

Department of Communication Studies
IU School of Liberal Arts
IUPUI

Self-Study Report

January 2013

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INTRODUCTION: Rationale for the Self-Study

The Department of Communication Studies in the IU School of Liberal Arts at IUPUI has 22 full-time faculty members (tenure-track and lecturers) and enrolls approximately 250 majors in its undergraduate program, one of the largest departments in the school. The public speaking course enrolls approximately 3500 students per academic year, primarily taught by full-time lecturers, associate faculty, and graduate students. Approximately 40 MA students are enrolled in the department's Applied Communication program, selected as the Top MA program by the Master's Education Section of the National Communication Association in 2012; a health communication PhD program has been proposed and is currently under consideration with the Indiana Commission on Higher Education.

The last formal review of the department took place in 2007. Four recommendations came out of that review: 1) streamline the curriculum, 2) plan and realign faculty hires and resources, 3) develop and nurture partnerships (to maximize resources), and 4) build consensus around new directions (i.e. health communication). As a department we have responded to each of these recommendations, including 1) restructuring our undergraduate curriculum, 2) hiring health communication faculty, 3) maintaining relationships to enhance our teaching, research, and civic engagement opportunities, and 4) developing consensus-building activities around new initiatives. This self-study details these and other efforts and seeks input toward our continued growth, role in the school and campus, and position within the discipline.

In the five and a half years since our review, the department has made substantial curricular changes including restructuring our undergraduate major to allow more flexibility for students and developing a PhD program in health communication (under review with the Indiana Commission on Higher Education as of January 2013). Our MA in Applied Communication has experienced record growth. Two undergraduate certificates, a Certificate in Theatre and Performance and an Online Certificate in Human Communication in a Mediated World, attract modest enrollment.

Our faculty has grown marginally since the last review to begin to accommodate the increased department focus in health communication. We have added three assistant professors (two in health communication, one in rhetorical studies) and one health communication associate professor. Since our last review, one assistant professor has been promoted and tenured and now serves as chair. We are currently searching for two open rank professors with expertise in health communication and lost one associate professor in health communication in December 2012 to Ohio State University.

Finally, leadership in the department has changed over the past 5 years. The current chair took on the role in July 2011; our Director of Graduate Studies is in transition as the current Director left in December 2012 and another faculty member has taken on those responsibilities. We currently have 1 and $\frac{3}{4}$ staff positions in support of the department, consisting of one full-time assistant to the chair and one part-time staff member whose primary responsibility is to assist the graduate program director.

With all of these changes in the short span since the last self-study, we welcome the opportunity to participate in another appraisal of our program. This review is conducted in consultation with the Dean of Liberal Arts and the Office of Planning and Institutional Improvement. Six sets of questions in three general areas: undergraduate curriculum, graduate programs, and department culture, guide our departmental assessment efforts. These questions are as follows:

1. The Principles of Undergraduate Learning (PULs) undergird IUPUI's approach to general education for undergraduate students. Do you find evidence that Communication Studies courses for undergraduates have (a) statements of expected learning outcomes for students that incorporate the PULs, (b) means of assessing student learning related to the stated outcomes, and (c) systematic processes for collectively examining the assessment information and taking warranted actions designed to improve instruction, the curriculum, and/or student support services?

This set of questions is required of all reviews conducted at IUPUI. The PULs are listed in Appendix A. PUL assessment data is included in Section V.

2. Undergraduate curriculum: Are our undergraduate students learning what we hope they're learning as they progress through our curriculum?

This question focuses more broadly on the undergraduate curriculum, extra-curricular programs, and other initiatives offered within the department. Does our curriculum best serve our students' needs on the undergraduate level? Does our department reflect the best current thinking on departments of communication generally, in terms of curriculum, organization, use of resources, faculty configuration, etc.? Does our capstone requirement provide a true capstone experience to our students? Is our curriculum built in such a way to address our student learning outcomes (SLOs) in meaningful ways across the curriculum? Should we have pre-requisites or a pre-major? How can we provide coherence to students while giving them the flexibility they demand? What is the impact of our graduate program developments on our undergraduate program?

The information provided in this self-study designed to assist in answering this cluster of questions includes: the context establishing university and school priorities (Sections IA and IB), the specific goals of the Department of Communication Studies (Section IC), and a description of the curriculum and other initiatives within the department (Section III). Section V provides assessment data from a variety of student populations within our department. We value the review team's assessment of whether our departmental curricular goals are appropriate, given their understanding of the direction the discipline is headed, university and school priorities, and community needs.

3. Graduate Programs: Does our MA program best serve the needs of our graduate student population (applied and academic) and are our students learning what we think they're learning? We seek advice on the implementation of the Ph.D. program in order to minimize harms to the MA program and maximize efficiency and resources for the Ph.D. program and our graduate programs overall. How can we best take advantage of the resources available in the school, university, and community to build a strong Ph.D. program? What strategies can we use to garner increased financial support for our graduate students?

Sections II and III provide a summary of our graduate student population and curriculum along with some of the resources and challenges we face. Section V provides survey data from our MA program alumni. Recognizing that resources are limited, we invite the review team to assess our use of the resources that have been allocated to us and to make recommendations about how those resources might be utilized more effectively. In addition, we invite the review team to identify key areas the department should target in requesting future resource allocations. We also look forward to suggestions for managing the increased curricular and staffing challenges Ph.D. program implementation presents.

4. Related to both 2 and 3 above, in what ways can the department increase recruitment and retention of undergraduate and graduate students?

The fourth set of questions guiding this self-study relates directly to a stated priority of the university— student retention. The information provided in this self-study to assist in answering this question includes enrollment data (Section II), a description of retention initiatives undertaken by the department (Section III-H) and assessment data related to student advising (Section V). In addition to a general assessment of the department's recruitment and retention efforts, we invite specific recommendations related to improving identification with the department among students, faculty, and alumni. Forging connections with our students that they carry forward as an alumnus of our program is an effort that we hope to improve with the special programs discussed in Section III-J.

5. One major consideration for any reputable graduate program is research culture. How can we continue to increase our research productivity?

In recent years, the culture of IUPUI has shifted, increasing the emphasis placed on research and the pressure on faculty to conduct research and support their research through grants. The Department of Communication Studies has struggled to adapt to this shifting culture while simultaneously continuing to provide a high-quality, student-centered educational experience for our students. In addition, workloads and administrative responsibilities have made meeting research expectations a challenge for some. While the department is making improvements in this area, increasing our research productivity continues to be a priority, and we welcome the review team's recommendations about how we might accomplish this goal. Information about the make-up of our faculty can be found in Section II-B; faculty activities related to teaching and research are provided in Section IV.

6. How can we continue to build a department culture around a shared vision that has buy-in from all faculty members (associate faculty, lecturers, tenured and tenure-track)?

Guiding this question is the reality that there are various constituencies in the department that must come together to support our shared vision of an applied communication, Ph.D. granting department. One challenge is the anxiety our lecturers and associate faculty must feel as we shift to a department that relies on graduate teaching assistants. Some of our associate faculty members have been with us for 10, 20, and some over thirty years. We have been blessed with a committed core of strong teachers in our associate faculty.

A second cultural challenge relates to question 5 above: IUPUI has traditionally been known as a teaching campus. Some of our tenured faculty, while being strong teachers, have not received the mentoring necessary to develop as researchers and earn promotion to full professor. And of course we have newer faculty members who do see themselves as teacher-scholars with an active research program. Finally, our lecturers may feel caught in the middle. Originally hired to teach 100 and 200 level courses to reduce our reliance on associate faculty, lecturers are now being asked to do more and teach upper-division courses. This shift allows tenure-track faculty members to teach in our graduate program, but creates the perception that lecturers are carrying a heavier burden.

How can we capitalize on the strengths of each of these stakeholders in a way that emphasizes the important role each plays in the future of our department, developing a supportive, collaborative department

culture. Information about teaching and research loads of faculty are included in Section II-B. The role of our large team of associate faculty is found in Section III-C on service courses.

This self-study is designed to provide a summary of our department and our reflections on these critical questions. The first section provides background information about us, who we are and what we are trying to become. The second section provides a summary of the students, faculty, and resources available to us as we seek to accomplish our goals. The third section provides more detailed information on the various initiatives through which the department's goals and mission are actualized, curriculum, student engagement, and retention efforts. The fourth section provides information on faculty research and scholarly activity. The final section offers an assessment of our efforts in meeting our collective goals, as evidenced through student and alumni surveys and focus groups of our undergraduate and graduate student populations.

SECTION I: Who We Are and Goals for the Future

Before providing details about the Department of Communication Studies, it is useful to offer information about the larger context that shapes us.

A. The Indianapolis Campus and Its Mission

Indiana University Purdue University Indianapolis (IUPUI) is an urban campus located near the heart of downtown Indianapolis. Its location in downtown Indianapolis offers many opportunities, as Indianapolis is the political and economic hub of the state of Indiana, serving as the state capitol and the home of several major businesses, including Ely Lilly Pharmaceuticals and WellPoint, Inc. Because of the many programs and schools on the IUPUI campus dedicated to health, such as the IU School of Medicine, the IU School of Nursing, the Dental School, the new School of Public Health as well as a variety of Centers with a health focus, IUPUI is Indiana's urban research and academic health sciences campus.

IUPUI's location in Indianapolis offers a variety of cultural opportunities, with the city hosting the Indianapolis Symphony Orchestra, the Indianapolis Repertory Theater, the Indianapolis Museum of Art, the Eiteljorg Museum of American Indians and Western Art, and the Children's Museum of Indianapolis. And, as the home of the Indianapolis 500, the Brickyard 400, the Indianapolis Colts football team, the Indiana Pacers basketball team, and the national headquarters for the National Collegiate Athletic Association (NCAA), the city has become a center for both amateur and professional athletics. All in all, IUPUI's location in the center of a major metropolitan area offers a wide range of opportunities for the development of programs and partnerships relevant to the field of Communication Studies.

IUPUI is a research university that was created in 1969 as a partnership between Indiana and Purdue Universities, with IU having administrative responsibility. With over 30,000 students from all 50 states and 122 countries, IUPUI grants degrees in more than 200 programs from both Indiana University and Purdue University. Students at IUPUI are more likely than their counterparts at IUB to be first generation college students, to be from diverse ethnic backgrounds, to be less affluent, and to attend part-time. Providing educational opportunity to Indianapolis and Central Indiana is at the core of the IUPUI mission; however, IUPUI's diverse student body reflects the institution's ongoing efforts to provide rich educational opportunities across the region, state, nation, and the globe.

The stated vision guiding IUPUI is "To be one of the best urban universities, recognized locally, nationally, and internationally for its achievements." IUPUI's mission is "to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and

creative activity, teaching and learning, and civic engagement.” Appendix A provides a summary of the specific learning outcomes sought at IUPUI, the Principles of Undergraduate Learning (PULs).

To assess the position of the Department of Communication Studies within its larger context, it is also important to understand the values embraced by the university:

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. We recognize students as partners in learning. We value the opportunities afforded by our location in Indiana’s capital city and are committed to serving the needs of our community. Our students, faculty, and staff are involved in the community, providing educational programs, working with a wide array of community partners who serve Indianapolis and Central Indiana, offering expert care and assistance to patients and clients, and engaging in field research spanning virtually every academic discipline. IUPUI is a leader in fostering collaborative relationships; thus we value collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. We are committed to the personal and professional development of a diverse campus community of students, faculty, and staff; to continuous improvement of its programs and services; and to building a strong, welcoming campus community for all. (<http://www.iupui.edu/iupui/visionmission/>)

Degree programs in the academic divisions at IUPUI are regionally accredited by the North Central Association of Colleges and Secondary Schools (NCA), which oversees the processes of academic evaluation and approval for the campus as a separate unit and as a component of the Indiana University and Purdue University multi-campus systems. The NCA has accredited IUPUI degree programs at the associate and baccalaureate levels, in addition to certain master’s degree programs. The North Central Association first accredited the IUPUI campus in 1972. The campus was subsequently accredited for ten-year periods in 1982-83, 1992-93 and 2002-2003. The most recent visit to the campus from the NCA was in November 2012.

B. The School of Liberal Arts

The School of Liberal Arts at IUPUI is the home of 11 departments (including the Department of Communication Studies) and over 30 academic programs, institutes and research centers with national and international reputations for scholarly activity. The school offers a range of bachelor’s degrees, undergraduate minors and certificates at the undergraduate level. At the graduate level, the school offers approximately 20 Master’s degree programs and two Ph.D.s (Philanthropic Studies and Economics). However, Philanthropic Studies in the near future will become the School of Philanthropy, leaving Ph.D. programs in Economics and Health Communication (pending February 2013 approval by the Indiana Commission on Higher Education).

The mission of the School of Liberal Arts, as articulated in its Strategic Plan for 2010-2015, is “creating and exchanging knowledge that promotes understanding of the human experience.” The aspiration of the school is “to become a model 21st-century urban liberal arts school and a preferred location for learning and research in the humanities and social sciences.”

The mission and aspiration of the School of Liberal Arts (SLA) are built on a set of core values, according to the Strategic Plan 2010-2015:

- **Student learning:** We provide an intellectual climate and curriculum that challenges students to think critically, communicate clearly, and succeed in their chosen fields.
- **Diversity:** We seek to better understand the complexities of human society, and believe that the educational environment is enhanced when multiple perspectives based on race, ethnicity, national citizenship, gender, gender identity, sexual preference, age, physical and mental differences, religious identification, ideology, and social class come together.
- **Research:** We encourage the on-going pursuit of knowledge and understanding through research and creative activity.
- **Excellence:** We seek excellence in teaching, research and creative activity, and professional and community service.
- **Collaboration with the community:** We value civic engagement as a way of enriching the academic environment, bringing citizens into our deliberations, and enhancing our constituent communities.
- **Interdisciplinary, international and multicultural approaches:** We take a broad perspective on intellectual questions, civic engagement, and the education of students and seek to situate learning in a global context.
- **Collegiality:** Students, staff, and faculty are joined in a collaborative partnership-characterized by mutual respect-to promote the mission of the school.
- **Accessibility:** As a public institution, we are dedicated to making a high quality education as accessible as possible for all students through flexible scheduling, loans, scholarships and other means.
- **Ethics:** We promote high ethical standards in our courses and in our interactions within the school, campus and community.
- **Stewardship:** We steward the resources of the school-and measure their impact-in the most effective, efficient, ethical, and timely manner possible.

The strategic plan for SLA identifies five specific goals that help define the priorities of the school for the next decade. These goals include:

Goal 1: Create learning opportunities that inspire students to develop their intellectual abilities academically, technologically, and practically in order to enhance their personal, professional, and civic lives.

Goal 2: Continue and improve the quality and productivity of scholarly research and creative activity performed by Liberal Arts faculty and students.

Goal 3: Increase awareness, appreciation, and support of the School of Liberal Arts and of the impact and involvement, within the community, of its students, faculty, staff, and alumni.

Goal 4: Support students, staff and faculty through improved efficiency, communications, and working environment.

Goal 5: Protect and promote the financial future of the school.

Communication is rooted firmly within the values and goals embraced by the School of Liberal Arts.

C. The Department of Communication Studies

The department's mission is firmly embedded within the mission, goals, and priorities of Indiana University and the School of Liberal Arts.

The mission of the Department of Communication Studies is: "As engaged citizens of a dynamic, urban university we seek to create a learning environment that empowers students and faculty to collaborate with

our local, state, national, and global communities to meet their changing needs through the use of effective and ethical communication.”

This mission is articulated more specifically in the following goals:

Goals Related to Teaching and Learning: Objectives related to teaching and learning are primary to the department’s goals. Specifically, we strive to:

1. Provide a major curriculum that, upon graduation, students will possess the knowledge, skills, and ability to explain, apply and evaluate communication concepts. Specifically students will be able to:
 - i. Explain that communication is:
 - a. A process
 - b. Grounded in context
 - c. Inherently reflexive
 - ii. Apply communication concepts toward a better understanding of self, other, and community.
 - a. Engage in mindful listening
 - b. Demonstrate audience-centeredness
 - c. Demonstrate critical understanding of personal communication style
 - d. Demonstrate critical understanding of others' communication styles
 - e. Manage/resolve communication conflict
 - f. Paraphrase the perspective of the other (including cross-culture)
 - g. Communicate in a civically engaged manner
 - iii. Employ a critical framework for constructing and evaluating messages across contexts.
 - a. Use communication theory to create effective messages across contexts
 - b. Use communication theory to recommend practical solutions to communication problems
 - c. Evaluate messages across contexts using methodological criteria
 - d. Practice critical consumption of symbol use
 - e. Practice responsible/ethical communication across contexts
2. Continue producing outstanding service courses in public speaking, interpersonal, media and society, and business and professional communication that are essential to IUPUI graduates.
3. Maintain enrollment in the department by providing teaching that is recognized as outstanding by students and faculty of the university.
4. Promote innovative and collaborative methods of teaching, including pedagogical uses of technology.
5. Continue support for student involvement in communication-centered extracurricular and co-curricular activities, e.g. forensics, speech events such as speech night competition, Curtis Memorial Oratorical Contest, Lambda Pi Eta and communication club activities.
6. Encourage faculty development of pedagogical strategies best suited for teaching our curriculum to students.
7. Assess teaching effectiveness by continued assessment of student instructor/course evaluations and a process of peer teaching evaluations.
8. Continue to gain approval to hire qualified faculty commensurate in number and areas to departmental enrollments.

9. Further tailor student internships and capstone experiences to foster connections between communication theory and practice for our majors.

Goals Related to Research:

1. Conduct research of value to the discipline of communication studies.
2. Conduct research of value within the area of health communication.
3. Conduct research with applications in the school, university, and the community.
4. Continue forming interdisciplinary links that enrich our own research and contribute a communication studies perspective to research in other disciplines.
5. Foster future growth of our discipline at large, and of our individual specialty areas, by creating an environment where undergraduates and graduate students participate in faculty research.
6. Increase the department's visibility by fostering further support for internal and external research grant writing.
7. Improve the reputation of the department by further enhancing the university and community understanding of the nature of research as well as pedagogy in our discipline.
8. Increase the opportunity for dissemination of as well as exposure to research in our discipline by encouraging preparation of research papers, manuscripts and creative projects for journals and organizations in our profession.

Goals Related to Service and Civic Engagement

1. To provide student organizations in communication.
2. To continue exploring and adapting to meet the specific communication course needs of other schools and academic units on campus.
3. To extend guidance, leadership and assistance to the community by serving as organizational members, officers, judges, consultants, performers and in other such capacities.
4. To provide guidance and leadership to the department, school, campus, and university by serving on governing bodies and committees.
5. To serve actively as members, officers, evaluators, readers, editors, and consultants in professional organizations of our discipline.
6. To continue expanding efforts in recruiting, retaining and advising students as communication majors, especially minority students.
7. To continue to provide outstanding civic engagement opportunities to our students through curricular, co-curricular, and community-based learning.

In Sections III and IV specific departmental activities are described and in Section V assessment data is provided. When possible, direct links will be drawn between those descriptions and the assessment results and the individual goals identified here.

SECTION II: Department of Communication Studies Students, Faculty, and Resources

The mission and goals articulated in the previous section are only attainable through careful and efficient use of the resources available to the department. This section provides an overview of some of those resources, focusing specifically on students, faculty, and facilities.

A. Department of Communication Studies Students

The demographic make-up of the student body in undergraduate programs at IUPUI, including the Department of Communication Studies, has changed considerably in the last 10 years. A larger number of IUPUI students are at a more traditional college age than in the past, and more students are attending full-

time. Nonetheless, many IUPUI students hold jobs while they pursue their degrees. Tables have been provided to the department by Information Management and Institutional Research. *Please note that in most cases in this self-study, reported data lags by one year.*

Undergraduate Students: Table 1 provides demographic data for the undergraduate students in the Department of Communication Studies over the last 10 years. Numbers include both BA in communication studies and the certificate in theatre and performance.

