

UNIVERSITY OF WISCONSIN-WHITEWATER

FORMAT FOR AUDIT AND REVIEW SELF-STUDIES

Program Title: Journalism major & minor; Review Date: 2000-2001
Advertising major & minor (in Journalism)

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 three areas of journalism. They include: advertising, broadcast journalism, and print journalism. The Department also offers undergraduate degrees in Speech Communication with four emphases: electronic media, organizational communication, public communication, and public relations. In addition, the Department offers the Fundamentals of Speech Communication class, which is a proficiency course required of all students at UW-W. The Department offers the M.S. degree in Communication. Finally, several of the Department's classes meet General Education breadth requirements (Psychology of Speech, Foundations of 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. Journalism students are required to complete some speech communication courses in all areas. Speech Communication students are required to complete some journalism/mass communication classes, especially in the public relations and electronic media areas of emphasis. 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 even more collaboration between the faculty and instructional staff who teach in this Department.

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

The Department will refine its exit interview form in order to separate each of the areas of emphasis. This will result in enhanced data collection for each emphasis.

Program APRs and checksheets for each major and minor 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 7 subject matter objectives, 6 cognitive objectives, and 8 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 three 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 included in the annual review process, the application 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.

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.

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, "Department Management and Operations," of this Report.

Finally, the Department considers data from alumni in program planning and evaluation. Institutional Studies provides survey results of graduates every five years. 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 a means of identifying the degree of success that graduates have experienced in their job searches,

and as one 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 discussed on a course-by-course basis in Appendix B.

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

The Department does not offer a Master's degree in Journalism. Students may take courses in selected journalism classes as electives in the M.S. degree in Communication. 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:

Exit interviews of graduating seniors: summaries from 1995-96, 1996-97, 1997-98, 1998-99, 1999-2000 (see Appendix G)

Career Services booklet: 1997-1998, 1998-1999, 1999-2000

Internship Reports: as summarized by internship supervisors (see Appendix M)

Office of Institutional Research surveys: 1999-2000 (see Appendix I)

Office of the Registrar: every semester from Fall 1995 to the present (Appendix D and all enrollment data cited in the report)

Departmental collection of Appeals data: 1998-99 and 1999-200 (see Appendix J)

College of Arts & Communication annual newsletter: 1999

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.

The Department was authorized to offer a major and minor in Advertising since the last review. The Foundations of Advertising class, the first class in a three-class sequence of required courses, was first offered during the Spring semester of 1997. Since that time, two other "core" courses, Advertising Copywriting and Layout (164-320) and Advanced Advertising Procedures (166-321) have been approved. The proposal to separate the Internship in Advertising from the Internship in Public Relations is in place for the Fall semester of 2000.

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, 14 program strengths and 7 program weaknesses were cited. Three specific actions were required, and three specific actions were suggested. Each of the required and suggested actions will be addressed.

Specific Actions Required:

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, by October, 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 multimedia 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, have resulted in labs that 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 101, and plans for modernization of the classroom, Heide 116. Additional space in the library has been allocated to the video labs in Andersen Library. Funding sources to remodel this space are being explored. Classroom and office space remain inadequate for a department of this size.

Specific Actions Suggested:

Periodically re-examine the accreditation standards recommended by AEJMC.

The Print Journalism Review Committee reviewed the AEJMC accreditation standards during the Spring semester of 1998. Dr. David Gordon, Chair of the Department of Communication and Journalism, was invited to UW-W to confer with Review Committee members. For reasons cited in Section II-E, the Department has decided not to pursue AEJMC accreditation at this time.

Continue to recruit tenure-track faculty to staff the program at every available opportunity.

The Department has tried to carry out this suggested action. Two national searches for tenure-track faculty in Journalism were conducted in 1999. Neither search was successful. The Department will re-open these searches during the 2000-2001 academic year.

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 is no longer reflective of the current status of “home” departments for programs in electronic media.

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 itself remain as an emphasis 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, Department members have not had the time to focus their efforts on this recommendation.

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, majors are informed of curricular changes every semester through advisement.

