Program Title: Communication major & minor  
Review Date: 2000-2001

I. Academic Assessment

A. Highlights/Initiatives

1. Overview the current curriculum, including options available within the program (e.g., discussion of the different emphases).

The Department of Communication offers undergraduate degrees in four areas of communication. They include: electronic media, organizational communication, public communication, and public relations. The Department also offers undergraduate degrees in journalism, with emphases in print journalism, broadcast journalism, and advertising. The Department offers two minors: public relations and general speech. Minors in advertising and journalism are also offered. In addition, the Department offers the Fundamentals of Speech Communication class, which is a proficiency course required of all students at UW-W. Students majoring in secondary education with a communication emphasis complete their coursework in communication under the advisement of faculty in the College of Education. The Department also offers the M.S. degree. Finally, several of the Department’s classes meet General Education breadth requirements (Psychology of Speech, Introduction to Electronic Media, Introduction to Mass Communication, Introduction to Cinema, Public Speaking, Rhetoric of the Western World, Listening Behavior, and Cross-Cultural Communication) and Diversity (Cross-Cultural Communication).

It is important to note that the two undergraduate majors in the Communication Department, though treated separately for Audit & Review, are interconnected. Speech Communication students are required to complete some journalism/mass communication classes, especially in the public relations and electronic media areas of emphasis. Journalism students in all areas of emphasis are required to complete some speech communication courses. While the two majors, Speech Communication and Journalism, are being reviewed separately, they exist under one department, and there is a close working relationship, including the sharing of some staff. The addition of the Advertising major and minor in journalism during the past five years has resulted in greater collaboration between the faculty and instructional staff who teach in the Department.

2. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.

The Department will review the exit interview form, and will make changes that will allow us to separate responses by emphasis. This will enhance data collection for each of the emphases.
Program APRs and checksheets for each major and minor emphasis are in Appendix A

B. Educational Objectives and Assessment Techniques

1. State the subject matter, cognitive development, and skill objectives for the program, indicating what students will know and be able to do upon completion of the program.

The program has 9 subject matter objectives, 9 cognitive objectives, and 11 skills objectives. A list of these objectives, the means of in-class assessment, and the courses in which each objective is met is included in Appendix B.

All four emphases include a combination of theory and application. In general, curricular offerings are organized so that students: 1) attain the basic entry-level skills necessary for success in the emphasis; 2) learn the theoretical basis of the discipline; and 3) synthesize theories and apply theoretical aspects in specific situations, contexts, or environments.

2. Describe the data collection techniques used to determine if the program has been successful in achieving the desired outcome for each objective above.

Responsibility for determining if the program has been successful in achieving the desired outcome for each of the objectives listed in Appendix B resides at various levels. At one level, the Department Chair and Assistant Chair, in conjunction with the tenured faculty, are responsible for insuring that the objectives are being met as part of long-term planning for the Department. The faculty and instructional academic staff also share the responsibility; course syllabi, sample assignments, etc., are examined during the annual review process, applications for promotion/tenure, and in post-tenure review. Proposals for change in any program are acted upon during the regularly scheduled Monthly Department meetings.

The Department also collects data from exit interviews of all undergraduates. The Department of Communication was the first department on campus to conduct exit interviews. This data is collected by means of a written evaluation form that students complete before the exit interview and the interview itself. The data is tabulated annually, and is reviewed by the tenured faculty. In addition, the exit interview data is included in the Annual Report submitted to the College, and is available to anyone who wishes to review that document. The summary of exit interviews from the past five years is in Appendix G.

Data collected from on-site internship supervisors and from students who are completing internships is also used in program review and revision in the areas of emphasis. For instance, information gathered from on-site internship supervisors was used in recommending changes in the public relations and electronic media emphases. In public relations, this includes the development of the Public Relations Tactics I and II, Public Relations Strategies, and the development of the new course, Public Relations Practicum. The Public Relations Practicum course allows students who are completing special projects that do not meet the guidelines for an internship to receive course credit for their
efforts. Feedback from on-site internship supervisors in Electronic Media led to the restructuring of the Broadcast Operations and Procedures class (166-434) and the opportunity for these majors to enroll in the Personal Selling course in Marketing in the College of Business and Economics. Moreover, the course, Senior Electronic Media Project (166-487), was developed based, in part, on the feedback from the on-site supervisors of electronic media interns. Assessment reports from Internship Supervisors are included in Appendix L.

The Department also reviews the data collected by other on-campus offices, including the Office of Institutional Studies and the Registrar’s office. The Department makes extensive use of data from the Registrar’s office in Enrollment Management, which is discussed at length in Section II-B-2, “Departmental Management and Operations,” of this Report.

Finally, the Department considers data from alumni in program evaluation. Institutional Studies provides survey results of graduates every five years. The tenured faculty reviews this data for long-term planning purposes. Career Services publishes an annual Report, which reports statistics for job placement of graduates. Finally, some data is collected by means of information shared with faculty and instructional staff members, through personal correspondences and/or through the annual College Newsletter. Although this data is anecdotal, it provides an additional means of identifying the degree of success that graduates have experienced in their job searches, and as another means of determining the extent to which the coursework in each emphasis has prepared the student for success in the workplace.

3. **Explain how individual courses are related to the student outcomes that are part of the program’s assessment plan.**

This is addressed in Appendix B on a course-by-course basis.

4. **List any dual-level courses and indicate how course content, pedagogical processes, assignments, etc. create different educational experiences for graduate and undergraduate students.**

This information is contained in Appendix B1. The data was collected for the program review of the M.S. in Communication, which was completed in 1998. There were no significant changes in the teaching assignment of the dual-listed courses since the data was collected.

**C. Assessment Data**

1. **Summarize the assessment data gathered during the review period. If it is helpful to include data from previous years for comparison purposes, then please do so. (Use tables where necessary.)**

Data was gathered from the following sources:

D. Program Improvement Resulting from Assessment Efforts

1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.

During the past five years, the Department has undergone significant curricular revision in two areas of emphasis: Public Relations (major and minor) and Organizational Communication. The “old” and “new” curricula are included in Appendix H. Impetus for these changes came from students’ assessment during exit interviews, discussions with on-site Internship supervisors, and the discussions of emerging trends in both areas of study by faculty who teach in these emphases.

Curricular Revisions in the Public Relations Emphasis:

The number of credits for the Public Relations emphasis in Communication was increased from 34 to 36 credits. A review of graduates with the Public Relations emphasis that more than half had graduated with 36 credits under the then-existing curriculum, so the two-credit increase was not deemed as significantly increasing the burden on students. Moreover, the curriculum as of the 1993-1995 UW-W Undergraduate Bulletin was set up so that students needed at least four semesters to complete the major due to the sequencing of required courses (166-202, Principles of Public Relations, is a prerequisite for 166-203, Writing Applications in Public Relations; 166-203, in turn, is required for entry into 166-307, Designing Non-Print Media in Public Relations, which is a prerequisite for 166-402, Publicity Media & Campaigns.). In the revised curriculum, the Public Relations “core” courses have been increased from four to five classes, but remain on a four-semester sequence. The most significant changes have occurred in the redesigning of the Writing Applications and Designing Non-Print Media courses from a two-semester sequence to three courses in two semesters: Public Relations Tactics I (166-203) and II (166-204) and Public Relations Strategies (166-302). Under the “old” curriculum, a clear delineation was drawn between print and non-print media in public relations. With the growth of information technology and the blending of print and non-print forms of communication, this distinction has become increasingly difficult to maintain. Thus, the Tactics and Strategies courses were introduced in order to give students more current instruction in methods that are used in the public relations industry. Finally, the title of final course in the Public Relations sequence, Publicity, Media, and Campaigns (166-402), was changed to “Public Relations Planning” in order
to more accurately reflect the comprehensive nature of the major assignment given to students in that course.

Other changes in the Public Relations curriculum included introduction of two courses, Internship in Advertising (164-493G) and Public Relations Practicum (166-303). These will be further discussed in Sections II-G-1 and II-H-1-d.

The public relations minors remains at 24 credits. Students are required to take the same core and required courses as the major (21 credits), and 3 credits of electives. Thus, the major and minor were updated concurrently.

These changes are being phased in, beginning with the Fall semester of 2000. Thus, for purposes of this audit and review, the syllabi and course objectives for the Public Relations “core” courses remain as they were in the 1993-1995, 1995-1997, and 1997-1999 Undergraduate Bulletins.

Curricular Revisions in the Organizational Communication Emphasis:

The number of credits in the Organizational Communication emphasis remains at 36. Changes were made to the curriculum in two major areas: establishment of a set of “core,” required, and elective courses; and the development of a “capstone” course.

Under the “old” curriculum, students selected from options in the emphasis (e.g., Nonverbal Communication or Intercultural Communication; Communication and Interviewing, Communication and Conflict, or Parliamentary Procedure; Assessing and Developing Communication Competencies in Contemporary Organizations, or Organizational Communication Audit, or Internship in Communication). Moreover, students could take courses in any order. In the past five years, a large number of Organizational Communication majors have selected this major in their junior or senior year, often as an alternative to a degree in the College of Business and Economics. Thus, a significant number of students have come into this major without fully considering what the major means, both in terms of knowledge and career preparation. Faculty who teach in this emphasis have thus encountered difficulties in their classes with some students who have selected this major late in their academic careers. Often, these students will sign up for 15 to 18 credits in the major in a single semester to try to graduate as quickly as possible. In so doing, they would often select classes for which they may have the necessary number of overall credits to enroll, but lack the foundation courses in communication. Feedback in exit interviews from organizational communication majors who declared this major as freshmen or sophomores have commented on this as well. These students have expressed their opinion that the instructors of the upper-level classes must spend time in bringing the other students “up to speed,” at the expense of their own instruction in the classes. The curricular revisions to the organizational communication emphasis were designed, in part, to address this issue. They were also designed to better prepare students for career paths in the private sector which are changing significantly due to advancements in information technology and a work environment that is becoming increasingly diverse.