TABLE 1: Undergraduate Students in the Department of Communication Studies, IUPUI (Fall Semesters)

Undergraduate Student Profile: Communication Studies

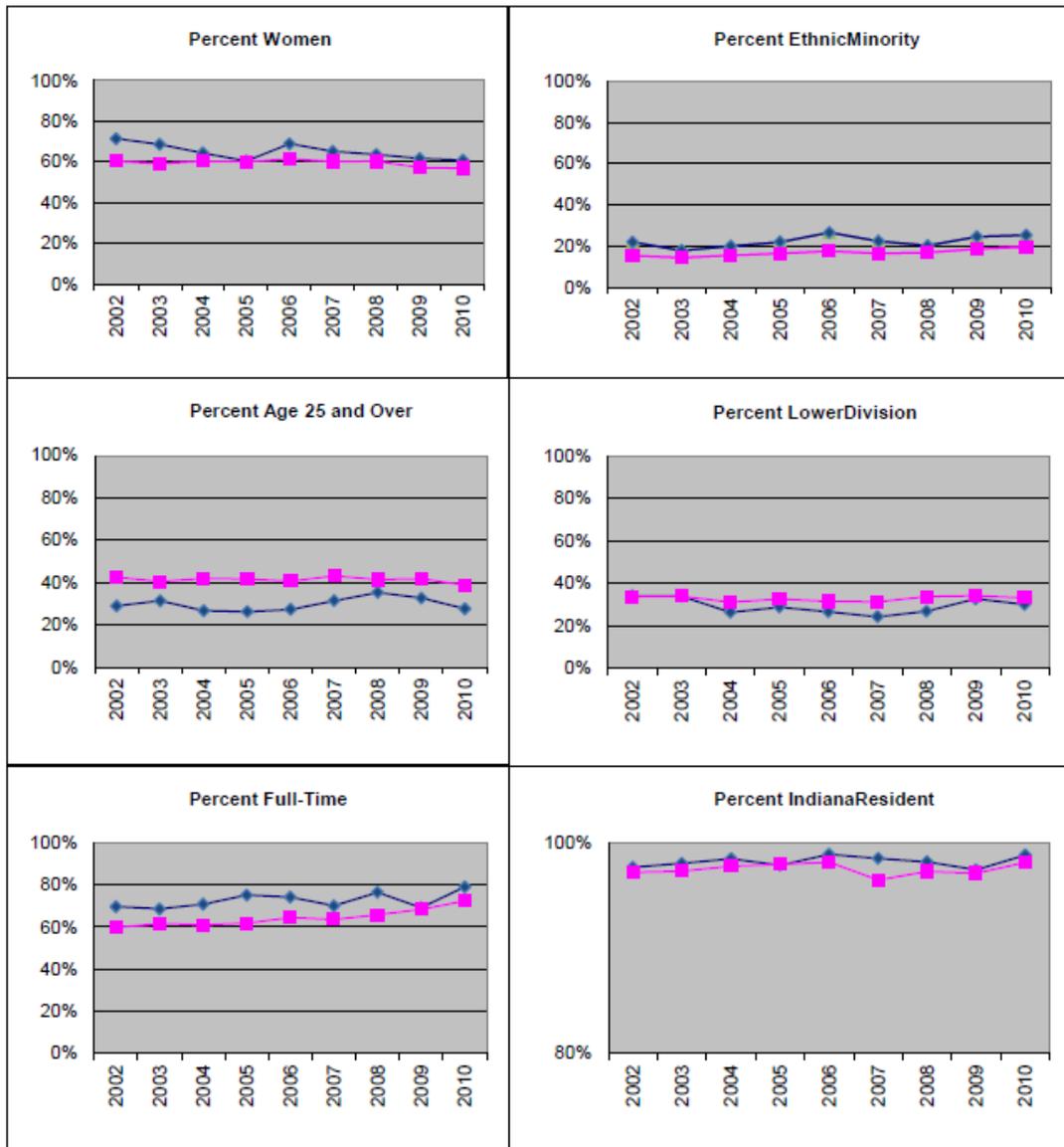
Comm. Studies BA, Theater Cert.	Fall Semesters									
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
HC Official Census	297	303	326	278	267	264	272	269	253	260
Distribution by Gender										
Men	85	95	116	110	83	92	99	103	99	99
Women	212	208	210	168	184	172	173	166	154	161
Distribution by Ethnicity										
Minority*	65	54	65	61	71	59	55	66	64	65
International	5	3	1	3	3	4	5	4	2	4
All Others	227	246	260	214	193	201	212	199	187	191
Distribution by Age										
Under 25	211	208	239	205	194	181	176	181	183	186
25 and Over	86	95	87	73	73	83	96	88	70	74
Distribution by Student Class Level										
Freshman	31	20	23	14	20	24	26	24	19	21
Sophomore	70	83	63	66	51	40	47	64	56	47
Junior	91	82	111	74	94	82	78	65	70	81
Senior	105	118	129	124	102	118	121	116	107	111
Theater Cert. FY									1	
Distribution by Full versus Part-time Enrollment Status										
Full-Time	207	208	231	209	198	185	208	186	200	195
Part-Time	90	95	95	69	69	79	64	83	53	65
Distribution by Indiana Residency Status										
Indiana Resident	290	297	321	272	264	260	267	262	250	251
Non-Resident	7	6	5	6	3	4	5	7	3	9

*New IPEDS ethnicity definitions were applied for years 2010 and 2011.

Current advising data indicates that our number of undergraduate majors is 250 students as of January 2013. We are the largest BA program in the School of Liberal Arts.

The make-up of our undergraduate students is comparable to the make-up of the entire School of Liberal Arts as you can see from Table 2.

TABLE 2: Undergraduate Student Profile of the Department of Communication Studies as Compared with the IU School of Liberal Arts (SLA).



While our students are shifting toward a more traditional college age, our students are more likely to work and have family responsibilities as the following table demonstrates. A large portion of our majors are likely to work up to 25 hours per week at an on- or off-campus job.

TABLE 3: IMIR Continuing Student Survey Data on Employment and Family Circumstances

IUPUI Continuing Student Satisfaction and Priorities Survey, 2010 and 2011	COMM % (N=39)	All Resp %	Diff in %
	Student Employment and Family Circumstances		
On average, how many hours per week do you study outside of class?			
0-5 hours	34.5	19.4	15.1
6-10 hours	34.5	33	1.5
11-15 hours	17.2	17.1	0.1
16 or more hours	13.8	30.5	-16.7
% indicating they are currently working for pay on campus	23.3	18	5.3
Of those who work on campus, how many hours:			
0-15 hours per week	28.6	59.8	-31.2
16-25 hours per week	42.9	24.3	18.6
26-34 hours per week	0	5.3	-5.3
35 or more hours per week	28.6	10.6	18
% indicating they are currently working for pay off campus	54.8	57.3	-2.5
Of those who work off campus, how many hours:			
0-15 hours per week	31.3	25.6	5.7
16-25 hours per week	31.3	34.5	-3.2
26-34 hours per week	12.5	12.3	0.2
35 or more hours per week	25	27.6	-2.6
Of those working off campus, % indicating the following as the distance between their place of employment and campus:			
within one mile of campus	5.9	8.2	-2.3
2-3 miles from campus	11.8	10.6	1.2
4-10 miles from campus	17.6	21.6	-4
more than 10 miles from campus	34.7	59.6	-24.9
How many jobs are you currently holding:			
0	9.1	5.6	3.5
1	81.8	74.5	7.3
2	9.1	18.1	-9
3 or more	0	1.8	-1.8
% indicating they have children at home	23.3	23	0.3
Of respondents with children, how many:			
1	20	47.7	-27.7
2	40	32.4	7.6
3 or more	40	19.8	20.2
% indicating their mother has completed a college degree	65.5	46.1	19.4
% indicating their father has completed a college degree	50	42.7	7.3

Graduate Students: The Department of Communication Studies began offering courses towards a Master's Degree in Applied Communication in 2003, and growth in the program has exceeded expectations. Our MA program was awarded the TOP MA program by the Master's Education Section of the National Communication Association in 2012. Table 4 offers a profile of graduate students in the department.

TABLE 4: Graduate Students in the Department of Communication Studies, IUPUI (Fall Semesters)

Graduate Student Profile: Communication Studies									
Applied Communications, MS	2003	2004	2005	2006	2007	2008	2009	2010	2011
Enrollment at Official	4	8	17	41	41	39	30	27	30
Distribution by Gender									
Men	2	1	6	13	7	9	9	6	8
Women	2	7	11	28	34	30	21	21	22
Distribution by Ethnicity									
Minority*			1	2	6	4	3	3	4
International	1	1	1	3	5	5	2	2	2
All Others	3	7	15	36	30	30	25	22	24
Distribution by Age									
Under 25	1	1	2	7	7	7	4	3	6
25 and Over	3	7	15	34	34	32	26	24	24
Distribution by Full versus Part-time Enrollment Status									
Full-Time	3	4	5	9	12	8	5	2	5
Part-Time	1	4	12	32	29	31	25	25	25
Distribution by Indiana Residency Status									
Indiana Resident	3	7	16	37	36	34	28	25	28
Non-Resident	1	1	1	4	5	5	2	2	2

*New IPEDS ethnicity definitions were applied for years 2010 and 2011.

In 2012, the department admitted 22 new students and experienced a record enrollment for fall 2012.

The numbers above represent only those students who are enrolled in courses. Our actual numbers are slightly higher because we have a few students in some stage of thesis or applied learning project (ALP) completion. Currently the university does not require students to be continuously enrolled while they are finishing their thesis or applied project. A new course will be available in fall 2013, COMM G598, which will serve as a 0-credit hour placeholder so that we will be able to better track students to completion.

The profile of our graduate students mirrors the profile of graduate students in the school, with the exception of the number of students enrolled full-time. More of our graduate students attend part-time, which is a necessity so that students can work. Graduate assistantships have been limited, as will be explored later in this report.

TABLE 5: Graduate Student Profile: Communication Studies Compared to SLA



Undergraduate Minors: The department offers six minors: General Communication Arts, Media Production, Media Aesthetics, Organizational Communication, Rhetorical Studies, and General Theatre. We graduate approximately 10 minors each academic year, the majority coming from the former School of Continuing Studies who are General Studies majors. The School of Liberal Arts will become the degree granting home of the BA in General Studies as of fall 2012. We do not have information on which of our minors are most popular, but anecdotal information suggests students choose general communication arts most frequently.

TABLE 6: Communication Studies Minors

**Comm. Studies Minors awarded by
Degree Year and School of Major**

Program Review Communication Studies	Degree Year (July 1 - June 30)						Total
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	
Total Communication Studies Minors Awarded	9	12	6	9	11	14	61
By School of Major Degree							
Kelley School of Business		2					2
Public & Environmental Affairs					1		1
Purdue School of Science				1	1		2
Purdue School of Technology	2						2
School of Continuing Studies	3	6	2	5	6	8	30
School of Education	1	2	1				4
School of Informatics			1	1			2
School of Journalism						1	1
School of Liberal Arts	3	2	1	2	2	4	14
School of Medicine					1	1	2
School of Phy Ed & Tour Mgt			1				1

Student Persistence: A critical factor in maximizing our student population is retention and persistence to graduation. Table 7 provides data for the Department of Communication Studies' retention of undergraduate students from 2005 to 2010.

TABLE 7: Undergraduate Student Retention: Communication Studies

**One-Year Retention Rate by Class Standing -
Percent Distribution by Subsequent Enrollment Status**

Class	Fall Sem	Total Enrolled	Retained by Department			Retained by Other School/Campus			Retained within IU
			Earned Degree	Total Enrolled	Total Retained	Earned Degree	Enrolled	Tot. Retn. by Other	
Comm. Studies, BA									
Freshman	2005	14	0%	21%	21%	0%	29%	29%	50%
	2006	20	0%	55%	55%	0%	15%	15%	70%
	2007	24	0%	46%	46%	0%	8%	8%	54%
	2008	26	0%	46%	46%	0%	23%	23%	69%
	2009	24	0%	58%	58%	0%	17%	17%	79%
	2010	20	0%	40%	40%	0%	35%	35%	75%
Sophomore	2005	66	0%	70%	70%	0%	9%	9%	79%
	2006	51	0%	65%	65%	0%	10%	10%	75%
	2007	40	0%	60%	60%	0%	5%	5%	70%
	2008	47	0%	68%	68%	0%	9%	9%	77%
	2009	64	0%	67%	67%	0%	6%	6%	78%
	2010	56	0%	71%	71%	0%	9%	9%	80%
Junior	2005	74	0%	72%	72%	0%	8%	8%	80%
	2006	94	5%	63%	68%	1%	10%	11%	80%
	2007	82	5%	78%	83%	0%	2%	2%	88%
	2008	78	1%	71%	72%	0%	8%	8%	79%
	2009	65	3%	80%	83%	0%	8%	8%	91%
	2010	70	3%	77%	80%	0%	7%	7%	89%
Senior	2005	124	46%	27%	73%	6%	1%	6%	79%
	2006	102	41%	36%	77%	3%	1%	4%	81%
	2007	118	49%	24%	73%	3%	2%	5%	81%
	2008	121	47%	32%	79%	2%	2%	4%	83%
	2009	116	45%	24%	69%	3%	1%	3%	75%
	2010	107	47%	29%	76%	4%	0%	4%	80%
Summary	2005	278	21%	49%	69%	3%	6%	9%	78%
	2006	267	18%	52%	70%	1%	7%	8%	79%
	2007	264	23%	48%	72%	2%	3%	5%	79%
	2008	272	21%	51%	72%	1%	7%	8%	80%
	2009	269	20%	51%	71%	1%	5%	6%	80%
	2010	253	21%	53%	73%	2%	7%	8%	82%

The retention rates in the department are lower than the School of Liberal Arts, which in 2010 were 71% for first year students, 79% for sophomores, 83% for juniors, and 79% for seniors. We continue to emphasize advising and developing strong connections with our majors, especially in G100, the first course students take in the major. And it is clear that we do a better job in years 2-4 than we do in the first year. One explanation is that we rarely have majors who are freshman; the majority of our students are transfer students. We do best with juniors and seniors, suggesting that when we get students to that level, their persistence toward graduation is strong. **We welcome the review team's advice on ways that we may**

improve retention within the department, so that we may meet or exceed the retention rates of the school for our departmental majors.

Graduation Rate: The number of graduates from the department each year has grown over the last ten years and currently represents approximately 25% of our undergraduate majors. Data for 2011-12 indicate that we graduated approximately 65 students, or 25% of our undergraduate majors. This is a significant improvement since 2002, when the number of graduates was only 13% of our undergraduate majors. While the graduation rate is strong, it creates an additional demand on our recruiting and advising efforts to replace our graduates with new majors. The table below indicates not only our BA graduates, but also the low number of certificate students who have graduated from our program. Both of our certificates are relatively new, however, and we caution against making judgments on the graduation rates from our certificate programs at this early stage. One problem is that school-level tracking of certificate students does not take place until a student is in his or her final year of the program. We do keep track of our students internally, through the advising efforts of our Director of Online Programs, Beth Goering, and the Director of the Theatre Certificate, Jan DeWester.

TABLE 8: Communication Studies BA Degrees Conferred

Undergraduate Degrees	<i>Degree Year (July 1 - June 30)</i>									
	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011
Communication Studies										
Communication Studies BA	40	51	50	77	74	51	68	70	60	66
Hum Comm in Med Wrld CRT									1	
Theatre CRT								1	1	
Comm. Studies Total	40	51	50	77	74	51	68	71	62	66
% of School Bach. Degrees	19%	19%	18%	24%	23%	15%	18%	19%	17%	16%
% Indiana Resident	98%	98%	98%	99%	97%	98%	97%	100%	95%	100%
% Women	58%	65%	76%	68%	65%	61%	72%	75%	68%	67%
% African American*	18%	20%	18%	9%	19%	12%	18%	10%	19%	11%
% Other Minority*	5%	0%	4%	0%	3%	8%	4%	8%	3%	12%
% International*	5%	2%	4%	0%	0%	0%	3%	0%	5%	0%
% Age 25 and Older	50%	43%	52%	40%	36%	33%	40%	31%	56%	45%
School of Liberal Arts										
All Bachelor Degrees	208	266	272	327	323	349	368	378	359	404
% Indiana Resident	86%	83%	83%	80%	84%	84%	85%	88%	86%	88%
% Women	52%	48%	54%	48%	54%	50%	55%	53%	55%	50%
% African American*	10%	8%	9%	5%	11%	9%	8%	10%	12%	7%
% Other Minority*	5%	2%	5%	2%	4%	5%	4%	4%	4%	8%
% International*	2%	1%	2%	1%	1%	1%	2%	1%	2%	1%
% Age 25 and Older	56%	44%	42%	43%	45%	46%	46%	47%	54%	46%

*New IPEDS ethnicity definitions were applied for years 2010 and 2011.

Our MA graduates have also grown considerably since 2005, when we awarded our first degrees. The drop in graduates in 2008-09 corresponds to an increase in the number of part-time students enrolled in the program (see Table 5 above). In 2011-12 we graduated approximately 12 MA students. Some MA students complete the program in as few as two years, while others take the full five years toward completion. This reflects the part-time nature of our MA student body.

TABLE 9: Communication Studies MA Degrees Conferred

Graduate Degrees	Degree Year (July 1 - June 30)					
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Communication Studies						
Applied Communication MS	2	4	15	8	13	10
% of School Masters	3%	6%	15%	8%	11%	8%
% Indiana Resident	50%	75%	93%	88%	62%	80%
% Women	100%	50%	67%	88%	54%	70%
% African American*	0%	0%	0%	13%	0%	0%
% Other Minority*	0%	0%	0%	0%	8%	10%
% International*	50%	25%	7%	25%	15%	20%
% Age 25 and Older	100%	100%	100%	100%	77%	100%
School of Liberal Arts						
All Master Degrees	68	67	99	99	121	124
% Indiana Resident	68%	67%	80%	77%	78%	73%
% Women	71%	75%	70%	66%	61%	73%
% African American*	6%	4%	6%	5%	2%	2%
% Other Minority*	3%	6%	4%	7%	5%	5%
% International*	13%	9%	5%	9%	7%	6%
% Age 25 and Older	82%	81%	87%	86%	89%	87%

*New IPEDS ethnicity definitions were applied for years 2010 and 2011.

B. Department of Communication Studies Faculty

Faculty members in the school have a heavy teaching load as compared with our peers across the country. This expectation is a hold-over from the teaching emphasis of the university which has been shifting toward research in recent years. Tenure-track faculty members have a 3/3 load with one course release for an active research program. Thus, most tenure-track faculty have a 3/2 load, with the possibility of additional release for administrative roles, grant buy-outs, or a leadership role in our new Ph.D. program. All tenured and tenure-track faculty are members of the graduate faculty.

Lecturers and senior lecturers have a 4/4 load. While originally hired to teach multiple sections of our 100 and 200 level courses, lecturers are now being asked to take on more upper-level undergraduate courses, requiring them to teach multiple preps. Lecturers have service expectations as well. Our public speaking course director, forensics coach, lead advisor, and some of our department advisors are lecturers or senior lecturers.

As of spring 2013, we have 10 lecturers or senior lecturers and 12 tenure-line faculty. In May 2012 we celebrated the retirement of one of our senior lecturers and the promotion of one of our lecturers to senior lecturer. In August 2012 a new assistant professor with expertise in health communication and quantitative methods joined the department. The Department of Communication Studies is currently searching for two open-rank tenure-track faculty members in the area of health communication.

Qualifications of associate faculty and graduate teaching assistants are reviewed to assure competence prior to their appointment. Some of our most recently hired associate faculty members are graduates of our MA program. Others have been with us for many years, some as many as thirty.

At IUPUI, all recruitments are conducted with a mandate to solicit applications from underrepresented populations. Over the past decade, the department has made an effort to shift the gender and ethnic profile of the Department of Communication Studies' faculty. Table 10 provides summary data for rank, gender and ethnicity of the full-time faculty in the department.

TABLE 10: Rank and Diversity of Full-Time Faculty in the Department of Communication Studies

Rank and Diversity of Full-Time Faculty in the Department of Communication Studies									
Academic Rank	Fall Semester								
	2003	2004	2005	2006	2007	2008	2009	2010	2011
Professor	2	2	2	3	3	3	3	3	3
Associate Professor	5	5	5	5	5	7	7	7	7
Assistant Professor	2	3	3	2	2	1	1		2
Senior Lecturer			1	3	3	3	3	2	3
Lecturer	12	11	11	8	9	9	9	9	8
Total Full-Time Faculty	21	21	22	21	22	23	23	21	23
Gender by Rank									
Professor									
Male	1	1	1	1	1	1	1	1	1
Female	1	1	1	2	2	2	2	2	2
Associate Professor									
Male	0	0	0	0	0	0	0	0	0
Female	5	5	5	5	5	7	7	7	7
Assistant Professor									
Male	1	2	2	1	1	1	1		1
Female	1	1	1	1	1				1
Senior Lecturer									
Male						1	1	1	1
Female			1	3	3	2	2	1	2
Lecturer									
Male	5	4	5	6	6	5	5	6	5
Female	7	7	6	2	3	4	4	3	3
Full-Time Faculty Summary									
Male	8	7	8						
Female	14	14	14	13	14	15	15	13	15
Race/Ethnicity by Rank									
Professor									
White	2	2	2	3	3	3	3	3	3
Associate Professor									
African American	1	1	1	1	1	1	1	1	1
White	4	4	4	4	4	6	6	6	6
Assistant Professor									
Asian American						1	1		
White	2	3	3	2	2				2
Senior Lecturer									
White			1	3	3	3	3	2	3
Lecturer									
Asian American	1	1	1	1	1	1	1	1	1
African American	2	2	2	2	2	1	1		
Hispanic/Latino	1	1	1	1	1	1	1	1	1
Two or More Races									1
White	8	7	7	4	5	6	6	7	5
Full-Time Faculty Summary									
Asian American	1	1	1	1	1	2	2	1	1
African American	3	3	3	3	3	2	2	1	1
Hispanic/Latino	1	1	1	1	1	1	1	1	1
Two or More Races									1
White	17	16	17	16	17	18	18	18	19

Note: New ethnicity definitions became effective Fall 2010

C. Department of Communication Studies Resources and Challenges

The students and faculty are two of the key resources of the Department of Communication Studies; however, the ability to maximize the potential of these resources is inextricably linked to the resources and challenges detailed next. This section highlights three facilities that serve the department, and it identifies four challenges we face related to facilities and resources, which have implications for future curriculum decisions.

