

Truman State University
Communication Program
Five-Year Review (FY1994-FY1999)
- Gary H. Jones, Associate Professor of Communication

EXECUTIVE SUMMARY	1
PROGRAM REVIEW NARRATIVE	2
PROGRAM OBJECTIVES	2
PROGRAM OUTCOMES	2
PROGRAM STRUCTURE	3
a. <i>Knowledge acquisition</i>	3
b. <i>Skills acquisition</i>	3
c. <i>Attitude acquisition</i>	4
d. <i>Program analysis matrix</i>	4
e. <i>Higher-order thinking and connections</i>	4
f. <i>Curricular structure and rationale</i>	5
g. <i>Breadth of coverage</i>	6
h. <i>External relationships</i>	6
i. <i>Capstone experience</i>	7
RELATIONSHIP TO LAS MISSION, LSP AND FRESHMAN YEAR EXPERIENCE	7
PRINCIPAL PLANNING THEME SUPPORT	9
➤ Deepening an Enhanced, Self-Reflective Liberal Arts Culture	9
➤ Recruiting and Supporting Outstanding Students, Faculty and Staff	11
➤ Providing Excellent Support to the Teaching/Learning Process	14
➤ Nurturing Relationships with External Constituencies	16
FULFILLMENT OF UNIVERSITY, STATE AND NATIONAL NEEDS	16
STUDENT DEMAND AND QUALITY	18
FACULTY CHARACTERISTICS AND COMPETENCIES	18
STAFF CHARACTERISTICS (IF APPLICABLE)	20
RESOURCES AVAILABLE AND RESOURCES LACKING	21
CURRICULUM STRENGTHS, UNIQUE FEATURES, DEFICIENCIES AND REMEDIES.	22
INSTRUCTIONAL METHODS, AND CHANGES PLANNED	24
FACULTY, RESOURCES, AND CREDITS GENERATED TO SUPPORT THE LSP	24
ANALYSIS OF ALUMNI, EMPLOYER, AND GRADUATE SCHOOL ASSESSMENTS OF PROGRAM	
GRADUATES	24
FOLLOW-UP ISSUES/RECOMMENDATIONS FROM THE PRIOR FIVE-YEAR REVIEW	25
GRADUATE PROGRAM REVIEW (IF APPLICABLE)	26
APPENDICES TOC	27
A. PROGRAM ANALYSIS MATRIX	28
PROGRAM ANALYSIS MATRIX (CONT.)	29
B. DATA TABLES	30
DATA TABLES--ADDENDUM	34

Executive Summary

The Communication program at Truman aims to graduate critical thinkers. Analytic abilities range from a consideration of classical rhetoric to evaluation of, and participation in, the essential roles that mass media play in contemporary society. To those ends, the crucial importance of the ability to write and speak clearly and coherently is self-evident. Consequently, the Communication program directly supports the Truman State University Liberal Studies Program (LSP). A course of study in Communication teaches "the self-conscious use of the communication process to investigate, discover, identify, or create knowledge, and to analyze, critique, and evaluate the communication process among people and groups." The Communication discipline engenders understanding and participation in the process of communication and the critical examination of both the potential and the limitations of language or any particular medium of communication or symbol system.

The Communication program is designed to ensure an understanding and appreciation of the breadth of the field while allowing majors to pursue more specific knowledge related to personal goals and career objectives. The program is divided into three areas of study: Communication Arts, Communication Science, and Journalism—a restructuring which was successfully instituted three years ago. Course sequencing in the major is designed to ensure a breadth of coverage in the field. Further, the discipline offers rich opportunities in co-curricular activities which enhance student experience and serve to help meet University goals in intellectual as well as on social and personal-development levels.

Thus, there is a rich resonance between the capacities of a vital and engaged program of study in the field of Communication, as described in this Program Review, and the central tenets of the University mission. However, in addition to the many strengths of the discipline, some problems exist with the Communication program. The number of students who declare Communication as their major continues to substantially outpace University projections. This in turn puts a strain on personnel; the student/teacher ratio in the discipline remains significantly greater than the University average. Other resources needed include physical space (for faculty offices and co-curricular programs), instructional and assessment technologies, technology training, and strategic planning support.

On the other hand, much progress in the discipline has been made over this past review period. The Communication program, with Divisional support, has been able to move, at the conclusion of AY1998/99, to a 4/4 equivalent teaching load for senior faculty. In line with University projections, there have been three new faculty positions created over the past five years. As itemized in the following review, a number of technology issues from 1994 have been addressed and resolved.

Program Review Narrative

Program objectives

The Communication program aims to graduate critical thinkers. Students who major in communication are able to critique discourse and media; advocate a position; research and analyze problems and issues; understand significant theories within the discipline; and proficiently organize and deliver oral presentations and written reports. As implied above, these analytic abilities range from a consideration of classical rhetoric to evaluation of, and participation in, the essential roles that mass media play in contemporary society. To those ends, the crucial importance of the ability to write and speak clearly and coherently is self-evident.

Therefore, graduates of the Communication Major will possess the ability to:

1. Critique discourse conveyed through interpersonal, public and mass media channels in relation to the purpose of discourse, the effectiveness of its presentation, and the standards of argumentation and reasoning employed.
2. Advocate a position on a given topic by identifying issues, analyzing components, marshaling arguments and evidence, and employing appropriate ethical and presentational standards.
3. Understand and apply significant theories of rhetoric.
4. Understand and apply significant contemporary theories of the structure and processes of communication—including mass mediated communication—by which the distribution and reception of symbols is effected; creation of meaning determined; and new understanding, appreciation or insight accomplished.

Program outcomes

The Communication program directly supports the Truman State University Liberal Studies Program (LSP). A course of study in communication teaches "the self-conscious use of the communication process to investigate, discover, identify, or create knowledge, and to analyze, critique, and evaluate the communication process among people and groups." The Communication discipline engenders understanding and participation in the process of communication and the critical examination of both the potential and the limitations of language or any particular medium of communication or symbol system.

In clear concordance with these goals, Journalism majors specifically will be able to seek out and obtain information; critically analyze that information for relevance and reliability; synthesize essential points, and—understanding the constraints of modern technology, law and ethics—compose reports that can help people make meaning of their world.