The revised curriculum requires a minimum of three semesters to complete. The Communication and Interviewing course, which was an optional course under the
previous set of requirements in the emphasis, becomes the first required course in a four-course set of “Required Courses for Organizational Communication.” Since information-gathering is a major component of many careers for graduates in this emphasis, the faculty felt that it was an important foundation course. In addition, students become introduced to the knowledge base and major theoretical aspects of this field in this course and in the Introduction to Organizational Communication class. Moreover, successful completion of the Communication and Interviewing and Introduction to Organizational Communication classes better prepares students for the Research Methods course, in which students complete the University’s writing requirement. Under the previous curriculum, students could wait until their final semester before enrolling in Communication Research Methods. Students who did so, and who did not pass the writing requirement, either found that their graduation was delayed, or during the sixth week or seventh week of that final semester, they scrambled to find a professor who would agree to work with them in completing the writing requirement. This system created difficulties for both professors and students. In the revised curriculum, students who do not complete the writing requirement successfully in the Research Methods class have an additional semester in which to complete the requirement without delaying their graduation. The Communication Needs Analysis course (166-429), which was an “option” in the “old” curriculum, has become a required upper-level course in organizational communication, solidifying the knowledge base in this area of emphasis. Finally, the “capstone” course, Advancements in Organizational Communication (166-489), not only presents advanced knowledge in the field, but also allows faculty who teach in this area to share their specific areas of expertise in organizational communication with students on a regular basis. Under the previous curriculum, such opportunities were only available through optional Special Studies (166-496) courses, which were rarely offered. This course will provide an additional means of assessment of the knowledge base and career preparation of graduating seniors in this emphasis.

In addition, students must be prepared to function in careers in an increasingly diverse workplace; Intercultural Communication is now required. Small Group Communication and Listening, two courses that were required under the “old” set of requirements in the emphasis, were retained because graduates in this emphasis must be skilled in these areas in order to function successfully in their careers and in their lives. Data from the surveys distributed to graduates by Institutional Studies, included in Appendix I, affirms the importance of these skills.

Under the revised curriculum, students can select 9 credits of electives, of which 6 must be at least junior-level courses. Under the “old” curriculum, more than half of the students’ major courses could have been lower-level courses. This revision assures that the majority of courses will be upper-level courses. This is important because of the way in which courses in Department, in general, are sequenced, as discussed in Section I-B-1 of this Audit and Review report.

2. Indicate how the program has responded to recommendations relevant to assessment from the most recent Audit and Review Evaluation Report.

(Attach Audit and Review Evaluation Report from last review as Appendix C.)
In the 1995-96 Audit & Review Report summary, 18 program strengths and 6 program weaknesses were cited. Four specific actions were required, and 1 specific action was suggested. Each of the required and suggested actions will be addressed.

**Specific Actions Required:**

**Assess the viability of the Public Communication emphasis by November 1996.**

In 1996, Chair Haven formed a program review committee to assess the Public Communication emphasis. The Public Communication emphasis most closely resembles the “traditional” rhetoric and public address curriculum that was common during the 1960s and early 1970s. That committee has not completed its work due to changes in personnel. Specifically, most of the faculty who taught most frequently in that curriculum have either left the University due to retirement, or have moved from full-time faculty status into administrative positions. The faculty member who was hired in 1996 to teach many of the courses in the Public Communication emphasis did not assume a leadership role due to personal and professional difficulties. The Review Committee has been reconstituted under the direction of a tenured faculty member and with new membership, and review of the Public Communication emphasis has begun.

**Work with the Office of Research and Sponsored Programs to develop a plan for attaining external funding for the program, and especially for updating computing equipment and equipping a proposed high-tech classroom during the fall of 1996.**

During 1996 and 1997, Chair Haven worked with various offices on campus, including Research and Sponsored programs. The result was approval to remodel Heide 312 and turn it into a pc lab. That lab became functional in 1997, and is used extensively for classes and during “open” lab hours.

**Propose to the appropriate bodies by mid-October 1996, the addition of a multi-media classroom in Heide, a second computer lab in Heide, and a new electronic media classroom in Andersen.**

The lab in Heide 312, cited above, and the extensive remodeling of Heide 309 and the conversion of that lab from a MAC lab to a pc lab with state-of-the-art multimedia capabilities, are fully operational.

Library 1205 was converted into a classroom with multimedia equipment (pc, projector, Internet access) during this review period. Classroom space in Andersen continues to be a problem. Since becoming Associate Dean, Haven has been working with University personnel, and has secured space for an additional classroom in Andersen.

**Participate in the University’s initiatives to address the classroom and office space needs of the program throughout the next review period.**

Chairs (Haven and Monfils) and Dean Heyer have been working with University personnel to assess classroom and office space needs of the program. Specific initiatives have included the upgrading of classrooms in Heide (113, 301, 309, 311, and 312 and Library 1205) to multimedia classrooms, the possible remodeling of Heide 100 or Heide...
Specific Actions Suggested:

Repackage the program, moving the Electronic Media emphasis to the Journalism major, and consider changing the name of the major to Speech Communication.

The Department has decided not to implement this suggested action for three reasons. The primary reason is due to the changing nature of the field of electronic media with the advent of the digital age. The convergence of electronic and digital forms of communication, and the growth in multimedia, are neither exclusively “journalism” nor “speech communication.” There is no trend emerging whereby programs in Electronic Media are housed in journalism programs, as evidenced by a review of programs in the University of Wisconsin System, discussed in Section II-H-1 of this report. Thus, a recommendation that seemed quite reasonable five years ago no longer seems reflective of “housing” of the electronic media programs.

Secondly, students in Electronic Media at UW-W are required to take most of their courses in speech communication, not journalism. Since the emphasis relies heavily on speech communication courses, it seems logical that the emphasis should remain in Speech Communication.

Finally, repackaging the program would mean a great deal of work in order to implement. Due to the changing nature of the department and the myriad of demands placed upon it in the last five years, the Department has had neither the time nor the personnel available for a large-scale change of this nature.

E. Information Shared with Constituencies

1. Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts—e.g., regularly scheduled orientation meetings, departmental newsletters, etc.

Each undergraduate major is advised individually by a faculty or instructional staff member who teaches in the area of emphasis that the student has selected. Thus, this information is shared with undergraduate majors every semester.

The Department has available check-sheets for each area of emphasis. These are found in racks in the Department office, and are readily available to students. Check-sheets for each area of emphasis are also included in an “Advising Ready Reference” binder that is given to all advisors. Information in that binder is updated every semester.

All proposals for curricular changes are discussed at the Department’s monthly meetings, which are scheduled on the third Thursday of every month. Classes are not scheduled during that time period so that all Department members are able to attend. Curricular proposals are forwarded only after the Department has voted to approve the changes.
Instructional staff conduct meetings every semester in which changes are discussed. These include weekly or monthly meetings of student professional organizations (e.g., PRSSA) or meetings scheduled at various points in the semester (e.g., Informational meetings for Internships are scheduled twice a semester).

In addition to the changes being reflected on the course requirement sheets that are available to students, any UW-W student who changes his/her major to Communication or Journalism, beginning in the Spring semester of 2000, is provided a written statement which informs the student of the minimum number of semesters it will take him/her to graduate with a major in the area the student has selected. S/He is also informed in writing that due to the high demand for courses, the Department makes no guarantee that the student will be able to enroll in needed classes in any given semester. The student is asked to read the statement, and to sign a form indicating that he/she has read the statement. That signed form is retained in that student’s folder.

Curricular changes are highlighted in the “From the Chair” article published annually in the College newsletter. This letter is mailed to all alumni in the College of Arts & Communication. Thus, graduates are kept informed of changes to the curriculum through this means.

II. Strategic Purposes and Performance

A. Centrality

1. Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.

The Speech Communication program serves a variety of audiences, all of whom are central to the mission of UW-Whitewater. Specifically, the Speech Communication program enrolls approximately 1800 students each academic year in the Fundamentals of Speech course (166-110).

As stated previously, there are four areas of emphasis in the Speech Communication program: electronic media, organizational communication, public communication, and public relations. This major remains popular and effective. As of August 15, 2000, the number of majors is 407. The number of majors by emphasis is as follows: 60 in electronic media; 138 in organizational communication; 11 in public communication; and 198 in public relations. The number of minors is as follows: 46 in public relations; 17 in general speech; and 11 in speech secondary education.

Each area of emphasis is career-focused, with the expectation of active learning experiences (internships, field study, in-class presentations and professional activities) for most students. The electronic media, organizational communication, and public relations emphases are especially focused on career preparation; in the last five years, 186 students have enrolled in internships. Other students work on projects that involve some University supervision, including practicum experiences with the campus media (WSUW, Cable 6, the Royal Purple) or independent study projects.
This does not mean, however, that the program sacrifices academic rigor for career preparation. The Institutional Studies survey of graduates conducted earlier this year (Appendix I) provides solid evidence of this. Based on a 7-point scale, [7 = “very well prepared”; 1 = “very poorly prepared”; N = 40], the mean scores show that respondents were well-prepared in many categories. They include: “understanding of and appreciation of the basic knowledge in your major” [5.7]; “ability to formulate and implement problem solving strategies and techniques consistent with the changing needs of your discipline” [5.9]; “ability to make sound decisions by assessing situations, prioritizing and applying critical reasoning to complex information” [6]; and able to “research problems by formulating hypotheses, collecting and analyzing information, and drawing appropriate inferences” [6]. They also report being well-prepared in communication skills such as leadership [6.1], group communication [6.5], oral skills [6.3], writing skills [6], and “ability to take the initiative and responsibility in unstructured and ambiguous environments” [5.9]. This survey revealed that “more personal attention from faculty” was the single-most cited positive aspect (21 out of 40 respondents) by graduates in having their education at UW-Whitewater, followed by “smaller classes/better student teacher ratio” (17 out of 40). The small number of responses from minors (N=6) makes it difficult to generalize; however, four of the six respondents cited “more personal attention from faculty” as one of the aspects they liked most about having their education at UW-Whitewater. The results of the surveys are included in Appendix I.

2. Explain the relationship of the program to other programs at the University.

The Speech Communication program offers the proficiency course, Fundamentals of Speech Communication (166-110). Several of the Department’s classes meet General Education breadth requirements (Psychology of Speech, Introduction to Electronic Media, Introduction to Mass Communication, Introduction to Cinema, Public Speaking, Rhetoric of the Western World, Listening Behavior, and Cross-Cultural Communication) and Diversity (Cross-Cultural Communication). Moreover, many other courses, including Public Speaking and Communication and Interviewing, are popular with non-majors.

