# Section-I: Mission Statement, Goals and Objectives

## 1.a: Mission and Goals

The mission of the Department of Communication Studies is to foster discovery and understanding of the pivotal role of communication in relationships, and media and cultural interactions. We are committed to promoting social responsibility, community and cross-cultural engagement as we prepare students for their personal, professional, and social roles. Students are exposed to a broad field of theoretical knowledge and practical skills in the discipline of Communication Studies.

The Committee felt that the mission and goals were logical, well written, and worthwhile.

## 1.b: Goal Alignment

- **Goal 1:** Educate - The Department provides high-quality innovative learning opportunities for students.

- **Goal 2:** Discover - The Department contributes to the scholarly research about human communication

- **Goal 3:** Serve Communities - The Department collaborates with communities in the university’s service area and beyond

The committee felt that the goals were well aligned with the campus strategic plan. Five of the IU East Campus Strategic Priorities were represented in the department’s goals.

## 1.c: Goal Monitoring

The goals are adequately monitored. The primary mechanisms used to monitor goals are the Faculty Annual Reviews and the ongoing work on the department’s strategic plan.

# Section-II: Program Resources
2-1.a: Faculty and Staff
The full and part-time faculty in the program all are well qualified. Several of the part time faculty possess terminal degrees.

2-1.b: Instructional Quality
The faculty are certainly being well trained. All full-time faculty possess level one Quality Matters training and the lead online instructor (Aldrich) has reached level two. Also, having two FACET members is to be commended.

It would be beneficial in the future to add information on student learning to this section. Training is requisite step in the delivery of quality instruction but assessing how students perform on program outcomes is a better assessment of instruction.

2-1.c: Faculty Staffing
In Fall 2015, the Department served the student body. Results indicated a growth of 5.2% in credit hours, 2.5% growth in majors, and 8.6% growth in credit hours of Communication Studies courses from Fall 2013 to Fall 2015.

Since the date of the on campus review (4/21/16), two faculty members have left. This is a significant issue for the department.

Prior to the faculty members’ departure the committee felt that the program certainly could use more resident faculty. There was a concern that too many courses were being taught by adjunct faculty. Some research suggests that student retention is negatively correlated with the amount of exposure they have to adjunct faculty. Given the number of majors and service courses, hiring additional faculty would have merit.

2-1.d: Support Staff
The committee felt that the support staff was adequate. The advising staff is commendable—professional advisors can make a huge impact on student success.

2-1.e: Faculty Teaching Load
*The standard teaching load in the Department is 6 courses per year for tenured and tenure-track faculty and 8 for lecturers. Some faculty carry administrative responsibilities and are granted course releases.*

The teaching loads seem appropriate given the mission of the campus. The report is accurate in that simply counting the number of courses is not sufficient to measure teaching loads; in fact, not only does mode of delivery matter, but also the number of different preps and new preps, too. The heavy online teaching load does seem to be a problem, but the steps the program is taking to aid faculty should help somewhat.
2-1.f: Faculty Scholarship Involvement
The committee believed that the faculty are very active in scholarship. Given their teaching and service loads, this is an impressive amount of productivity. It is worth noting that there appears to be a significant increase in publications and presentations in 2015.

2-1.f: Faculty Service Involvement
The number of activities seems fine—the faculty are very active in service and should be commended. The activities listed show a range of breadth and include some service with the potential for significant impact.

One suggestion would be to provide some indications of service with clear impact and significance. So rather than merely listing service activities it would be helpful to provide information on the impact of those activities.

2-2.a: Physical Facilities
There appears to be adequate spacing in all labs, classrooms, and facilities.

2-2.b: Technology Infrastructure
IU East has excellent technological infrastructure.

2-2.c: Equipment Inventory
The committee had no concerns about the equipment available to faculty and staff.

2-3.a: Budget
Once again, the committee had no concerns about the budget. It is commendable that HSS and the Communication program have been allocated funds generated by their successes within the IUOCC program. This is an excellent financial structure to encourage great work from units and faculty.

2-3.b: Enrollment and Retention Budgetary Contribution
Currently, the program has slow but steady enrollment and credit hour growth. Again, the use of online courses has helped to balance and sustain budgets. The department and Dean seem very willing to use the HSS budget for retention and student engagement.

2-3.c: External Funding Sources
The graduate certificate is an excellent idea worth pursuing. Overall, the regionals need to expand online course offerings in a variety of areas to meet the needs of high schools offering dual credit courses. Communication is a key area, and supporting a graduate certificate that stacks with a Masters degree would be great. The good news is that the campuses do not have to do this alone—we can work out a system where the campuses can share the load.

2-4.a: Library Resources
The committee had no concerns about the library resources available to faculty and staff.
2-4.b: Library Technology
The committee had no concerns about the library technology available to faculty and staff.

2-5.a: Instructional Programs- Curriculum
While student enrollment is the primary source of budgetary stability, the faculty are also pursuing additional revenue streams. For example, the Department of Communication Studies has developed and submitted for approval with the IU Office of Online Education an online graduate certificate program in Contemporary Communication. The certificate will attract students who need graduate credentials to teach and to improve their work skills and also serves as a “stackable credential” that can be paired with a host of Master’s degree programs.