Finally, graduates of the Communication program in any sequence—Journalism, Communication Arts, or Communication Science—will possess a heightened sensitivity to communication problems arising out of human differences, and this understanding will provide the basis for more effective communication, improved problem-solving skills, and sharpened capacity for critical thinking and analysis.

Program structure

The Communication program is designed to ensure an understanding and appreciation of the breadth of the field while allowing majors to pursue more specific knowledge related to personal goals and career objectives. The program is divided into three areas of study: Communication Arts, Communication Science, and Journalism—a restructuring which was instituted three years ago. The first category is concerned with issues of classical and contemporary rhetoric, argumentation and persuasion. The Communication Science concentration focuses on social scientific aspects of inquiry in the field that include investigation of interpersonal, group, organizational and intercultural communication. All Communication majors take three core courses: Mass Communication, Survey of Rhetoric, and Communication Theory. The curricular structure and rationale is described in detail under subheading 'f' below.

a. Knowledge acquisition

Students are expected to acquire knowledge about the substance and process of human communication in specific areas that include, but are not limited to: history of media in society; history of rhetoric; message creation/dissemination; persuasion/argumentation; information technology; group management/process; research methods; and political, economic, and judicial systems. See the Program Analysis Matrix below and reproduced in Appendix A for a summary of how each course supports this instruction.

b. Skills acquisition

Students are expected to acquire skills involving the process of human communication in specific areas that include, but are not limited to: issue investigation/research, writing, prepared and extemporaneous speaking, critical/analytical thinking, creative thinking, organizational skills,

synthesis/integration, quantitative reasoning, computing. See the Program Analysis Matrix below and reproduced in Appendix A for a summary of how each course supports this instruction.

c. Attitude acquisition

Students are expected to acquire attitudes regarding the process of human communication in areas of personal development which include, but are not limited to: self confidence, self reflection, ethical judgment, appreciation of ideas, tolerance for diverse ideas, and concern for others. See the Program Analysis Matrix below and reproduced in Appendix A for a summary of how each course supports this instruction.

d. Program analysis matrix

PLEASE SEE APPENDIX A.

e. Higher-order thinking and connections

As evident by the discipline's curricular structure, the study of Communication at Truman requires the understanding and integration of knowledge in the humanities and social sciences. Further, in the course of issue research for purposes of argumentation and persuasion, as well as for journalistic investigation and reporting, students perform must display an understanding of and make connections to the natural sciences. In all three concentrations of the major, Communication Arts, Communication Science, and Journalism, critical thinking is essential. In the course of their study, students are repeatedly required to investigate problems or issues relating to both the substance and process of human communication—or in the case of Journalism, issues concerning society as a whole. They must then critically analyze and evaluate the validity of the evidence, synthesize and integrate deductions or conclusions, and offer coherent reports or presentations of their findings. Journalism, specifically, is essentially interdisciplinary—or perhaps more accurately, quintessentially interdisciplinary.

As the new Liberal Studies Program exemplifies, Communication can be considered a “mode of inquiry.” From this perspective any consideration of communication must not only consider questions of message content, transmission and impact but examine the achievement of *meaning* itself—and its critical analysis—both at individual and societal levels. In this more general sphere, Communication majors, minors, and non-majors as well consider the construction of meaning in courses focusing on such areas as rhetoric and debate, argumentation, mass communication, media writing, communication theory, research methodology, media criticism, oral interpretation, and interpersonal, small group, and intercultural communication.

Other relationships between program courses and “higher-order thinking and connections” can be inferred from the Program Analysis Matrix in Appendix A. However, two other aspects of the curriculum deserve particular mention in this context. First, the Media Law and Ethics course is required of all Journalism majors. This course involves identification and analysis of issues and principles concerning freedom of expression, access to information, media regulation and professional ethical standards. Second, it should be noted that all Communication majors are required to take at least one research methodology course. There are five such courses offered: Research Methods, Argumentation, Critical Perspectives on Performance, Media Criticism, and Rhetorical Criticism. Along with selected other upper-level courses, these methods courses are specifically designed to foster higher-order thinking and critical analysis.

f. Curricular structure and rationale

The Communication program required 35-38 academic credit hours for the degree. For most or all of the five-year period under review, all Communication majors were required to take a one-hour New Major Seminar at the start of their program, a one-hour capstone course near the conclusion, and nine hours of core courses in between. Additionally, all Communication majors took Fundamentals of Public Speaking, a University requirement. As presently configured, the three core courses consist of Mass Communication, Survey of Rhetoric, and Communication Theory. The New Major Seminar has recently been replaced by other methods of orientation, but the rationale for the remaining 10 hours of required courses remains to ensure that all Communication students have an appreciation of the common elements of the field. The survey of rhetoric course emphasizes the classical roots of the discipline (tracing them to modernity), the mass communication course concentrates on contemporary considerations, and the theory course is designed to deepen understanding of both—at levels of communication ranging from interpersonal to small group, and from organizational to mass mediated.

As stated in the introduction to this section, the program is now divided structurally into three areas of study: Communication Arts, Communication Science, and Journalism. The first category is concerned with issues of classical and contemporary rhetoric, argumentation and persuasion. The Communication Science concentration focuses on social scientific aspects of inquiry in the field which include investigation of interpersonal, group, organizational and intercultural communication. The Journalism concentration was restructured in 1996 to ensure that all students in that sequence took Media Law and Ethics and at least two writing courses. This restructuring was instituted in 1996 to better reflect areas of inquiry in the discipline, while ensuring breadth of coverage in the field.

Finally, the significance of co-curricular activities to the Communication program should be noted. A few important co-curricular activities (outlined in greater detail below) include debate and forensic competition, the Reader's Roundtable, several student chapters of professional organizations, and the student-run newspaper, student radio station, student television production studio, and the yearbook.

g. Breadth of coverage

The three program concentrations (or area of emphasis) described briefly in Section *f* above—Communication Arts, Communication Science, and Journalism—are viewed by faculty as different Communication sequences of study, not independent entities. Program structure is designed to reflect that perspective. Despite distinct areas of interest and different career goals, all Communication majors are expected to become familiar with the breadth of the field before graduation. Common courses, required of all majors, consist of the three core courses (Mass Communication, Survey of Rhetoric, and Communication Theory); the University-required Fundamentals of Speech course; a methods course (described above); and the senior seminar capstone course. Further, all majors, regardless of concentration, must choose three courses from among nine offered under the category of communication practices.