B. Goals and Objectives

1. Describe the current (non-assessment) goals and objectives of the program, plus any stated mission for the program itself.

The 1999-2000 Annual Report of the Department of Communication lists the most recent goals of the Department. They are as follows:

1. Goal: strengthen the Department’s curricular offerings:

   Strategies for meeting the goal:

   Complete the revisions to the Public Communication emphasis.

   Complete revisions to the Print and Broadcast emphases in Journalism.
Participate in College level efforts to develop a Multimedia Studies major and/or minor.

Review Speech Communication Minor.

Address issues identified in the Audit & Review of the M.S. program in Communication, and revise the requirements as necessary.

2. **Goal: expand the Department’s recruitment strategies:**

   Strategies for meeting the goal:
   
   Distribute the Communication Careers Booklet to all high schools in Wisconsin.
   
   Work with the Graduate Studies office to recruit students for the M.S. program in Communication.
   
   Secure additional faculty positions.

3. **Goal: strengthen the Department’s management and operations:**

   Strategies for meeting goal:
   
   Address long-range strategies for Enrollment Management for majors/minors and for entry into Communication courses.
   
   Continue to review the Communication Department’s procedures for advisement.
   
   Publicize the Communication Department’s procedure for testing out the Fundamentals course campus-wide.
   
   Increase visibility of department through recognition of scholarly efforts.
   
   Seek additional budget support for capital/supplies.
   
   Establish a mentoring program for tenure-track faculty.
   
   Print and distribute a booklet describing office procedures for newly hired instructional staff.
   
   Seek expansion of Video Production Studios in the Library.

4. **Goal: continue to enhance the Department’s availability and use of technology:**

   Strategies for meeting goal:
   
   Acquire more staff and/or student help to support the Communication
Department’s technology needs, particularly as HE 309 is updated.

Complete the Communication Department’s WEB page, in conjunction with the College.

Assess the need for software upgrades for faculty, instructional staff, and computer labs in Heide 312 and 309, and seek sources of funding for needed upgrades.

Provide opportunities and incentives for instructional staff to incorporate WEB technology, Internet use, and distance education in the courses they teach.

Several of these goals have been ongoing. In addition to those stated above, during the past five years, the Department has also set the following goals:

Review and, if necessary, establish standards that stipulate the rigor and common outcomes for multisection courses.

Strengthen departmental professional development programs.

Review and develop department policies regarding search and screen procedures and for the assignment of summer school and winterim teaching assignments.

Acquire new facilities (for WSUW and Cable 6), and remodel existing facilities, including computer labs.

Make special efforts to attract nontraditional students.

The Department adopted the following Mission Statement in January of 2000:

Our mission is to prepare future communication professionals with the knowledge and techniques necessary to ensure both their career success as well as their success as active and responsible citizens in a democratic society.

We do so by stressing the following principles in our curriculum and in the interactions between faculty and students:

We strongly believe that theory is a necessary foundation for understanding both the wider field of communication and the more specialized emphases chosen by our student practitioners;

We encourage the practice of communication through skill-based applications of theory;

We stress an ethical basis for decision-making about communication and its impact on the wider society in which our student practitioners live and practice;

We encourage service to others as both an act of good citizenry as well as a manifestation of the unique talents of communication professionals;
Most of all, we demand a commitment to quality and excellence.

2. **Summarize the progress in fulfilling any stated goals and objectives for the program beyond the assessment program. Explain failure to fulfill specific goals and objectives.**

Reviews of existing and new programs/emphases:

The Review Committees for the Public Communication emphasis has not finished its deliberations due to changes in personnel in the Department. The Committee will be re-established during the upcoming academic year, and will include new faculty hires.

The Department has been participating in the College-level efforts to develop a multimedia Studies major or minor. In addition, the Department has established an *ad hoc* Multimedia Studies Committee to make recommendations for implementing the major/minor, if approved, into existing curricular offerings in the Department.

The review of the Speech Communication minor has been postponed until after the Audit & Review has been completed.

The Graduate Coordinator has been assigned primary responsibility for the review of the report of the Audit & Review Committee of the M.S. program, and will report information and make recommendations during the monthly Departmental graduate faculty meetings. Although this report is for the undergraduate program, any changes to the graduate program are likely to affect the undergraduate program as well.

Reviewing multisection courses for rigor and common outcomes continues to occur. While discussion has occurred regarding several courses (e.g., 166-110, Fundamentals of Speech Communication; 166-307, Nonprint Media; 166-203, Writing Applications in Public Relations; 166-240, Public Speaking; and 166-424, Cross-Cultural Communication), this process will continue. The Department is not only interested in assuring consistency across multiple section courses, but also to provide new hires who teach courses with information on common outcomes and required assignments as they prepare to teach these courses.

**Recruitment:**

**Staff:**

In the last two years, the Department has asked for three new faculty positions in order to keep up with the increasing number of majors and minors. The Department was allocated a new position by the Chancellor in the Fall semester of 1999. The Department decided to advertise for a faculty member who could teach in the areas of digital journalism, advertising, or electronic media. A national search was conducted, but that search was unsuccessful. The Department will again conduct a national search during the 2000-2001 academic year. The Department continues to work with the Dean on the College Staffing Plan for replacements and new line positions.
Students:

In the last few years, the number of majors in the Department of Communication has increased significantly; thus recruitment of new students has not been a high priority. However, the revised Communication Career Booklet is in the final stages—copy has been completed, and pictures are being sought for inclusion into the booklet. The Graduate Coordinator has been working with the Graduate Studies office for the recruitment of M.S. students.

Nontraditional students:

The Department adopted a 3-year degree program in 1997 to try to attract nontraditional students. The program was advertised as a cost-effective method of earning an undergraduate degree, provided that the student declare a major in Communication upon admission to the University, and follow a specific set of courses in a particular order. This option has had no interest thus far.

In Fall of 1999, John Luecke developed a distance-education section of the Principles of Public Relations course. Administrators at UW-Rock County had expressed an interest in having their students take an entry-level course in communication on the Rock County campus, with the provision that they would then enroll in UW-W for subsequent courses in the Public Relations emphasis. When the enrollment data was examined, however, it was determined that the only students who enrolled at UW-Rock County were resident UW-W students who were unable to get into the section of Principles of Public Relations that was offered on the UW-W campus. Thus, the course was not taught as a distance education class.

The Department has continued to offer night classes in all areas of emphasis in order to attract nontraditional students. Anecdotal evidence from exit interviews suggests that this has been most beneficial for students who select the organizational communication emphasis.

Departmental management and operations:

Enrollment Management:

Enrollment management has been a major issue in the Department for the last 2 ½ years. In the past five years, the number of undergraduate majors has increased approximately 45%. The five-year growth rate between 1993 and 1998 was 52%. This represents a tremendous growth rate, especially since the number of faculty and staff positions and budgets have not kept pace with the increasing number of students. The Department has thus been faced with more-or-less stagnant resources and increasing demands. In Fall of 1998, an ad hoc Enrollment Management Committee was formed, with representatives in all areas of emphasis. The Committee’s charge was two-fold: to develop short-term and long-term strategies for addressing the growth of the undergraduate majors in journalism and communication.

The Committee completed phase one of its work during the Fall semester of 1998. It recommended, and the Department approved, the implementation of an appeals
process for students who are unable to gain entry into needed courses. When a course closes due to maximum enrollment, the capacity (“cap”) is decreased, thus preventing other students from enrolling in that course. Students file appeals for entry into courses, and as students drop classes, those students who have appealed for entry fill those slots. The Department follows specific criteria in evaluating the appeals, including number of credits toward the major, and whether or not the student tried to register when that student’s window was initially open. When this policy went into effect, students were informed by their advisors, by signs in Heide Hall, and in an article in the *Royal Purple*. Appeals are reviewed every two to three weeks after the advance enrollment for the upcoming semester is closed, until the first day of classes for that semester. The semester-by-semester breakdown of number of appeals requested and number of appeals granted is found in Appendix J. Anecdotal evidence from exit interviews and from advisors has indicated that his has been successful for the Department.

During the Spring semester of 2000, the Enrollment Management Committee submitted Phase 2, or a recommendation for long-term strategies for addressing growth in the Department. The Committee proposed, and the Department and Dean Heyer approved, a policy whereby the Department would study and recommend the maximum number of majors that it could effectively maintain during any semester, given the number of FTE, continuing majors, and other forms of support. Currently enrolled UW-W students who were changing their major to Communication from another major would submit their folders to the Department. During the sixth week of the semester, before advisement for the next semester was to occur, the Chair of the Department would review the numbers of existing majors, the number of graduates of the previous semester, and the number of students who had selected communication upon their admission to UW-W, either as incoming freshman or as transfer students, and determine how many more majors the Department could accommodate. Current UW-W students who were interested in changing their major to journalism or communication would then be admitted based on their grade-point-averages. The Department felt that a sliding scale, rather than an absolute g.p.a., was more advantageous, since the number of majors could be adjusted every semester, depending on resources available to the Department. The Department had notified Jan Olson, College of Business and Economics, and Deb Heiber, who advises undeclared majors, of this policy, and began to notify students who were changing their majors to communication and journalism from other majors that these policies were to take effect. The Department had also made arrangements to have this covered in the *Royal Purple*.

Within a week after the Dean had approved this policy, the Provost notified Dean Heyer, and he notified the Chair of the Department of Communication, that the Chancellor was opposed to the Department’s implementation of this policy during the spring semester of 2000. Thus, it was not implemented. The Department has received initial indication that it may proceed with this phase of Enrollment management during the Fall semester of 2000.