Dedicated Classrooms: The Department of Communication Studies has four “dedicated” classrooms, which are instructional spaces reserved for Communication Studies classes. One of the classrooms, Cavanaugh Hall 201, is reserved for sections of M150: Mass Media in Contemporary Society and C180: Introduction to Interpersonal Communication, with M150 given top priority for this space. Three of the classrooms (CA231, IT159, and IT163) are reserved for sections of R110: Fundamentals of Speech Communication. These classrooms, which are equipped with integrated technology and flexible seating, are designed specifically for the pedagogical needs of these particular classes.

Speaker’s Lab: A second facility that serves as an important resource for students in Communication Studies and the campus at large is the IUPUI Speaker’s Lab, which is located in Cavanaugh Hall 001G. The Speaker’s Lab, which was designed to assist IUPUI students and staff with presentations and speeches, includes three practice studios, each equipped with video cameras, computers, and monitors for media presentations. The rooms are equipped to allow digital recording for presentation submission or review. In addition, the lab has mentor stations where students may work with mentors on outlines, research, brainstorming or visual aids. The staff of the lab consists of Communication Studies graduate students as well as graduate and undergraduate students from across the campus. The staff members serve as mentors to assist in all aspects of the speech making process.

The lab sees approximately 1400 unique visitors each semester, and over 3000 per year. The lab is funded through a course fee attached to the R110 Fundamentals of Speech Communication course. Our digital recording system will have to be updated soon as the company that made our recording devices has stopped making them.

Additional ways to use the lab for the future might be for workshops, online mentoring (we have experimented with this), and to include the lab as a “student” in all R110 Fundamentals of Speech Communication Oncourse sections to strengthen the link between the course content and the facilities in the lab.

The Challenge of Media Production, the ComTech Lab: A third facility that serves as a resource *and challenge* for the Department is the Communication Technology Laboratory (ComTech Lab). The ComTech Lab, which is located in Cavanaugh Hall 446, is a multimedia, production facility open to students producing work of an academic nature. The laboratory houses a quarter of a million dollars of media equipment for the production of video, audio, photographic and graphic media and serves as a workshop in which students may develop and maintain their media production skills. In addition, the ComTech Lab maintains an equipment pool from which students may borrow cameras, tripods, lights, microphones, and other equipment to be used in the field. Students currently enrolled in Communication Studies production courses are given preference in scheduling use of the ComTech Lab; however any student who has been properly trained can utilize the equipment.

Many things have evolved in the last decade which have an impact on media production at IUPUI, the greatest being the emergence of the School of Informatics in 2000. The Board of Trustees announced in October 2012 that the School of Informatics will merge with the School of Library and Information Sciences to create a new School of Informatics and Computing, so the impact on our media courses of this new school is unclear. Currently the School of Informatics attracts students who would formerly major in Communication Studies. Even with that development Informatics students who desire more video classes than are available in Informatics enroll in Communication Studies media courses.

Also student resources have changed. In the past most students did not have their own video cameras or editing equipment available. Now many students have their own or access to cameras—both video and still—and computers capable of editing video and creating animated graphics. So reliance on the Lab's facilities is not as necessary as it was previously. In fact some students have much more advanced equipment than the Lab offers. Our biggest asset is our studio which a student will not have and the other schools on campus lack.

Our biggest handicap is the age of our equipment. To become up-to-date we need to invest in high definition equipment and a tapeless workflow to be competitive with the very students we try to serve. There are students that do not aspire to be professionals in the media production area but even they know that standard definition on tape is becoming obsolete. The students who want to be professionals want more advanced hardware and software than they could buy themselves and more like what they would use in a professional environment.

Given the direction and focus of the department, should we continue to invest resources in the Lab and in developing our media curriculum? What path should the department/school take regarding media production in the School of Liberal Arts?

The Communication Technology Laboratory, in cooperation with other organizations, provides many opportunities for students to practice their media production skills. Primarily this practice is provided in the form of the Communication Studies course M290: Video Production Workshop. In a production center atmosphere, students are instructed in and practice equipment operation and crew responsibilities as they create media productions for outside clients. This is still a course which is not matched by any other program currently at IUPUI except, possibly, Journalism. However, enrollment in the course has not reached more than five students per semester in the last three years.

As a unit in the IU School of Liberal Arts Technical Services, the ComTech Lab has provided a large amount of service work to the school and to the university as a whole. Almost all the video and much of the photography—especially studio-based portrait work—is done by the Lab. This has provided some of the experiential opportunities for students.

For further information about the ComTech Lab and a list of resources available to students and faculty through this facility, visit: <http://comtechlab.iupui.edu/>.

The Challenge of Theater Performance Space: A facility need of the Department of Communication Studies is finding suitable space for theater performances and acting classes. In 2005, the Mary Cable Building, which provided performance space for the acting classes taught in the department, was razed. Since then, the department has struggled to find a suitable replacement. Efforts have been made to establish alliances with area theaters (i.e., Madame Walker Theatre, Phoenix Theatre) to provide acting

students with suitable classroom spaces, but this has not been sustainable over time and provides a challenge when students have to drive off campus to attend class. Most recently, the Campus Center opened a 256-seat theatre, but it must be reserved through the Campus Center and is already booked far in advance. Only student sponsored performances may use the Campus Center at no cost, so a departmental sponsored production would require funding. In addition, it is not really suited for theatre productions since it does not have adequate fly, wing, or backstage space. It was likely conceptualized for film productions and speaking events.

Fall semester 2012 saw the opening of Cavanaugh Hall 003, a black-box theatre space, of sorts, in the basement of Cavanaugh Hall. The room seats 35 and has a small stage area with the possibility of lighting and other technology equipment managed from a small adjoining room. Additionally, this space will need curtains, wing space and a back stage area allowing actors to enter and exit from the stage area itself. The space at present is suitable only for very rudimentary class performances. Currently the acting classes are taught in that classroom and have priority in scheduling.

While a growing number of students are interested in participating in theatre performances, the lack of a functional performance space that can seat one hundred or more audience members limits those aspirations. A functional performance space is required to mount a fully realized production which would include sets, lights, sound, dressing rooms, and storage spaces for sets and costumes. If we have the personnel to build sets and costumes then the space would also need scene and costume shops. If we have just one space, then that space should be a black box theatre - one that can adapt to a variety of staging styles such as proscenium, arena and thrust.

A year ago, the Dean of the School of Liberal Arts began discussions with interested faculty on the possibility of creating a theatre program (possibly a major, possibly a stand-alone program) in the school. To date, those conversations have not gone anywhere.

Given the direction and focus of the department, how should the department/school proceed with the development of theatre space, programs, and curriculum?

The Challenge of Dedicated Research Space: As we implement the Ph.D. program in health communication and add additional research faculty to the department, the lack of dedicated research space is a real impediment. Currently research faculty share a space on the first floor of Cavanaugh Hall for the purposes of focus groups and survey research. The renovation in the basement of Cavanaugh Hall promised increased research lab space for graduate programs, but this is still in progress. We need to find ways to garner research space in order to be competitive when it comes to hiring faculty for our Ph.D. program. Although we are excited about the investment being made in the basement labs, we have concerns. To our knowledge, no study of demand for the space has been conducted, so it is difficult to predict the availability of this space. Further, the current culture that prioritizes space to funded research creates a hardship to faculty who are building a program of research that has not yet attracted external funds. To be competitive in obtaining grants, our faculty need to be collecting data continuously. Without dedicated lab space for the faculty in Communication Studies, we will be at a competitive disadvantage. Lack of research space is already affecting our master's students. We have students who are poised to collect thesis data but are unsure about the availability of space to conduct the data collection. As we bring in doctoral students, who will be under significant pressure to build their own research programs, this problem will be exacerbated. Finally, the lack of research space is an impediment to attracting new faculty

to our department. Peer departments typically have dedicated lab and research space, and this reflects badly on us when we are interviewing potential faculty.

How can we leverage creatively the space that already exists in the school? What strategies can we use to convince the school of the need for research space?

The Challenge of Research and Teaching Assistantships for Graduate Students: While not a physical facility, a clear challenge in building the capacity of our graduate programs is the lack of research and teaching assistantships for graduate students. The IUPUI campus historically has not had a wealth of graduate programs; thus, the issue of funding for graduate students has become a serious challenge with the implementation of new graduate degree programs. The current system for funding graduate assistantships is inadequate for the needs of a growing program because we have no certainty regarding the number of assistants we can fund from year to year. All assistantships are awarded through a block grant for which the department applies each year. Typically, we prepare our request for funding through the Associate Dean for Research in the School of Liberal Arts in the spring semester, and the person in that role forwards the application for all assistantships for the school to the Graduate School. We are informed through the Associate Dean's office when the decision has been made as to how many students we can fund in the coming year. We typically have heard about our funding for research assistantships in April or May, and this year we were informed in late July that we had funding for a teaching assistantship.

The climate for attracting high quality graduate students is increasingly competitive, and every year we have students in February who have already been offered guaranteed funding from competing institutions. Because of our funding mechanisms, we are unable to make counter offers, and thus the students make decisions to attend other programs.

In addition, decision-making for teaching assistantships that occurs in July for the coming academic year severely limits our ability to plan our classes. As we get more advanced students in our program, it is our hope that they will serve as the instructor of record in an introductory level class at least once in their time in the program. When funding decisions are made at the last minute, we are limited in the role we can place students into for teaching. This is a hardship for the department, because we miss out on the valuable contribution these students could make to our teaching mission, and it is a hardship on our graduate students because it limits their ability to obtain teaching positions after they graduate.

For the 2012-13 academic year we received two research assistantships and one teaching assistantship. Our teaching assistant is working with the forensics program this year. Each assistantship was for a \$10,000 stipend and up to \$10,000 for tuition remission. This amount is not competitive with other programs and does not begin to cover the out-of-state tuition costs for anyone with residence outside the state of Indiana.

While students can apply for university fellowships and for assistantships in other areas on campus such as the Survey Research Center or the Office of International Affairs, what we have is not adequate. We have tried to be creative in our efforts to fund students and can hire graduate students to teach one section of public speaking, for which they are considered associate faculty and paid roughly \$2300 per class, without any tuition remission. We also, on occasion, hire grad students as hourly workers to assist faculty who have received a grant. And we staff our Speaker's Lab with graduate student mentors, also paid hourly. However, these various resources, while creative, do not accommodate the funding needs of our growing

graduate programs. We seek input on ways that we might maximize resources and secure additional funding options for our graduate students.

SECTION III: Curriculum, Student Engagement, and Retention

In keeping with the mission and goals stated in the first section of this self-study, the Department of Communication Studies seeks to provide high-quality undergraduate and graduate degrees that are rooted in a strong sense of civic engagement and to recognize the value of international experiences. In addition, we seek to provide high-quality service classes at the undergraduate level in public speaking, interpersonal communication, and media and society for the larger IUPUI community. This section will provide an overview of the curriculum through which these larger goals are enacted. This section will also address the ways we attempt to engage and retain our students and build alliances with alumni.

A. Undergraduate Major Curriculum

The undergraduate major offered by the Department of Communication Studies is designed to provide students with a solid foundation in communication theories and research methods, to help them develop communication competencies, and to provide them with a broad understanding of the communication discipline, while simultaneously allowing them the flexibility to tailor the major to their own career and professional interests.

In 1994, the major was revised, moving from a track system, in which students selected an area of emphasis (organizational communication, telecommunications, rhetoric, or theater) and were required to fulfill a specific set of requirements for each track, to an outcome driven curriculum with three clusters that students must fulfill: oral communication, theoretical/historical foundations, and research/capstone. In 2001 we added three required core courses to the curriculum of the BA in Communication Studies: G100: Introduction to Communication Studies, G201: Introduction to Communication Theory, and G310: Communication Research Methods. G100 is designed to introduce majors and students exploring the possibility of majoring in Communication Studies to the discipline and to the department. G201 and G310, as the names suggest, are foundational courses in communication theory and communication research methods. Syllabi for these three required, core classes are provided in Appendix B.

Electives make up the remainder of credit hours in our 33 credit hour undergraduate major.

Communication Studies (COMM) Major

Communication Studies course work assists students in enhancing such competencies as critical inquiry, problem solving, media and message design, oral performance, relational interaction, and cultural communication. The Communication Studies curriculum provides a foundation for students interested in pursuing careers that apply communication principles, such as public relations, sales, marketing, video or film production, corporate media production, training and development, human resources, public affairs, consulting, and special events planning. In addition, it prepares students for graduate work in various areas, including communication, informatics, humanities, or social sciences, or in professional programs such as law, business, health, and social work.

The **Bachelor of Arts degree with a major in Communication Studies (COMM)** requires satisfactory completion of the following:

- Completion of general education and distribution requirements as indicated in the School of Liberal Arts section of the IUPUI bulletin that was current when the student declared a major in Communication Studies.
- Completion of a total of 33 credit hours, with a minimum grade of C in each course.
- At least 15 credit hours in the major must be in courses at the 300 level or above.
- At least 3 credit hours each in three of the four areas which are designated by the prefixes C, M, R, & T.
- No more than 12 credit hours may transfer. At least 21 hours must be taken in the Department of Communication Studies at IUPUI.

Major Requirements:

Core Courses (9 hours) These classes are essential; take them first.

G100 Introduction to Communication Studies	3 hours
G201 Introduction to Communication Theory	3 hours
G310 Communication Research Methods	3 hours

C380 Organizational Communication	3 hours
C394 Communication and Conflict	3 hours
C481 Current Issues in Organizational Communication (P: C380 or instructor permission)	3 hours
G400 Health Provider-Consumer Communication	3 hours

Research/Capstone Experience (3 hours)

G499 Research Seminar	3 hours
C322 Advanced Interpersonal Communication (P: C180 or instructor permission)	3 hours
C328 Advanced Topics in Small Group Comm. (P: C228 or instructor permission)	3 hours
C392 Health Communication	3 hours
C393 Family Communication (P: C180 or instructor permission)	3 hours
C395 Gender and Communication	3 hours
C482 Intercultural Communication (P: C180 or instructor permission)	3 hours
M462 Television Aesthetics and Criticism (P: M150 or permission of instructor)	3 hours
R330 Communication Criticism (P: G100 or R110)	3 hours
R350 American Feminist Rhetoric	3 hours
R390 Political Communication	3 hours

M150 Mass Media & Contemporary Society*	3 hours
M210 Media Message Design (P: W132)	3 hours
M215 Media Literacy	3 hours
M220 Applied Media Aesthetics I	3 hours
M221 Applied Media Aesthetics II	3 hours
M290 Video Production Workshop (P: M221)	1-3 hours
M370 History of Television	3 hours
M373 Film & Video Documentary (P: M150, C190 or instructor permission)	3 hours
M461 Production Problems in Communication Media	1-3 hours
M463 Advanced Graphic Technique (P: M220 or instructor permission)	3 hours
M464 Advanced Audio Technique (P: M221 or instructor permission)	3 hours
M465 Advanced Video Technique (P: M221 or instructor permission)	3 hours
M466 Television Direction (P: M221, M290 or instructor permission)	3 hours

Permission to use any of the following courses as a Capstone must be granted by your advisor. Other courses may fulfill the Capstone requirement with advisor approval.

G300 Independent Study	1-8 hours
G391 Seminar	3 hours

R227 Argumentation and Debate	3 hours
R309 Great Speakers	3 hours
R310 Rhetoric, Society and Culture (P: R110)	3 hours
R320 Public Communication (P: R110)	3 hours
R321 Persuasion (P: R110)	3 hours

Major Elective courses (21 hours)

Any of the classes listed under "Research/Capstone Experience" may be taken as major electives. In addition, students may select electives from the following classes offered by the Department of Communication Studies.

G125 Topics in Communication Studies	3 hours
G300 Independent Study	1-8 hours
G390 Honors	1-5 hours
G391 Seminar	1-3 hours
G491 Internship	3-6 hours
C104 Voice and Diction	3 hours
C108 Listening	1 hour
C180 Interpersonal Communication*	3 hours
C223 Business & Professional Communication (P: R110)	3 hours
C228 Discussion and Group Methods	3 hours
C325 Interviewing Principles and Practices (P: R110)	3 hours
C375 Nonverbal Communication	3 hours

T100 Rehearsal and Performance	3 hours
T130 Introduction to Theatre*	3 hours
T133 Acting I	3 hours
T205 Oral Interpretation	3 hours
T305 Advanced Oral Interpretation (P: T205)	3 hours
T333 Acting II (P: T133)	3 hours
T336 Children's Theatre	3 hours
T337 History of Theatre I	3 hours
T338 History of Theatre II	3 hours
T339 Play Directing (P: T130, T133 or instructor permission)	3 hours
T430 Theatre Management	3 hours
T431 Playwriting	3 hours
T440 The Art & Craft of Puppetry	3 hours

*This course may count for your major or School of Liberal Arts requirements, but NOT both.

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In 2008 our major was revised to eliminate clusters and instead require three core courses, one capstone course, and 21 hours of electives chosen in consultation with a student's advisor. Because students are required to complete an introductory communication theory class and content-specific theories are included in other courses as needed, we decided that having a separate cluster of "theoretical foundations" classes was unnecessary. In addition, upon reviewing our curriculum, we discovered that nearly all of our classes require oral performance of some sort, making the "oral performance" cluster rather arbitrary. Consequently, we eliminated clusters. These changes provide students with more flexibility in adapting the major to best serve their needs.

Currently, our required core courses do not serve as pre-requisites for upper-level courses, nor are students required to take G100 before other courses. However, when the faculty decided to add G201 and G310 as required core courses in 2001 (Prior to that time, only G100 was required), faculty felt that students in the upper level classes who had taken the core classes were able to complete more elaborate research projects. In addition, less time was spent in the upper level classes on basics, freeing more time for teaching content. Current focus group data (discussed more specifically in Section V) suggests that students who have completed all three required core courses can articulate more effectively our desired learning outcome that communication is a reflexive process grounded in context. Students who have completed the required core also bring a more sophisticated understanding of communication to their upper-level courses and are more likely to have a theoretical perspective they can bring to bear in their upper-level classes.

We welcome feedback on the feasibility and desirability of making the core courses prerequisites for upper-level courses. The challenge in doing so is that as a department and a school, more than half of our majors are transfer students.

In addition to the required core, students are expected to select a "capstone" course. Currently we have a list of capstone-designated courses from which students select. In the past, the criterion unifying these courses was the expectation of an original research project, but this expectation may or may not be implemented in each course currently. We have explored the possibility of offering only one capstone course that all our majors must take, but have not implemented such a change because of the number of students who graduate each year in a variety of sub-areas within the discipline, everything from media and rhetorical studies to health communication, to interpersonal, intercultural and organizational communication to theatre and performance. Some faculty members are uncomfortable mentoring a capstone project outside their area of expertise.

We welcome feedback on the feasibility of altering our capstone course requirement.

In selecting the eleven courses (33 hours) that constitute the major, students are expected to select at least one course from three of the four content areas represented in the department (media, theater, organizational/group/interpersonal communication, and rhetoric) and 15 credit hours at the 300-400 level, so that they graduate with an appreciation for the breadth of our discipline.

B. Graduate Curriculum

MA Program in Applied Communication: The Department of Communication Studies at IUPUI offers an M.A. in Applied Communication with concentrations in corporate communication, health communication, public communication, and media criticism. In October 2012 the MA program was awarded the Top MA program by the Master's Education Section of the National Communication Association. The award was

based on the many innovative features of the program in research, teaching, and mentoring students which capitalize on the highly collaborative nature of the program with the community, nationally with other universities, and internationally.