Additionally, students who choose the Communication Arts area of emphasis must take at least one course from the Communication Science Area, and vice versa. As noted above, the Journalism sequence was recently restructured to ensure that all students in that sequence took Media Law and Ethics, and at least two writing courses—in addition to the major requirements outlined above.

This distribution of courses ensures that majors acquire a breadth of knowledge in Communication studies. This breadth, in turn, should assist them in assuming leadership roles in areas such as: business, education, government service, journalism, law, ministry, and graduate studies—particularly in humanities and social sciences.

h. External relationships

Through membership, conference presentations and personal contacts, the Communication faculty has established relationships with most of the nationally-recognized professional organizations concerned with the broad field of Communication studies. These include the American Society for the History of Rhetoric (ASHR), Association for Education in Journalism and Mass Communication (AEJMC), International Association of Business Communicators (IABC), International Communication Association (ICA), National Communication Association (NCA), Rhetoric Society of America,

and the Society for Professional Journalists (SPJ). Local and regional journalism contacts have been established by Professor David Fortney. Professor Barry Poyner has made numerous local contacts through Toastmasters, over which he presides, as well as the Speech and Theatre Association of Missouri (STAM), on which he serves as a member of the Board of Governors. Professors Gary Jones and Dale Keller have established relationships with IABC, Kansas City. Professor Keller is also a member of the Association of Business Communicators (ABC).

Through student internships, the Communication discipline has established relationships with many media organizations—from the local television and radio stations, to regional major metropolitan newspapers, to Dow Jones. The discipline has also had a number of majors participate in the Jefferson City internship program, and will have some in the newly instituted Washington (D.C.) Center. Several additional external relationships have been established by the student forensic team, including the National Federation State High School Associations and the Kaiser Family Foundation on grant-funded high-school outreach.

Additional faculty external relationships with professional organizations and industry are described below, under “Faculty Characteristics and Competencies.”

i. Capstone experience

The Communication Senior Seminar course serves as the discipline’s capstone experience. There are three primary components to this one-credit course. Students are required to put together a professional portfolio, pull together an academic portfolio, and compose a research proposal to well-defined academic standards. Students are encouraged to present at the spring Undergraduate Research Symposiums; in recent years, some professors have required such presentations. Over the past three years more than 75 Communication majors have presented at the annual symposium. Depending upon who is teaching the course and what classroom facilities are available, students may also be required to create a World Wide Web home page (and publish selected course assignments on the Web).

Relationship to LAS mission, LSP and Freshman Year Experience

Rhetoric, the historical progenitor of Communication studies, was part of the Trivium of the classical liberal arts curriculum. The Communication program at Truman rests upon that foundation, even as it extends the principles of classical rhetoric into the mass mediated public forums of contemporary society. Effective communication rests at the center of the University’s mission of engendering “a sense of the joys and uses of

creative and critical thought, including skills of intellectual problem solving through effective reading and research, lucid expository prose, and articulate speech."

To further quote from the University mission statement: "The highest goals of a liberal arts education are to ignite the individual's curiosity about the natural and social universe and then aid him or her in developing the skills and personal resources to channel knowledge into productive, satisfying activity. In pursuing these goals, the University seeks to cultivate in its students

- intellectual integrity, tolerance of difference and diversity, informed ethical values, and courageous aspiration toward the best for oneself, one's family, one's society, and the world."
(*Affirming the Promise*)

There is a rich resonance between the capacities of a vital and engaged program of study in the field of Communication, as described in this Program Review, and the central tenets of the University mission.

To further the case for this harmony of goals, one final quotation is offered, this from Cardinal John Newman's highly regarded *The Idea of a University* [also quoted in *Affirming the Promise*]

- ...education which gives students a clear conscious view of their own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches students to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares them to fill any post with credit, and to master any subject with facility. It shows them how to accommodate themselves to others, how to throw themselves into their state of mind, how to bring before them their own, how to influence them, how to come to an understanding with them, how to bear with them. They are at home in any society, they have common ground with every class; ... they are able to converse, they are able to listen; ... they are ever ready, yet never in the way.

Framed in this light, it is challenging to name a field of study better suited to the fulfillment of Truman's mission than the Communication program.

Each semester, of the approximately 60-65 sections of Communication courses taught, roughly 30 sections have been dedicated to COMM170, Fundamentals of Speech. *In other words, the Communication discipline dedicates about 50% of its personnel resources in direct support of the University Liberal Studies Program.* In the past year, those numbers have shifted to about 30 sections out of 70 total—still over 40% of resources

devoted to the LSP core. Each fall, several Communication faculty support the Freshman Year Experience by teaching freshman level "extended courses" (in Fundamentals of Speech), and faculty will teach at least one section of COMM 170 in the Residential College program. The Communication discipline participates in the Master of Arts in Education program; faculty support the goals of the MAE program as resources and staffing ability allow.

Principal Planning Theme support

The following comments address issues raised under the four sections of "Principal Planning Theme Support," *Affirming The Promise*, pp. 56-67.

➤ **Deepening an Enhanced, Self-Reflective Liberal Arts Culture**

[*Affirming The Promise*, p. 56]

The Communication program's congruity with university goals of "offering a strong liberal arts and sciences curriculum that provides each student with a sound foundation and breadth of requisite knowledge, skills and attitudes..." has been addressed elsewhere in this document (see Section 3g) as has the program's capacity to "graduate students who demonstrate well-developed essential and higher order skills such as communication, ...critical thinking, self-reflection, ...and integration..." (see Section 3e)

Among the other goals mentioned in this section are several references to co-curricular activities, including a desire at the university level that a discipline "enhance the role of co-curricular activities at the university and divisional levels in meeting the University's intellectual, social, and personal development goals for students."

The Communication major offers perhaps the widest variety of co-curricular activities of all disciplines on the Truman campus. These activities include debate/forensic competition, and the Reader's Roundtable (providing a regularly scheduled opportunity for students to read/perform literary works). Truman's Speech and Debate (Forensics) program has been in existence for 101 years and has established a tradition of excellence in a wide variety of forensic activities, including policy debate, Lincoln-Douglas debate, parliamentary debate, and individual speaking events. Truman students have previously won the Missouri State championship in team debate, have placed students in elimination rounds of parliamentary debate nationals, the National Forensic Association national tournament, and the American Forensic Association Individual Events Tournament. The individual events program has ranked in the top ten in its division for the last several years, while the debate program has ranked as high as the top ten in national team debate rankings in years past. Truman has also qualified a student to the highly prestigious Interstate Oratorical Competition, a contest previously attended by the likes of William Jennings Bryan. The program currently

serves between 35-45 students in national intercollegiate competition while serving an on-campus audience through demonstration debates, classroom presentations, and public policy forums.

