UNDERGRADUATE

#### Brief Conclusion from Data

“Communication Studies” (also known as “Speech Communication”) falls into a category acknowledged by Robert C. Dickeson (1999) in *Prioritizing Academic Programs and Services* as one that students “did not know existed when they were in high school completing the surveys on which the national data are based.” As a result, Dickeson notes, “care must be taken in relying too heavily on national demand data.”

Dickeson’s observation that “many students change their minds about their choice of academic major after a term or two in college” rings true to our experience. These students comprise many who elect to major with us. Communication Studies provides a viable choice for these students to continue their education, and we are happy to help the university retain them.

#### Additional Data or Comments

Consistent with Dickeson’s conclusions, what we offer in Communication Studies has immense external demand. Employers consistently identify communication

skills as among their most-desired characteristics of an employee. Various publications report such findings, including those by the National Association of Colleges and Employers (NACE). For several years running, NACE has identified "communication skills" as number one in the top five skills/qualities employers desire and seek in potential employees. NACE's 2010 listing of the top five once again lists "communication skills" as number one. "Teamwork skills," another skill we develop (even concentrating on those skills in two of our courses, SC 320: Group Communication and SC 510: Leadership and Teambuilding), is number three on the list.

More evidence of external demand for communication skills comes from the United States Bureau of Labor Statistics in its Occupational Outlook Handbook, 2010-2011 edition. The bureau notes that the shift away from goods-producing economy to one that is service-providing is "expected to continue." Workers in the service industry will need good interpersonal skills as well as group skills and public skills. Intercultural communication skills will also become increasingly important as the U.S. workforce is "expected to become more diverse by 2018." The delivery of SC 215: Intercultural Communication becomes increasingly important, something students have recognized with their increased demand for the course.

The projections by the Bureau of Labor Statistics signals that external demand for what we teach in Communication Studies will only intensify. This increased demand is also projected by The National Research Council in its book *Research on Future Skill Demands* by Margaret Hilton, published in 2008. The NRC specifies that there will be a "growing demand" for good communication knowledge and ability, including "complex communication skills," which they describe as "knowing the appropriate channels for getting things done, negotiating, influencing without authority, and team-building skills" (p. 12). We help students develop the knowledge and skill necessary for effective communication in the areas they identify (as well as in other areas of communication), from the basics to the complex. We do so programmatically in courses which target a variety of contexts, such as public, interpersonal, intercultural, group and organizational communication. We help students learn to excel independently, interpersonally, and as members of a team. We also help prepare them to take on leadership roles.

## **Plan to Address**

We have crafted and begun implementing the following recruitment and retention plan, adopted by the department August 2009.

### Target Audiences:

fi Southeast Missouri high school students

fi Area Community College students

fi Current Southeast Missouri students who are undecided or wavering re: their major(s)

fi Current majors and minors (for retention)

### In local high schools and community colleges:

fi Make presentations to regional high school and community college speech classes

fi Sponsor day-long, week-end, or summer workshops on our campus for high school and community college students on communication topics

fi Sponsor workshops for high school and community college speech/English teachers

### On Campus:

fi Promote the Speaking Across the Curriculum Program/Lab more rigorously

fi Speak to UI100 classes about how to give presentations

fi Acquaint students in SC 105, SC 155, and SC 215 classes with careers in communication.

fi Devote one hallway bulletin board to "What You Can Do With a Communication Degree" theme and keep it continuously evolving and relevant.

fi Hold an open house from time to time, showcasing our facilities, such as the Speakers' Resource Center.

### Within Our Current Majors:

fi Recruit 1-3 students per semester to assist with class, high school, and CC visits and Show-Me Day

fi Work hard to retain students by providing good advising and teaching as well as being available to students and recognizing their success, by holding luncheons in their honor as well as rewarding them with picnics and similar events.

### Via The Web:

fi Continue to enhance our Web pages

Refine our link devoted to careers in communication.

In General:

Enhance and expand paper and web information re: "Careers in Communication."

Ask Alumni council members to assist with presentations.

Prepare profiles of Alumni Council members re: their careers, etc

We should always stress that our degrees' versatility is a real plus, bringing valuable, much-desired skills that enable one to secure employment as well as thrive on the job.