Enrollment management continues to be an issue, particularly since the Department is undergoing a significant transition in personnel. The Spring 2000 Department Faculty and Staff Profile is included in Appendix K. During the past five years, the
Department has lost four tenured faculty members, including three at the rank of Professor; one more tenured faculty member has announced her retirement at the end of the Fall semester of 2000. Moreover, three academic staff members retired at the end of the Spring semester of 2000. In addition, one tenured faculty member works full-time in an administrative position in the Graduate Studies office, the former Chair of the Department (rank of Professor) has become Associate Dean of the College of Arts & Communication, and the other full Professor holds only a half-time in the Department (the other half of his appointment is in Student Affairs). Thus, as of the Fall 2000 semester, there are no full Professors who are full-time in the Department. Although two job searches for Assistant Professors, effective Fall 2000, were completed successfully, two other national job searches were not successful. In the last five years, then, the Department has increased the number of Academic Staff, while the number of tenured faculty who are full-time in the Department has decreased significantly. Excluding the two new hires, the Department has four full-time (to the Department) tenured faculty members, three part-time (to the Department) tenured faculty members, and five tenure-track faculty, one of whom moved to faculty status upon the completion of his Ph.D. degree earlier this year. The decrease in the number of tenured faculty, at the same time as the Department has experienced significant increases in undergraduate enrollment while trying to maintain staffing for the proficiency course that is required of all undergraduate students at UW-W and a graduate program, has resulted in great pressures being placed on the Department. Faculty, staff, and students have all reported feeling the effects of these pressures.

For the last several semesters, the Provost has provided “emergency” FTE for additional sections of classes, particularly in Fundamentals of Speech Communication (166-110). In 1999, the Chancellor awarded the Department one new position. This new position has allowed the Department to offer additional sections of needed courses in some undergraduate majors and to offer three graduate-level courses per semester. However, a single new position is not sufficient to relieve all of the pressures the Department is facing.

Advisement:

The Department continues to advise each student individually every semester. Exit interview data suggests two major points: 1) students appreciate the individual attention they received; 2) while advisement remains generally “effective” or “somewhat effective,” the large number of advisees per advisor is beginning to impact the quality of advisement that students receive.

Due to the increased number of undergraduate majors, the number of advisees per faculty/academic staff member has correspondingly increased. Four steps have been taken by the Department to address this issue. First, an ad hoc Committee on advisement was appointed in 1998. The Committee met during the summer of 1998, and with the support of a UTIC grant, assembled an “Advising Ready Reference” binder that is given to all advisors. This binder contains checksheets on all majors and minors, electives, and suitable companion minors for the public relations and organizational communication emphases. It also contains key names, addresses, and phone numbers, the writing
requirement, exit interview form, course descriptions, and general education courses. It is updated every semester.

Secondly, academic staff who advise students are given merit consideration for their advisement duties. This was instituted during the latest merit review. In the past, faculty were allowed to include the number of advisees as part of their merit documents, but Departmental guidelines for academic staff did not address this issue. Beginning in 1999, the Department voted to add this responsibility to its merit guidelines for academic staff. Of the eleven full-time academic staff members in the Spring semester of 2000, nine advised students.

Thirdly, the Department Chair and Program Assistant devised a list of advisors by emphasis, and new advisees are now assigned on that basis. In the past, an advisor could be assigned an advisee in any area of emphasis. In the last two years, however, advisors have been assigned based on the emphases in which they teach. Since the advisors are more likely to have these students in their classes and to know more specifically about career opportunities in each of the areas of emphasis, it was felt that this method of assigning advisors would be better for both students and faculty.

The fourth step, albeit a short-term step, has helped the Department to meet the needs of students who have difficulty in scheduling advising appointments during their advisors’ office hours. During the Spring semester of 2000, Mr. John Cease, emeritus professor of communication at UW-W, served as “advisor-at-large” for one week during advisement. As a former professor in the department and department chair, Mr. Cease was familiar with the Department’s curricula, and was able to advise 34 students who were unable to meet with their assigned advisors. Mr. Cease was remunerated for his efforts with funds provided by Dean Heyer.

Test-out Procedures:

The Department posted approximately 25 signs across campus last year to provide information on test-out procedures. Information was also sent to Linda Long for inclusion in the Preview information given to incoming freshmen. In addition, faculty and staff who teach sections of the Fundamentals of Speech class were encouraged to discuss test-out procedures with their classes. There was no significant difference in the number of students attempting the test-out procedure during the past academic year. Signs will again be posted throughout campus.

Ongoing Departmental Procedures/Operation:

Three Department members volunteered to work on this project during the 1999-2000 academic year. The booklet describing office procedures for newly hired instructional staff is nearing completion. It was dissemination earlier in the Fall semester of 2000.

Procedures for assigning faculty and staff for summer and Winterim teaching have been discussed by the tenured faculty, and will be provided to all faculty and staff during the Fall 2000 semester, as deadlines for timetables for Winterim 2001 and Summer 2001 are established.
Search and screen procedures have not been significantly modified during the past five years. This is largely due to the turnover of tenured faculty, who have generally been an integral part of the search and screen process. This is an ongoing issue, which will receive further attention during the upcoming searches that are anticipated for the replacement of faculty and academic staff who have retired or resigned.

Professional Development:

Specific steps have been taken in this area. The Chair received a UW-System grant in January of 2000 in order to provide a workshop for instructors of Fundamentals of Speech. The Department adopted a new textbook for that course in January, and one of the textbook’s authors conducted the workshop. This workshop was co-sponsored by Allyn & Bacon, the LEARN Center, and the College. Steven Shields, Professor, was on sabbatical during the 1998-1999 academic year. This was the first time in more than five years that a member of the Department applied for a sabbatical. An informal mentoring program for incoming tenure track faculty was initiated for faculty who began their careers at UW-W in the Fall semester of 1996. However, more efforts need to occur in this area, both in terms of providing a mentoring program for incoming faculty and staff, and for the ongoing development of faculty and staff. A more formal program, involving the appointment of a Faculty Liaison for incoming faculty and staff for the Fall semester of 2000, is one way in which the Department is attempting to address the issue.

In the past year, the Department has made a greater effort to publicize on-campus the scholarly activities of its members. A monthly “Professional Activities” form is sent to each faculty and staff member by the Program Assistant. Faculty and staff e-mail their activities to her, and she forwards them to News and Public Affairs.

Enhancement of Technology:

Facilities & Staff:

During the past five years, significant changes have occurred in the availability and use of technology. A 20-computer lab was built in Heide 312, and the Mac lab that was in Heide 309 was converted into a pc lab with multimedia capabilities; this lab became operational in January, 2000. Dr. Bill Weiss, a tenured faculty member, has been especially instrumental in overseeing the enhancements to the Department’s computer labs. One half-time laboratory supervisor was hired to oversee the operations of the labs, and to assist in training faculty and students how to use the software. Tutorials on programs, including Word, PowerPoint, and PageMaker have been scheduled every semester. During the 1999-2000 academic year, a graduate student supervised the lab in Heide 312 for five hours during “open lab” on Thursday evenings.

Most of the classrooms used by members of the Department have also been upgraded. Specific classrooms include: Heide 113, Heide 301, Heide 303, Heide 311, and Library 1205. These classrooms have pcs with Microsoft Office software, Internet capabilities, and computer projectors. This equipment is not available in Heide 116. Although the lab supervisor has been involved with keeping the classroom machines operational, there has not been a clear delineation to whom this responsibility should be assigned.
Given the advancements in technology in general that have occurred over the past five years, the staff and funding for maintaining the technology has not kept pace with the infusion of hardware and software in the Department. Five years ago, most faculty and instructional academic staff did not make extensive use of information technology in their classes; now more than half of the use information technology as a regular part of their classroom instruction. The Department is barely able to keep up with the demands of maintaining two labs, classroom pcs, and the individual needs of the more than 30 faculty and instructional staff members of the Department who use information technology with one half-time lab supervisor and limited availability of a graduate assistant.

The Department has been allocated funding for faculty computer upgrades as part of the College allocations. However, faculty pcs are not upgraded on a three-year basis, as is suggested by University guidelines; the pcs of some instructional academic staff members are upgraded every four or five years. Faculty who use software other than Microsoft Office consult with Technology and Information Resources personnel to determine if the University has a site license for software they commonly use (e.g., Pagemaker). The Department budget does not have the necessary funds to purchase software for individual faculty and instructional academic staff.

The electronic media labs, used by students in the electronic media emphasis and students completing practicum assignments for Cable 6 or WSUW, are equipped with computers that are at least five years old and printers that have been discarded by faculty when their computers are upgraded. Moreover, the electronic media studios are insufficient to meet the needs of all of the students in that emphasis or who are in practicum classes, and there is no room in the Library to expand. While the relocation of WSUW to the Library has provided the benefits of a single location for electronic media studios, the lack of room for expansion of any of these labs or studios remains an ongoing issue.

WEB development, enhancements, etc.

The Department continues to work with the College in the development and updating of the WEB pages of the Department and the faculty and instructional staff who teach in the Department. Several faculty have attended T & IR workshops on WEB design and on using computer-based instructional programs, and have incorporated these technologies into producing their own WEB pages or classroom instructional materials. The Principles of Public Relations course that Mr. Luecke designed as a distance education course for UW-Rock County, described previously, is the only course in the Department that was specifically developed with this purpose. There is considerable interest in WEB development and in using the WEB to enhance pedagogical efforts in the Department. However, faculty and staff have reported that they do not have the time necessary to develop WEB-based instructional materials or WEB pages due to the large number of demands on their time. Potential courses include Introduction to Organizational Communication and Cross-Cultural Communication.

3. **Describe how the program contributes to meeting specific state and societal needs.**
The program contributes to specific state and societal needs in three major areas. The Governor has proposed a series of initiatives for preparing graduates of Wisconsin’s universities to compete in a global economy. Among the skills commonly-cited are “good communication skills,” “ability to interact with people with diverse backgrounds,” and “excellent problem-solving skills.” Several courses in Speech Communication teach students these skills. The perception of graduates, as cited earlier in this report, is that the program has been “effective” in preparing them to succeed in these areas. Thus, this program has a direct relationship to these state and societal needs.

A second area that Governor Thompson has stressed is the development of a workforce that is prepared to succeed in an increasingly technological world. Students in Speech Communication receive instruction in many courses in public relations and electronic media. Organizational communication and public communication students receive exposure to communication technology through their use of presentation software in courses such as Public Speaking, Introduction to Organizational Communication, Argumentation, Small Group Communication, and Communication Needs Analysis. The Internet is used as a medium of instruction in several courses in both emphases, including Communication and Interviewing, Cross-Cultural Communication, and Persuasion. Moreover, the Department’s participation in the development of the Multimedia Studies major/minor assures that courses in that degree program will be qualified for careers in fields that are evolving. The Department has already had some success in this field. Two students in the Survey of Digital Publishing course, offered as a special studies course during the Spring 2000 semester, reported that they were offered jobs because they were able to design a WEB page, which they learned in that class.