On the journalism side, the weekly student-run newspaper, the *Index*, has won numerous prestigious awards over the past five years. Honors include top national awards at the national, regional and state levels. The American Collegiate Press (ACP) awarded it the Pacemaker--college journalism's equivalent of the Pulitzer Prize--for general excellence in 1996-97. The ACP also named the *Index* "Best of Show" (among weeklies) in 1995 and 1998 in national competition. It finished first in "Best in the Midwest" competitions in 1996 and 1998. The paper came in second in Society for Professional Journalists (SPJ) regional competition twice in the last five years. The Missouri College Media Association named it the best in overall college newspaper in the state two years in a row. Reporters, editors, columnists, cartoonists and photographers won dozens (probably more than 100) awards in those same competitions. Several recent Journalism graduates have been recipients of prestigious Dow Jones internships at various high-profile newspapers, and recent graduates are now working, or have worked, at the *Kansas City Star*, the *St. Louis Post Dispatch*, and the *Los Angeles Times*. Faculty advisors to both the *Index* and the student chapter of SPJ have won a small collection of distinguished awards over the past five years in recognition of their outstanding work--including the Missouri College Media Association's Adviser of the Year, and, in national competition, the SPJ's Adviser of the Year.

The student yearbook, *Echo*, has won awards from the American Scholastic Press Association (first place with special merit, 1996) and awards for theme, headlines and captions, sports photos, and in a variety of other categories from the Missouri College Media Association, Columbia Scholastic Press Association, and one of Wadsworth Publishing Company's annual Awards of Excellence.

Detours magazine is a relatively new campus publication, again written and managed by students. Despite its youth, *Detours* has won awards for overall general excellence from the American Scholastic Press Association, and the Associated College Press called it the Best New Magazine of the Year in 1996.

KTRM is a student-run FM radio station, operating with a Class A noncommercial educational license from the FCC. KTRM, which went on the air February 10, 1998, broadcasts at 88.7 MHz, with 1Kw of effective radiated power. Its antenna is located south of the University at the Physical Plant site on LaHarpe Street. The radio educational program at Truman has come a long way in just a little over two years of

broadcasting. This program has two dimensions--which are not necessarily linked: KNEU, the station, and COMM 355, the radio broadcasting course. One "mock studio" laboratory is in place for the COMM 355 students to develop their announcing and engineering skills--skills best developed through practice. There is a need for the radio program to expand to two or three such practice stations, and permanently house them in a classroom where COMM 355 could be taught regularly. The course, then, would better prepare students for the practical requirements of broadcasting, as well as providing theoretical and historical instruction. Better training for students will result in an improved sound on KTRM, improved listenership, and ultimately, better service to the community.

Truman TV is the vehicle for airing student-produced programming on campus and in the community. Due to the hiring of Professor Norb Tatro, the quality and professionalism of Truman TV has improved greatly during this review period. As of the spring of 1999, the only product was Tru News, a weekly newscast that airs in the community on Cable Channel 36 and on campus over Cable Channel 67. The newscast is produced by a student staff and relies primarily on reports submitted by students enrolled in COMM 358, Television Broadcasting. Resources include VHS shooting and editing equipment, a television studio and computer-generated graphics. Students also have access to the daily feeds of a network news organization.

In summary, there are a dozen high-quality, co-curricular organizations related to the major which provide Communication graduates who are "nationally competitive and fully prepared for further study or successful entry into a career" (*Affirming the Promise*, p. 26).

➤ **Recruiting and Supporting Outstanding Students, Faculty and Staff**

[*Affirming The Promise*, p. 60]

Within the discipline and more generally, the Communication faculty are supportive of the University effort to "attract and retain a diverse group of high ability students. The forensics program, for example, goes to the effort of recruiting "off site" in the sense that debate students go out to judge high school tournaments. Further, debate coaching faculty work at summer workshops and maintain active contacts with high school coaches throughout the region. Generally, the Communication faculty are well-represented at various University recruitment visit days throughout the academic year, and are frequently called upon by the University Admissions Office to meet with prospective majors—and often their parents.

Communication faculty strive not only to help attract, but also retain students at this University. Communication faculty have the highest academic advisee average (about 20) in the Division, and perhaps one of the highest in the University. Virtually all faculty participate in new major orientation during Freshman Week Division Day activities, and most participate in other orientation events during the school year. Selected faculty maintain lines of communication with the advising arm of the residential colleges. Again, faculty regard the numerous quality co-curricular activities of the major very seriously, and offer considerable time and energy in support of same.

Regarding discipline support for the University goal of recruitment and retention of a diverse faculty, Communication faculty—whether on faculty search committees or acting at large—are very sensitive to the need to attract faculty that help the discipline better represent the demographic makeup of the country as a whole. When positions open, faculty with solid academic credentials, experience in the liberal arts and sciences, and evidence of a commitment to continuing scholarly and professional development are strongly recruited.

However, it is especially difficult to attract and retain well-qualified Communication faculty to Kirksville. The Communication faculty suffered a turnover of more than one-third its staff last year (Spring 1999), including the loss of three tenure-line faculty. Tenured faculty presently number three out of 16, and less than half all faculty have been at Truman for longer than five years.