Some of the innovative features of the program include:

- Strong theoretical foundation for applied graduate study.
- Rigorous academic expectations including completion of comprehensive exams *and* a thesis or applied learning project.
- Partnerships with community organizations to address real-world communication problems.
- Opportunities to work with research faculty and university programs and centers on interdisciplinary projects, publications, and grants.
- Work with international organizations, such as the World Health Organization, and collaborations with other universities in Macedonia, Russia, and Poland.
- Teaching, research, and study abroad opportunities, including limited funding to support these activities.
- Regional, national, and international conference participation.
- Preparation for career advancement and/or Ph.D. study.

The overarching goal of our applied program is to provide students with the competencies and skills necessary to address specific communication issues and problems that are socially relevant and to suggest or implement change. The primary intellectual goal of the program is to increase our students' understanding of the theoretical implications of discipline-specific knowledge, and to enhance their ability to understand and predict human interaction relative to realistic, applied outcomes associated with contemporary social problems. A practical goal of the program is to educate professionals who grasp the complexities of communication problems and who are able to develop and execute strategies and create programs to address such issues.

Specifically, students in the MA in Applied Communication program will have opportunities to:

- Apply communication theories to specific communication issues and problems in the workplace and the community and use communication-specific theory to predict human interaction.
- Design and execute communication strategies and create programs to address contemporary communication problems.
- Demonstrate an advanced theoretical knowledge in preparation for Ph.D. studies.

In keeping with the campus's emphasis on the life sciences and the many opportunities afforded by the Medical School and in the surrounding community in the area of health, one of the primary emphases of our master's program has been health communication. Working to develop this aspect of our curriculum was a recommendation made by the team that reviewed our department in 1997, and the department has taken several steps to establish itself in this area. Two faculty members, Dr. Sandra Petronio and Dr. Linda Bell, share joint appointments in the Medical School and the School of Nursing. In each of the last two years the department hired a junior faculty member in health communication, one of whom will submit her tenure dossier in another year. Furthermore, the department is currently searching for two open-rank faculty members in health communication. In addition to these new faculty hires, several faculty members, including Dr. John Parrish-Sprowl and Dr. Beth Goering, are involved in interdisciplinary research initiatives in the area of health. More details about these projects are provided in the "Interdisciplinary Activities" section (Section IV-C).

While applied health communication has been a primary emphasis of our Master's program, the program of study provides students with the opportunity to focus on the application of communication theories in a variety of settings. The program readies the advanced student for professional career paths and future academic pursuits, and the program's flexibility allows each student to meet individual and career goals. The student must complete a total of thirty-six (36) graduate credit hours, and the specific requirements of the degree are articulated on the following page.

Department Of Communication Studies
MA Degree Requirements
Effective August 2009

General Applied Communication Degree

- Graduate degree requires a minimum of 36 credit hrs
- Each student must take 12 credit hours of core requirements (including the ALP or thesis)
- Each student must take 18 credit hours of applied communication in addition to the core requirements
- Each student may but is not required to take 6 credit hours of interdisciplinary electives from outside of the Department of Communication Studies as approved by the student's advisor
- Each student must maintain a cumulative GPA of 3.3 on a 4.0 scale
- Each student must take the Comprehensive Written Exam
- Each student must pass an oral defense for the thesis.
- Internships and Independent Studies are optional
- Up to 9 credit hours of transfer credit from another university with at least a "B" (3.0 on a 4.0 scale) will count toward the degree
- Up to 12 credit hours of Graduate Non-Degree courses from IUPUI with a grade of at least a "B" (3.0 on a 4.0 scale) may be counted toward the degree
- The combination of credit hours transferred may equal no more than a total of 12
- A student may elect, but is not required, to complete a concentration in Corporate Communication, Health Communication, Public Communication, and/or Media Criticism/Management

Core Courses (12 credit hours)

C500 Advanced Communication Theory

C501 Applied Quantitative Research

Choose at least one of the following three:

(If you take more than one, you may count one or both of the other courses under your additional 18 credit hours. Courses do not double -count).

C502 Applied Qualitative Research

C530 Communication Criticism

C531 Media Theory and Criticism

Choose one of the following two:

C503 Applied Learning Project (ALP)
C597 Thesis

Courses (18 credit hours)

C510 Health Provider-Consumer

C520 Advanced Public Communication

C526 Effective Media Strategies

C528 Group Communication and Organizations

C530 Communication Criticism

C531 Media Theory and Criticism

C544 Advanced Relational Communication
C580 Advanced Organizational Communication
C582 Advanced Intercultural Communication
C591 Topics/Seminar in Applied Communication
C592 Advanced Health Communication
C593 Advanced Family Communication
C594 Communication and Conflict Management in Organization
C598 Internship
C599 Independent Study (1-6 credits)
C620 Computer Mediated Communication

Concentrations

A student may elect to concentrate in any one of the following areas of applied communication. A concentration is an option and is not required to complete the degree program. All concentrations are 12 credits, included in the 36 credits overall.

Corporate Communication

C528 Group Communication and Organizations

C580 Advanced Organizational Communication Graduate work outside of Communication studies with approval of advisor (6 cr)

Health Communication

C510 Health Provider-Consumer Communication

C592 Advanced Health Communication

OR

C593 Advanced Family Communication

Graduate work in the Medical Humanities

Group in SLA (3 cr)

Graduate work outside of Communication Studies with approval of advisor (3 cr)

Media Criticism

C526 Effective Media Strategies

C531 Media Theory and Criticism

Graduate work outside of Communication Studies with approval of advisor (6 cr)

Public Communication

C520 Advanced Public Communication (3 cr)

C530 Communication Criticism (3 cr) [This course will be in addition to C501 and either C502 or C531]

C591 Seminar in Communication Studies as approved by the student's advisor **OR** C599 Independent Study in Communication Studies as approved by the student's advisor (3-6 cr) **OR** Graduate work outside of Communication Studies as approved by the student's advisor (3 cr)

Ph.D. Program in Health Communication: At the time of this writing, the department is in the final approval phase for a Ph.D. program in health communication, tentatively on the agenda of the February 2013 meeting of the Indiana Commission on Higher Education. The main program objectives for the proposed Ph.D. program in health communication include preparing students: (1) to teach and research in the areas of health interpersonal relationships, intercultural health, and mediated communication in healthcare including campaign development, each with significant discussion around ethical issues in health care delivery; (2) to initiate, participate, and develop competency in research on health and medical issues; (3) to gain skills in understanding clinical problems affected by communication; (4) to develop the capabilities to translate the research on clinical problems impacted by communication into practice; (5) to secure academic jobs and/or healthcare professional positions.

Students entering the program must have at least a Master's degree in a related social science or health discipline, with preference given to those students with degrees from communication studies programs. Overall, 60 credit hours beyond the Master's degree are required, which include core courses in theory, research methods, and health communication (15 cr.), seminars in content areas focused on (but not limited to) interpersonal relationship communication, intercultural communication, mediated/campaign communication, and communication ethics in healthcare contexts (15 cr.), minor (9-12 cr.), field work/research (6-9 cr.), and dissertation credits (12 cr.).

Program goals hinge on learning that takes place, not only through traditional means such as seminars from communication faculty and engaging in research projects, but also learning that offers the ability to observe and participate, in tangible ways, to understand the significance of communication issues in health care delivery. Health care delivery is a central concern to health communication scholars and practitioners.

Drawing on the rich resources available on the health and life science campus of IUPUI, Senior Affiliate Faculty members who are researchers in health care delivery issues or practicing providers on the campus of IUPUI will contribute to the curriculum of this Ph.D. program. These faculty members will add value to the program through: 1.) invitations to join research teams, interfacing with educational projects, and internship opportunities; 2.) participation in a Seminar once a year in which the Affiliate faculty members have agreed to give lectures, on a rotating schedule, on topics related to their medical expertise on health communication issues, and 3.) serving on dissertation committees as their interest and availability allow.

Curriculum:

Core Courses (15 credit hours) required of all students

*C500 Advanced Communication Theory (3) (currently offered every fall semester)

*C592 Advanced Health Communication (3) (currently offered every spring semester)

C680 Doctoral Qualitative/Rhetorical Methods (3) [new course]

C690 Doctoral Quantitative Methods (3) [new course]

C695 Seminar in Communication and Healthcare (3) [lectures by practicing providers]

Seminars in Content Areas (15 credit hours)

*C510 Health Provider-Consumer Communication (currently offered every year)

*C521 Family Communication in Health Contexts (currently offered every spring)

*C526 Effective Media Strategies (currently offered every summer)

*C528 Group Communication and Organizations (currently offered in summer)

*C544 Relational Communication (currently offered every other year)

*C582 Intercultural Communication (currently offered every fall and summer)

*C593 Advanced Family Communication (currently offered every other year)
C650 Health Communication through Mediated Channels [new course]
C6xx Discourses, Organizing, and Health [new course]
C6xx Rhetorical Understanding of Health Narratives [new course]
C6xx eHealth Communication [new course]
C6xx Ethical Issues in Health Communication [new course]
C6xx Health Communication Campaigns [new course]

Other cross-listed seminars from affiliated faculty in departments or programs such as the ICIC, Medical Humanities, Medical Sociology, and other health-related areas may count toward the student's degree progress with approval from the student's advisor.

** Indicates existing course*

Minor Area of Emphasis (9-12 credit hours)

All students must complete a minor in an area related to their primary health communication focus. For example, a student hoping to work in a non-profit health organization might pursue a minor area of emphasis in public health, health informatics, or philanthropic studies. Students hoping to work in the government sector might pursue law and health, industrial organizational psychology, or public health. Minor areas of Ph.D. study might also include bioethics, nursing, bioinformatics, clinical psychology, medical sociology, marketing, social work, health economics, science, or any area in the health and life sciences disciplines or the Liberal Arts disciplines connected to the student's area of primary focus. An interdisciplinary minor can be developed in consultation with the student's advisor and advisory committee as well as a minor in research methods/tools. The minor area of emphasis must be approved by the student's advisor and advisory committee and contain a minimum of three graduate level courses (9 credit hours) in accordance with the department or unit in which the minor is housed. Some departments require a 12 credit hour minor.

Comprehensive Examinations

All students must take written examinations that cover both broad knowledge of the health communication field as well as specialized knowledge of a chosen area of health communication. Comprehensive exams are taken after the student has completed a minimum of 39 credit hours (beyond the Master's) including the required core, seminars, and minor coursework.

Fieldwork /Research (6-9 credit hours)

All students are required to initiate or participate in original research with the approval of advisor. This field/research work is geared to focus the student's research interest to serve as a spring-board for the dissertation work. Students will register for C6xx [new course].

Ph.D. Dissertation (12 credit hours)

Dissertation credits are structured so that the student is unencumbered with completing coursework and can focus completely on conducting research and writing the dissertation for completion of the degree. Students will register for C8xx [new course].

Sample Curriculum: The specific sequence of courses will be developed by the student in consultation with the student's primary advisor and advisory committee. Students may be enrolled on a full-time or part-time basis; therefore the specific sequence and length of program of study will vary.

Sample Plan of Study: Full Time
Health Communication Ph.D.
Sample Minor: Medical Sociology

Semester One

C500 Advanced Communication Theory (3 cr)
C510 Health Provider-Consumer Communication (3)
C690 Doctoral Quantitative Methods (3) [new course]

Semester Two

C592 Advanced Health Communication (3)
C680 Doctoral Qualitative/Rhetorical Methods (3) [new course]
SOC-R 515 Sociology of Health and Illness (3) (minor)

Semester Three

C582 Intercultural Communication (3)
C695 Seminar in Communication and Healthcare (3) [new course]
SOC-S 526 Sociology of Human Sexuality (3) [minor]

Semester Four

C6xx Ethical Issues in Health Communication (3) [new course]
C6xx eHealth Communication (3) [new course]
SOC-S 560 Topics: Gender and Health (3) [minor]

Summer between Semesters Four and Five

C6xx Fieldwork/Research (2-3 cr) [new course]

Semester Five

SOC-R 585 Social Aspects of Mental Health and Illness (3) [minor]
C6xx Health Communication Campaigns (3) [new course]

Semester Six

C6xx Fieldwork/Research (2-3 cr) [new course]
Comprehensive Exams

Summer between Semesters Six and Seven

C6xx Fieldwork/Research (2-3 cr) [new course]

Semesters Seven and Eight

C8xx Dissertation Credits (12 cr)

We seek feedback on strategies to implement effectively our Ph.D. program while maintaining the quality of our undergraduate and MA programs.

C. Service Courses

One of the teaching goals (see Section IC) of the Department of Communication Studies is to provide high-quality service courses to the university. Service courses, not to be confused with service-learning courses, which will be discussed in more detail in the next section, are classes that are primarily designed to meet the needs of multiple units on campus in terms of teaching communication competencies. The largest enrolling of our service course offerings is R110: Fundamentals of Speech Communication, a required class in nearly every school on campus. In addition, two courses (C180: Introduction to Interpersonal Communication and M150: Mass Media in Contemporary Society) are options that fulfill requirements in several schools.

As our campus moves to a decision on the core transfer curriculum (30 credit hours that we will accept from any state school), R110 is likely to be among those courses, with C180, M150 and T130 Intro to Theatre among the allowable options. It is unclear what impact, if any, this transfer decision will have on enrollments. We currently accept comparable public speaking courses for transfer credit.

R110: Our R110 program currently serves over 3500 students annually. It is the only Gateway program that has *not seen a drop in enrollment* in the last couple of years, perhaps due to R110's increased involvement in Themed Learning Communities (discussed in Section III-H) and the fact that the majority of students enrolled are *not* first year students. However, implementation of the core transfer curriculum could change that scenario.

The course has a strong set of student learning outcomes (SLOs), which are:

Upon completion of the course, students should be able to:

1. Listen ethically and effectively.
2. Understand the importance of audience analysis and conduct worthwhile audience analyses and apply the result.
3. Master different systems of organization and apply appropriate organization to various speech types.
4. Develop and exhibit critical thinking and logical reasoning.
5. Express ideas clearly in oral and written forms.
6. Use appropriate principles of persuasion in speaking assignments.
7. Practice appropriate delivery skills.
8. Demonstrate credible research tools.
9. Incorporate technology appropriate to speech-making.
10. Fairly and constructively evaluate their speeches and those of others.

The student learning outcomes of this course were assessed during a research project by faculty member Kathryn Thedwall and former faculty member Maureen Minielli (currently at CUNY-Kingsborough). They used two methods of assessment: student survey results using the PRCA-24 and the WTC (Willingness to Communicate) surveys, along with assessment of student deliverables. Each survey was administered as pre-course and post-course assessments. The two surveys are still used in many R110 classes both as a student self-assessment and as a data collection point on course impact. The assessment of student deliverables included independent raters evaluating the written and presentation outcomes of students.

R110's SLOs complement IUPUI's Principles of Undergraduate Learning (PULs) and, in fact, our current course book, written by R110 faculty members, was developed based on the university's PULs. The course

book has been sent to many universities across the country by McGraw Hill Publishing as an example of how colleges and universities can write a text that complements a national book and uniquely serves their Introduction to Public Speaking course. This course book continues to be revised each year and is in its ninth printing. The royalties for this course book have long funded support efforts for faculty and students alike.

Currently the course is staffed with 2 full-time and 25 part-time faculty (associate faculty), and graduate students under the leadership of a course director who is also a full-time lecturer in the department. The R110 staff have regular meetings and retreats, best practices meetings, and share ideas, assignments, and teaching tips on a department listserv and an Oncourse project site.

R110 faculty, along with Communication Studies faculty, are developing a custom text for IUPUI's public speaking class, which will replace the current *Art of Public Speaking* by Stephen Lucas. The text is centered on the principals of critical thinking, especially the work of Gerald Nosich. This project will align the class with other campus efforts to emphasize critical thinking as a learning outcome and will better meet the needs of our student learners.

R110—Use of Technology: R110 has made use of a variety of technologies to enhance learning. First, as mentioned in Section II-C, this course has worked with the university to acquire and equip designated classrooms specifically for R110 including remodeled furniture, the latest technology and teaching tools. These rooms each include projectors, white boards, TV's, DVD players, Elmo brand document cameras, internet access, and digital video recorders. R110 pioneered the use of the Pinnacle digital recording system that is now standard across the campus and is already working with UITS to upgrade the equipment as the supplier has stopped manufacturing the units. This system not only allows students to speak, record, and save their speeches, it allows for the written and presentation outcomes of the public speaking class to be included in any ePortfolio project.

Second, the students and instructors use Oncourse technology to communicate. This provides instructors with the ability to communicate via email, post announcements, administer quizzes and tests, host online discussions, and compile grades.

R110—Faculty: Although R110 traditionally has relied heavily on associate faculty members (part-time teachers), the class has been blessed with tremendous continuity within its teaching ranks. Many have been teaching for ten, twenty, thirty and in two cases even forty years. Throughout the calendar year, R110 instructors are provided with a number of tools to help them succeed:

Oncourse Resource Site: This site provides all instructors with valuable course updates, notes from the department, teaching tools, articles to share with students, textbook activities, lesson plans, Power Point slides, and other useful data to help the class run smoothly.

Activity Manual (located on the Oncourse site): Lesson plans, classroom activities, and teaching ideas have been collected at various conferences and placed into a binder for all faculty to use. This provides a quick, easy-to-use tool for them to select the activities and assignments that will not only meet the course requirements, but have proven successful for other instructors across the nation, providing move value to our students.

Best Practices: *Best Practices* are regular meetings of R110 faculty where we discuss new policies, do technology training, and share teaching ideas.

Faculty Orientation/Retreat: The start of each semester brings us all together to catch up and prepare for the upcoming semester. This is often done in the format of a retreat with the R110 faculty. Faculty orientation and retreats are frequently supported by the Gateway to Graduation program office along with the Center for Teaching and Learning.

New Faculty Bootcamp: Is a two-week program designed to serve new faculty. This program focused on three areas: pedagogy, classroom management and technology. All graduate student instructors are required to attend.

Faculty Accomplishments: The R110 Faculty have distinguished themselves within the School of Liberal Arts, IUPUI, the National Communication Association, and Central States Communication Association. Lecturers and associate faculty have been honored with awards at the school level as well as served as pre-workshop presenters, panelists, chairs, respondents and presenters at each of these association's conferences. Recent accomplishments include an award for outstanding associate faculty member (Moffett Craig), outstanding lecturer (Mike Polites, Communication Studies Lecturer) and outstanding Themed Learning Community.

Finally, our department has been the benefactor of many R110 faculty grants. Grants won by our faculty include: NET Grant (1), Course Transformation Grants (2), Gateway Scholar (1), Gateway Grants (3), PRAC grant (1), SLA Technology Grant (1), and Lecturer Grants from the Office of Professional Development (8).

R110—IUPUI Speech Night: R110 celebrates the end of each semester with Speech Night. Speech Night is IUPUI's longest running event, having continued for over 40 years. The purpose of Speech Night is to honor the hard work of students over the course of the semester. The most competent and dynamic student speakers are selected by their peers from each of the over 60 sections of R110 to compete in the semi-finals at the end of each semester. The winner of each semi-final round then competes in front of an audience of nearly 1,000 other R110 students for the title of Speech Night Champion.

The faculty members from the department serve as the judges, and a guest critic evaluates the speeches, followed by entertainment. The guest critics have included faculty members from other colleges, as well as members of IUPUI's administration. Entertainment has included radio personalities, members of the forensics team, and even a faculty member who performs stand-up comedy. The students not only learn from the experience by listening to great speeches, but they enjoy it and the next day in class usually wind up having "debates" about who should have won.

R110—Current Status: R110 is a very stable course with a solid core of instructors who offer 50 to 65 sections per semester with an additional 30 sections offered over the summer, serving over 3,500 students annually. Enrollment in R110 sections is strong, as many schools have agreed that the knowledge and skills learned in R110 are essential to successful completion of a college degree and have therefore suggested or required their students to complete R110 as a pre-requisite for program admission or as a graduation requirement. Sections of R110 are offered on-campus, in online and hybrid forms, and at various sites around Central Indiana. The textbook and course book used are highly regarded and focused to the goals of our students and the university's PULs. The R110 faculty continues to explore student-

centered technology and has a desire to add to the development of this particular course and basic public speaking courses nationally.

R110 and the Future: Our new Executive Vice Chancellor, Nasser Paydar, is the former Chancellor of IU East and a champion of online education. He has strongly encouraged our department to consider developing R110 in a “high-enrolling” format in order to increase not only enrollment, but revenues. The department has been active in these conversations, but also cautious. We have a strong history of online course development as is explained in Section III-G. And we know we must think creatively in terms of our technological needs to create an online environment that allows for an “authentic” audience experience and proactively in terms of revenue generation. It is possible that any increased tuition revenue could be funneled back to teaching assistantships (a serious need discussed earlier), which would enable several smaller “sections” of R110, managed by graduate teaching assistants, under one instructor of record in a “high-enrolling” section. Though nothing is certain, we are still in the idea generation stage.