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. 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., Advertising Society) 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 Journalism program serves a variety of audiences, all of whom are central to the mission of UW-Whitewater. As stated previously, there are three areas of emphasis: advertising, broadcast journalism, and print journalism. This major remains popular and effective. As of August 15, 2000, the number of majors is 261. The number of majors by emphasis is as follows: 147 in advertising; 37 in broadcast journalism; and 77 in print journalism.

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. In the last five years, 44 students have enrolled in journalism 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, provides solid evidence of this. Based on a 7-point scale, [7 = “very well prepared”; 1 = “very poorly prepared”; N =12], the mean scores show that respondents were well-prepared in several categories. These categories include: “understanding of and appreciation of the basic knowledge in your major” [5.4]; “ability to read and understand the current professional literature in your discipline” [5.7]; “ability to integrate and transfer knowledge from relevant majors” [5.5]; had developed “development of a commitment to your major” [5.3]; “ability to enthusiastically enjoy your major” [5.4], and “ability to make sound decisions by assessing situations, prioritizing and applying critical reasoning to complex information” [5.5]. Each of these items received at least a score of 6.1, based on a 7-point scale [7 = “extremely important”; 1 = “not at all important”], thus indicating the importance of that skill to that employee’s professional success. Furthermore, students gave high scores for their preparation in writing [6.1], group communication [6.1], creativity [5.8], “skills to pursue lifelong professional learning, growth, and career progress” [5.7], and development of leadership attributes [5.6]. The survey revealed that “more personal attention from faculty” was the single-most cited positive aspect (5 out of 12 respondents) by graduates in having their education at UW-Whitewater, followed by “smaller classes/better student teacher ratio” (4 out of 12). Survey results are included in Appendix I.

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

The Journalism major is a professionally-oriented degree program that is housed in the Department of Communication. The Department of Communication offers the proficiency course, Fundamentals of Speech Communication (166-110). Several of the Department’s classes meet General Education breadth requirements (Psychology of Speech, Foundations of 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).

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 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.**

Not all of the Department's goals directly relate to the Journalism major. This section will address those goals and objectives that have a direct impact on journalism.

Reviews of existing and new programs/emphases:

The Review Committees for the print journalism and broadcast journalism emphases have not finished their deliberations due to changes in personnel in the Department. In the past five years, seven academic staff members and three faculty have taught the majority of courses in journalism and advertising. However, no faculty member has been assigned a full-time teaching load in journalism or advertising in any single semester. In the past several years, the only faculty member with the Ph.D. degree who had taught full-time in journalism in the past was appointed as Assistant Chair of the Department. Moreover, two academic staff members with significant professional experience and who have taught the majority of classes in print journalism announced their retirements during the past academic year. Moreover, a full-time Professor in the Department who taught some of the classes in journalism announced his resignation in March of 2000. The Department received authorization to replace one of the two academic staff positions at the faculty rank, but was unsuccessful in its national search during the 1999-2000 academic year. The Department also received authorization in 1999 for a new position, and decided to advertise nationally for another tenure-track faculty member in digital journalism, advertising, or electronic media. That search was unsuccessful. An existing staff member who has recently been promoted to Assistant Professor upon receiving his Ph.D. degree has volunteered to assume leadership of the Print Journalism review committee. However, until more tenure-track faculty can be hired to teach full-time in journalism and advertising, a comprehensive review of the broadcast journalism emphasis cannot be guaranteed.

The advertising major and minor is less than five years old. A review of this program will be completed during the next five years.

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 Graduate Coordinator has been assigned primary responsibility for reviewing the report of the Audit & Review Committee of the M.S. in Communication 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.

Recruitment:

Staff:

As stated previously, 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 was given authorization to replace David Bednarek, who retired at the end of the Spring semester of 2000; that position was filled with another academic staff member. The position of Rae Miller, who also retired at the end of the Spring semester of 2000, was enhanced from an academic staff to a faculty position. That search was unsuccessful, and will be reopened 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. A new faculty position in Advertising is requested for 2001-2002.

Students:

In the past five years, the number of majors in the Department of Communication has increased significantly; thus recruitment of new students has not been a high priority. The Department has awarded College and Departmental scholarships to three journalism majors in the past two years. The revised Communication Career booklet is in the final stages—copy has been completed, and pictures are being sought for inclusion into the booklet.