Recruitment is made difficult for the following reasons: First, the major is very popular and Communication scholars are in high demand; second, faculty salaries have only recently become competitive with other regional universities in the state, and remain only marginally competitive with institutions of higher learning similar in quality to Truman; third, faculty office space continues to be substandard—in some cases grossly substandard; fourth, the lack of physical teaching resources, such as a media lab and speech video recording facilities, add to the difficulty of attracting the best candidates; fifth, personnel resources (although improving) are stretched thin (the actual student/teacher ratio in the discipline is about 23:1, academic advisee load averages about 20, and many Communication classes, including upper-level courses, have enrollment caps of 35); sixth, this region is geographically isolated, making it especially difficult to attract scholars who may wish to remain at least tangentially involved in the professional side of the field; seventh, the lack of a Communication graduate program occasionally discourages qualified faculty candidates; and eighth, there sometimes arises a question of "fit" between the liberal arts mission of the University and that

of the Communication program (e.g., the recent scrutiny of the discipline by the Liberal Arts and Sciences Inquiry Committee);

While there is little that can be done about points six and seven, and while (presumably) this document addresses any lingering concerns regarding point eight, issues one through five need be confronted. Again, the Communication discipline lost three senior faculty (two tenure-track and one tenured) to other universities this year (1999). While the strain on professional personnel should be eased with the approval of three new faculty positions over the past three years, hiring and retention issues remain. The Communication faculty look forward to working with University administration to seek and implement additional ways—such as the recent move to a meaningful 4/4-equivalency course load—to attract and retain qualified candidates in a competitive market. Working together, faculty and administrators can expand the physical and personnel educational resource base upon which quality recruitment—and quality instruction—are founded.

Another measure of support for this principal planning theme is the percentage of faculty engaged in scholarly activity with students. Over the past three years, in collaboration with well over 50 percent of the faculty, more than 75 Communication majors have presented at the annual Undergraduate Research Symposium (URS). Over the past five years, over a third of all Communication majors have engaged in collaborative research with faculty mentors. It must be noted that the depth of this engagement varied widely, as students took on the challenge of URS with different degrees of commitment.

For a description of faculty in scholarly activities, as well as an overview of faculty participation in professional development, please see *Section 8*, "Faculty Characteristics and Competencies."

Regarding the distribution of student/faculty ratios among disciplines across the University, Communication is a very strong contributor. As calculated from actual student course enrollments from division load reports (including the University service course), the actual student/teacher ratio in the discipline is approximately 23:1 – presumably allowing other disciplines both within and outside the division to enjoy considerably more favorable ratios.

The issue of faculty and staff compensation (under this particular Planning Theme) has been addressed immediately above, under faculty recruitment and retention. As the University administration and faculty work to establish a competitive compensation package at Truman State University, it would be useful to establish a clear formulation of this goal. Since the objective here is to reach a salary equivalent to 90 per cent of

the average of "nationally ranked liberal arts colleges" (p. 63 of *Affirming the Promise*) it would be helpful to define that phrase.

Regarding staffing flexibility, it has proven difficult to hire qualified tenure-track faculty over the past eight years. The division has frequently hired, on one-year contracts, job applicants with Master's degrees in the field, who are then typically employed to help cover 30 sections of the University service course which Communication offers every semester (Fundamentals of Speech). Hiring (and retaining) qualified tenure-track faculty continues to be difficult due to reason cited above, and administration reluctance to consider either hiring at the associate level or hiring qualified candidates holding the Master's degree. Over the past five years the number of Communication faculty tenured or on tenure-track has typically ranged from about 60 to 70 percent. Of the 17 faculty on staff at the close of AY1998/99, four senior professors had been with Truman longer than five years, none longer than 10 years. Thus, if anything, faculty staffing has been excessively "flexible" in Communication during this review period, as the discipline strives under competitive market conditions to attract and retain qualified candidates with terminal academic degrees.

Regarding the University goal of a low faculty-to-staff ratio, Communication supports (physically, if not philosophically) the University's goal of an even leaner administration. The Communication discipline accomplishes this by providing faculty advisors (essentially staff) to essential co-curricular activities (see p. 9, this document), thereby avoiding the need to hire non-faculty staffing personnel. As with all disciplines on campus, Communication administers itself organizationally by electing rotating faculty conveners, who serve as a clerical point of interface between the division head and the faculty.

➤ **Providing Excellent Support to the Teaching/Learning Process**

[*Affirming The Promise*, p. 64]

Communication faculty continuously work to improve the holdings and services available at Pickler Library. This work includes suggesting links to additional web sites which make a strong scholarly contribution to the field, suggesting numerous additional multimedia holdings, and by more traditional suggestions of worthy additions to the stacks. It should be noted that Pickler Library has been extremely accommodating of these suggestions and requests.

Concerning the goal to "maintain and improve the resource base, aesthetic milieu, and facilities needed to provide an exemplary teaching-learning experience," the Communication discipline is unanimously supportive. And to that end, Communication faculty make a number of

recommendations under Section 10, below, "Resources Available and Resources Lacking." (and for examples of faculty work in this area, see Appendix D, Memorandum to University Administration Regarding University Web Pages; Appendix E, Educom '97 Conference on Higher Education; Appendix F, Recommendations for Promotion of CS Services; and Appendix G, Open W3 Memorandum to Garry Gordon Regarding Instructional Technology). Further, Communication faculty support this goal by continuing to strive to understand the exact functions of the Instructional Services Committee (ISC), the Instructional Technology Center (ITC), the New Media Center, and the Teacher Technology Center—and the organizational relationships and administrative responsibilities of each.

Regarding the stated University goal "to ensure that a reasonable number of classrooms and library workstations have direct Internet access to facilitate the incorporation of appropriate technology into the curriculum" (p. 64), Communication faculty are very supportive. Communication faculty encourage University administration to not only provide such Internet access, but to provide the classroom hardware, personnel support services, and staff training to make use of it.

Regarding the University goal to "increase by 50 percent the number of classes with a significant instructional technology component," the Communication faculty are very supportive. Faculty encourage the administration to articulate *why* this is important, to define "significant instructional technology component," and to identify those courses which are now meeting this objective. Please see Appendix F, Recommendations for Promotion of CS Services, for some ideas on ways to encourage appropriate instructional technology. It should be noted for the record that this proposal was solicited by the University, paid for by the University, submitted to both the office of the VPAA and the Director of Computer Services in July of 1998—and then apparently ignored. In the meantime, a significant percentage of Communication faculty have integrated some degree of technology into selected courses utilizing the "Web Course in a Box" program software (now "CourseInfo")—although the need for University incentives and support continues, across all disciplines. Some Communication faculty, notably Professor Dale Keller, among others, go to great lengths to incorporate electronic-based presentation techniques into student classroom presentations. These efforts should be recognized, supported, and promulgated by University administration. A number of faculty make considerable effort to incorporate World Wide Web assignments—including Web page construction—into the classroom learning environment. These efforts should be recognized, supported, and promulgated by University administration.