Because R110 is so important to our department and to the mission of the campus, we must assure the integrity of the course. Yet, we realize that if we do not lead this online mission, it is possible someone else will. Thus, we approach the future of R110 with both excitement and caution. **We welcome any feedback the review committee may offer on how public speaking in online formats has been done well.**

C180 & M150: Both COMM C180, Introduction to Interpersonal Communication and COMM M150, Mass Media and Contemporary Society are approved by all academic schools on campus as options for the “social science” and/or “humanities” requirement. COMM C180 combines interactive lecture, group activities, and media presentations to encourage students’ understanding of and skill in communication among dyads and groups. COMM M150’s format is similar to C180. The course fosters student awareness of media products (television, advertising, interactive media, internet, etc.) and their relationship to culture. Obviously, this course uses a variety of media every day for both analysis and content delivery.

Both of these courses have seen changes in both content and structure in the past five years. C180 has seen an increase in student demand, while M150 has experienced a noticeable drop. Each semester we offer 12-15 section of C180 while no more than 3-4 section of M150. Both courses are offered in online formats in addition to face-to-face . It is unclear why M150 has experienced a drop in student demand and **we welcome insight into ways that we might increase student enrollment in what should be a very popular course.**

Additionally, C180 has adopted a new textbook and a new set of supplemental readings and activities. These changes have increased the course’s focus on intercultural issues, while maintaining its strong balance of theoretical and skill-based instruction.

D. Civic Engagement

Our department has embraced the goal of civic engagement, placing our departmental vision firmly within the goals articulated by the School of Liberal Arts and the university. In 2004, the department applied for and received an internal grant from the Center for Service and Learning to begin the process of transforming the department into “an engaged department.” This effort is grounded in the realization that Communication as a discipline is firmly rooted in civic engagement and has been a leader in curricular efforts to bring service learning and civic engagement into the classroom. We as a faculty recognize that communication education is not only important toward the “development of the whole person,” but it enables that person to become “a responsible citizen of the world, both socially and culturally” (Morreale,

Osborn, & Pearson), and it is within that context that we attempt to integrate civic engagement throughout our curriculum and to create a culture of civic engagement within the department.

Currently our faculty offer students a variety of service learning opportunities in the local community. C104 Voice and Diction, G100 Intro to Communication Studies, M150 Mass Media and Society, C325 Interviewing Principles and Practices, C499 Research Seminar – as well as graduate courses such as C520 Public Communication and C528 Small Groups in Organizations – are a few of the courses that incorporate service learning. In these classes students have worked with area churches, educational institutions, non-profit organizations, volunteering their time reading or tutoring children, conducting problem-solving assessments, or developing pieces of public communication to be used by the organization. Students in several of these courses (G100, for instance) are required to devote five hours to community service with one of our “community partner” organizations, to collect field notes, and to integrate their volunteering experience into a reflection essay at the end of each semester. Our department’s community partner organizations include WFYI Public Television, Horizon House homeless shelter, Gleaners Food Bank, United Way of Central Indiana, Special Olympics of Central Indiana, Big Car Service Center for Community and Culture, and the Susan B. Komen Foundation.

The overarching goal of the engaged department grant was to transform the Communication Studies department into one in which civic engagement is vertically and horizontally integrated throughout the curriculum. This goal consists of both an ideological and a structural component. Ideologically, transforming Communication Studies into an “engaged department” means creating a “culture of civic engagement” within the department, in which faculty and students value and share a commitment to civic engagement as a collaborative process involving the application of classroom learned knowledge in community problem solving. Structurally, it means providing students in Communication Studies with coherent, integrated civic engagement learning opportunities throughout their course of study.

To facilitate our department’s efforts to become a “civically engaged” department, we have created the position of Coordinator of Civic Engagement within the department to centralize the department’s civic engagement efforts. Trevor Potts is currently serving in that capacity. A primary goal of the Coordinator of Civic Engagement is to develop relationships that will be sustainable over time and that will facilitate the long-term collaboration needed for our vision of an “engaged department.”

In addition to these structural changes, we have modified our curriculum to embed civic engagement within it. The curricular changes began with a restructuring of the aforementioned gateway course (G100) to introduce students to the concept of civic engagement, to establish its centrality within the communication discipline, and to give students an introductory “service learning” experience. Ideally, the students’ civic engagement experiences would build logically on one another and provide an experiential thread that would tie together their conceptual and theoretical classroom learning.

Another way in which the department has been pursuing its goals related to civic engagement is through active participation in two initiatives on campus: “Pass the Mic” and “Democracy Plaza.” Democracy Plaza is a physical space on campus surrounded by chalkboards on which students, faculty and staff may convey any message they see fit. Originally developed by students and faculty in the Department of Political Science, this “space for public deliberation” was realized through a grant from Campus and Community Life in the Fall of 2004. Democracy Plaza is also a student organization charged with developing civic engagement initiatives on campus. Communication Studies majors are among the leadership of the student organization Democracy Plaza.

Pass the Mic events, organized by Democracy Plaza student leadership, involve students in discussion of controversial issues on campus. Originally spear-headed by students in C201, Pass the Mic is now an important and somewhat organic campus tradition. This is to say that it has taken on a life of its own, and based on student responses, it is here to stay. Students have consistently remarked on course evaluations that these events increased their understanding of civic engagement on campus, and the number of students in attendance at these events has grown steadily. In conjunction with Democracy Plaza, Pass the Mic and its efforts toward student engagement and deliberative democracy has been the recipient of national awards from the American Democracy Project.

E. International Programs

Recognizing that one of the goals of higher education must be to prepare students to understand and thrive in an increasingly complex, globalized world, the Department of Communication Studies has proactively taken steps to internationalize the curriculum offered our majors. Internationalizing the curriculum has taken several forms, in keeping with the particular demographics of our student body. For those students who are able to take advantage of study abroad opportunities, the department offers C482/C582: Intercultural Communication as a summer course that involves two weeks in Poland. Students in the class examine intercultural interaction from a communication perspective and explore issues of ethnicity, culture, gender and social/economic class. In addition, they participate in a three-day conference with communication students and faculty from the University of Wroclaw as well as students from countries such as Belarus, Russia, and Macedonia. In the 13 years that the program has been offered at IUPUI, over 150 students have participated in the class.

Because not all IUPUI students can afford to take advantage of study abroad experiences, the department has also made an effort to integrate international experiences into on-campus classes. Several classes, including sections of C180 Interpersonal Communication, R110 Fundamentals of Speech Communication, and C380 Organizational Communication, have provided students with the opportunity to interact electronically with students from other countries. We have added courses with an international component to our curriculum, such as John Parrish-Sprowl's International Health Communication course. Outside the department, John Parrish-Sprowl and Hilary Kahn of the Office of International Affairs developed a course entitled "Global Dialogues." This is an interdisciplinary course that brings together students from IUPUI and those from another country for real time class via video conferencing. The first course, team taught by the developers, was taught as an honors course at IUPUI and included students from the University Negri Jakarta, in Indonesia. Additionally, Professor Gail Whitchurch offers a course on Ireland: Tradition and Change and has taught courses in the International Studies major.

Efforts to internationalize the department extend beyond curriculum. Several faculty members have been actively involved in the collaboration between the National Communication Association and the Russian Communication Association (RCA), with several departmental faculty members attending one or more of the RCA conferences that have been held thus far. The department has been a key participant in a USAID (and continuation) grant received by Indiana University to do curriculum and faculty development as part of the process of establishing South East European University (SEEU) in Tetovo, Macedonia. During the initial grant, John Parrish-Sprowl worked with the Department of Communication Sciences in Tetovo to develop a major curriculum. Faculty training was also part of the grant, and one person from SEEU was selected to complete the MA in Applied Communication at IUPUI. During the continuation grant, Kristine Karnick, John Parrish-Sprowl, and Kristina Sheeler worked with individual faculty at SEEU to develop syllabi and model teaching the course in the process of further faculty development. In addition, Kristina Sheeler worked with the SEEU department to sponsor a national forum of women in politics that brought every major female

politician to the SEEU campus. During the continuation grant, John Parrish-Sprowl worked with the Campus Instructional Development Center to do campus wide faculty pedagogical training and the Campus Business Development Center to develop a consulting business both by doing some training for companies through the center and by conducting a train the trainer's workshop for faculty members. John Parrish-Sprowl and Kristina Sheeler currently sit on the international editorial board for the SEEU publication *Talking about Learning*.

Faculty within the Department of Communication Studies have been involved with the Euroculture Erasmus Mundus MA, a graduate program offered by a consortium of twelve universities around the world. The current members of the consortium are: Rijksuniversiteit Groningen (the Netherlands), Universidad de Deusto (Bilbao, Spain), Georg-August-Universität Göttingen (Germany), Uniwersytet Jagielloński w Krakowie (Poland), Université de Strasbourg (France), Università degli Studi di Udine (Italy), Uppsala Universitet (Sweden), IUPUI, Osaka University (Japan), University of Pune (India), and Universidad Nacional Autónoma de México (Mexico City). Students completing the program, which, according to the Euroculture website (www.euroculturemaster.eu) focuses on "European identity, civil society, the ongoing European unification process in itself, its cultural dynamics and the consequences for its citizens and the wider world", study at two of the universities in the consortium, receiving MA degrees from both universities upon completion of the program. In addition, all program participants meet each summer for a 10-day "Intensive Program" (IP).

The program also facilitates faculty exchange. Dr. Kristina Sheeler spent a semester at Palačky University in Olomouc, Czech Republic, and provided lectures on intercultural communication and women in politics. She also did a special Euroculture Lecture at Uniwersytet Jagielloński w Krakowie (Poland). This was part of her sabbatical project and enabled data collection on a project on women and the Czech elections. Dr. John Parrish-Sprowl spent time in Groningen (the Netherlands) lecturing, teaching, and working with Euroculture faculty. Dr. Beth Goering has taught courses in Intercultural Communication, Research Methods, and Europe in the Wider World: America at the Georg-August-Universität Göttingen for the past three years, and plans are being made to continue that in 2013. She also served as a tutor at the IPs in Groningen (2010), Göttingen (2011), and Deusto (2012). In addition, she has presented papers at two international conferences hosted by the consortium. One final way in which the department's affiliation with the Euroculture program facilitates internationalization of the curriculum is that students from the program studying at IUPUI generally enroll in Communication Studies classes.

Several of our graduate students have been involved in the Global Health Communication Center (see also Section IV-C) and at least six of our MA graduates (roughly 1 in 10) have an international component to their applied project or thesis. Several of our students have published in Russia and a forthcoming volume featuring our students' work is in press in Poland. We have a large number of international graduate students in our MA program.

F. Certificate in Theatre and Performance

Theater has historically been an important part of the Department of Communication Studies. In the early history of the department, when the department was called the Department of Communication and Theatre, theater was a specific track that students could choose as their major. For financial reasons, the production component of the program was eliminated by the administration in the 1990s, but the curricular offerings in theater remained within the Department of Communication Studies. Recently, in an effort to better serve students interested in theater and performance, the department, in collaboration with other units on campus, developed a Certificate in Theatre and Performance.

The goals of the Certificate are: 1) To develop knowledge and competencies in the analysis, creation and production of performance texts, with a particular focus on small group and solo performance in the urban context. Students will be exposed to numerous cultural and theoretical perspectives from which to engage current scholarship in the field of Theatre and Performance; 2) To develop student skills in all aspects of Theatre and Performance including oral interpretation, acting, directing, script analysis, educational theatre, literary analysis, creative production, arts management and professional and community theatre with special emphasis on solo and small group performance; 3) To give students an interdisciplinary background in the field of Theatre and Performance and the role performance serves in society; 4) To allow Communication Studies majors an opportunity to earn an emphasis in Theatre and Performance; and 5) To create opportunities for students to interact with artists and practitioners in the Indianapolis Arts community.

The Certificate Program in Theatre and Performance was designed to serve both student interest and community need. Programs at IUPUI in Communication Studies, Education, Sociology, Anthropology, History, Geography, Women's Studies, Afro-American Studies, and English have all encountered an increasingly significant number of students with strong interest in learning about the creation of performance texts, ethnography and professional and amateur theatre. Many of these programs have already sponsored internships in local arts organizations in Indianapolis, such as the Indiana Repertory Theatre and the Phoenix Theatre. This certificate is in line with the IU School of Liberal Arts' core values of excellence and collaboration with the community as well as with the school's third goal of "building partnerships that shape and support its constituent communities." This Certificate provides an opportunity for interested students to engage in the creation, analysis and production of performance texts in a context that is unlike any other program in the state of Indiana. The focus on solo and small group performance is an area that IUPUI is uniquely situated to develop. Additionally, the rise of performance of poetry, slam poetry, one-person dramatic showcases as well as visual performance art in Indianapolis has led to a newly informed student who seeks to engage her community through performance. This Certificate Program in Theatre and Performance will allow undergraduate students to engage their community through performance as well as prepare them for further scholarship in Performance Studies and Theatre.

The Certificate Program's emphasis on solo and small group performance fits well into the IUPUI mission of developing programs that embody a city-based blend of intellectual rigor and occupational practice. The cornerstone of the certificate program is an Independent Creative Project. Students, in collaboration with local artists and practitioners, will have the opportunity to create a faculty-guided capstone performance comprised of conversational narratives, performance ethnographies, and theatrical presentations that focus on issues of social, political and historical relevance, thus providing an excellent example of academic programming that works in conjunction with IUPUI's emphasis on civic engagement and celebrating artistic and cultural diversity.

G. Online Certificate: Human Communication in a Mediated World

The Department of Communication Studies has been involved in online teaching and learning since 2001 when R110 Fundamentals of Speech Communication was offered in a hybrid format for the first time; students come to campus 3 or 4 times during the semester to deliver speeches. The rest of the course is delivered online. In 2003-2004, Mass Media and Contemporary Society (M150) became available online. These courses were our department's initial response to IUPUI's mission to reach out to diverse audiences in alternative ways. Since that time, faculty in the department have developed 17 undergraduate and 1 graduate course for online delivery. Throughout this process, the department has placed considerable

emphasis on ensuring the quality of the online course offerings by supporting collaboration between the Center for Teaching and Learning and individuals developing the courses.

The goals of the online program in the Department of Communication Studies are three-fold:

1. To respond to the outreach mission of the university and the School of Liberal Arts
2. To increase course enrollments and availability, particularly in summer
3. To transform the pedagogies of faculty to a more student-centered perspective

In addition to the wide range of online courses offered by the department, we also offer a fully online Certificate in Human Communication in a Mediated World. This 18-credit-hour certificate is rooted in the realization that contemporary society requires students to be competent at communication both in face-to-face and in mediated settings. The classes included in this certificate explore the relationship between virtual and face-to-face communication in a variety of settings, including small group, interpersonal, and intercultural. Although anyone can take the online certificate courses, at this point, only non-majors can complete the certificate.

The online initiative (the certificate program in particular) has been instrumental in reviving the pedagogies of faculty who participate in the redesign of their courses for online delivery. Since online pedagogy must be very student centered to be effective, faculty have had to design their online courses using a student-centered approach. This approach not only encourages faculty creativity but also informs their face-to-face teaching. Starting anew also gives teachers a chance to make sure the Principles of Undergraduate Learning are accomplished within the pedagogy of the course.

The following is a list of online classes that have been developed for online delivery (* indicates that the course counts as part of the online certificate):

- *C108, Listening
- *C180, Introduction to Interpersonal Communication
- *C223, Business and Professional Communication
- *C228, Discussion and Group Methods [offered both as hybrid and fully online course]
- *C316, Human Communication and the Internet [required core course for the certificate]
- *C325, Interviewing Principles and Practices
- *C380, Organizational Communication
- *C394, Communication and Conflict
- *C395, Gender and Communication
- *C482, Intercultural Communication
- R110, The Fundamentals of Speech Communication [offered both as hybrid and fully online course using Adobe Connect]
- *R310, Rhetoric, Society and Culture
- *R321, Persuasion
- *R350, Feminist Rhetoric
- *M150, Mass Media and Contemporary Society
- M210, Media Message Design
- *M215, Media Literacy
- C528, Group Communication and Organizations

The online initiative is a positive step for our department, and it is consistent with one of the teaching goals spelled out in Section IC (4. Promote innovative and collaborative methods of teaching, including pedagogical uses of technology). It is important to fill courses and make course content more available to new audiences; however, it is more important to offer students engaging environments that help them to learn how to learn. Learning how to learn is what life-long learning is all about. It is central to effective online pedagogy and to our mission as educators.

H. Retention Initiatives

Learning Communities and Summer Bridge Academy: The Communication Studies department actively participates in the creation and development of our campus' innovative freshman learning community courses. The *U.S. News and World Report* "America's Best Colleges" issues regularly place IUPUI's "First-Year Experiences" and "Learning Communities" under its "Programs to Look For." In 2012 these innovations were ranked third. Former department chair, Professor Emeritus Dorothy Webb, championed the creation of University College, a gateway school for entering freshman, and was a founding faculty member. University College developed the learning community template and houses the majority of learning communities on campus. Under Dr. Webb's leadership, Communication Studies created its own learning communities which initially consisted of a one credit Freshman Seminar, University College U110, linked to the basic speech course, COMM R110. The same instructor teaches both of the courses. Over the past nine years, learning communities have grown to encompass a variety of formats—the traditional four credit linked courses, themed learning communities, a summer learning community and most recently online freshman seminars. Communication Studies has participated in each of the formats.

Beginning in 1998, Communication Studies offered one traditional (COMM R110 linked to UC U110) learning community a semester. Then, in 2000 that number increased to six sections in the fall and two in the spring. After 2003, the spring learning communities discontinued due to reduced new student enrollments.

Communication Studies was also a part of the pilot for the first Themed Learning Communities (TLC) in Fall 2003. In a TLC, several courses are linked by a common theme, with the same group of 25 students in each of the TLC sections. This first TLC included COMM R110, UCOL U110, Introduction to Sociology, and the basic writing course, ENG W131.

The most recent format for the Freshman Seminar has been the online version. In 2007 a Communication Studies faculty member and a University College advisor were awarded a \$48,000 grant to redevelop the online Freshman Seminar. In order to provide more support for students, the course became a hybrid in which students attend five face to face class sessions. Three of these meetings are within the first month of classes. The hybrid has increased retention within the online hybrid section by nearly 50% so that end of term enrollments reflect the traditional face to face sections.

Finally, the Summer Bridge Academy is a successful program taking place two weeks prior to the first day of classes. A Communication Studies faculty member is the Co-Director of this program. Since its inception in 2001, the program has grown from 19 students to 575 students in 2012. This program is based on the learning community template with sessions on writing, speaking, critical thinking, math and school-specific information added.

In a report prepared by Michelle Hansen, Director of Assessment for University College, overall, the Summer Bridge participants had higher levels of academic performance (Fall GPA 2.98) compared to non-

participants (Fall GPA 2.77). Students participating in Summer Bridge also had lower DWF rates (13%) compared to non-participants (18%). Summer Bridge participants were significantly more likely to be retained the following year compared to non-participants, even when entering High School GPA, SAT Scores, and Low Income (received a Pell Grant) into the logistic regression model.

Summer Bridge four and six year graduation rates are higher when compared to students enrolled in other learning community formats during the fall semester and students who are not in any form of freshman learning community. Dr. Hansen analyzed graduation rates for first time freshman enrolling in fall of 2005. Bridge students had an 18% graduation rate compared to 11% for students without a learning community. The next highest rate was students who were enrolled in both Bridge and who continue into the fall in a themed learning community (TLC) which was 13%. The six year rates were 45% for Bridge students, 32% for students without a learning community and 43% for students in both Bridge and TLC's

The learning community programs are succeeding in creating successful student learners, and Communication Studies is integral to that success.

Curtis Memorial Oratorical Contest: One of the more innovative developments within our Themed Learning Community (TLC) participation has been embedding the Curtis Memorial Oratorical Contest within one of the TLCs. The contest was made possible by the generosity of Emeritus Professor Richard Curtis and his late wife Beth. The contest gives students the opportunity to explore peaceful resolutions to conflict in a public oratorical setting. Participation in the scholarship contest was quite low prior to fall 2011, and our Forensics Director, Jaime Hamilton, has the great idea to include it as part of a TLC. The contest involved Communication Studies, Anthropology, and the First Year Seminar around the theme of "Moving Beyond 'I'm right; you're wrong': Approaches to Conflict Resolution in Contemporary Society" in the fall semester 2011. The event featured presentations by the six finalists and remarks by Dr. Curtis. The winner received a \$1000 scholarship. The scholarship contest occurs each fall semester and introduces first year students to the department and scholarships opportunities that may help them succeed. We hope to increase the number of TLCs competing in the contest over the next few years.