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 in journalism has more than doubled. This is a tremendous growth rate, especially since the number of faculty and staff positions and budgets have not kept pace with student growth. 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 are assigned to 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 this 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 Department's FTE, the number of 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. 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, a 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 has a half-time

appointment 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 both a 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. The Spring 2000 Department faculty/staff profile is included in Appendix K.

For the past several semesters, the Provost has provided temporary 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, particularly in advertising, 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 University System Teaching Improvement Committee grant, assembled an “Advising Ready Reference” binder which is given to all advisors. This binder contains the following information: checksheets on all majors and minors, electives, and suitable companion minors for the advertising major. It also contains key names, addresses, and phone numbers, information on the writing requirement, exit interview form, course descriptions, and a listing of 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, 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.

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 is for dissemination beginning with 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. Dr. 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. These labs are used extensively by instructors in all three journalism emphases. 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 for faculty and students. 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 limited room in the Library to expand. While the relocation of WSUW to the Library has provided the benefits of a single suite of electronic media studios, the limited 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. Although there is considerable interest in WEB development and in using the WEB to enhance pedagogical efforts, faculty and staff report 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.

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. One initiative that Governor Thompson has stressed is the development of a workforce that is prepared to succeed in an increasingly technological world. Students in journalism and advertising receive direct instruction in most of their courses, as evidenced in the list of objectives discussed earlier in this report. 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 were offered jobs because they were able to design a WEB page, which they learned in that class.

Second, the right of freedom of the press is as old as the nation. In order for society to enjoy the benefits of a free press, it is important to have professionals who are trained not only in the "nuts and bolts" of journalism, but also to understand and incorporate legal and ethical responsibilities in their professions. These principles are taught in classes in the major, including Law of Mass Communication, Mass Communication in Society, and History of Mass Communication.

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 alumni survey, 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 and enhancement of the Department’s availability and use of technology have all been significantly 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 and minor in Advertising. 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. The Department does not have the staff to meet the needs of the students who select the Advertising major/minor, much less expand offerings in needed areas of the major. There is a backlog of students, and the backlog is expected to get worse as career opportunities in advertising continue to expand. While the Department has benefited from support for technology (Specific Actions 1 and 2 from the 1995-95 Audit & Review Evaluation Report), there has not been a corresponding increase in support staff. Thus, the resources in all areas of the Department are being affected by this growth. The Department will continue to participate in the University’s initiatives to address classroom and office needs (3rd of three 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 and quality 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:

Journalism (B.A., B.S., BSE) major:

<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
100*	104	117	157	219	260

*data not provided; data in the Department of Communication, as reported by the Registrar's office, listed 104 majors in journalism in 1994-95.

Journalism minor:

<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
36	36	42	37	46	

Advertising minor:

<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
N/A	N/A	0	71	110	

b. Number of degrees granted each year for the past five years. (Data provided from the University's fact book.)

Journalism major:

<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
19	17	26	19	22	62*

Journalism minor:

<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
9	10	8	17	14	19**

Advertising minor:

<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
N/A	N/A	0	0	12	43**

* data was taken from the UW-W WEB site

**data was furnished 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.**

<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
130	127	15			

Explanation for number beyond 120: The majority of print journalism and broadcast journalism majors declare the major upon their admission to UW-W. However, most of the advertising graduates do not declare a major 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 Journalism majors are successful in obtaining professional positions in their fields.

The UW-W Career Services 1998-99 Annual Report lists the following statistics for placement of graduates, and placement in jobs related to their major, as follows:

Journalism Advertising: 100% job placement; 99.9% in related jobs
 Broadcast Journalism: 100% job placement; 100% in related jobs
 Print Journalism: 100% job placement; 75% in related jobs

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

Journalism Advertising: 100% job placement; 100% in related jobs
 Broadcast Journalism: 100% job placement; 100% in related jobs
 Print Journalism: 100% job placement; 77.8% in related jobs

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 journalism: advertising; arts/entertainment; technical writer; consulting; health care; hospitality; human resources; WEB site developer; and sales.