The Communication faculty appreciate this opportunity to express their admiration for the way in which the Truman Pickler Library exhibits World Wide Web leadership by example. The library Web pages are excellent, and continue to improve. Faculty encourage University administration to strive for greater coordination and enhancement of its own Web pages—and to strive to avoid stagnation. It should be noted for the record that a memorandum detailing problems with University Web site administration, and containing several potential solutions, was sent by Professor Gary Jones to President Magruder in January of 1997 (see Appendix D, Memorandum to University Administration Regarding University Web Pages). Regrettably, many of the same problems described in late 1996 are still present in 1999, three years later.

➤ **Nurturing Relationships with External Constituencies**

[Affirming The Promise, p. 65]

Communication faculty support the University's goal to "enhance the University and its services to constituencies external to the campus community through strengthened relationships with alumni and friends and through partnerships with other educational organizations and appropriate community groups."

With the move towards a 4/4-equivalency course load, it is anticipated that some senior faculty will now have some time to more actively pursue selected research or curriculum innovation ideas (in collaboration with students where possible), and to selectively apply for research funding grants more frequently.

Communication faculty support the University quest for more external funding. Close to 100% of the Communication faculty give to the University annual fund drive; in preparation for an upcoming University capital campaign, one discipline faculty member recently served on the university-level Critical Needs Task Force which identified areas on campus in greatest need of additional (external) funding.

Communication faculty support the University membership in the Council of Public Liberal Arts Colleges and Universities (COPLAC), and volunteers to assist the University administration in making the advantages of that partnership—and its goals—more widely known and better understood by the campus community.

Fulfillment of university, state and national needs

First, as described in Point 4, above, the Communication program at Truman rests upon the liberal arts foundation of classical rhetoric. The principles of valid rhetorical argument, sound evidence, and discerning

contextual analysis cross program distinctions as well as disciplinary boundaries. The intellectual abilities needed to build logical arguments and persuade (e.g., problem identification, issue research, interpretation and assessment of evidence, synthesis and application of findings, evaluation or proposed solutions) are essential components of critical thinking. Further, rhetorical analysis as a methodological tool has experienced tremendous growth in recent years, not only in Communication but in the fields of political science and sociology as well.

Second, the mass media must be considered in their own right. Few Americans live beyond the reach of media outlets today; their often-instantaneous impact is pervasive and significant—economically, socially, and politically. According to industry estimates, the average adult spends more than half of his or her waking life with the media. The American mass media conglomerates today are multi-billion dollar industries. These media can affect the way people vote and spend their money; they sometimes influence the way people eat, talk, work, study, and relax. Therefore, the ability to analyze and think critically about the messages proliferated by the mass media, as well as the nature of the media channels themselves, is crucial to the functioning of a thoughtful citizenry.

As is obvious to even the most casual observer, much economic and political energy and activity has recently moved to a new mass medium, the Internet. Information-technology companies have virtually driven the record-breaking economic prosperity of the 1990s. Politically, a weekly newsmagazine recently declared, the Internet “is fast becoming a Virtual New Hampshire: a quirky but pivotal place where campaigns are launched or scuttled, where savvy organizers and voters roam in search of action, answers and influence” (*Newsweek*, September 20, 1999). The same source notes that Americans with Net access now spend an average of 8.8 hours a week online. News sites are the most popular, then travel, weather, music and technology. In that same article, the well-respected journalist Howard Fineman writes that because of the burgeoning influence of Internet, “politics and governing may never be the same.” The same might be said of education.

The Communication discipline strives to meet this challenge by introducing appropriate instructional technology into the curriculum—both as a facilitator of learning, and as an object of study in itself. Communication faculty have encouraged University administration to take active measures to engender and promulgate appropriate student and faculty use of instructional technologies (see Appendix D, Memorandum to University Administration Regarding University Web Pages; Appendix E, Educom '97 Conference on Higher Education; Appendix F, Recommendations for Promotion of CS Services; and Appendix G, Open W3 Memorandum to Garry Gordon Regarding Instructional Technology).

Student demand and quality

Student demand for Communication courses remained high. With the exception of some writing or production-intensive courses, enrollment caps were set at 35 in most cases. Most faculty continued to experience requests for “yellow cards” (permission to enroll in a closed course) every semester. There were frequent reports of students not getting into classes they wanted until senior year, and occasional anecdotal reports of students having difficulty fulfilling discipline requirements because of a shortage of course offerings. Some of this strain can be attributed to a heavy University service opportunity engendered by the Fundamentals of Speech course.

Enrollment in the major was well above University Master Plan projections for recent years in this reporting period. The University Plan predicted 263 students majoring in Communication by 2002. But by AY98/99, student enrollment in the major stood at 298 -- 12% above projections, three years early. [It is noted here that the situation was further exacerbated.] In conjunction with the Division head, the Communication discipline is exploring ways to correct this problem.

During some of the review period, graduating seniors in this program were evaluated utilizing the Analytical measure of the Graduate Record Exam (GRE). Approximately half of Communication majors scored above the 50th percentile on this test (although this appears to have dropped to 32% in 1999). The number of graduating senior scoring above the 80th percentile ranged between 8% and 21% in this review period. Communication faculty continued to encourage students to take senior tests seriously. By other measures (e.g., “Hours per Week Out of Class on Course-Related Work” and “Hours per Week Reading Beyond Course Assignments”) Communication students generally compared favorably with University averages. ACT scores for incoming majors compared very favorably with University averages.

Faculty characteristics and competencies

In 1998-99 there were 17 full-time faculty in Communication, eight with Ph.D.s and two enrolled in doctoral programs who were all but dissertation (ABD). There were three tenured professors and seven tenure-track; of these five had reached the rank of associate, five were assistant professors. The doctorate degrees of Truman Communication faculty have been conferred by the following educational institutions: University of Iowa, University of Kansas, Louisiana State University, Michigan State University, University of Missouri, University of Oklahoma, and the University of Southern California.

Detailed faculty profiles are maintained by the University and are available through both the division office and office of the Vice President for Academic Affairs. Therefore, the description of faculty characteristics and competencies that follows is intended as a narrative summary only.

In 1998/99 virtually all of the faculty were active professionally, either engaged in research, publication, editing, or production projects or serving professional societies as office holders, program planners, conference organizers or as article reviewers or editors for professional journals. Tangential abilities of some faculty include professional editing, parliamentary procedure, radio/TV production, desktop publishing and Web page construction. Communication faculty reported the publication of (approximately) 22 articles in juried academic outlets over the past five years, including several book chapters and articles still in press.