Academic Advising: A significant component of the department's efforts to create a meaningful, engaged and successful learning experience for undergraduates is academic advising. Academic advising has consistently been identified as a predictor of various desirable educational outcomes, including higher grades (Hudesman, et al, 1986), student retention (Chernin & Goldsmith, 1986) and persistence to graduation (Forrest, 1985). As Light (2001) noted, "good advising may be the single most underestimated characteristic of a successful college experience" (p. 81)

While all faculty members in Communication Studies are encouraged to view advising as a vital part of creating a successful learning experience, nine of the 22 faculty members are designated as academic advisors, one of whom is the Lead Advisor. Ron Sandwina currently serves in this capacity.

Every faculty member who advises is expected to perform the following duties:

- Advise students on academic, career and personal issues.
- Explain school and department requirements for graduation.
- Identify options for students to satisfy degree requirements
- Assist students with admission and/or registration, providing guidance in course selection in keeping with the student's interests, values and abilities.
- Interpret and explain university, school and department policies and procedures.

- Use the appropriate university, school, and/or department information systems, and when needed, demonstrate their use to students.
- When needed, refer students to school and university counseling, career and academic services and resources.
- Provide guidance and/or refer students to the appropriate person or unit when students complete petitions (e.g., Satisfactory Academic Progress, comparable credit petitions, and so on).

The Lead Advisor has the following additional responsibilities:

- Advise department majors as needed during school orientation.
- Maintain a database of advising activity for majors.
- Contact students who did not graduate and were not continuously enrolled from one semester to another.
- Represent the department at school and university recruitment activities.
- Provide professional development activities for other department advisors throughout the year.
- Create, maintain, and update all print and digital documents related to academic advising for department students.
- Determine transfer equivalencies for major coursework.
- Make a determination for any department course exemption(s).
- Provide assistance to the school Recorder on all matters related to major coursework.
- Represent the department to the Dean of Student's Office (Liberal Arts), including the Career Development Office.
- Create and administer process and outcome measures of assessment.

On average, the Lead Advisor has 100 advisees. Lecturers maintain a roster of 30 advisees. Tenured (or tenure-track) faculty members have 25 advisees. Course directors and coordinators of various department initiatives have 10 advisees.

Presently any new student entering the department, whether as a direct admit, a transfer from University College (UCOL) or another department, or a transfer from another university, meets with the Lead Academic Advisor. The Lead Advisor ensures that the student is entered into the department's database and then assigns the student an advisor. As a student approaches graduation, the recorder for the School of Liberal Arts conducts an audit. Any issues regarding the major are worked through with the Lead Advisor.

I. Student Organizations

Lambda Pi Eta: The department has an active and successful chapter of Lambda Pi Eta, the official undergraduate honorary society for the National Communication Association. We were granted a charter on February 22, 2000. Since its inception, over 100 students have been members, the vast majority of whom have graduated. One of the remarkable outcomes of the organization is that every student who has been a member has graduated or is currently enrolled. Approximately 10 students are members currently. One of our Lambda members presented a paper at the most recent National Communication Association convention and received a \$350 grant from the national association to attend.

Lambda Pi Eta takes very seriously its service to the discipline, university and community. Last year, members participated in the IUPUI Day of Caring by volunteering at Coburn Place, a safe place for women

and children leaving an abusive partner. In the spring, Lambda members volunteered with the Julian Center, Wheeler Mission, and other members of the Indianapolis community.

Communication Club: The Communication Club has played an integral role in the planning of Communication Week and the Student-Alumni conference. During the week of March 19-24, 2012 the Communication Club organized several events, including Comm 101, a “speed dating” session to introduce students to faculty and communication courses; a community match link, the first-ever internship fair for the department; and the Student-Alumni conference featuring the return of some of our alumni who provide information and advice to our undergraduate students. We also honor our outstanding alumni at the event. More will be provided on these events in Section III-J.

Recently the Communication Club and Lambda Pi Eta merged under the umbrella of the Communication Network (TCN). The rationale is that participation by the Communication Club with members of Lambda Pi Eta will encourage them to achieve membership requirements and eventually become initiated. The increased resources and combined effort will go a long way to maximize the opportunities of both of our student organizations.

Forensics: The IUPUI Forensics Program continues to showcase the Department of Communication Studies’ commitment to applied communication scholarship and excellence for undergraduate students across campus. The scope of the forensics program includes enhancing student understanding of communication through practical experience in public address, oral interpretation, limited preparation speaking events, and debate.

Since its rebirth in 2005, the forensics program, under the directorship of lecturer Jaime Hamilton, has risen to national prominence as one of the premiere speech and debate teams in the country. Since 2000, over 200 students have competed on behalf of IUPUI in local, regional and national competitions sanctioned by both the American Forensics Association and the National Forensics Association. The team’s success at tournaments across the country continues to foster positive recognition for IUPUI as well as to prepare team members for successful careers in a variety of professions including: legal, medical, and acting professions.

Alumni are considered excellent in their field, as many have been named “Top 100 student” including Asad Raza who was named “Top Male Student” in 2011. Alumni of the forensics program have continued to support the team in its endeavors by aiding in judging annual intercollegiate speech and debate competitions on the IUPUI campus. With this interdisciplinary approach to forensics and debate, we find that this student group reaches across department boundaries allowing for a wide range of pedagogical exposure.

There is a potential for growth in the forensics program, including the addition of graduate assistantships, full time lecturers/assistant directors of forensics and assistant directors of debate. There is also room for growth regarding the commitment of resources by the department to aid in scholarships and recruiting. It is important to mention the need for budgetary resources to support the continued growth of the Speech and Debate Team. Currently we have over 35 students on the team and a budget that supports 50% of intended travel for the year. The team can only grow as much as there is fiscal support. In the future, we hope the forensics program will continue to act as one of our department’s most effective tools in addressing the concerns of recruitment and retention that pose challenges to our department and to our campus.

The student clubs and forensics program at IUPUI are an important mechanism for meeting one of the teaching goals specified in Section IC, to continue support for student involvement in communication centered extracurricular and co-curricular activities, e.g. debate, speech events such as speech night competition, theatrical productions, and communication association activities.

J. Special Programs

The department values the connections among faculty, students, and alumni. In order to foster these connections for the long-term and continue to build identification among students, faculty, and the department, two special activities of the department are worth mentioning.

Communication Week and the Student-Alumni Conference: The department has been working to develop opportunities to foster connections between our students and faculty which last for the long term even after our students graduate. Two special programs are Communication Week and our Student-Alumni Networking Conference, coordinated by Mike Polites, Steve LeBeau, and the Communication Network. This year the events will occur the week after spring break, March 19-25 and include:

Tuesday COMM Student Research Presentations 12:30 – 2 TBD
Communication Studies undergraduate and graduate students will be sharing some of their outstanding research.

Wednesday COMM Choose Your Class 12 – 2 CA 2nd Lobby
Take advantage of this wonderful opportunity to visit with professors from the department and get information about a variety of Communication Studies courses.

Thursday COMMunity Engagement Showcase 4:30 – 5:45 TBD
An interactive panel featuring highlights of student activism and community engagement over the past year.

Friday TEDx

Probably the most exciting event of the week, the Graduate Communication Club is organizing TEDxIUPUI

Saturday *Student/Alumni/Career Networking Conference 9-2 (with employers 11-12 and 1-2)
This is a chance for current students to meet with Communication Studies alumni to see how they are putting their degrees to work. As an added bonus, employers will be on hand who are hiring for internships, part-time, and full-time help as well as volunteer positions.

Monday Comics That Care VII: A Cavalcade of Comedians 7:30pm Campus Center Theater

SECTION IV: Faculty Activities Related to Teaching and Research

Our faculty members are active when it comes to the dissemination of expertise related to teaching and research.

A. Scholarship of Teaching and Learning

Several faculty members within the Department of Communication Studies are actively involved in the Scholarship of Teaching and Learning, as evidenced by the list of publications, presentations, and grants associated with teaching provided in Appendix C: Faculty Scholarly Activity—Teaching (three separate worksheets). As you can see, the scholarship related to teaching and learning meshes nicely with our department's teaching goals, with individual faculty engaged in research in the areas of civic engagement and service learning, international and multicultural pedagogy, and online learning. And as mentioned

previously, several associate faculty, lecturers, and tenure-track faculty members are involved in writing our public speaking textbook.

B. Research and Creative Activities

While teaching has traditionally been the primary emphasis of this department, we have always valued research, recognizing the integral connection between effective teaching and active, ongoing research. In recent years, as the School of Liberal Arts and IUPUI have made strides to redefine IUPUI as a research institution, the pressure for research productivity has intensified. The Department of Communication Studies has struggled with meeting the dual demands of continuing to provide high quality, student-centered educational programs and simultaneously providing faculty with the resources (primarily time) needed to pursue productive research programs.

Appendix D: Faculty Scholarly Activity—Research (three separate worksheets) highlights select publications, presentations, and grants of the faculty in the Department of Communication Studies from 2005 through 2011 (reporting lags behind by one year; the reporting system changed in 2009 and you will notice a change in the information provided in the appendix). A complete listing of faculty activity can be seen in individual vitae, which are included as Appendix E.

As these appendices indicate, the faculty of the Department of Communication Studies is making strides in meeting our research goals delineated in Section IC. The research of our faculty represents a wide range of sub-disciplines within Communication Studies, and several individual faculty members have established (or are establishing) themselves as leading experts in their specialty areas. For example, Dr. Petronio is an internationally recognized scholar in privacy management, as is Dr. Bell in family communication, and Dr. Parrish-Sprowl in applied international research. Dr. Sheeler is an expert in gender and political communication. In particular, our department is beginning to establish a critical mass of faculty members with expertise in health communication. Dr. Jennifer Bute is emerging as a leading scholar in privacy and reproductive health communication issues.

C. Interdisciplinary Activities

In addition to the scholarly activities mentioned above, individual faculty members and students have been involved in a variety of interdisciplinary initiatives. Three of those initiatives will be highlighted here.

Women's Studies: Catherine Dobris is the Director of the Women's Studies program and our department has a strong relationship with the program. Three of our faculty members offer cross-listed courses with the Women's Studies Program. Kristina Sheeler and Jennifer Bute teach Gender and Communication and Catherine Dobris teaches American Feminist Rhetoric (R350). Dr. Dobris also teaches Introduction to Women's Studies (W105) and has taught an honors version of this course for the Women's Studies program. Professor Dobris also offers an online section of the course. In addition, for the past ten years before becoming director, she assisted the program by chairing or serving on the Undergraduate Essay contest committee, the Graduate Essay contest committee, and the Scholarships committee.

Indiana Center for Intercultural Communication: Beth Goering has developed interdisciplinary linkages with the Indiana Center for Intercultural Communication (ICIC), a research and service organization created in 1998 to enhance links between the city of Indianapolis, the state of Indiana, and cultures/nations throughout the world. According to its web site (<http://www.iupui.edu/~icic/home.html>), ICIC "strives for excellence in language and intercultural training in academic, professional, and other occupational contexts". This collaboration has resulted in a variety of research and training opportunities for graduate

students and faculty in Communication Studies. The first interdisciplinary research project undertaken was the study of fundraising discourse (supported by grants from the IU Center on Philanthropy). This collaboration resulted in numerous publications, workshops on effective fundraising strategies presented to fundraisers, and joint conferences between scholars and fundraising practitioners. In 2006, ICIC shifted its research focus to the study of health discourse, primarily related to Type II diabetes. ICIC has received grants from the International Development Fund, the IU European Center of Excellence, and the Lilly Foundation to conduct research on the linguistic and communicative indicators of effective disease management in people living with diabetes. Dr. Goering has been a member of the interdisciplinary research team spearheading this project from the beginning. The results of this research have been presented at numerous national and international conferences and published in journals such as *Communication and Medicine*. Dr. Goering is currently co-authoring a book related to the project, entitled *Understanding Patients' Voices: A Multi-method Approach to Health Discourse*.

Global Health Communication Center: The Global Health Communication Center (GHCC), directed by John Parrish-Sprowl, is an important interdisciplinary, international opportunity for the department and school. The Center has played an important role in the development of the Community Health Engagement Program (CHEP) of the Indiana Clinical and Translational Sciences Institute (CTSI). This is an organization that was established in 2008 based on a grant from the NIH for \$25 million along with other funds for a total of \$40 million over 5 years. CHEP is responsible for connecting the public and researchers to speed up the movement from lab to patient practice in health care, involve the public in key decisions related to health related research, and to reduce health disparities in the Indiana population.

The GHCC received a \$150 grant from the Heartspring Foundation to conduct Communication for Behavioral Impact (COMBI) training in 3 countries and to offer consultation and evaluation for a pilot project in each country. Professor Parrish-Sprowl and others have conducted the training and have helped to move the project to launch in Vietnam. The project is based on collaborations with the Vietnam Ministry of Health, and the World Health Organization (WHO). The GHCC recently signed an MOU with the Ministry of Health in Azerbaijan and the COMBI training occurred in September.

In collaboration with the national Center for Health Promotion of the Ministry of Health of Indonesia, the regional MoH in Semarang, and WHO, the GHCC is working on a COMBI project aimed at reducing morbidity and mortality from avian flu in the Central Java Province. The GHCC is consulting with the Global Alert and Response division of WHO to redefine and improve their approach to risk communication. As part of this process the GHCC worked with their scientists regarding the response to Fukushima, have conducted training, piloting a survey (currently piloting in 3 countries, soon to be done in 23 countries of the Eastern Mediterranean region (EMRO) to develop procedures and processes at the country level for risk communication), and working with the other global regional offices on the same processes

The GHCC currently engages students of IUPUI in a process of developing case studies of outbreak response in African countries, to be published by WHO as part of an effort to improve outbreak response.

The GHCC secured a \$10,000 grant to do an initial study of the use of a particular approach to communication (the Coordinated Management of Meaning or CMM) as a means of developing more effective models of long term childhood obesity reduction. The data collection wrapped up at the end of July 2012. This project includes the work of 5 Communication Studies graduate students. Finally, the GHCC just placed a graduate student in an internship at WHO headquarters in Geneva.

Overall, since its inception in 2006, the GHCC has conducted training and/or consultation with people from over 40 countries, engaging both undergraduate and graduate students in its work.

SECTION V: Assessment of Student Satisfaction and Learning Outcomes

In the previous sections, we provided an overview of the various programs and initiatives through which our department seeks to fulfill its mission and goals. As you can see, those initiatives are firmly rooted within the priorities that have been articulated by IU/UI and the School of Liberal Arts.

The final section of this self-study focuses on assessment, providing our read of how well we are doing in meeting our departmental goals and fulfilling our mission. This self-assessment is grounded in two sources of data: data provided to the department by the Office of Institutional Research (IMIR) (including PUL assessment data) and the department's assessment efforts focused on student learning outcomes. We have initial data on our undergraduate and graduate programs. We hope that these initial efforts provide the baseline for a longer-term effort toward systematic assessment. This section proceeds through the following sections:

- A. Analysis of IMIR Undergraduate Student Satisfaction Surveys
 - 1. Effectiveness Ratings of Communication-related Knowledge and Skills
 - 2. Academic Services and Instruction
 - 3. Specific Educational Experiences
- B. Principles of Undergraduate Learning (PUL) Assessment
- C. Student Learning Outcomes Assessment: Undergraduate Program
- D. Analysis of Undergraduate Student Focus Groups
- E. What We've Learned about the Undergraduate Program
- F. Student Learning Outcomes Assessment: Graduate Program
- G. What We've Learned about the Graduate Program

A. Analysis of IMIR Continuing Undergraduate Student Satisfaction Data

Data provided by IMIR was analyzed by clustering the items into 3 categories: communication-related knowledge and skills, academic services and instruction, and specific educational experiences. Emphasis was placed on the items that reflected issues over which the department might actually have control, such as curriculum, advising, teaching, and overall educational experiences we offer our students.

Once the items were clustered into the categories noted above, we analyzed the results in one of two ways: 1) communication-related knowledge and skills (with connections to department SLOs noted) were analyzed based on student perceptions of their effectiveness, and 2) academic services, instruction, and specific educational experiences were analyzed by comparing student ratings of the importance of the item and their satisfaction related to that item. Our primary concerns were to identify items in which Communication Studies students perceived they lacked effectiveness as compared with respondents in the School of Liberal Arts and to identify items that Comm Studies students perceived as being of high importance that did not have comparably high satisfaction ratings.

Effectiveness Ratings: The first cluster of items analyzed relates to Comm Studies student perceptions of their level of effectiveness in communication-related knowledge and skills. Table 11 provides a summary of the results.

TABLE 11: IMIR Student Survey—Effectiveness Ratings

IUPUI Continuing Student Satisfaction and Priorities Survey, 2010 and 2011	Effectiveness Ratings 1= Not at all Effective; 4= Very Effective				
	COMM Mean (N=39)	SLA Mean (N=~134)	Diff in Means	COMM %Very Effective or Effective	Most closely associated with SLO
General Knowledge and Skills Related to Communication Studies Student Learning Outcomes					
Formally communicate ideas and information	3.43	3.51	-0.08	93.33	2 and 3
Communicate with a team to solve problems	3.43	3.35	0.08	86.67	3.b
Identify sources of information that are most appropriate for a project	3.4	3.4	0	93.33	3
Analyze different ideas and proposed solutions	3.31	3.49	-0.18	93.1	3
Being able to modify how I approach a problem based on the requirements of the situation	3.15	3.34	-0.19	85.19	3
Deal with conflict among coworkers and friends	3.11	3.24	-0.13	82.14	2.e
Work effectively with people of different races, ethnicities, and religions	3.61	3.66	-0.05	92.86	2.f
Respect the views of people who see differently than I do	3.71	3.63	0.08	96.43	2.f
Exercise my responsibilities as a citizen	3.36	3.47	-0.11	85.71	2.g
Make informed judgments when faced with ethical dilemmas	3.5	3.54	-0.04	96.43	3.e

First, we are pleased that at least 80% of students surveyed perceive they are effective or very effective in each of these communication-related items. We have established 80% as a baseline for student perception data of this sort.

In particular, students believe they are quite effective at “respect[ng] the views of people who see differently than I do,” and outpace their student peers in the School of Liberal Arts (SLA) in this area. Students also

perceive they are effective at making “judgments when faced with ethical dilemmas,” at a level which is slightly below their SLA peers. The lowest percentage of our majors perceives they are effective at dealing with conflict, and they lag behind their SLA peers in this area. However, one explanation for this perception may be that our students realize the communication challenges that conflict may present. They also may not have had the opportunity to enroll in our Communication and Conflict course, C394.

Our students lag behind their SLA peers in perceptions of effectiveness in the areas of analyzing problems and assessing the requirements of a situation. While we are still pleased with the overall percentage of student perceptions of effectiveness, we strive to meet or exceed our SLA peers in this area. **We welcome feedback from the review team regarding ways that we might strengthen the perceived effectiveness of these skills in our students.**

This data also suggests positive connections between student perceptions of effectiveness and student learning outcomes (see page 11 of this document for SLOs). The undergraduate student perception data reported above indicates that students perceive they have achieved a level of effectiveness in areas which relate to student learning outcomes 2) apply communication concepts toward a better understanding of self, other, and communication and 3) employ a critical framework for constructing and evaluating messages across contexts.

Academic Services and Instruction: The next cluster of items analyzed relates to student perceptions of the importance of a particular item and the corresponding level of satisfaction with that item. Table 12 provides a summary of these results.

TABLE 12: IMIR Student Survey—Academic Services and Instruction

IUPUI Continuing Student Satisfaction and Priorities Survey, 2010 and 2011	Importance Ratings 1= Very Unimportant; 5= Very Important				Satisfaction Ratings 1= Very Unsatisfied; 5= Very Satisfied			
	Comm Mean (N=39)	SLA Mean (N=139)	Diff in Means	COMM % Important or Very Important	Comm Mean (N=39)	SLA Mean (N=139)	Diff in Means	COMM % Satisfied or Very Satisfied
Academic Services and Instruction								
Overall quality of instruction	4.5	4.74	-0.24	97.22	3.77	3.99	-0.22	76.92
Quality of teaching by faculty in your major area	4.77	4.84	-0.07	93.29	3.95	4.25	-0.3	76.32
Quality of teaching by <u>other faculty</u> at IUPUI	4.4	4.44	-0.04	88.57	3.66	3.84	-0.18	60.52
Courses in your major area	4.56	4.75	-0.19	91.18	3.87	4.03	-0.16	73.69
Getting the courses you need in the sequence you should take them	4.17	4.42	-0.25	80	3.21	3.53	-0.32	42.1
General helpfulness of faculty	4.51	4.48	0.03	100	3.89	3.97	-0.08	73.68
Academic advising in your major department or school	4.63	4.53	0.1	94.29	3.58	3.6	-0.02	57.9
Getting information about major requirements	4.57	4.58	-0.01	94.29	3.97	3.79	0.18	84.21
The overall process of registering for classes	4.59	4.48	0.11	100	3.91	3.99	-0.08	82.85

The above chart provides insight into Communication Studies continuing student perceptions about teaching, courses, and advising. In general, each of these areas is very important to our students (at least

80% indicate these items are important or very important), but students perceive they are not getting what they want. We have reached our 80% baseline in only two of the nine areas. Quality of instruction and quality of teaching by faculty in the major are just short of our baseline at 76%; courses in your major and general helpfulness of faculty have reached nearly a 74% satisfaction rate. Unfortunately we lag behind our SLA peers in each of these areas.