As “traditional” print journalism continues to become more digital in nature, the demand for graduates with Internet and World Wide WEB experience continues to grow. Some employers demand such experience; all require computer competence and confidence. Fewer graduates are in demand for the traditional news/editorial positions associated with print journalism, as more newspapers merge, downsize, or close in response to economic pressures and changing market conditions. However, the demand remains great for persons with editing capabilities.

The job market in broadcast journalism remains small, since it is a field that employs a few “stars” and many entry-level employees. The additional hours of “news” offered by some television stations may offer additional entry-level jobs, or may simply afford employers opportunities to achieve better use of existing staff. Figures from Career Services continue to show a 100% placement rate, and 100% placement in jobs directly related to the major, for UW-W graduates in broadcast journalism.

The citation of advertising as the first “hot career” in the *US News and World Report* article cited above is no accident; advertising is an area that is expected to expand in the next decade. Although e-commerce will emerge as one major growth area, other demographic factors, including increases in life expectancy, the retirement of the “baby boomer” generation, the growth of capitalist economies throughout the world are all expected to result in increased demand for graduates with expertise in advertising.

- E. **Accreditation:** Accreditation is not required in this discipline. The Association for Education in Journalism and Mass Communication (AEJMC) offers accreditation in journalism. The Department has explored AEJMC accreditation, but for now, has decided it is not in the Department’s best interests to pursue it, for four reasons. First, AEJMC accreditation standards require the separation of “communication” and “journalism” in ways that would adversely affect the way the Department is currently structured. This includes the separation of advertising from journalism. Since advertising is the largest component of the journalism program at UW-W, and has been well-integrated into the journalism program, there is no compelling reason to change the current Departmental structure.

Second, AEJMC accreditation requires enrollment caps on writing classes that are less than the 20-student enrollment caps on the writing courses in the Department. Thus, students’ graduation could be delayed if existing courses were capped at smaller levels.

Third, AEJMC accreditation requires that a journalism major constitute no more than 25% of a student’s credits toward graduation. With the present 34-credit or 36-credit majors, students would be required to take a minimum of 136 credits (print

journalism, broadcast journalism) or 144 credits (advertising) to graduate. Since the University is seeking ways to decrease the credit-to-graduation statistics, it does seem to be wise to adopt standards that would increase the credit-to-graduation rates.

Finally, there is no significant advantage to receiving AEJMC accreditation, either for recruitment of faculty or placement of graduates. This is different from accrediting agencies associated with other disciplines, such as AACSB. In fact, the majority of journalism programs nationally are non-AEJMC accredited. Since the most obvious advantage is a notation on paper that the degree is AEJMC-accredited, it does not seem worthwhile for the Department to pursue accreditation at this time.

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.)

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. In January, 2000, the Department established a formal relationship with Charter Communications, a major cable outlet for the lower third of the State of Wisconsin. This relationship has not only given our 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, including broadcast journalism and advertising, will be available as this relationship continues to grow.

John Luecke serves as internship coordinator in public relations in Speech Communication, and assumed similar duties for the advertising major in journalism. 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. It is likely that much of the growth in internships was, indeed, due to advertising. The number of students in public relations has remained relatively stable within the five-year period of time, so it is unlikely that the impressive growth rate is entirely in public relations. With the approval of a separate Internship course for Advertising (164-493A) earlier this year,

it will be possible to provide more meaningful data in the next Audit & Review. Mr. Luecke's Internship forms are included in Appendix L.

In addition to the advantage of internship sites, this program has benefited from location in inviting professional journalists to visit classes and address students on topics related to the profession and to career preparation. Similarly, field trips to media outlets, including the *Milwaukee Journal/Sentinel* in Milwaukee and the *Wisconsin State Journal* in Madison, have been organized for students. In exit interviews, students have cited these visits as being important in their career preparation.

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.**

The Department of Communication has 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. For purposes of this analysis, references will be made only to the three emphases in journalism.

The integration of courses in journalism and speech communication is a strength lacking in most of the other programs in journalism or advertising in the UW System. At UW-Madison, for instance, all programs in journalism, including advertising, are housed in the School of Journalism and Mass Communication. Thus, students in those programs do not the benefits of courses in speech communication which are often directly related to career success, including courses such as Intercultural Communication, Public Speaking, or Persuasion. AT UW-Milwaukee, the Mass Communication Department offers degrees in print journalism, media studies, and broadcast journalism, but its advertising degree is a joint degree with public relations. Students in that emphasis do not receive the depth of background in advertising that UW-W students receive.