Third, preparation for success is not confined to success in the job market; it also involves responsible citizenship. The qualities and commitment that are the hallmarks of good citizenship involve evaluating information in making informed decisions. The Institutional Studies survey of graduates, previously cited, affirms that the Department has done an “effective” job in training its students in information evaluation and problem solving.

4. Explain any changes in goals and objectives that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to the Appendix C as necessary.

Specific ways in which the Department has responded to the previous Audit & Review Report are found in Section I-D-2.

Many of the current goals cited in this Report relate directly to changes in technology, which have mushroomed during the past five years. Specifically, the development of a major/minor in Multimedia Studies, revisions to emphases, including Public Relations and Organizational Communication, and enhancement of the Department’s availability and use of technology have all been significantly been driven by the enhancements in information technology and the Department’s desire to keep current in this field. While two of the recommendations from the 1996-96 Audit & Review Report have been fulfilled (creation of two computer labs in Heide
and an electronic classroom in Andersen), there is an ongoing need to update technology.

When the previous Audit & Review was conducted, the Department was in the process of developing a new major in Advertising. Though this is addressed more specifically in the Journalism Audit & Review report, the significant growth in majors in the Department is attributed to a large extent by this major and minor. As such, the Department has been facing enrollment management issues that were unforeseen five years ago. Moreover, advisement, test-out procedures for the Fundamentals of Speech Communication class, and recruitment have all been affected by large growth in numbers of majors and minors. The Department will continue to participate in the University’s initiatives to address classroom and office needs (4th of four specific actions required, as cited in the 1995-96 Audit & Review Report).

Finally, program review has been a consistent component of this Department. Demands resulting from the large number of constituencies served by the Department have, at times, affected the efficiency with which program reviews have been conducted. The Department will continue to review and update the curriculum in each area of emphasis to reflect the nature of the field. The rapidity with which this can be accomplished will depend on the resources that are made available to the Department.

C. Trend Data

1. Respond to the following trend data for the program:

   a. Number of students enrolled each fall for each of the past five years. (Data provided from the University’s fact book.)

   Data provided at the WEB site:  
   http://acadaff.uww.edu/AuditReview/Trend_Data_4_web.htm
   Lists the following numbers for Fall Enrollments:

   Speech (B.A, B.S.)

   \[
   \begin{array}{cccccc}
   \text{94-95} & \text{95-96} & \text{96-97} & \text{97-98} & \text{98-99} & \text{99-00} \\
   -* & 454 & 470 & 500 & 549 & 507 \\
   \end{array}
   \]

   Speech Minor:

   \[
   \begin{array}{cccccc}
   \text{94-95} & \text{95-96} & \text{96-97} & \text{97-98} & \text{98-99} & \text{99-00} \\
   95 & 97 & 76 & 71 & 88 & 74** \\
   \end{array}
   \]

   *data not provided on-line; data in the Department of Communication, as reported by the Registrar’s office, listed 435 majors in Speech Communication in 1994-95.

   **number of minors was calculated based on on-line data from the Registrar’s Office in September, 2000
b.  Number of degrees granted each year for the past five years. (Data provided from the University’s fact book.)

Speech (B.A., B.S.)

<table>
<thead>
<tr>
<th>Year</th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
</tr>
</thead>
<tbody>
<tr>
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<td>119</td>
<td>125</td>
<td>147</td>
<td>119</td>
<td>77</td>
<td>138</td>
</tr>
</tbody>
</table>

* this number was taken from the UW-W WEB site

<table>
<thead>
<tr>
<th>Year</th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>25</td>
<td>30</td>
<td>21</td>
<td>27</td>
<td>13</td>
<td>33**</td>
</tr>
</tbody>
</table>

**number of graduates with speech minor as reported by UW-W Information Systems (Operations) personnel

c.  Average number of total credits completed by those earning degrees for each year for each of the past five years if the program is an undergraduate major. (Data provided from the University’s fact book.) Undergraduate majors with a consistent pattern of students graduating with more than 120 credits should provide an explanation of the program elements that require credit accumulation in excess of that number.

Speech (B.A., B.S.)

<table>
<thead>
<tr>
<th>Year</th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>128</td>
<td>128</td>
<td>128</td>
<td></td>
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</tbody>
</table>

Explanation for number beyond 120: Most of our graduates do not declare a Communication major upon their admission to the University as freshman. Thus, the credit to degree is slightly higher than the minimum of 120 required for graduation. It remains below the University average.

d.  Student placement information. (Data to be provided by the department/program.)

(Attach trend data from the University’s Fact Book as Appendix D.)

Figures from Career Services indicate that Speech Communication majors are successful in obtaining professional positions in their fields.

The 1998-99 Report from Career Services shows that a high percentage of graduates have been placed, and a high percentage of those have been in related jobs. The numbers for each emphasis is as follows:

Electronic Media: 89% placement rate and 75% in related jobs
Organizational Communication: 97% placement rate and 91% in related jobs
Public Communication: 100% placement and 83% in related jobs
Public Relations: 93% placement and 95% in related jobs
The “old” Radio/TV/Film emphasis, which has been replaced by Electronic Media, shows 4 graduates, all of whom have been placed, and a 50% placement in related jobs.

The Placement Percentage Report for the College of Arts & Communication, 12-97 to 8-98, reported the following placement rates:

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>1997 Percentage</th>
<th>1998 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Media</td>
<td>66.7%</td>
<td>75%</td>
</tr>
<tr>
<td>Organizational Communication</td>
<td>96%</td>
<td>91.67%</td>
</tr>
<tr>
<td>Public Communication</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Public Relations</td>
<td>100%</td>
<td>86.49%</td>
</tr>
<tr>
<td>Radio/TV/Film</td>
<td>100%</td>
<td>50%</td>
</tr>
</tbody>
</table>

For 1996-1997 graduates, Career Services information showed that with the exception of public communication (50%--4 graduates total), all of the Communication major emphases recorded a placement rate of 100%. In addition, more than half of the graduates reported having secured employment at their exit interviews.

Anecdotal evidence continues to indicate that our graduates are not only able to find jobs, but to succeed in them. Erin Elliott, a May 2000 graduate in public relations, was the recipient of the UWW’s McGraw Award. She received an offer to intern at one of the largest public relations firms in Chicago upon graduation. Last May, she was named the winner of the Barkin Award. This competitive award from the Public Relations Society of America not only provided financial remuneration, but also the opportunity for Erin to intern with the largest Public Relations firm in the State of Wisconsin. This was the first time that a UW-W student was the recipient of this award.

In the past five years, one of the Presidents and Vice Presidents of the UW-W Alumni Association earned their degrees in Communication.

A sample of jobs that graduates have secured in the past two years indicates the following:

- Director of corporate communication and safety, National Ready Mixed Concrete (organizational communication); assistant store manager for Dayton Hudson in Eau Claire (organizational communication graduate); management position at Chula Vista Resort, Lake Delton, Wisconsin (organizational communication graduate); Public Relations coordinator of the Arthritis Foundation in Milwaukee (public relations graduate); vice-president at Sprecher Bertalot Public Relations agency (public relations graduate); enrollment in law school (public communication, organizational communication, and public relations graduates); assistant editor at Cygnus Publications in Ft. Atkinson (public relations graduate); account executive at Chicago office of Fleishman-Hillard, the second largest PR firm in the world (public relations graduate); public relations coordinator at the Silicon Valley office of Morgan & Myers (public relations graduate); assistant account executive at Hill & Knowlton Public Relations agency in Chicago (public relations graduate); PR manager for Mercantec, a small e-commerce company in Naperville, Il. (public relations graduate); assistant to talent agent Greg Oswald, William Morris Agency in Nashville, Tennessee(electronic media); producer/director/writer for Charter Cable TV (electronic media); video producer, Marx...
Communication (electronic media); production staff member, FOX TV Channel 58 (electronic media).

One organizational communication graduate wrote, “I thought you might be interested to know that my classes in speech and public speaking at Whitewater have served me well in law school. Some students have a difficult time speaking in front of groups but I fortunately haven’t had such a problem. I would rate my speech classes at Whitewater as the major reason.” A recent electronic media graduate e-mailed the following message: “Thank you to all of you and your colleagues for the endless support and education. I truly believe that my four-and-a-half years at UWW were the best spent years of my life. You all are the reason for that. Thank you.”

D. Demand for Graduates

1. Identify career opportunities available for graduates of the program. Placement statistics to be considered may include:
   a. Acceptance into graduate programs and employment;
   b. Employment projections by the Bureau of Labor Statistics and/or state agencies; and/or
   c. Other indicators of employment trends.

The majority of our graduates pursue full-time careers upon graduation. Thus, it is important for the Department to remain up-to-date on employment trends. In the October 26, 1998 issue of *U.S. News & World Report 1999 Career Guide*, the compilers identified “20 Hot Job Tracks.” Of these twenty, the following are directly related to communication: advertising; arts/entertainment; technical writer; consulting; health care; hospitality; human resources; WEB site developer; and sales. The Department already enjoys a high percentage of placement of graduates, and the job outlook remains positive for Speech Communication graduates.

E. Accreditation: Accreditation is not required nor does it represent the norm for Speech Communication majors. The Department’s public relations student chapter (PRSSA) is recognized as an official chapter by the Public Relations Society of America.

F. Identify the role of program accreditation for employment of graduates or program continuation. Not applicable

1. If accreditation is not required for graduates’ employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation.

(Attach the most recent accreditation report as Appendix E if relevant.)

Due to the diversity of the field, no competitive edge is provided by accreditation.
G. Location Advantage

1. Explain any advantage the program has due to the location of the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.