The use of online courses has helped to give students more flexibility when, where, and how they take their classes, which in turn has helped keep enrollment steady.

2-5.b: Ongoing Curriculum Revision
The committee believes the new capstone course makes sense. Replacing theater also seemed like a wise decision. Your program does not currently seem related to theater, so replacing it with a more closely related course makes sense. The newly proposed curriculum, featuring a specialized core, also makes sense.

2-5.c: Advising and Mentoring
Until Fall 2015, students majoring in Communication Studies were advised by professional advisor in the first semesters of their IU East career until they reached junior standing. Then they moved to faculty advisors. Students were required to meet with advisors at least once a semester to do enrollment planning, discuss career plans, personal development, and complete required paperwork. Each full-time faculty was assigned to 20-25 advisees.

In Fall 2015, the School of Humanities and Social Sciences transitioned to a new model of advising. In this new model, a student is assigned to work with an academic advisor and a faculty mentor.

As previously mentioned, the committee believes that the professional advising model is a good idea. This is a much better way to ensure consistent, accessible, high quality advising to students. The faculty mentoring of students is also commendable. The committee wanted to make a recommendation that faculty have some training and support on how to mentor.

2-5.d: Course Scheduling
Building a schedule is a collaborative process in which the department chair, faculty, advising office, the dean, and institutional analysts participate. Each semester, especially during enrollment periods, the department tracks enrollment to document student demand for the upcoming semester. These data help determine if additional sections of courses are needed and if additional faculty need to be hired. This process ensures that students majoring in Communication Studies and other disciplines have access to the courses needed to complete their degrees and monitor the teaching load of each faculty.
The committee felt that the department has done a good job of improving course scheduling to help better serve students by offering core courses regularly. The course rotation in Appendix 5.4 seems to be a bit off (unless I am having trouble reading it), in that it appears some semesters are mislabeled. If I am reading it correctly, you have a good rotation of courses, with electives also being offered frequently enough to meet student needs.

2-5.e: General Education Course Offerings
IU East adopted a new General Education framework in spring 2013. The program in Communication Studies actively contributes to the General Education offerings on campus and online.

The Speech Program offers multiple sections of SPCH-S121 Public Speaking online and on campus. The course responds to the Speech Competence of the General Education framework.

Other courses in Communication Studies are approved to serve Social and Behavioral Competence in the General Education framework:
- SPCH-S122 Interpersonal Communication
- CMCL-C205 Introduction to Communication and Culture
- JOUR-J110 Foundations of Journalism and Mass Communication
These courses are included in the program rotation and offered every semester or once a year online and on-campus.

This seems an appropriate role in general education for this program.

2-5.f: Co-curricular Student Activities
The committee felt that the department provided the students with some excellent co-curricular opportunities. We would encourage the exploration of the possibility of increasing the number of internships but understand that internships may not meet the needs of many online students.

2-6.a: Program Assessment
The committee felt that the Department has the start of an effective assessment system. This style of report, and the newly adopted outcomes, appear fine. As mentioned earlier, the next step is to assess the student outcomes. Appendix 6.1 addresses all the learning outcomes with direct and indirect measures and is a great start.

2-6.b: Assessment-based Program Revisions
The changes shown in the curriculum map are logical and appear to be data-driven.

2-7.a: Outreach and Community Involvement- External Constituencies
The outreach and community involvement appear to be adequate.
2-7.b: Publicity and Marketing
The programs in the Department of Communication Studies are marketed via multiple opportunities:

- Internally on campus (e.g., recruitment events for local community college and high school students, orientations for new students; display cases and boards in Tom Raper Hall);
- IU East website (e.g., the program updates website with upcoming courses, faculty information, and other initiatives);
- IU East emails, web updates, and other marketing resources: (the news about presentations and events are sent to the university and local community);
- Direct mail: currently, we are developing a database of community and local organizations regionally to be used in the future marketing campaign to publicize online degree completion program.

The committee felt that all of the above mentioned strategies are logical and worth pursuing.

2-7.c: Professional Association Involvement and Community Organizations
The committee believed the membership of faculty in these organizations is outstanding. It would be beneficial to summarize how active the faculty are, as membership can represent a variety of levels of involvement.

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2-8.a: Program Strengths
The committee unanimously agreed that the program is strong. It has a clear mission and goals that align to the goals of the campus. The faculty are excellent: they are qualified, receiving appropriate training and support, and are active scholars performing valuable service. The program is making changes in curriculum and assessment that should help it improve. It has a strong enrollment and has done a commendable job of developing online and face-to-face programs.

2-8.b: Areas for Improvement
The program needs to assess its new program outcomes. Balancing the needs of faculty workload along with the needs of online and face-to-face students is a challenge. The report mentions the need for better assessing faculty activities. This needs to be clarified.

2-8.c: Key Issues Facing the Program
The most pressing issue is the need for additional faculty. This is especially true with the recent resignations of two faculty members.

The other significant issue is the need for the assessment of learning outcomes.