### **Brief Follow Up on Outcomes of Plans to Address from Last Review**

Communication Studies is taking a number of measures to stimulate external demand, namely by acquainting potential students (directly and indirectly) with communications professions. We have developed and implemented a marketing plan that emphasizes how employers value the knowledge and skills we nurture and how these skills are highly transferrable, setting them up for life-long employment (even when career changes are likely) as well as life-long learning. We have designed a new display board for use at Show-Me Day (and other such venues) that conveys this message efficiently and powerfully. We have also redone our bulletin boards in the Grauel building along the same lines to educate passersby on who we are and what we do. We also take our message on the road. Our chairperson addressed the Southeast Missouri School Counselors Association Fall Meeting (convened on October 2, 2009), clarifying what we do in our program and which students would be well served by a major in Communication Studies. We've also visited numerous high schools, speaking to classes at Cape Central, Jackson, Notre Dame, Perryville, and Dexter, among others in the past year.

### **Program Review Final University Committee Chair Comments**

## VI. QUALITY OF PROGRAM INPUTS

UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
ACT	21.33	22.00	23.75		
Selected Merit Scholarships	0.00	0.00	3.00		
High School GPA	3.45	3.37	3.62		
CBASE Composite	0.00	0.00	0.00		
CBASE English	0.00	0.00	0.00		
CBASE Math	0.00	0.00	0.00		
CBASE Science	0.00	0.00	0.00		
CBASE Social Studies	0.00	0.00	0.00		
CBASE Writing	0.00	0.00	0.00		

COMPARISONS UNDERGRADUATE															
	AY07			AY08			AY09			Year 4			Year 5		
	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT
ACT	23.20	22.24	21.10	23.20	22.38	21.20	23.47	22.59	21.10						
High School GPA	3.33	3.31		3.32	3.29		3.43	3.40							
CBASE Composite	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE English	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Math	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Science	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Social Studies	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Writing	0.00	0.00		0.00	0.00		0.00	0.00							

SUMMARY UNDERGRADUATE		
Measure	Mean	Trend
ACT	22.05	Improving
High School GPA	3.42	Irregular
CBASE Composite	0.00	Static

### UNDERGRADUATE

**Brief Conclusion from Data**

Undergraduate data indicates that the Communication Studies program continues to attract students with at least a strong “B” grade average. Although the average GPA of Communication Studies majors follows the varying patterns of the average GPA of the University, the fact remains that the average GPA of Communication Studies majors is consistently higher than the University average. In 2009, our students’ GPA average was 3.62 as opposed to the College of Liberal Arts average of 3.43 and University average of 3.40.

In addition, department ACT scores show a trend of improvement, (21.33 in 2007, 22.00 in 2008, and 23.75 in 2009). These averages are in the upper 50 percentile and are above the national average each of the past three years.

These data illustrate that Communication Studies is attracting high quality students. These students recognize the importance of communication in their professional and personal lives and as a means to participate more meaningfully in civic affairs and increase their understanding and involvement in the globalization of politics, economy and society.

### **Additional Data or Comments**

The program attracts – and retains – students who have GPAs higher than that of the University average. Their ACT scores are in the upper 50 percentile and above the national average. Since 2007, four of our new, first-time students received Merit Scholarships – three Regent’s Scholarships and one University Scholarship. Our majors quickly become active in experiential learning and civic engagement projects. Speaker’s Showcase, Speakers’ Soapbox, Regional Heritage Series, Debate, Speakers’ Lab tutoring, Lambda Pi Eta Honor Society, COMMrades, Student Santas, internships, and exit interviews promote civic engagement and build social and interpersonal communication skills—increasing the likelihood of retention and success. According to research, “student retention studies indicate that social and interpersonal skills are a key component in student success...[these] communication skills, combined with more time on campus, enable students to develop more cultural awareness, assertiveness, motivation, social support and feelings of inclusiveness in the academic environment.” Terre H. Allen, Professor of Communication at LSU, *Communication Education*, Vol. 55: 1, Jan 2006, pp. 122-126.

The faculty consists of well-qualified and experienced educators. As noted by Dickeson, the credentials, skill, and capacities of a faculty are vital, and “a program is inextricably connected with the people who provide it.” Of the full-time faculty, (4 tenured, 6 RNTT) six hold PhDs, one holds a MFA terminal degree and three hold M.A. degrees. The doctoral degrees were conferred by top programs including Pennsylvania State, Indiana University, SIU-C and the University of Florida. The faculty is professionally active and engaged. The scholarly and creative contributions of our tenured faculty to the discipline are addressed in Section VII. Tenured faculty members have 120 years of full-time university teaching experience. The RNTT faculty members have 43 years college/university (38 secondary) full-time teaching experience.