More specifically (but without itemizing individual achievements available elsewhere), Communication faculty served on committees and/or are members of the following professional organizations: American Institute of Parliamentarians; American Society for the History of Rhetoric; Association for Education in Journalism and Mass Communication (AEJMC); Association of Chinese Communication Studies; Broadcast Education Association; Central States Communication Association; International Association of Business Communicators (IABC), ; International Communication Association (ICA), ; National Federation Interscholastic Speech and Debate Association; National Communication Association (NCA); Radio and Television News Directors Association; Rhetoric Society of America; Sigma Delta Chi; Society for Professional Journalists (SPJ). During the review period faculty have attended, on average, about one academic conference per year. Total conference presentations numbered approximately 20. Faculty have also reviewed academic books, journal articles and academic conference presentations, as well as moderating several special interest groups in professional organizations.

There was significant faculty membership in honor societies, including Alpha Chi; Phi Beta Kappa; Phi Kappa Phi; Sigma Rho-Tau Kappa Alpha. Communication faculty have remained active in a variety of other professional development activities, both at Truman (faculty development meetings, advising workshops, etc.) and in the wider academic community (including professional organization workshops on race relations, intercultural communication, assessment, ethics, and First Amendment issues). Other professional development activities/positions included: associate editor, the *E-Journal of Intercultural Relations*, Virginia; chair, Research Committee, Association of Chinese Communication Studies; treasurer, Commission on American Parliamentary Practice; editor, *Forensic Educator*; member, Editorial Review Board, National Federation

State High School Associations; guest lecturer, Maastricht Center for Trans-Atlantic Studies, Holland; and textbook reviewer for academic publishers such as St. Martin's, Harcourt Brace, McGraw-Hill, and Longman.

Communication faculty have been recipients of internal grants relating to Funding for Results, Research and Scholarly Development, and Curriculum Development. External grant applications have been submitted to the National Endowment for the Humanities.

Institutional service and administrative activities included advising the student radio, television, newspaper(s) and yearbook media outlets; advising student chapters of the International Association of Business Communicators, the Society for Professional Journalists, Reader's Roundtable, and the Film Club. Faculty have served on the Instructional Services Committee, Faculty Development Committee, the Residential Life Appeals Court. Also the Undergraduate Council, the Communicative Mode of Inquiry Committee, the divisional Tenure and Promotion review committee, and of course, as divisional conveners. This is only a partial listing; an exhaustive list of Communication faculty committee service would be, exhausting.

Staff characteristics (if applicable)

As a degree program within the over-arching Division of Language and Literature, the Communication program has no professional staff independent from the modest Divisional secretarial support staff. Essentially, there are two secretaries for one division head and more than 100 faculty. This lack of staff support is currently addressed in two ways: 1) faculty "alternate assignment" to non-teaching responsibilities; and 2) student office assistants. Many of the Communication faculty fulfill non-teaching alternate assignments, primarily of an advising or coaching nature, as a part of their regular responsibilities; others fulfill alternate administrative assignments on a temporary basis, and others offer administrative support in addition to full-time teaching responsibilities. Examples of "standing" alternate assignments include course reductions for directing forensics, coaching individual events participants, and overseeing the student media outlets such as The Index, The Echo, KTRM and Tru News television. The primary example of temporary alternate assignment involves the elected conveners of the Communication faculty, who were offered a one-class reduction each year in return for administrative assignments (this is no longer the case, having moved to a 4/4 equivalency course load for senior faculty). Faculty also perform administrative duties on a voluntary basis, overseeing and coordinating diverse programs ranging from student co-curricular activities, such as Readers' Roundtable, to Divisional support activities, such as composing and administering the Language and Literature World Wide Web pages.

The vast majority of secretarial and clerical support available to the faculty comes from student scholarship workers. Many, although not all, of the faculty have student office workers available to them for five to ten hours per week. These workers vary in quality.

Resources available and resources lacking

Resources available include: good computer resources and excellent division-level computer support staff for office PCs—on a by-request basis; a media lab in PL204, shared with English and the Foreign Language disciplines; a student-run television production studio; a student-run radio broadcasting station; a student-run campus newspaper; a photographic darkroom; a student-run yearbook (all campus student-run media have reasonably good to good supporting equipment, although upgrades are constantly necessary); two secretaries (shared among 100 faculty and the division head); a division-level computer scanner; two laser printers (for the division); one photocopy machine and three duplicator machines (division).

Resources lacking include:

- Space: Additional physical space could be well-utilized by all campus media (yearbook, newspaper, magazine, radio and television); the forensics program could also use some additional space; Communication faculty offices continue to be substandard—in some cases grossly substandard; a faculty lunchroom (divisional) would be nice.
- Technology: high-speed copier which can collate and staple (and a policy covering its use); a color printer (for making color transparencies); access to laptop computers (Computer Services no longer has them; there is apparently no way to borrow one); opaque projectors in all Communication classrooms; a clear explanation, and instructions and training for use, of the University network environment (including classroom network connections, public folders, file sharing, and the mysterious programs on the S-drive). For additional faculty concerns regarding the state of information technology at Truman, please see Appendix D, Memorandum to University Administration Regarding University Web Pages; Appendix E, Educom '97 Conference on Higher Education; Appendix F, Recommendations for Promotion of CS Services; and Appendix G, Open W3 Memorandum to Garry Gordon Regarding Instructional Technology. Refer also to the Collegis (consultants) Information Technology Survey Report, dated August 18, 1999, on file in the office of the Vice President for Academic Affairs.
- Money: a small fund, at the division level, to help defray incidental costs of faculty research and curriculum development (costs like photocopying expenses and postage for surveys)—and a policy for use

of that fund; division-level support for selected faculty membership in professional organizations—and a policy for use of that fund; funding and staffing for forensics (while very helpful) does not meet the need of the program in proportion to the number of students participating.

- Personnel: integrated technology training (from Windows to Web pages); a basic course coordinator to help manage the 30-some sections of Public Speaking taught every semester; presentation software training (and a divisional or university-level statement on the incorporation of electronic presentation techniques into the classroom).
- Organization: a current divisional Web page disseminating current divisional information; a statement articulating the exact functions of the Instructional Services Committee, the Instructional Technology Center, the New Media Center, and the Teacher Technology Center—and the organizational relationships and faculty-support responsibilities of each.
- Policy: a division-level (and university-level) strategic plan for the use of instructional technology; an equipment requisition policy; policies and procedures governing division-level Web page creation and amendment, as they affect faculty and student organizations advised by faculty; policies and procedures, at the division and university levels, to foster the reduction of paper flow and paperwork reduction (For example, a digital Faculty Update form has been created on the Web that the administration is aware of but declines to make use of—even on a trial basis).