Location is an advantage for students in this major. Whitewater is near two major media markets in Wisconsin, Madison and Milwaukee, and within a two-hour drive from Chicago. Students are thus able to pursue internship opportunities within this large media area. The establishment of a relationship in January of 2000, with Charter Communications, a major cable outlet for the lower third of the State of Wisconsin, is not only giving electronic media students the opportunity for “live” broadcasting of UW-W Warhawk sporting events to the Whitewater community, but also the capability to produce and air programming throughout the entire region. Opportunities for internships in other areas of communication will be increased as this relationship continues to grow.

Bill Lowell, who joined the Department full-time in 1998, has been assigned responsibilities for internships in organizational communication. Mr. Lowell has operated his own business, Business Development Directives, a marketing research firm, for more than a decade. He has been able to use the large number of contacts in the business community in the greater Milwaukee and Chicago areas to place students who are interested in internships in this area. A comparison between the number of internships in organizational communication during the 1995-1996 and 1999-2000 years (Fall, Spring, and Summer terms) shows an increase from 24 to 44 internships, or an 83% increase.

Some public communication majors have been able to secure internships either with nonprofit agencies or in State government. Those students have signed up for the same course, 166-493C, as organizational communication students. However, a review of public communication graduates over the past five years reveals that only a small number have taken an internship as an elective course in the major. Thus, the growth in the number of organizational communication internships, for the most part, has come from students in the organizational communication emphasis. Appendix L provides specific information on these internships.

John Luecke serves as internship coordinator in public relations, and assumed similar duties for the advertising major in journalism. His background as a practitioner in public relations prior to being hired at UW-W has provided students with contacts for internships throughout his tenure at UW-W. A comparison between the number of internships he supervised during the Fall, Spring, and Summer terms in 1995-96 and 1999-2000 shows a 39% increase, from 23 to 32. However, it is not possible to determine if the growth in internships was in public relations or advertising since advertising majors signed up for the same internship course (166-493I) as public relations majors. With the approval of a separate Internship course for Advertising earlier this year, it will be possible to make that distinction in the future.

H. Comparative Advantage:
1. Identify any unique features that set the program apart from other competing programs and/or elements that contribute to the program having a competitive edge. Factors to discuss may include:

a. The program’s content or special emphases;

b. Its focus on a specific population;

c. The expertise of the faculty and staff in specific areas;

d. The availability of practicum or internship experiences; and/or

e. The lack of duplication of the program at other institutions in the University of Wisconsin System.

In 1999, The Department of Communication had the largest number of undergraduate majors of all of the four-year campuses in the UW System, including UW-Madison or UW-Milwaukee. This number includes both journalism and speech communication. This report references only the four emphases in speech communication.

The emphasis in public relations is the fifth largest undergraduate program in the United States, as substantiated by the pamphlet, “Where Shall I Go to Study Advertising and Public Relations, 2000 Edition,” by Billy Ross & Keith Johnson, published at Texas Tech University. The combination of writing courses and speech communication courses is somewhat unique. Public relations programs at most other institutions with this emphasis either house the program within a department of journalism (e.g., UW-Madison) or offer public relations courses in combination with another emphasis (E.g., UW-Milwaukee, UW-Stevens Point). Thus, the depth of instruction that students receive at other institutions is less than that received by students at UW-W. Of all public relations programs in the UW-System, UW-Eau Claire’s program bears the greatest similarity.

However, the strength of the faculty and instructional staff who teach at UW-W provide the second comparative advantage. Two tenured faculty members teach courses in this area, thus providing a solid background in academic preparation. Two other instructional academic staff (John Luecke and Ann Knabe), whose primary responsibilities are teaching in this area, came to UW-W after successful careers as practitioners in public relations. In fact, both instructors have successfully completed the certification program of the Public Relations Society of America. John Luecke received the President’s Award from the Wisconsin Chapter of the Public Relations Society of America in 1999, and Ann Knabe advises the UW-W student chapter of PRSSA.

The variety of emphases is a strength of the Speech Communication program at UW-W. Several other campuses either offer a single degree in Speech Communication (e.g., UW-Oshkosh, UW-Stevens Point, UW-Superior, US-Madison), or combine two or more areas as a single major (e.g., at UW-LaCrosse and UW-Milwaukee, public relations is combined with organizational communication and advertising,
respectively). UW-Stout is offering a new program in Technical Communication in the College of Technology, Engineering and Management; six of the courses listed for this major are in communication. UW-Oshkosh, UW-LaCrosse, and UW-Madison offer an emphasis in Radio/TV/Film or Mass Communication. The most extensive Mass Communication program is at UW-Superior, which offers 6 tracts in its 34-credit major. The program in Speech Communication at UW-Eau Claire offers the same four areas of emphasis as this program, and also lists communication education as an area of emphasis.

Although UW-Superior’s mass communication emphasis is more extensive than the electronic media emphasis at UW-W, this program enjoys access to major media markets, including Madison, Milwaukee, and Chicago that are unavailable to UW-Superior. In addition, the affiliation between Charter Cable TV and UW-W, discussed in the “Location Advantage” section above, provides opportunities for live broadcasting to a wide audience that UW-Superior students do not have.

As previously stated, the availability of internships is a strength of this program. In the past year, most of the students have interned in cities such as Madison, Milwaukee, Janesville, and Beloit. However, others have interned as far away as California, Florida, and Vancouver, British Columbia. The use of e-mail has made it easier for those students who are interested in specific careers outside of this geographical area to secure these internships. The diversity of organizations with which the UW-W internship coordinators have contacts is an advantage that UW-W students have in securing internships.

Clearly, the speech communication program has several comparative advantages. The contemporary nature of the four areas of emphasis, the combination of theoretical and practical experiences that students have, location in proximity to three large media markets, and the strength of the faculty and instructional academic staff all provide advantages unique to UW-W.

Community Impact

1. Discuss the impact that the program has on the community and/or region. Factors to discuss may include:
   a. The involvement of students and/or faculty in the region;
   b. The utilization of the program by consumers (i.e., performances and/or services); and/or
   c. Support by regional constituencies.

The Speech Communication area has a significant impact on the community, and it has the impact to become even greater. More than 100 students are engaged in internships, including programming of Cable 6 and WSUW (produced mainly by undergraduate majors). Several faculty and academic staff are actively involved in consulting. Both students and faculty participate and hold leadership positions in community, regional, and state activities and organizations. For instance, two members of the Whitewater
Cable Commission are Department members. Opportunities for faculty and students to serve the community, region, and State will be further increased with the cooperative arrangement between the Department and Charter Communications in the future. Thus, the Speech Communication program visibly and positively impacts the community.

In addition to their consulting, several faculty and academic staff supervise in-class assignments with clients in the community. These courses include: Small Group Communication (166-242), Introduction to Organizational Communication (166-327), Speech Writing (166-340), Public Relations Planning (166-402), and Communication Needs Assessment (166-429). For example, during the Spring semester of 2000, four students in Mr. Lowell’s section of Introduction to Organizational Communication class conducted an on-campus communication audit. After the students presented their findings to the Chancellor and Provost, they were asked to present their findings at a meeting of the Provost and Chancellor’s administrative staff.

I. Strategic Planning

1. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.

The field of information technology is developing so rapidly that it is difficult to predict next year’s innovation, much less to think in terms of five years. However, the Department will most likely make the following revisions to its curriculum in view of projected trends in employment and the development of new technologies.

The Department will expand its offerings in multimedia studies. This will involve either the creation of a major and/or minor, or of a track in communication as part of an interdisciplinary multimedia studies major/minor.

The Department will undergo substantial review of its journalism program, and will expand greatly into the area of digital journalism. Although this is discussed at length in the Audit & Review of the Journalism program, it will impact the program in Speech Communication, since journalism students enroll in some courses in speech communication as a part of their major.

Similarly, the Advertising program, in Journalism, will undergo revision and expansion. Advertising students also enroll in some courses in speech communication as part of their major.

The Public Communication program will undergo revision, and will most likely be changed to better reflect the changing nature of the job market and society in general. While public communication will still be an emphasis of interest to persons who are interested in law school or government service, the greatest impacts are likely to be in two areas. First, the growth in service industries, a trend that is already occurring, will necessitate additional coursework in relational communication. Second, the increasingly diverse nature of the workforce in the next several years will require additional training
in diversity/intercultural communication. The public communication emphasis seems to be the emphasis most likely to incorporate these areas of growing interest.

The Department will explore enhancements to the existing Audio Studies module. The current audio studies module requires the student to complete 12 hours in specified courses. With the expansion of digital audio technology, it will be important to review this module and to update the module as necessary.

In the 1996 Audit & Review, it was noted that the Department would continue to intensify efforts in international education. This has been accomplished through the following: the guest-lectureships at the University of Lima, Perú, the development of linkages with Deakin University, Australia, and the efforts to establish linkages with the University of Lima, the Universidade Federal de Santa Catarina (UFSC) in the city of Florianópolis (state of Santa Catarina), Brazil, the University of Cantabria, Spain, and City University of Dublin, which are pending.

The general speech minor will undergo revision. Currently, two courses, Psychology of Speech (166-325) and Rhetoric of the Western World (166-359) are required, and students select 18 additional credits upon consultation with an advisor. The Public Communication review Committee will examine the status of the Rhetoric of the Western World, and may well decide to recommend changes to this course. Such changes would necessarily affect the general speech minor, and as such, the timing for a review of this minor seems reasonable.

Finally, any curricular changes must be developed without diminishing possible enhancements to the graduate program in communication. Since the faculty who teach most of the graduate courses also have responsibilities in the undergraduate program, any changes in the graduate program will affect the undergraduate program as well.

III. Resource Availability and Development

A. Faculty and Staff Characteristics

1. Discuss the characteristics of the faculty and staff responsible for the program. Factors to be discussed include levels of professional preparation; appropriateness of expertise to the needs of the program; unit cohesiveness in enhancing program quality; and success in meeting affirmative action goals.

Reviewers of this document are reminded that the Department of Communication includes faculty and instructional staff in Speech Communication and Journalism, and that some faculty and academic staff teach courses required of students in both majors. As of August 1, 2000, the composition of the faculty and instructional academic staff in the Department of Communication is as follows:

Professor: 2; neither has a full-time appointment in the Department
Associate Professor: 3, one does not have a full-time appointment in the Department
Assistant Professor: 7; four are in their third year of greater in the Department; one has been promoted from Lecturer after completing the Ph.D. degree, and two are new hires.
Both of the new hires have been appointed at the Academic Staff level, and will be promoted upon completion of their dissertations.