The sequence of courses is quite important to our students, but this is our lowest area of student satisfaction and we lag behind our SLA peers in this area.

At our fall semester planning session in August 2012, faculty engaged in the first of what will be (hopefully) an ongoing discussion of curriculum, courses, individual course goals, and how course goals relate to department SLOs. With continued discussion on these topics, we seek to generate ideas on how we may improve student satisfaction with teaching- and course-related items.

Our department has done a great deal to meet the advising and progression needs of our students as earlier sections of this report explain (Section III-H); however, student satisfaction with academic advising in our department is the second lowest area of perceived satisfaction (though it is on par with other SLA departments). Our advisors regularly engage in best practices sessions and meet with one another on a semester basis to discuss student needs and advising strategies. **We welcome feedback from the review team on how we may improve these important areas of student satisfaction.**

Specific Educational Experiences: The next cluster of items analyzed relates to student perceptions of the importance of a specific educational experience and the corresponding level of satisfaction with that item. Table 13 provides a summary of these results.

TABLE 13: IMIR Student Survey—Specific Educational Experiences

IUPUI Continuing Student Satisfaction and Priorities Survey, 2010 and 2011	Importance Ratings 1= Very Unimportant; 5= Very Important				Satisfaction Ratings 1= Very Unsatisfied; 5= Very Satisfied			
	Comm Mean (N=39)	SLA Mean (N=~133)	Diff in Means	COMM % Important or Very Important	Comm Mean (N=39)	SLA Mean (N=~133)	Diff in Means	COMM % Satisfied or Very Satisfied
Specific Educational Experiences								
Availability of courses that provide credit for community service activities	3.93	3.91	0.02	64.28	3.25	3.35	-0.1	43.75
Opportunities for overseas study	3.6	3.52	0.08	42.86	3.45	3.34	0.11	42.11

Opportunities to participate in faculty research	3.63	4.42	-0.75	62.86	3.63	3.57	0.06	50
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Each of these experiences aligns with department goals (Section I-C) to provide opportunities to our students for civic engagement, international opportunities, and student research. Yet, students do not share the same level of importance of these activities with department faculty. Part of the challenge may be that not every student participates in these sorts of activities and is being asked to evaluate them blind of the experience and its value. We do not have data on how satisfied participants of each activity might be with the experience.

Participation in Specific Educational Experiences: Table 14 provides a summary of the percentage of students who have participated in specific educational experiences including those noted above.

TABLE 14: IMIR Student Survey—Participation in Specific Educational Experiences

IUPUI Continuing Student Satisfaction and Priorities Survey, 2010-11			
	COMM % (N=39)	SLA Resp % (N=~137)	Diff in %
Participation in Specific Educational Experiences			
Practicum, internship, field experience, co-op experience, or clinical assignment	28.6	18.9	9.7
Community service or volunteer work	68.6	57.65	13.95
Learning community or some other formal program where groups of students take two or more classes together	37.1	31.35	5.75
Research project with a faculty member outside of course or program requirements	8.6	9.9	-1.3
Foreign language coursework	55.9	68.25	-12.35
Study abroad	8.6	12.7	-4.1
Independent study or self-designed major	16.7	8	8.7
Culminating senior experience	34.3	26.65	7.65

It does seem that our students participate in experiences such as internships, community service (especially), independent study and a culminating senior experience at a higher rate than their SLA peers. This is a good sign in that special experiences like these, sometimes noted as "high-impact activities," correlate with higher persistence and graduation rates. However, all Communication Studies majors are required to complete foreign language coursework, for example, so these survey results seem odd in that regard. It raises the question of whether the particular students who completed this survey are aware of the

opportunities available to them or the value of high-impact activities such as these. Perhaps we should do a better job of communicating about some of these opportunities during academic advising sessions.

B. PUL Assessment Data

At the end of each semester faculty are asked to rate undergraduate student performance on the PULs associated with their courses. Each course has associated with it a PUL of major emphasis and, in some cases, a PUL of moderate emphasis. The data provided to us by IMIR are organized by course level (100, 200, 300, 400) and include all students enrolled in those courses, not only majors. The data was collected over five semesters from Spring 2010 to Spring 2012. We acknowledge that it is not always clear what a particular rating is based on: a particular assignment associated with the PUL or a general assessment of overall performance in the course. As a department, we do not have PUL assessment data that is course or assignment specific and we realize this is an area we need to develop. However, we provide the following data so that the review team may provide its response on the question set related to PUL assessment.

Table 15: Comm Studies Faculty Ratings of Liberal Arts Student Performance on PULs with Major Emphasis, 100 Level

PUL - Major Emphasis 1 = Not Effective 4 = Very Effective 100-level	Mean (N and %)	Not Effective	Somewhat Effective	Effective	Very Effective
1A. Written, Oral, & Visual Communication Skills G100 Intro to Comm C108 Listening R110 Public Speaking T133 Intro to Acting	2765 3.08	211 7.6	462 16.7	975 35.3	1117 40.4
1B. Quantitative Skills	24 3.42	0 0	2 8.3	10 41.7	12 50
2. Critical Thinking M150 Media & Society	243 3.31	4 1.7	26 10.7	104 42.8	109 44.9
5. Understanding Society and Culture C180 Interpersonal	713 3.21	42 5.9	95 13.3	248 34.8	328 46.0
6. Values and Ethics T130 Intro to Theatre	23 3.87	1 4.4	0 0	0 0	22 95.6
Total*	3768 3.13	258 6.8	585 15.5	1337	1588 42.1

				35.5	
* Combined number of student ratings in all 100-level Communication Studies courses sampled in Spring 2010 through Spring 2012. A student may be evaluated more than once if he or she is taking more than one 100-level course.					

Table 16: Comm Studies Faculty Ratings of Liberal Arts Student Performance on PULs with Major Emphasis, 200 Level

PUL - Major Emphasis 1 = Not Effective 4 = Very Effective 200-level	Mean (N and %)	Not Effective	Somewhat Effective	Effective	Very Effective
1A. Written, Oral, & Visual Communication Skills C223 Bus and Prof	61 3.54	3 4.9	1 1.6	17 27.9	40 65.6
2. Critical Thinking G201 Comm Theory	147 3.01	6 4.1	36 24.5	55 37.4	50 34.0
5. Understanding Society and Culture	25 2.84	0 0	7 28.0	15 60.0	3 12.0
Total*	233 3.13	9 3.9	44 18.9	87 37.3	93 39.9
* Combined number of student ratings in all 200-level Communication Studies courses samples in Spring 2010 through Spring 2012. A student may be evaluated more than once if he or she is taking more than one 200-level course.					

Table 17: Comm Studies Faculty Ratings of Liberal Arts Student Performance on PULs with Major Emphasis, 300 Level

PUL - Major Emphasis 1 = Not Effective 4 = Very Effective 300-level	Mean (N and %)	Not Effective	Somewhat Effective	Effective	Very Effective
1A. Written, Oral, & Visual Communication Skills G310 Intro to Research Methods C316 Comm & Internet C325 Interviewing T333 Acting II C345 Restorative C380 Org Comm C394 Comm & Conflict	240 3.18	10 4.2	43 17.9	80 33.3	107 44.6
1B. Quantitative Skills C392 Health Comm C375 Nonverbal	25 2.88	1 4.0	4 16.0	17 68.0	3 12.0
2. Critical Thinking R309 Great Speakers R390 Political Comm	12 3.08	1 8.3	1 8.3	8 50.0	4 33.3
3. Integration and Application of Knowledge C393 Family Comm	194 3.01	16 8.3	42 21.7	60 30.9	76 39.2
4. Intellectual Depth, Breadth, and Adaptiveness M370 History of TV	47 3.45	2 4.3	2 4.3	16 34.0	27 57.5
5. Understanding Society and Culture R330 Comm Criticism T337 History of Theatre I C395 Gender	99 2.45	14 14.1	47 47.5	17 17.2	21 21.2

Total*	317 3.02	44 7.1	139 22.5	196 31.8	238 38.6
* Combined number of student ratings in all 300-level Communication Studies courses samples in Spring 2010 through Spring 2012. A student may be evaluated more than once if he or she is taking more than one 300-level course.					

Table 18: Comm Studies Faculty Ratings of Liberal Arts Student Performance on PULs with Major Emphasis, 400 Level

PUL - Major Emphasis 1 = Not Effective 4 = Very Effective 400-level	Mean (N and %)	Not Effective	Somewhat Effective	Effective	Very Effective
3. Integration and Application of Knowledge	18 3.67	0 0	0 0	6 33.3	12 66.7
5. Understanding Society and Culture C482 Intercultural	49 3.02	6 12.2	7 14.3	16 32.7	20 40.8
Total*	67 3.19	6 9.0	7 10.4	22 32.8	32 47.8
* Combined number of student ratings in all 400-level Communication Studies courses samples in Spring 2010 through Spring 2012. A student may be evaluated more than once if he or she is taking more than one 400-level course.					

It is difficult to draw out meaningful information from this information. 100-level courses are general education courses with a majority of students who are non-departmental majors. G100 Intro to Comm, G201 Comm Theory, and G310 Research Methods are required core courses in the major, but are not pre-requisites to completion of other courses. While we do not have data isolating the faculty ratings of students in required core courses, we can use G201 as a benchmark for comparison purposes. Faculty rate 71.4% of students in G201 as effective or very effective in critical thinking. By the time students reach 300-level courses, as Table 17 indicates, this effectiveness percentage increases to 83%. On the surface, this suggests that students are improving in their critical thinking abilities. Yet we hesitate to make too much of this comparison.

Viewing PUL 5 similarly, understanding society and culture, students in our 200-level courses are rated by faculty as effective or very effective 72%; this PUL drops to 38% in 300-level courses, and returns to 73.5% in 400-level courses.

One of the problems assessing this data is that our courses are not sequenced in any meaningful way. We do not have pre-requisites, with the exception of C180 as a prerequisite for upper-level courses with a connection to interpersonal communication. We have too-few 200-level courses because of the way the

liberal arts curriculum is set up to require a certain number of courses at the 300- and 400-levels, but not 200-level courses. Because of this requirement, 200-level courses have trouble filling. Further, it is just as likely to have a sophomore as a senior in a 300-level course. We admit as a department we need to have conversations about the sequencing and structure of our courses, but this is a larger school-wide problem. We also admit that *something* must be done because student perception data, discussed in the previous section, indicated that students are not satisfied with the sequencing of courses. **We welcome any meaningful feedback on how we may make sense of the PUL information.**

C. Student Learning Outcomes Assessment: Undergraduate Program

In preparation for this self-study, the department conducted its own assessment of BA alumni and current undergraduate students with the support of an internal Program Review and Assessment Committee (PRAC) grant. The specific project supported by the grant integrated the department's programmatic assessment needs and the pedagogical objectives of our graduate research methods course, COMM C501. Combining the self-study and the methods course allowed us to provide students with the opportunity to learn course content by applying relevant concepts and theories in the collection and analysis of data that could then be used by the department for programmatic assessment purposes.

In C501 students learn to design survey instruments, conduct research interviews, and analyze quantitative data. With the support of this grant, these assignments were modified so the students could apply their research skills by surveying and interviewing current BA students and BA alumni in Communication Studies in support of the department's assessment needs. The end result was a pilot survey that will provide the basis for our ongoing undergraduate program assessment efforts. By linking the teaching of these methods to the assessment needs of the department, students were given real-world experience in utilizing the methods. The data provided through these efforts contribute valuable information about how the students served by the department assess us. Wherever possible, in presenting the assessment data, we have attempted to draw explicit links to the specific goals delineated in Section IC.

The department surveyed three audiences in the fall of 2012 to assess undergraduate student learning outcomes: G100 Intro to Comm Studies students, capstone course undergraduate students, and our BA alumni. These surveys were based on the pilot survey developed by our graduate students in COMM C501 during spring 2012. While the data are preliminary, it does give us a baseline on which to develop future assessment opportunities. First, we indicate the demographic make-up of each survey audience and some relevant findings regarding advising because that was an item students identified as quite important, but that lacked satisfaction as reported above in Table 12. Then we will display the survey results in **Tables 20 and 21** with responses from each audience side-by-side in order to notice trends.

The pilot survey distributed to each of these audiences consisted of 65 questions distributed via a web link through Oncourse. The link was embedded directly in the Oncourse site of the G100 sections, which may explain the high level of participation. The capstone students and alumni were directed to an external web link (outside their course sections) via the Oncourse Test and Surveys tool, which may have contributed to the lower than desirable participation rate.

G100 Intro to Comm Studies Survey, Fall 2012: G100 Introduction to Communication Studies is supposed to be the first class students take in the major. This survey effort is an attempt to learn what our students bring with them to the major; however, *only 38% of respondents indicated this was their first Communication Studies course.* Thus, the majority of respondents have had some communication instruction in the past. Further, nearly 1/3 of the students in this introductory course are graduating seniors.

This fact deserves more attention in our department faculty meetings to determine whether this is an advising or scheduling issue or something else. See Table 19 for demographic information for G100 survey respondents.

TABLE 19: Demographic Information, G100 Survey

Participants: 55 total enrolled; 85.5% participation rate		47 students (13 male/34 female)
• BA Majors		44 students
• GPA		$M = 2.951$ (self-reported)
• First-time, full-time students		23
• 4-year External/internal transfer students		14/3
• 2-year externals transfer students		2
• Stop-out adult students (25+)		5
Estimated semesters to degree completions:	1-2 semesters	14
	4-6 semesters	29
	6-10 semesters	4
Total credit hours of communication courses taken only at IUPUI including current term:	6.0 cr. or fewer	28
	7.0-12.0 credits	10
	13.0 – 18.0 credits	8
	More than 19.0 credits	1

We learned that G100 students have strong preferences regarding academic advising, as the following responses indicate:

(Q.8) Preference for seeking academic advice at IUPUI:

- 34.0 % prefer to meet with Comm. Studies faculty advisors
- Fewer than 1.0 % prefer to meet with University College advisors
- 1.1% seek information from other Comm. Studies majors
- Fewer than 0.5% seek information from the department website or IUPUI Bulletin

(Q.9) Frequency for seeking academic advice at IUPUI:

- 68.1% meet with an academic advisor every semester'
- 1.5% meet with an academic advisor once each year
- 1.5% will only meet with an academic advisor if mandated

(Q.10 - 12) Related information

- 14.9 % prefer to meet with the same advisor until graduation
- 50% met with a Comm. Studies advisor prior to enrollment in G100
- 38.3% currently taking G100 as their first Communication Studies course

Capstone Student Survey: Students are supposed to enroll in a capstone experience near the end of their undergraduate program. Only five students completed the survey from over 150 solicited; thus we are careful about generalizing from this information.

From these few responses, we learned that the majority of respondents:

- Are first time-full-time to IUPUI Communication Studies (which is not a normal characteristic of our majors)
- Meet with the faculty in the Communication Studies department for advising
- Meet with an advisor every semester
- Would prefer to meet with the same faculty advisor in the department until they graduate

BA Alumni Survey: Eleven alumni completed the survey (one male, 10 female). We had to rely largely on personal contact information since the alumni email information we received from our Development Office was out-of-date. The majority of the survey contacts were made through Facebook.

A summary of the results of each of these surveys appears on the next page. To review department SLOs, see page 11 of this document.

TABLE 20: Comparative Survey Responses Related to Student Learning Outcomes

Likert-type Scale: Strongly agree (5) to strongly disagree (1)	Corresponding Student Learning Outcome	G100				CAPSTONE				ALUMNI			
		Student Responses (N=47)			Mean	Student Responses (N=5)			Mean	Student Responses (N=11)			Mean
Surveys conducted Fall Semester 2012		Disagree-Strongly Disagree	Un-Decided	Agree - Strongly Agree		Disagree-Strongly Disagree	Neutral	Agree - Strongly Agree		Disagree-Strongly Disagree	Neutral	Agree - Strongly Agree	
Questions relate to courses taken in Communication Studies at IUPUI only.													
Courses helped students understand that communication is a process used to achieve an outcome	1.a				4.1				4.4	2	0	8	3.9
Courses helped students understand reflexive nature of communication	1.c	3	12	32	3.7	0	0	5	4.4	2	1	8	4.1
Courses helped students be successful communicator in a variety of contexts	3	2	9	36	3.9	0	0	5	4.4	1	1	9	4.2
Courses helped students understand relevance of context in solving communication problems	1.b	2	10	35	3.9	0	0	5	4.4	1	1	9	4.5
Courses helped students understand the role of cultural differences in creating and interpreting communication messages	2.f	2	8	37	4	0	0	5	4.8	0	1	10	4.2
Courses prepared students to be mindful listeners.	2.a	3	10	34	4	0	0	5	4.6	1	4	6	4.3
Courses taught students importance of nonverbal communication in constructing message meaning.		2	10	35	3.9	0	0	5	5	1	2	8	4.6
Courses prepared students to utilize a variety of research methods for evaluating communication messages.	3.c	1	21	25	3.6	0	1	4	4.2	0	3	8	4.1
Courses helped student become better communicator with peers and co-workers		1	9	37	4	0	0	5	4.4	1	2	8	4.2
Courses provided students with theoretical knowledge to intervene in unwanted communication patterns	3.a, b	5	16	26	3.6	0	1	4	4.2	1	4	6	3.8
Courses prepared students to resolve communication conflict between groups and individuals with diverse backgrounds	2.e	4	15	28	3.7	0	0	5	4.2	1	2	8	4
Courses taught students to be ethical communicators	3.e	2	15	32	3.8	0	0	5	4.8	0	3	8	4.44
Courses taught students theories to predict communication outcomes in a variety of contexts		6	15	26	3.6	0	2	3	4	1	4	6	3.9
Courses helped students define their own communication style	2.c	3	16	28	3.8	1	1	4	4.2	1	2	8	4.2
Courses taught students to consider background and culture of audience in preparing for speeches	2.b	4	11	32	3.9	0	0	5	4.4	0	2	9	4.78
Courses helped students understand the extent to which audience plays a role in creating message meaning	2.b	1	9	37	4	0	0	5	4.6	1	2	8	4.2
Courses helped students understand that the communication style of others is as important as their own	2.d	3	14	30	3.8	0	0	5	5	1	2	8	4.2
Courses helped students become a better communicator with family/friends		1	13	33	3.9	0	0	5	4.6	1	2	8	4.2

In terms of student learning, these preliminary results appear positive. Mean scores improve from G100 to capstone, and most drop off slightly from capstone to alumni. Given the small number of capstone students and alumni who completed the survey, we are hesitant to make much of these responses. Yet the positive trend is encouraging. In particular, SLO 1.b on the importance of context, 2.b on culture, and 3.e on ethics are strengths in student learning that students maintained as alumni. SLO 2.d on understanding the communication style of others demonstrated the largest growth in learning from G100 to capstone.

We welcome feedback on how we may build from these initial efforts to capture student perceptions of their learning.