Communication or Journalism students at other campuses in the UW System, including UW-Oshkosh, UW-Stevens Point, UW-LaCrosse, and UW-Stout, do not have separate emphases in journalism or advertising. At UWSP, students may

elect a mass communication emphasis, with 21 credits in general speech classes, and a 15-credit “core” in their emphasis. UW-Superior has six tracks in mass communication, but does not include advertising in any of the tracks. The Department of Communication and Journalism at UW-Eau Claire is very similar to UW-W’s program, in that students may earn journalism degrees in advertising, print journalism, or broadcast journalism.

However, the proximity of this program to the major media markets of Madison, Milwaukee, and Chicago, is a strength of this program that UW-Eau Claire does not have. Moreover, the affiliation between Charter Communications and UW-W, discussed in the “Location Advantage” section above, provides opportunities for live broadcasting to an extensive media market that UW-Eau Claire students do not have.

Finally, the proximity of Whitewater to Milwaukee has not only provided for guest speakers from the media and field trips to media stations, but has also provided for a “pool” of instructors who have retired from the *Milwaukee Journal/Sentinel* and been hired as instructional academic staff at UW-W. The decades of professional experience that these instructors incorporated into their classroom teaching has given UW-W significant professional training that programs at other universities have not been able to match.

Clearly, the journalism program at UW-W has several comparative advantages. The contemporary nature of the areas of emphasis, the combination of theoretical and practical experiences that students have, the location, 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.**

Select journalism students have worked as “stringers” for local and regional newspapers, covering events such as school board meetings and local governmental meetings, for which they are paid on a per-inch basis. These newspapers would not be able to afford to cover meetings of this nature without the availability of our students. In addition, each semester, a number of our advanced students serve as interns for local media outlets. Classroom visitations and field trips further strengthen ties between the University and the surrounding area. Additional opportunities for faculty and students to serve the community, region, and State will be increased with the cooperative arrangement between the Department and Charter Communications. Thus, the journalism program visibly and positively impacts the community.

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. The reasons for the delay in reviewing the print and broadcast journalism programs in the last few years were addressed earlier in this report. Once permanent faculty and instructional staff in journalism have been hired, substantive program reviews can begin again.

Similarly, the Advertising major will undergo revision and expansion in the next five years. The number of graduates in advertising is now sufficient to begin to provide meaningful feedback on this emphasis. Although preliminary, there has been discussion in adding upper-level courses such as Advertising Management and International Advertising. The number of upper level classes that can be added will depend on the whether or not the Department is given any additional new line positions.

The undergraduate program in Speech Communication is undergoing review simultaneously. Any recommendations or changes to that program will impact the Journalism program, since students in both majors take classes in the other area as part of their degree requirements.

Finally, any curricular changes will be developed without diminishing proposed 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. The faculty/staff profile for the Department of Communication as of Spring 2000 is provided in Appendix K. 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 three 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.

The Department is in a significant transitional stage. Of the six teaching faculty in journalism who were listed by name in the 1995 Journalism Audit and Review Report, two academic staff members have retired, one academic staff member has continued to teach full-time in broadcast journalism, and three faculty have continued with their part-time affiliations. The two other tenured faculty who were listed in the 1995 Report as teaching journalism courses on demand have either resigned from the Department or will retire at the end of the Fall semester of 2000. Two instructional academic staff members have been hired full-time to teach the core courses in advertising. One of the two academic staff members in advertising completed the Ph.D. earlier this summer, and has been appointed as Assistant Professor beginning with the 2000-2001 academic year. In addition, another instructional staff member has taught sections of the Foundations of Advertising course (164-220). Thus, while the journalism program is well-represented by instructional staff who have significant professional experience, it is currently weak on faculty who have the academic background necessary for leadership in curriculum development.

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.

Mr. Newton teaches elective classes in journalism. 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; the field of study of one of these women is print journalism. A Latina part-time instructional staff member has been actively sought information on doctoral programs in this area so that she can begin her Ph.D. studies. Unfortunately, the two national job searches in Journalism that were conducted in 1999-2000 were unsuccessful; these searches will be reopened in 2000-2001.