Full-time academic staff: 11; 3 are new hires and 1 is in his second year of appointment; all of the others have been full-time in the Department for at least three years.

Part-time academic staff: 9; 4 have taught part-time in the Department during the past academic year; 5 are first-time instructors in the Department.

Of the 32 faculty and instructional staff above, 12 hold the terminal degree. Two new hires are expected to complete their dissertations during the Fall semester of 2000. One instructional academic staff member was promoted to Assistant Professor earlier this year upon completion of the Ph.D. degree. Three instructional academic staff members are working on their dissertations, and are expected to have them completed within the next year to eighteen months.

Eight instructional academic staff members have brought significant professional private sector expertise to their teaching. This expertise has not only allowed students in all four emphases to enjoy the combination of theoretical and career-based opportunities in each area of emphasis, but has also provided them with opportunities for internships.

New hires at faculty rank have been most successful in Speech Communication. The Department has consciously sought to hire generalists whenever possible, thus providing maximum flexibility to meet student demand as it fluctuates among our major emphases.

The Department is in a significant transitional stage. During the past three years, the Department has lost 3 Professors and 1 tenured Assistant Professor due to retirements and a resignation. Another tenured Assistant Professor has announced her decision to retire at the end of the Fall semester of 2000. The retirement of two instructional academic staff who have served the Department for a minimum of fifteen years each, and the retirement of a third instructional staff member who taught several courses in print journalism, have further contributed to the changing composition of the Department.

The Department has taken proactive measures to increase the participation of minority and women in the department. In the past five years, Darrell Newton, an African American, has been granted leaves of absence so that he can complete his Ph.D. degree. Three of the five Assistant Professors hired since 1996 are women, as are the two new hires at the rank of faculty for the Fall semester of 2000. Two part-time instructional staff women are working on their doctoral dissertations, and a Latina part-time instructional staff member has been actively sought information on doctoral programs in this geographical area so that she can begin her Ph.D. studies.

The diversity, academic and professional areas of emphasis, and the cohesiveness and commitment to the Department are among the greatest strengths of this faculty and instructional academic staff.

2. Indicate the courses in the curriculum for which each faculty and staff member is responsible.

Included on the table of Faculty and Staff, in Appendix F.
3. Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program.

The Department of Communication has sustained significant growth in the number of majors in the past five years. Staffing increases have not kept pace with the increased number of majors. Although the Department has received assistance on a semester-by-semester basis with the addition of temporary FTE, it will not be possible for the Department to support the Fundamentals of Speech proficiency course, undergraduate courses for majors and minors, the General Education and diversity courses, and a graduate program at its current level without the allocation of additional permanent positions. In Fall of 1999, the Department was granted an additional FTE by the Chancellor. This FTE has allowed the Department to offer additional sections of classes required for our majors, but the demand still exists for additional staffing, as evidenced by the data collected for Enrollment Management.

The increasing number of majors, minors, with the corresponding demands on the program by these increases, reveal much about the needs of the Department. What is not as directly revealed, but which is equally important, is the impact of these demands on the morale of existing faculty and instructional academic staff. Students in the exit interviews are mentioning effects of the increasing workloads, including greater number of student advisees, supervision of independent study projects, graduate theses, etc. of faculty and instructional academic staff. The decrease in scores on some of the items of the exit interviews in the last two years and in the teacher evaluation mean scores, though not statistically significant, provide indications of these perceptions.

(Attach a table of faculty and staff as Appendix F.)

B. Teaching and Learning Enhancement

1. Summarize faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review. Factors to discuss may include:

   a. Participation in on-campus and off-campus teaching enhancement activities;
   
   b. Involvement in academic advising and efforts to maintain or improve advising performance;
   
   c. Work with undergraduate students on research projects;
   
   d. Initiatives in student-learning based outcomes;
   
   e. New course development; and/or
   
   f. Involvement with interdisciplinary course development and/or delivery.

(Include in the table of faculty and staff in Appendix F.)
Overall, The Communication Department faculty and staff continue to enjoy high ratings for teaching by their students. Beginning with the Spring semester of 2000 and working backward, mean scores, based on a 22-item teaching evaluation scale in which 1.00 represents the highest possible score and 5.00 represents the lowest possible scores, are as follows: 1.79 [Spring 2000], 1.82 [Fall 1999]; 1.75 [Spring 1999]; 1.90 [Fall 1998]; 1.77 [Spring 1998]; 1.69 [Fall 1997]; 1.69 [Spring 1997]; 1.74 [Fall 1996]; 1.67 [Spring 1996]. This conclusion is reinforced by data from the exit interviews, which continue to cite the expertise and availability of the faculty as being strengths perceived by the students.

As evidenced by the teaching accomplishments as listed in Appendix F, the faculty and academic staff are highly involved in on-campus and off-campus programs to improve teaching. Department members have attended many of the on-campus workshops sponsored by the LEARN Center since its inception. For several years, Jeanine Fassl has coordinated the GIFTS program (Great Ideas for Teaching Speech) at the regional and national levels, and several faculty and staff have presented their ideas in this forum. Faculty members have participated in the UTIC-sponsored Faculty College summer programs, and one faculty member, Dr. Sally Vogl-Bauer, has been named a Wisconsin Teaching Fellow by the UW System’s Undergraduate Teaching Improvement Council. In the last five years, Dr. Terry Ostermeier received a teaching award from the Wisconsin Communication Association. Dr. Barbara Monfils was the College’s nominee for the Roseman Award in 1998, and Barbara Penington was the College’s nominee for the academic staff excellence in teaching award that same year. Several faculty and academic staff have been honored annually by Blue Key members, and in the spring semester of 2000, Drs. Bill Weiss and Sally Vogl-Bauer were recognized by the Greek organizations on campus for their teaching excellence.

Advisement has been discussed in a separate section of this report. Despite the heavy demand on their schedules, advisors meet with students one-on-one for advisement each semester.

Several faculty members have supported undergraduate research, either as mentors in the McNair program or NCUR. A listing of these sponsorships is found in Appendix F.

Initiatives in student-based learning outcomes have been discussed in a separate section of this report. The Department offers several practicum, internship, and independent study courses, in which students identify their expected learning outcomes, and assess the extent to which they were able to meet those expectations.

Faculty and academic staff serve as advisors to professionally oriented student organizations. These include PRSA (public relations), Zeta Phi Eta (speech communication), AEHRO (electronic media), Advertising Society (advertising), Delta Sigma Chi (journalism), and the Royal Purple (journalism).

Most of the faculty and instructional academic staff have made extensive use of technology in their teaching and learning initiatives. These have ranged from the introduction of presentation software to incorporation of WEB technology. All but one of the classrooms normally used by the Department are equipped with computer
technology, and the modernization of Heide 309 provides a state-of-the-art laboratory for expanding efforts in multimedia.

Despite the heavy demands, faculty and instructional academic staff have either proposed new courses or have significantly revised others. Examples of new courses in the past five years have included Special Studies courses in Multiculturalism and Mass Communication and Survey of Digital Publishing, and the new “capstone” course in Organizational Communication (166-489). Examples of significant course revisions have occurred in the Public Relations curriculum, as discussed earlier in this Report. The Department was unsuccessful in its initial attempt to offer the course, Principles of Public Relations, as a distance education course.

Research and Other Scholarly/Creative Activities

1. Summarize the research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.

(Include in the table of faculty and staff in Appendix F.)

In the last Audit & Review, the level of publication was cited as having “increased dramatically” from the previous five years. This trend was retained during the past five years. Faculty and academic staff members had at least 12 articles published or accepted for publication, including one in Spanish, and made more than 35 conference presentations. Several of the conference presentations were at the international level, including San Jose, Costa Rica, Sapporo, Japan, and Kuala Lumpur, Malaysia. UW-W continues to be well represented in paper presentations at major national professional organizations, including the National Communication Association, the International Listening Association, and the National Association of Broadcasters. Faculty have also made presentations at regional associations such as Central States Communication, Eastern Communication Association, and Southern Communication Association. State presentations have been made at the Wisconsin Broadcasters Association and the Wisconsin Communication Association. One faculty member participated in the annual Assessment conference at Indiana University-Purdue University, Indianapolis, last November. Instructional academic staff members have presented papers and had articles published in professionally-oriented organizations and trade journals, including Small Business Times and the Institute of Management Consultants.

External Funding

1. Summarize the efforts and successes of the program to generate funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

(Include in the table of faculty and staff in Appendix F.)

The Department has achieved extremely limited success in grantsmanship, if grantsmanship is limited to direct requests for off-campus funding. Individual faculty and academic staff have received small grants to fund their trips to conferences. In the
past two years, faculty members have received two small grants of $500 and $650 for an
inservice workshop and for advisement initiatives. A grant proposal to the Department of
Education of approximately $300,000 was not funded.

The Department has been the recipient of on-campus sources of funding, which has
allowed for the creation of a computer lab in Heide 312, and the modernization of the
computer lab in Heide 309 during the past five years. Total costs for these two labs was
approximately $275,000.

The Cable Television service earns approximately $20,000 a year in outside production
funding, services, and grants. Most of the other funding is from Residence Life. This
includes professional salaries, student salaries, services, Charter Contract, and supplies
and capital. Estimated amount of annual support is $350,000.

WSUW receives approximately $15,000 a year from SUFAC, and receives
approximately $5000 in capital funding approximately every other year. Approximately
$1850 is raised annually through sales/fund drives and lab fees from the Fundamentals of
Audio Production course. A one-time grant for new equipment was received three years
ago when the radio station was moved from Hyer Hall to the Library. Finally, WSUW
receives approximately $1500 in classroom modernization/GPR funding every couple of
years.

C. Professional and Public Service

1. Summarize the professional and public service activities of the faculty
   and staff since the previous audit and review. Discuss such activities as:

   a. Service involvement in professional organizations at state, regional,
      national, or international levels;

   b. Editing or reviewing for professional publications within the discipline;

   c. Non-compensated consulting or intervention activities related to the
defense; and

   d. Roles and memberships in university, college and departmental
      committees.