The department has 4 Tenured (25%), 6 RNTT (37.5%), and 6 P-T (37.5%) faculty. However, the percentage of Communication Studies sections (su 2009-sp 2010) taught by full-time faculty was 84.81%, lessening reliance on part-time instructors.

RNTT faculty include: District Manager of the MSHSAA state-qualifying speech and debate tournament (also COLA Outstanding Teacher 2009); Student Santas creator/advisor (gaining national media attention for helping over 5,000 children in the past two years); Director of Speaking Across the Curriculum and Speakers’ Resource Center (and past Phi Kappa Phi president), who has, since 2005, presented over 80 lectures across campus, created/directs Speaker’s Soapbox free speech event, Storython, and the Faulkner Conference opening program; Southeast V-day advisor and SE Parent magazine contributor; and a faculty member who has made numerous public and professional presentations around the country regarding humanitarian travel with the Patch Adams Organization and serves on advisory boards for the Cape Girardeau Public Library (pres), Girardeau Goes Green (sec), the Women’s Safe House and the SE Missouri Hospital College of Nursing and Health Sciences Surgical Technology program.

The Communication Studies faculty serve area schools as speakers, consultants, and judges, and offer professional service to the community as volunteers and board members (Cape Optimists, Community Theatre, Old Town Cape, Storytelling Festival, Convention and Visitors Bureau, Southeast Missouri Arts Council, St. Francis Fitness

**Plan to Address**

Continue to track and recruit higher quality students and to engage them in a variety of activities mentioned above. In addition, the debate program will be expanded to include additional forensic activities. Communication Studies faculty will continue to be professionally active and civically engaged through university and community service.

**Brief Follow Up on Outcomes of Plans to Address from Last Review****Program Review Final University Committee Chair Comments**



## VII. QUALITY OF PROGRAM OUTPUTS

WP003 UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	N	%	N	%	N	%	N	%	N	%
>= 9.5 (superior)	2	16.66	1	5.26	4	19.04				
8.0 - 9.0 (proficiency)	4	33.33	15	78.94	13	61.90				
7.0 - 7.5 (marginal pass)	5	41.66	2	10.52	3	14.28				
< 7.0 (fail)	1	8.33	1	5.26	1	4.76				
Unit First Time Pass Rate	12	100.00	18	94.73	21	100.00				
Unit Mean	12	7.83	19	8.23	21	8.47				

WP003 COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Mean	8.34	8.47	8.62		
College Pass Rate	98.49	98.91	98.32		
University Mean	8.25	8.34	8.35		
University Pass Rate	97.99	98.74	98.23		

WP003 SUMMARY UNDERGRADUATE			
Method		Mean	Trend
WP003 Mean		8.23	Improving

### UNDERGRADUATE

#### Brief Conclusion from Data

Program output showed improvement in AY 09 and is now above the university mean (based on WP003 data). Communications Studies continues to target written expression for improvement by using a series of carefully structured assignments, such as one developed in SC 105 for a written rhetorical criticism assignment.

#### Additional Data or Comments

In *Our Underachieving Colleges* (Oxford Univ. Press, 2006), former president of Harvard University, Derek Bok, observed: “In the last 25 years undergraduate enrollments in public speaking courses have enjoyed rapid growth, much of it in response to pressures from alumni and complaints from employers about the poor communication skills of many college graduates.”

With this, Communication Studies is keenly aware of the importance of delivering solid teaching to the almost 6000 students who have taken at least one oral communication course at Southeast in the last 3 years. Outcomes are seen in boardrooms, public offices, courtrooms, training rooms, hospitals, and on sales floors. Surveys of alumni reveal their confidence that our program has prepared them for the dynamics of communication in the workplace. Other alums have entered graduate programs at the universities of Missouri, Arkansas, Mississippi, Ball State, Duke, Southern Illinois and Southeast Missouri State.