TABLE 21: Comparative Survey Results Related to Student Perceptions of our Program

Likert-type Scale: Strongly agree (5) to strongly disagree (1)	G100				CAPSTONE				ALUMNI			
	Student Responses (N=47)			Mean	Student Responses (N=5)			Mean	Student Responses (N=11)			Mean
Surveys conducted Fall Semester 2012	Disagree-Strongly Disagree	Un-Decided	Agree - Strongly Agree		Disagree-Strongly Disagree	Neutral	Agree - Strongly Agree		Disagree-Strongly Disagree	Neutral	Agree - Strongly Agree	
Questions relate to courses taken in Communication Studies at IUPUI only.												
Program will help/helped students secure the job they want after graduation	2	9	36	4.1	0	0	4	4.2	7	1	3	2.5
Program provides/ed students with convenient course offerings	7	4	36	3.9	0	0	5	4.4	3	1	7	3.4
Program provides/ed students with opportunities to interact with faculty	3	7	37	4	0	0	5	4.8	2	1	8	4
Students are satisfied with the faculty in Communication Studies.	2	10	35	4	0	0	5	4.6	3	1	7	3.7
Students are satisfied with the staff in Communication Studies.	0	12	35	4.1	0	0	5	4.4	2	3	6	3.6
Students are satisfied with support staff in other IUPUI departments.	2	14	31	3.8	1	0	4	3.8	2	1	8	3.6
Program provides/ed opportunities for co-curricular activities	2	7	38	4	0	0	5	4.4	2	2	7	3.7
Program provides/ed communication knowledge to be successful in the workplace	1	4	42	4.3	0	0	5	4.8	2	2	7	3.7
Program provides/ed skills to be successful in the workplace	1	7	39	4.1	0	0	5	4.8	2	2	7	3.8
Students are satisfied with the courses in Communication Studies	1	8	38	4.2	0	0	5	5	3	1	7	3.6
Students are satisfied with the choice to major in Communication Studies	1	7	39	4.3	0	0	5	4.6	2	2	7	3.6

In terms of trends, the mean response of every item improved from G100 to capstone, which we would expect. However, the mean of the majority of responses dropped from capstone to alumni, and some rather significantly. In particular, alumni do not perceive that the program helped them secure the job they wanted after graduation. While this could certainly be explained, in part, by the economy, it does suggest that we need to do a better job helping our students see how their communication studies major prepares them for a variety of careers in the 21st century. We welcome additional feedback on how we may use these survey results productively.

D. Analysis of Undergraduate Student Focus Groups

In addition to pilot survey development, graduate students in COMM C501 conducted focus groups with undergraduate majors to determine whether student learning outcomes (SLOs) were being met. Students in 300/400 level courses were recruited, but only seven students participated in the focus groups. Even with a small sample, student participants demonstrated a high degree of learning.

The largest number of total instances of a single set of SLOs supported the strongest learning indicators for SLO 1.a, 1.b, & 1.c with SLO 3.a & b indicating the second strongest area of learning for this sample. Clearly these data indicate that the student participants can explain in both written and oral formats that communication is a process that is grounded in context and inherently reflexive.

Focus group 1 results indicated 49 instances of representing communication as a process that is grounded in context and inherently reflexive compared with 81 instances in FG2 with a total of 130 instances across both groups and a mean for SLO 1.abc of 65. FG1 results showed approximately 25 instances of using theory and FG2 had approximately 42 instances of using theory. The total number of instances were 67 with a mean for SLO 3.ab of 33.5

TABLE 22: Focus Group Support of SLOs

Part Grp	N	SLO 1ABC	SLO 2AB	SLO 2CD, 2F, 3E	SLO 2E, 2G	SLO 3AB
FG 1	4	49	20	21	14	25
FG 2	3	81	19	24	33	42
Total	7	130	39	45	47	67
Mean	3.5	65	19.5	22.5	23.5	33.5

One reason for the large variation between FG1 and FG2 might be contributed to the time pizzas arrived. SLO 1.abc was the first set of responses from both focus groups. FG1 had their pizza before the session began, but FG2 did not get their pizza until about 2/3 of the way through the session. FG2 had more comments related to the SLOs, perhaps because they perceived they had to talk more until the pizza arrived, whereas FG1 was eating and talking. Content analysis indicated that students demonstrated a strong understanding of SLOs 2.ab although that area had the smallest total instances in the areas of mindful listening and audience centeredness.

Manage/resolve communication conflict (2.e) and communicate in a civically engaged manner (2.g) did not have clear language indicators (single 1-2 word phrases); however, a few longer student responses indicated some understanding of steps to resolve communication conflict.

Finally, it should be noted that interview questions used for the focus groups did not truly evaluate learning outcomes 3.c and 3.d.

From this initial focus group work, it appears that this group of participants could demonstrate their communication learning in oral and written forms. We are pleased with what this initial data suggests about what our students are learning as related to our SLOs. **We welcome ideas on how we may build from this focus group experience.**

E. What We've Learned about the Undergraduate Program

We believe from our initial assessment efforts that our students are learning what we hope they're learning. Continuing student perception data and focus group data corroborate this conclusion; continuing students perceive they are effective or very effective in communication-related items and focus group participants can talk about their communication learning using key word choices which indicate specific learning outcomes have been achieved. Survey data indicates improvement in student learning from G100 to the capstone-level, with a slight decrease as students become alumni. Yet the level of learning retained at the alumni level is still strong, with most item means 4.0 or higher on a 5-point scale. We are cautious in generalizing too much from this initial effort, however, given the small number of participants, and we look forward to continuing the assessment process with the review team's suggestions.

We are not as confident in what the PUL data tells us. Initial reflection suggests that we need to think about the sequencing of courses and continue our conversations about what a student should be doing in a 200-level, 300-level, and capstone level course. This finding is reflected in some of our other survey data as well, where students indicate they are not satisfied with the sequencing of courses. Further, the levels of our courses do not appear to carry the meaning that they should if nearly 1/3 of the students surveyed in G100 were graduating seniors. Given the exigencies facing the school of the common transferable core as well as online initiatives, the time to think about the overall structure and delivery of our curriculum seems appropriate.

Other items that deserve further consideration are opportunities that we believe to be important to our students, such as civic engagement, international experiences, and independent research. Our students do not appear to attach as much importance to these items, yet research suggests that these are the areas that have a positive impact on retention and progression to graduation. On a related note, we are pleased with our students' persistence to graduation, especially at the junior and senior levels. Yet students indicate they are not satisfied with advising. We would appreciate help reconciling these two seemingly disparate conclusions.

F. Student Learning Outcomes Assessment: Graduate Program

As an extension of the work of COMM G501, one student continued the assessment work in the form of an applied project. In consultation with the department, she developed and piloted a survey of our MA alumni in October 2012. The survey consisted of 26 questions and was distributed as a web link via the Oncourse Test and Survey tool to the MA alumni for whom we have email contact information. We received 16 responses from the nearly 70 alumni of the program. Of those 16 participants, seven provided contact information and 13 reported willingness to participate in future assessment activities for the department.

Table 23: Demographic Information of MA Alumni Survey Respondents

Participants: 16 total		13 female/3 male
• M.A. GPA		<i>M</i> = 3.8 (self-reported)
• Thesis/ALP		12/4
• After completion of M.A. in Communication Studies		<i>Secured new position related to comm</i> = 4
		<i>Continued in current position</i> = 5
		<i>Applied for and began working on PhD</i> = 7
Semesters to degree completions:	2-3 semesters	2
	4-5 semesters	2
	6+ semesters (3-5 years)	12

The results of the survey responses are summarized in Table 24.

Table 24: MA Alumni Survey Results

Survey Questions (Likert-type Scale, Strongly Agree 5 – Strongly Disagree 1)	Mean	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
Q.1 My MA in Applied Communication helped me secure the type of job I desired. (1 no response)	3.33	3	1	2	5	4
Q.2 If my goal was to pursue a PhD, the MA program in Applied Communication helped prepare me for PhD study.	4.36	0	1	0	3	6
Q.3 The Applied Communication MA program provided me with opportunities to interact with faculty in and out of the classroom.	4.61	1	0	1	4	10
Q.4 Overall I am satisfied with the faculty in the IUPUI Department of Communication Studies at IUPUI.	4.26	1	2	0	5	8
Q.5 What are the strengths of the faculty in the Applied Communication MA program? (open-ended responses)		Experts in field, creative, community involvement				
Q.6 Overall I am satisfied with the MA advising I received in the IUPUI Department of Communication Studies.	4.05	1	1	0	8	6
Q.7 My advisor was knowledgeable concerning important topics (e.g., comps, thesis requirements, ALP)	4.32	1	0	0	6	9
Q.8 My MA degree in Applied Communication helped prepare me to work successfully with an organization to diagnose communication problems.	3.72	0	1	4	8	3
Q.9 My MA degree in Applied Communication helped prepare me to apply communication theory to assess communication problems.	4.42	0	0	1	8	7
Q.10 The MA program in Applied Communication at IUPUI provided me with the tools to approach communication problems from a variety of methodological perspectives.	4.21	0	0	3	7	6
Q.11 The Applied Communication MA program was academically rigorous.	4.16	0	1	1	8	6
Q.12 My professors respected my ideas.	4.42	0	1	2	3	10
Q.13 The curriculum of the MA program in Applied Communication prepared me for my thesis or ALP.	4.37	0	0	2	5	9
Q.14 The process of Comprehensive Final Exams was a valid learning experience.	3.84	3	2	1	4	6

Q.15 Work on my Thesis or Applied Learning Project (ALP) was beneficial to me.	4.56	0	2	1	3	10
Q.16 I felt comfortable expressing my ideas and opinions in class.	4.53	0	1	1	4	10
Q.17 I developed a sense of community with other students in my program.	4.32	0	1	2	3	10
Q.18 How did the MA program in Applied Communication improve your ability to apply communication theory to solve communication problems? Give an example of an instance in which you applied communication theory to solve a communication problem. (open-ended responses)		11 responses with concrete examples of solving communication problems				
Q.19 If you participated in research activities with faculty while in the MA in Applied. (open-ended responses)		5 responses providing samples of research collaboration with communication faculty				
Q.20 If you presented at conventions while in the MA program in Applied Communication, please list those experiences below. (open-ended responses)		4 graduate students indicated they presented at conferences				
Q.21 If you participated in any applied projects in which you worked with an organization during your time in the MA program in Applied Communication, with which organizations did you work? (open-ended responses)		6 graduate students participated in an Applied Research Project				
Q.22 Overall, I am satisfied with the courses I took in Applied Communication at IUPUI.	4.5	1	0	1	5	9
Q.23 If you were not fully satisfied with all MA classes in Applied Communication, please provide further explanation below. (open-ended responses)		3 students provided comments about graduate courses in the M.A. Communication Studies Program				
Q.24 Overall, I am satisfied with my choice to complete a MA in Applied Communication major at IUPUI.	4.39	1	0	2	2	11
Q.25 If you were not fully satisfied with your choice of MA program, please provide further explanation below. (open-ended responses)		3 students provided negative feedback on major helping them get a job.				
Q.26 What did you like best about the Applied Communication MA program at IUPUI? What are the strengths of the program? (open-ended responses)						

The following are select student responses (bold added) taken directly from the Graduate Alumni Survey, Question 26 on what students liked about the program:

- Strengths include the receptiveness of **faculty to mentoring**, the applied nature of the program and emphasis on use, and location with many opportunities for collaboration.
- Interesting courses offered. **Strength and passion of the faculty.**
- There are several faculty members that I really enjoyed and this made the program quite enjoyable. The **strengths of the program are the faculty members.**
- The faculty is fantastic. or is it are fantastic? Luckily it wasn't a master's in grammar
- The **faculty** were always supportive and accommodating. There were options to both prepare for **further academic study and applying communication in the workplace.** I felt supported by my fellow students and made several close friendships, which I maintain several years later.
- I enjoyed the **student community** - I think the more we can enhance that, the better.
- What I liked most about my time in the Applied Communication MA program was the ability to **explore theories and their applications both inside and outside the classroom.** The relationships I developed in the program - with both faculty and fellow students - helped me expand my communication knowledge base and develop new skills that were valuable in the real world.
- As mentioned above the faculty and staff were a huge strength to the program. I was able to become very close with my cohort of students I entered the program with.
- I have always appreciated the diverse range of specific topics that are allowed to be researched in class as long as assignment criteria are met. Additionally, it is very helpful to have the opportunity to begin work on one's thesis as part of a class assignment. This is good for two reasons. 1) It is a comfort to be able to begin working early on the biggest undertaking of the program. 2) Getting an early start provides ample time to discover the road that appeared to be very fruitful would likely lead to a dead end. This way, it is only a minor setback. Both adjustments and progress can continue to be made when it is time to focus solely on the thesis.
- It was a good introduction to the communication discipline and the **professors were approachable and accessible.** Offers flexibility in developing a master's program specific to your goals, whether it is within or outside of academia.
- **Excellent faculty** - some a little more engaged than others however; a lot of opportunities for teaching, research, conferences and rigorous coursework; also great work/life balance with most of the students - so there is an opportunity for some great friendships out of class; also very strong PhD placement among graduates - I was very happy to be accepted into my top choice!

As stated in Section II-B, students in the MA in Applied Communication program will have opportunities to:

- Apply communication theories to specific communication issues and problems in the workplace and the community and use communication-specific theory to predict human interaction.
- Design and execute communication strategies and create programs to address contemporary communication problems.
- Demonstrate an advanced theoretical knowledge in preparation for Ph.D. studies

Questions 8, 9, 10, and 18 speak directly to learning outcomes one and two. The majority of respondents indicated that they either agree or strongly agree that the program helped prepare them to apply communication theory, diagnose and assess communication problems, and approach communication problems from a variety of methodological perspectives. The open ended responses to question 18 indicate students could provide concrete examples of the ways in which they applied communication theory to diagnose and assess communication problems.

Outcome three, preparation for Ph.D. studies, is demonstrated in question two, in which 9 of the 10 responses to this question indicated respondents agreed or strongly agreed with the statement that the program helped prepare them for PhD study, if that was a goal identified by the participant.

Other strengths of the MA program, based on survey results, include opportunities to interact with faculty, advisor knowledge, program rigor, and the comfort level of students expressing their ideas and in opportunities to develop a student community. Open ended responses most often indicate the faculty as a strength of the program.

What should be clear from student responses is that faculty members take their responsibility as graduate student mentors very seriously. Whether it is working with graduate students in classes, community projects, grants, presentations or publications, the faculty are very active in the academic lives of students. One of our MA alumni wrote this in his letter in support of our nomination for the outstanding MA program award:

The professors at IUPUI immediately rose to the challenge of advising me on the level of scholarship necessary to achieve admission [to Texas A&M] including, attaining teaching experience, the highest levels of classroom and GRE achievement, and individual scholarship. I began working with professors to prepare and present work at national conferences and maintain the highest levels of academic achievement. Professors aided significantly in the process by assisting me as I developed the research and writing talent necessary for inclusion in the most advanced and competitive conferences.

This student states further: "through active personal interaction with their students, the professors of the program develop long standing professional relationships with the students that they advise and instruct. To this day, I maintain contact with many of my professors from IUPUI, I work with them, and they still assist me in my efforts."

Another MA alumni mentions in her support letter two areas where mentoring plays a role in the lives of graduate students: mentoring from faculty *and* peer mentoring from other graduate students:

Although scholarships and grants may seem typical for collegiate students, faculty members assist students in searching, applying, and attaining grants that are specific to research interests. During the process, students learn grant writing skills that will be beneficial in their future endeavors. Another area is the Graduate Communication Club (GCC). MA students organize GCC meetings that focus on current MA student body interests, needs, and struggles. With assistance from faculty members, students have guest speakers from the university administration, scholars from other national and international universities, and graduates of the program.

These MA alumni letters from students who have gone on for a PhD at reputable programs corroborate our survey findings that we have a strong MA program, built on the strengths of a committed core of faculty, who provide a variety of applied learning opportunities involving collaboration locally, nationally, and internationally.

G. What We've Learned about our Graduate Program

We believe that we have a strong, innovative MA program based not only on alumni feedback but also on our recent award from the Master's Education Section of the National Communication Association. On page 31 of this document we listed some of the innovative features of our program in research, teaching, and mentoring students including the rigorous applied nature of the program, opportunities for partnerships

with faculty, the community, and international collaborations as well. Students mentioned they enjoyed working with faculty and the applied, collaborative nature of the program in their open-ended comments.

We believe students are learning what we hope they're learning. Survey responses and open-ended comments from MA program alumni demonstrate students can apply communication theory, diagnose communication problems, and approach communication situations from a variety of methodological perspectives.

A regular, innovative feature of our MA courses is partnership with a community-based organization. On occasion we receive feedback from these organizations. One such organization is Handi-Capable Hands (HCH), an organization that provides employment opportunity to developmentally disabled adults. For example, Melody Stevens, former Executive Director of HCH, details in her letter the experience working with graduate students in a public communication course during fall semester 2009. As she writes:

The IUPUI program truly stands "head and shoulders" above the rest! I was constantly amazed at the ability of [the professor's] students to study a concept in class, and then almost instantly apply it to their project at Handi-Capable Hands. It was incredibly refreshing to work with students so thoroughly prepared, professional, and flexible.

While it is gratifying to receive praise from community partners, we acknowledge there are areas where we can improve our program. An area we may want to investigate in the future is the process of comprehensive exams, which 1/3 of MA alumni respondents felt was not a valid learning experience. Three students indicated they were not satisfied with the program because it did not help them find a job upon graduation. We may want to consider ways to enhance the community collaborations open to our students to increase their opportunities for career success upon graduation. **We welcome feedback from the review team on ways we may improve our MA program as we implement our PhD program in health communication.**

CONCLUSION: Closing Reflections

In the process of completing this self-study, we, as a faculty, have had considerable opportunity to reflect on our mission and goals as a department, the activities through which we seek to realize those goals, and how effectively we think we are accomplishing our goals. This conclusion will provide a brief overview of some of our observations about what we have learned through our self-study.

One thing that becomes immediately clear upon reading this document is that we, individually and as a department, do a great deal. The breadth of the department is evident in the range of content areas covered including organizational and group communication, interpersonal and family communication, theater and performing arts, media, health communication and political communication. In addition, the scope of departmental activities can be seen in the variety of initiatives that are being undertaken in our department. One possible result of this diversified focus is that the department may be perceived as being fragmented. In a time when we are trying to establish a unified focus as an applied Ph.D. granting department, this breadth is a challenge.

On the other hand, the wide range of possibilities offered by the department is what makes the major attractive to many students. In addition, each of the individual components of the Department of Communication Studies ties in to our mission, and the evidence suggests that we do the individual pieces quite well, making it difficult to decide how the activities of the department could be consolidated to provide

a more cogent focus to the department. **We welcome feedback from the review team on this complex question.**

As a faculty, we are in agreement about the centrality of civic engagement/community-based learning and international experience to our mission. Both of these objectives are important within the larger context of IUPUI, since both are stated priorities for this campus. While both of these aspects of our department are “works-in-progress,” we are quite pleased with the efforts that have been taken so far to integrate civic engagement into the Communication Studies curriculum and to provide international learning opportunities for our students. We look forward to continuing to develop these two components of our department in the future. In addition, we acknowledge the importance of university resources, such as the Engaged Department Initiative grants and Undergraduate Research Opportunity Program (UROP) funds that have provided support for several students doing research in Poland, and in facilitating our department’s efforts in these areas. Without this support, we would not have been able to make the progress in these areas that we have, and we look forward to continued school and university support in the future.

Yet another feature of our department that we see as a strength is our service courses, particularly R110. Under the capable direction of former directors Jennifer Cochrane and Kate Thedwall and current director Steve LeBeau, this class is a model service class.

While this self-study helped us to see the many things we do well in this department, it also gave us an opportunity to identify areas for improvement. For the most part, these observations tie in to the fourth question raised at the outset of this self-study: How can we increase recruitment and retention of students? One of the issues that IUPUI continues to struggle with is retention. The Department of Communication Studies has taken an active role in experimenting with a variety of freshman experience alternatives designed to improve retention, but this continues to be an issue of concern. Closely linked to retention is the issue of academic advising. Again, this is an issue that the university struggles with at a systemic level, and even though the Department of Communication Studies has implemented several innovative strategies for improving advising (e.g., the ComStudy Advising Database) and students in Communication Studies generally report satisfaction with their advising experiences at about the same rate as students in other units at IUPUI, this is certainly an area that we need to continue to revisit.

The department has made several attempts to improve identification and connection with the department by inviting students and their families to a picnic each fall and by hosting events such as Communication Week and our Alumni Conference. As is typical for the IUPUI student body, participation in these activities is limited. Yet, Communication Studies students report that they are more involved in community service or volunteer work through their courses than students in other departments, which may be linked to these efforts. Nonetheless, whether that translates into an increased sense of identification with the department is unclear.

The fifth question proposed at the beginning of this self-study relates to ways to improve research productivity within the Department of Communication Studies. This is an area where considerable improvement can be demonstrated since the 2007 review. Furthermore, the interdisciplinary linkages with the Schools of Medicine and Nursing, the Global Health Communication Center, and ICIC will provide a forum for ongoing enhancement in this area. Finally, our anticipated hires in health communication will be a benefit in terms of promoting acquisition of grants in support of departmental research efforts. Nonetheless, the department struggles to balance the increasing research expectations with the desire to continue to provide the high-quality student-focused teaching that has been the hallmark of our department.

All in all, we look forward to welcoming the review team and to their feedback as we engage in the next step of our department improvement process. We have much to be excited about, but we also know there are areas within our department that can be strengthened.