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. In exit interviews, students have mentioned the 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, provides two measures 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 teacher 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]. The conclusion of excellent teaching 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. Exit interview data for the last five years, beginning with Spring 2000, indicates that students' overall rating of the performance of the Department of Communication is as follows: 5.78, 5.91, 5.98, 6.19, and 5.87. These numbers are based on a 7-point scale, in which 7= "Very Effective" and 1= "Very Ineffective."

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.

Initiatives in student-based learning outcomes have been discussed in a separate section of this report. Faculty are actively involved with their students in learning-based outcomes in several classes. These include writing (164-241, 164-243, 164-244, 164-246, 164-303, 164-304) and Copy Editing and Layout classes (164-245, 164-320), and also practicum courses, including writing for the on-campus newspaper, the *Royal Purple*.

Faculty and academic staff serve as advisors to professionally oriented student organizations. 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 and application of software in copy layout and design 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. Many of the journalism classes are scheduled in the Heide labs.

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.

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.)

Lecturers, of whom there is no research expectation, have done the majority of the instruction in journalism in the past five years. Thus, the list of publications of those faculty who have part-time teaching responsibilities for journalism classes has been highlighted in Appendix F.

As is indicated in the listing of conference presentations and attendance, the faculty and instructional academic staff who teach courses in journalism have continued to remain current with the field. They have not only attended conferences and workshops, but have taken their students to these conferences and workshops as well.

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 discipline; and**
- d. Roles and memberships in university, college and departmental committees.**

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

Faculty and staff who teach journalism courses have been actively involved in professional and public service. Journalism instructors have written several articles for local, regional, and national newspapers and magazines. One instructional staff member in broadcast journalism has co-authored a book, in Spanish, on broadcasting. This individual has also taught media workshops in Brazil and Panama. Other instructional staff have critiqued student publications. 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, and General Education Review Committee.

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 journalism is 260, and the number of minors is 145. When the number of Speech Communication majors and minors is added, the Department has 767 majors and 246 minors, based on data of August 15, 2000.

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 (166-131) and Principles of Public Relations (166-202), which are mass lecture classes. Introduction to Mass Communication is required of all students in broadcast and print journalism, and Principles of Public Relations is included in a list of courses that Advertising students may take for their major. Thus, the faculty/student ratio varies in accordance with the classes taught by the faculty member.

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 question of 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 other than Heide 309 and 321 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, becomes 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 go “down” during class time without warning.

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 broadcast journalism is not up-to-date. The new transmitter will allow WSUW radio 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 have outpaced resources. The arrangement between Charter Cable TV and the University 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 was delayed because there were no funds available to buy them. 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, Andersen Library, and Salisbury Hall. In addition, the Department is located across campus from the other departments in the College of Arts & Communication. At times, these physical separations contribute to 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; broadcast journalism students have likewise benefited from this relocation. Thus, while the relocation of WSUW has had a positive impact, the goal of a single location for all faculty and staff who teach in this program has not been met.

Anecdotal reports from faculty and students indicate that the Library's holdings are adequate in some areas, and inadequate in others. The journalism 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" journals, but which are nonetheless significant journals in a subdiscipline.

On the other hand, it should be noted that journalism 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 Journalism major, housed in the Department of Communication, is comprised of three undergraduate areas of emphasis: advertising, broadcast journalism, and print journalism. In addition to the approximately 260 undergraduate majors in Journalism, the Department serves approximately 500 undergraduate majors and 76 minors in Speech Communication. 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. In the last five years, instructional academic staff has done the majority of classroom instruction; the Department is in need of tenure-track faculty who can devote their full-time academic careers to journalism.

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 excellent relationships with representatives of major media outlets in the surrounding area. Reports from alumni affirm that graduates in all areas of emphasis are able to secure meaningful employment upon graduation. All three areas of emphasis in journalism will undergo curricular reviews before the next review period.

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 Journalism major and 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 I: Institutional Research Survey of Journalism Alumni

Appendix J: Data on Appeals for entry into courses in the Department of Communication

Appendix K: Spring 2000 Department of Communication Faculty & Staff Profile

Appendix L: Internship Information

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