Providing quality instruction requires staying current, which our faculty do. Tenured faculty have impressive publications. They have authored several scholarly books, including three historical anthologies of Southern rhetoric, and other books and chapters on the history and criticism of American Public Address and on debate. They have published over 70 essays in top publications, including the Quarterly Journal of Speech (the premier journal of the field), Communication Quarterly, Argumentation & Advocacy, The Journal of Public Advocacy, Southern States Communication Journal, The Basic Communication Course Annual as well as the award-winning, interdisciplinary journal, Rhetoric & Public Affairs. Some articles have been reprinted as chapters. In addition, faculty have logged over 175 presentations at national, regional and interdisciplinary conferences. They conduct workshops, and serve as editors, reviewers, officers, and consultants. Their scholarly activity has been recognized with awards, including the American Communication Association's "Outstanding Contribution to Communication Scholarship."

Quality is evident, as well, in the high-profile textbooks produced, including one in a 3rd edition with Houghton Mifflin and another, now in its 2nd edition and widely adopted, with Allyn & Bacon. Other texts prepare novice instructors and those who supervise them.

Another measure of quality is the success of the University's Debate Team. The team has won numerous awards, including the 2008 and 2009 Fall Championship Tournament at Ball State. Central States Communication Association awarded its "Lifetime Service Award" to the team's coach. Debate students in this program learn to research, reason, and argue well. These skills, and a strong dose of ethics, comprise the focal point in our department's emphasis on civic engagement.

In these ways and others, the program has "brought beneficial recognition to the institution" which Dickeson suggests is a criterion for outcomes. Most visibly, perhaps, the department brings recognition to the university each year when over 300 high school students come to campus for the district speech tournament (discussed in Section VI). Interacting with our faculty year after year leaves an indelible memory with these many students and their families. The awards ceremony fills Glenn Auditorium with coaches, students and their parents. The sweepstakes trophies awarded by the department serve as visible reminders in area high schools of the dedication and role of the university in the region.

### **Plan to Address**

We will continue providing added value to speech programs in the southeast district from South County St. Louis to the Arkansas border by providing a variety of communication workshops, on and off campus. Twenty-five area high schools' students and faculty will benefit from our service through these workshops.

Communication Studies is committed to ongoing contact and exchange with our alumni. While we provide them with networking opportunities they keep us current on professional issues and necessary curriculum initiatives regarding needs of the workplace.

### **Brief Follow Up on Outcomes of Plans to Address from Last Review**

### **Program Review Final University Committee Chair Comments**

## VIII. CURRENCY OF CURRICULUM

### UNDERGRADUATE

#### **What steps have you taken to ensure that your programs and courses are up-to-date and effective?**

The curriculum has ancient roots more ancient, even, than writing. Communication Studies remains as relevant and vital for today's students as during Aristotle's time.

We offer over twenty courses that enhance liberal arts education and prepare students for careers in an ever-growing global society. Intercultural Communication and Relational Communication help address diversity in world markets. Civic engagement is emphasized in our course offerings, from the basic course to upper level courses in Political Communication and Leaders of Social Change.

Our curriculum provides multiple opportunities for internships. Corporate Communication majors get hands-on experience in management and sales in settings like Caterpillar International. Students can tailor their studies to meet particular interests – everything from wedding planning at the St. Louis Butterfly House to campaign planning. Graduates are equipped with skills that serve them well in a variety of careers.

We offer many courses at night and at regional campuses to serve the University's many nontraditional students. ITV, online and blended courses offered since 2007 include Nonverbal Communication, Persuasion and Online Oral Presentations. These courses incorporate a wide range of technology, from use of PowerPoint and digital recording to teleconferencing via Camtasia, placing us in the forefront of our field.

Faculty collaborated with library faculty to develop an Information Literacy unit that is used in the basic course. Students navigate the “private” and “public” web to locate and gather information. Faculty also utilize the “Greene Multimedia Center” so students can review and assess their progress. Students also use our Speakers' Resource Center to prepare for presentations.

#### **Program Review Final University Committee Chair Comments**

## **IX. IMPACT, JUSTIFICATION, AND OVERALL ESSENTIALITY TO THE SOUTHEAST MISSION**

### **UNDERGRADUATE**

What steps have you taken to ensure that your program and courses are up-to-date and effective? Former Harvard President Derek Bok argues for the centrality of Communication Studies noting: “all undergraduates need to speak and write with confidence and style...Indeed few courses in the college curriculum have as much potential to offer lasting benefits to undergraduates” (p. 108). According to Bok, “complaints from employers about poor communication of many college graduates” is a major contribution to the growth in communication studies at public institutions (86% offer some form of communication studies). It is significant to note that “the Southern Association of Colleges and Schools has made competence in speaking a requirement for all its member schools” (102-103).