(Include in the table of faculty and staff in Appendix F.)

Faculty and academic staff have assumed leadership in various international, national,
regional, and state professional associations. Barbara Monfils was appointed to a four-
year term Secretary-General of the World Communication Association in January of
2000. This organization has approximately 110 individual and 80 institutional members
in five continents, and sponsors biennial conventions. Sally Vogl-Bauer will serve
Vice-Chair-elect of the Instructional Development Division of the National
Communication Association; she will assume primary responsibility for that Division’s
programs at the 2001 conference. Wilfred Tremblay was elected Vice-Chair-Elect in the
Communication Futures Commission of NCA. Terry Ostermeier continued his service
on the Board of the International Listening Association. Faculty have also been elected to leadership positions of the Central States Communication Association; two UW-W faculty chaired divisions in that organization in 1999-2000, and a third faculty member is chair of a division during the current year.

Academic staff members have also been involved in professional and public service at all levels. Examples include Ann Knabe’s attendance at the Public Information Office Course, NATO, Supreme Headquarters Allied Powers, Europe, Belgium, October 1999 and the CIOR Midwinter Conference, Brussels, Belgium. John Luecke served as a judge and evaluated entries in the awards program for the Oklahoma Chapter of PRSA, and Bill Lowell was appointed Public Relations Chair for Wisconsin Chapter of the Institute of Management Consultants and Public Relations Committee member for National Institute of Management Consultants.

Moreover, faculty are serving on review boards of major journals, including *Critical Studies in Mass Communication* (national), *Communication Studies* (regional), *Communication Quarterly* (regional), and *World Communication*, (international).

On-campus activities have included election to and leadership positions in the Academic Staff Assembly and Faculty Senate, Personnel Rules Committee, LEARN Center Advisory Board, University Curriculum Committee, General Education Review Committee, and Sexual Assault Response Team.

D. Resources for Students in the Program

1. Discuss the number of students in the program in relation to the resources available to the program. Factors which may be analyzed include:

   a. The number of students per faculty member; and

   b. The amount budgeted to student help, capital, supplies/services, etc.

The number of majors in Speech Communication is 507, and 76 minors. When the number of Journalism majors and minors is added, the Department has 767 majors and 246 minors.

The number of students in classes varies. The “rule of thumb” for class size is as follows. Lab courses (i.e., courses that have a significant component of writing and/or use of technology) are generally limited to 20 students or less. For the majority of classes, 30 is the upper limit. The Department offers two classes, Introduction to Mass Communication and Principles of Public Relations, which are mass lecture classes. Thus, the faculty/student ratio varies in accordance with the classes taught by the faculty member. Normal teaching load is 4 classes per semester.

Faculty and academic staff who advise students are typically assigned between 35 and 50 undergraduate advisees each semester.
The office staff consists of one full-time Program Assistant 3 (upgraded from a PA-2 in 1999) a half-time laboratory assistant, part-time student workers in the Heide office, and part-time office assistance in Library 1202 (Cable 6 and WSUW). The Department’s work-study, student help and capital budgets are not adequate to meet the needs of a diverse department of this size.

Although the Program Assistant is the office manager, she is unable to secure student workers to assist her at all times. Thus, she not only manages the office, but also performs clerical tasks (e.g., making copies of exams) that could be done by upper-level undergraduates. The half-time laboratory assistant has made a significant difference for faculty and staff who teach in the Heide labs. However, the responsibility for maintaining the 40 pcs in the two labs, while at the same time being responsible for the operation of the open-access hours of the Heide labs, is more than a half-time responsibility. The question of who has responsibility for maintaining the pcs in the classrooms has yet to be satisfactorily addressed. Similarly, the use of part-time student assistants in the Cable 6 and WSUW offices means that office assistance is not always available during normal working hours.

As the level of sophistication of computer hardware continues to increase, the maintenance of the hardware and the associated software become more problematic. The Department is already experiencing these pressures, and expects them to grow. Three issues are critical: 1) adequacy of the size of the server that supports the pc labs in Heide 309 and 312; 2) reliability of the server so that classes that are taught in these labs do not experience significant “down” times; and 3) maintenance of these labs, both in terms of daily/weekly maintenance requirements and the upgrading of the pcs as the hardware and software need to be upgraded. In the past, the lack of adequacy of size, and the unreliability of the server, have resulted in the cancellation or reduction of classes when the server would unexpectedly go “down” during class time.

Classroom modernization of Heide 116 has not yet taken place. Thus, the faculty and instructional staff who teach in that room do not have access to presentation software or the Internet. As more and more instructional staff integrate technology into their teaching, it is becoming more difficult to assign that classroom for teaching purposes. Completing the modernization of Heide 116 would insure that all instructors would have access to all forms of technology for all of the classes they teach.

Not all of the equipment used by students in the electronic media studios and labs is up-to-date. The new transmitter will allow WSUW to reach a broader transmission area. Although the television equipment has been maintained and updated because of the excellent partnership between the Communication Department and University Housing, advancements in technology continue to outpace resources. The arrangement between Charter Cable TV and the Department should result in the replacement of some of the equipment.

The relocation of WSUW offices to the Library has resulted in many benefits. However, there is insufficient space for either the radio or the television studios to expand. An analysis prepared in November of 1999 revealed that the amount of space would need to be doubled in order for these programs to have sufficient room.
There is insufficient funding for capital projects. For instance, the purchase of additional video cameras for the electronic media program has been delayed because there were no funds available to buy them. A videocamera used in classroom instruction in Heide was delayed in being repaired due to insufficient funds; instructors who taught the Fundamentals of Speech class in that classroom were unable to videotape the speeches of their students for the better part of a semester. While the department’s operating budget has received minor increases, the amount of the increases has not kept pace with the growth of the faculty and instructional staff and the number of students served by this program.

Overall, it is the judgment that the program’s facilities and equipment require updating, and an increase in both monetary support and personnel are required in order to meet the needs of the students served by this major.

E. Facilities, Equipment, and Library Holdings

1. Discuss the adequacy of the facilities, equipment and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.

Facilities and equipment have been addressed above. While the pc lab in Heide 309 is state-of-the-art, other facilities and equipment either are in need of updating, or will require updating within the next five years. The Department will work with the College and the University to secure funds to update the facilities and equipment.

Faculty and staff are currently housed in three separate locations: Heide Hall, the Library, and Salisbury Hall. In addition, the Department is located across campus from the other departments in the College of Arts & Communication. These physical separations sometimes create psychological separations as well. The electronic media faculty who are housed in the Library have benefited from the relocation of the radio station from Hyer Hall to the Library; electronic media students have likewise benefited from this relocation.

The long-range goal of having all faculty and staff in the Department housed in a single location remains unfulfilled.

Anecdotal reports from faculty and students indicate that the Library’s holdings are adequate in some areas, and inadequate in others. The Speech Communication program faculty and staff are continually updating the holdings as funds permit, and the budget allocated to the Department from the Andersen Library seems adequate for the purchase of books. Some faculty have expressed frustration that this University is not able to subscribe to all of the major professional journals in the field, particularly those that may not be considered “mainstream” communication journals, but which are nonetheless significant journals in a subdiscipline (e.g., the Howard Journal of Communication). There is also a sense of frustration that the Department is unable to order more instructional videos, especially since media is one of the significant components of this program. On the other hand, it should be noted that communication students regularly use the library holdings of related disciplines, including history, psychology, sociology, business, philosophy, literature, and journalism. The growth of on-line resources, such as
EBSCO and Nexis-Lexis, have been cited as improvements in gaining access to scholarly materials not available locally.

In summary, the Department of Communication is comprised of four undergraduate areas of emphasis: electronic media, organizational communication, public communication, and public relations. In addition to the approximately 500 undergraduate majors in Speech Communication, the Department serves undergraduate majors and minors in Journalism, as well as minors in General Speech and Public Relations. Moreover, the Department offers the Fundamentals of Speech class, required of all students at UW-W, several courses that meet General Education breadth requirements, and a diversity course. The Department also offers the M.S. in Communication.

The faculty and instructional staff who teach in the Department are committed to excellence in teaching, research and scholarly activities, and professional and public service. To date, the Department has maintained an excellent reputation in all three areas.

Classes in each of the emphases are structured to meet subject matter, cognitive, and skills objectives. Each emphasis blends theory and practice so that students are well-prepared for careers in their field upon graduation. The department has an extensive internship program, and faculty and staff are also involved in undergraduate research projects. Reports from alumni affirm that graduates in all areas of emphasis are able to secure meaningful employment upon graduation. Recent program reviews have resulted in significant curricular changes in two of the areas of emphasis; the other two areas will be reviewed in the next five years.

The growth in the number of majors over the past five years, and the transitional nature of personnel in the Department due to recent retirements and resignations, have resulted in significant challenges facing the Department. These challenges are expected to continue into the next five years, particularly as needs continue to outstrip resources.

The Department is at a critical juncture. Decisions made about the program during this Audit and Review will not only impact the Department of Communication, but also the entire University, well into this decade.
The following appendices must be included as attachments to the self-study:

**Appendix A**: Program APR(s)
**Appendix B**: List Linking Courses to Assessment Objectives
**Appendix B1**: List of Dual-Listed Courses and Graduate Requirements (if any)
**Appendix C**: Audit and Review Evaluation Report from Last Review
**Appendix D**: Trend Data included from the University’s Fact Book
**Appendix E**: Accreditation Report (if relevant)
**Appendix F**: Table of Faculty and Staff

**Additional Appendices—Referenced in this Audit & Review Report**

**Appendix G**: Exit Interview Data
**Appendix H**: Curricular Changes in the Public Relations and Organizational Communication emphases
**Appendix I**: Institutional Research Survey of Speech Communication Graduates
**Appendix J**: Data on Appeals for entry into courses in the Department of Communication
**Appendix K**: Spring 2000 Distribution of Academic Staff and Faculty
**Appendix L**: Internship Supervisors’ Reports

**Copies needed**
- 1 complete package to the department
- 1 complete package to the Dean's Office
- 9 complete packages for Undergraduate Programs (13 for Graduate Programs) to:
  
  Richard Telfer, Associate Vice Chancellor  
  Hyer Hall - Room 420  
  No later than October 15, 2000