Academic Centrality. It is a mistake to envision an educational environment where communication competence is not a cornerstone. The teaching/learning process itself is communication based. Morreale and Pearson’s extensive survey of literature discussing communication training led them to conclude that “[a]ll students... need to learn to communicate orally, interpersonally, in small group and teams, and in public” (“Why Communication Education is Important...” Communication Education, April 2008, p. 231). These skills represent the focus of the department’s curriculum. The department continues to serve as a resource for other departments, and organizations, and to provide communication training and consultation to professors and students for classroom based communication assignments. Staff of “Speaking Across the Curriculum,” debate, and SC 105: Fundamentals of Oral Communication have all worked with University colleagues on communication assignments and initiatives. The “Speakers’ Resource Center” is expanding opportunities to work with community & campus constituents. Does the program serve people in ways no other program does? Southeast website identifies the “best possible career training” as “a broad based liberal arts education that emphasizes critical thinking, effective communication and other skills that are needed for life.” This helps explain the University-wide demand for our courses, especially upper division courses, and supports the thesis that communication studies remains an integral part of the curriculum. Courses in Argumentation and Conflict Mediation showcase critical thinking and listening, Information literacy is a focus of the basic course. All of our courses emphasize ethical and responsible communication. The numerous opportunities for civic engagement are a unique feature of the department and reflect a level of commitment to experiential learning and community outreach.

Centrality to University Mission The department’s mission is aligned with the University’s mission to teach students to think critically and communicate effectively (University Bulletin). In addition, the civic engagement focus exemplifies this program’s alignment with 2008 Strategic Plan Mission Statement to challenge students “to extend their intellectual capacities, interests and creative abilities” and undertake instruction that “prepares individuals to participate responsibly in a diverse... world and...contributes to the development of the social, cultural, and economic life of the region, state, and nation.” As noted in the 2008 Strategic Plan “Southeast must not only be an outstanding public comprehensive university, but must also be recognized as such by the general public.” The department is recognized as a community resource as demonstrated by the awards given to our students.

### **Program Review Final University Committee Chair Comments**

## X. PLANNING FOR THE FUTURE

**Given impending personnel and environmental changes, how do you envision the configuration of your unit in five years? What components would be phased out? What components would be reduced in size? What components will have grown? What new components will have been developed? What other units might be involved in the new components?**

### UNDERGRADUATE

Given impending personnel and environmental changes, how do you envision the configuration of your unit in five years?

This year's surge in majors makes the case for being configured as an independent unit. The department is focused on refining curriculum and recruiting majors. The newly instituted Speakers' Resource Center contributes to these efforts. The center involves students and faculty in serving the campus and greater community through a speakers bureau, a team of consultants, a series of workshops for area teachers and students, and a library of resources to aid individuals in a variety of communication contexts.

The current configuration also allows the department to better meet the learning objectives identified in the University Studies' curriculum and to meet the goals of effective communication as identified by the National Association of Colleges and Employers, the U.S. Bureau of Labor Statistics in Occupational Outlook Handbook, and the National Research Council's 2008 publication, Research on Future Skill Demands. The Department has addressed the current financial shortfall by termination of a RNTT position with a Ph.D. The department hopes to recover that position as the financial situation improves.

An opportunity for growth exists in the area of health communication. Cape Girardeau is the medical center for the region, with two major hospitals, a doctor's park, and an array of other medical providers. Conversations with executives, such as Wayne Smith, Director of the Foundation at St. Francis Medical Center, indicate much interest and support for a health communication program. Health communication studies would help improve provider-patient communication, provider-provider communication, campaigns for information and prevention, and more.

With this configuration, we envision a model program for involving students in campus and community affairs and helping them excel in the many contexts of human communication.

What components would be phased out?

None. The present configuration meets the needs of the University and the College of Liberal Arts. There is University-wide demand for communication courses.

What components would be reduced in size?

At present, all courses remain needed and viable. Enrollments as of May 7 for fall 2010 show virtually all on-campus courses are full, many overenrolled, and several with waiting lists.

What components will have grown?

We anticipate significant growth in the next five years. Since January 2010, we have 31 new majors and ten new minors in our programs. We will continue to meet the growing demand for communication skills in a competitive, interdependent global society.

What components will have been developed?

A rapidly growing area in the field is health communication. Health facilities across the nation are seeking trained specialists in this critical area, which the National Health Communication Association defines as “the study and use of communication strategies to inform and influence individual and community decisions that enhance health.” Health communication is recognized as necessary to improve personal and public health as well as curb costs. Regional health care facilities are an ideal setting for preparing students in health communication. Cooperative efforts between the university and regional hospitals can provide opportunities for internships, class visits by health care professionals, and external funding.

What other units might be involved in the new components?

The College of Health and Human Services and the Colle

## **Program Review Final University Committee Chair Comments**

### **DEANS' COMMENTS**

The departmental response has addressed the concerns of the Program Review Committee concerning the number of majors, the number of under-enrolled sections, and the completion rate for majors. It is true that the number of majors is relatively small and that the number of University Studies courses and service courses offered to non-majors is large. That is unlikely to change significantly, given that this major does not directly prepare students for a specific field, as do the programs in Mass Media, but rather offers a set of basic, transferable skills that can be applied in diverse settings. As long as adequate numbers of credit hours are being offered by the Department, however, this may not by itself be a major problem. Other programs in Liberal Arts, such as philosophy and anthropology, are in a similar situation and they are performing effectively. Like these programs, Communication Studies is central to the University’s mission of providing a liberal arts education and is thus deserving of continued support. Nevertheless, the Department appears to be making detailed plans to attract more majors and this is a welcome development.

On the other hand, the number of under-enrolled sections is an issue that I have discussed with the chair and I am pleased to see that this is being addressed in their response. It is hoped that their decision to combine several existing courses will have a positive effect on this area of concern. I am also aware that the department has recently increased enrollment limits in several of its upper level courses. Given the forthcoming emphasis on course redesign, the Department may also need to take a look at SC 105, which has long had its enrollment capped at 22 students per section and find ways to deliver instruction in a more cost effective manner.

The Department appears to be aware of its retention percentages and has proposed a number of measures to improve them. As with the effort to recruit majors, it will take some time before the success of these efforts may be evaluated.

It should be kept in mind that the Department of Communication Studies has existed in its present form only since January, 2009. Prior to that time, it was part of the Department of Communication, which included the current Department of Mass Media. As is pointed out in the departmental response, the need to attend to accreditation issues now in the province of Mass Media led to the programs currently in Communication Studies receiving significantly less attention. Before that time, these programs were in the same administrative unit as Theater and there, too, these programs were deemed to be a secondary priority. Because of this history and the brief time that Communication Studies has existed as an independent entity, it may be premature to draw firm conclusions about its status at this time. Moreover, I would point out that data going back further than the last 18 months should be interpreted with caution, insofar as these data could include information about students and courses that are now a part of Mass Media and thus be less than accurate.

## **Final University Committee Chair Comments on Entire Document**

According to the June 16 Program Review Committee (PRC) response to the department, there are three concerns to which we want to provide a reply.

First, the question of the small number of majors: We understand that the committee is using the four week census numbers of majors which is 61. We, however, used the end of the semester figures which were accurate as of the day we turned in the Program Review. Our numbers, which came from the Registrar's Office showed a significant difference (80 majors versus 61 cited in the PRC statement). We believe the fact that we had gained almost 20 majors in less than a semester indicates that we have the potential to significantly increase the total number of our majors. We also call attention to the detailed and thorough recruiting strategy we outlined in our Program Review. In addition, we want to point out that our field does prepare students for specific professional fields; two of the most popular are corporate communication and organizational communication. Both are well-represented in the business and professional world in many businesses and organizations in the private sector, as well as in federal, state, and local government.

Second, the recommendation of redesigning SC 105 as a large class with labs: We are not sure how this will work at this time, but we understand the financial situation and realize we cannot continue business as usual. We understand that we need to move in this direction and will begin immediately to develop this approach.

Third, the suggestion that the department of Communication Studies be merged with another department: We are strongly opposed to this suggestion. This department has been a stand-alone department for only eighteen months. For many years, it has been part of several other departments (Mass Media, Theatre, and English), has never had the opportunity to focus on the discipline of speech communication and to build majors and a sense of professionalism as other departments have been able to do. The department was established on January 1, 2009, when the Provost understood that it was a mistake to have combined it with the Mass Media Department. Since that time, the professional and personal morale and sense of identity of students, staff, and faculty has significantly improved. In addition, our Dean has recommended that we be given more opportunity to grow. We ask for at least the three additional years in this program review cycle to prove that we are a professionally significant discipline and that we can and will attract students and majors to our program.

### **Provost's Decision**