Additionally, Communication faculty encourage the administration to provide: a) increased support for faculty development and student proficiency with communication technologies generally, and the World Wide Web specifically; b) classrooms dedicated to the instruction of public speaking (which would include a secured video camera, monitor, and record/playback capability); c) public speaking practice rooms (which would include a secured video camera, monitor, and record/playback capability); d) a communication media lab; e) increased support for the forensics program (including tournament travel, public relations, and student recruitment); and f) increased support for the television studio (including equipment and production facilities).

Curriculum strengths, unique features, deficiencies and remedies.

The fundamental strength of the current curriculum is that it is designed to ensure that majors receive a solid, liberal arts-based grounding in the discipline of Communication while at the same time offering sufficient curricular diversity to allow students to customize the major toward their own intellectual interests, needs for specialization, and/or career

aspirations. The former objective is achieved through both common core courses required of all Communication majors and specific requirements within each of the three areas of concentration; the latter objective is achieved through categorical requirements permitting the major to select from among a rotating group of classes which fulfill the individual objectives.

A unique feature of this curriculum is the extent to which it integrates the academic pursuit of knowledge with co-curricular hands-on experience. These co-curricular activities are alluded to in the "Curricular Rationale" section of this document, and described in greater length under the "enhance the role of co-curricular activities at the university and divisional levels in meeting the University's intellectual, social, and personal development goals for students" section of first principal planning theme, *Deepening an Enhanced, Self-Reflective Liberal Arts Culture*. While this aspect is particularly salient for students in the Journalism sequence, virtually all Communication majors benefit from this active-learning feature of the curriculum.

The restructuring of the Communication curriculum into the three areas of emphasis (described elsewhere in this document) was successful and seems to have addressed the perceived curricular deficiencies described by the 1995 Quinquennial Review. Similarly, the Communication Minor was recently redesigned and is expected to have a positive impact on the program (the revision involved increasing the selectivity of the minor). The primary existent "deficiency" is an inability to satisfactorily accommodate high student demand for courses—from both majors and non-majors alike. Communication now has 40-to-50 more majors than was projected for this discipline at this time just three years ago (representing about a 15% excess). While three new faculty positions over the past five years have helped alleviate this problem, it remains unresolved (as those hires were overdue). The University-wide move towards a meaningful 4/4-equivalency course load, which recently reached the Communication discipline, has compounded this problem. But while the benefits of a 4/4 equivalency certainly outweigh disadvantages of somewhat larger class sizes on occasion, other issues must still be addressed. These include: determination of appropriate discipline courses to service the University Communicative Mode of Inquiry, determination of appropriate courses to service the University Junior Interdisciplinary (JINS) writing requirement (and implications of that designation); means by which to assess the effectiveness of the University-required public speaking course; and ways to find room to introduce new courses into the curriculum, including a much-needed New Communication Technologies course. Work is continuing on remedies to these problems, and University initiatives and incentives in the area of instructional technology are viewed as one important component to their solution.

Instructional methods, and changes planned

Instructional methods employed by the Communication faculty cover a wide spectrum. They include: lecture, media presentations, faculty-led class discussion, in-class group activities, individual and group projects, and individual and small group presentations. Virtually all faculty reported using each of the teaching methods listed “always” or “frequently” in their courses. Additionally, most faculty reported significant use of lab instruction, email, and the World Wide Web—the latter most frequently for research assignments. Forty percent of faculty declared a definite intention to utilize CourseInfo, and another third indicated “maybe.” Testing methodologies employed by the faculty consist of the usual objective, short answer, and essay.

Several faculty indicated plans to adjust their instructional methods; these planned changes ranged over four primary areas. First, some intend to include more multi-media in their classes, and to improve their media presentations. Second, and also related to technology, most faculty indicated a general intention to incorporate more Web-based assignments into their courses. Third, some faculty intend to use more class discussion, individual, and group activities (including increased presentation opportunities). Finally, several faculty intend to incorporate into their courses more opportunities for student research.

Faculty, resources, and credits generated to support the LSP

Of the approximately 60-65 sections of Communication courses taught per semester over the past five years, roughly 32 sections have been dedicated to COMM170, Fundamentals of Speech. *In other words, the Communication discipline has dedicated about 50% of its personnel resources in direct support of the University core curriculum (now the Liberal Studies Program).* In the past year, those numbers have shifted to about 30 sections out of 70 total—still over 40% of resources devoted to the LSP basic requirements.

The Communication discipline supported the writing across curriculum initiative, and at this writing has plans to submit a number of courses in support of this program in the near future. Communication faculty have been actively involved, and continue to support, the University *Communicative Mode of Inquiry* initiative.

Analysis of alumni, employer, and graduate school assessments of program graduates

This database is under development.

Follow-up issues/recommendations from the prior five-year review

The 1994 Quinquennial Review introduced the section on "Recommendations" with the following sentence: *"The minimal resource needs of most Communication faculty are being met. However, looking beyond fundamental assets, a number of resource enhancements are needed"*. A quick review of these issues—and a comment on their status—follows in tabular format.

**Table Reviewing Communication Discipline Needs in 1994
With Comment on Current Status**

<u>Identified Need, 1994</u>	<u>STATUS, 1999</u>
Faculty office space	STILL CRITICAL
Additional classrooms	PARTIALLY RESOLVED (VH)
Upgraded computers for faculty offices (to at least 486-processor standards)	RESOLVED
An upgraded Language and Literature network capable of running Microsoft Windows and possessing the ability to send and receive inter-divisional e-mail	RESOLVED
Windows-compatible integrated software, such as Microsoft Office	RESOLVED
Upgraded capability to videotape and playback student presentations. Additional cameras, monitors, and tripods are required	STILL CRITICAL (REVISED TO REQUEST BUILT-INS)
Expanded and upgraded video-production capabilities, including the acquisition of an additional film editor	RESOLVED
A video-production studio	PARTIALLY RESOLVED
Upgraded classroom video capabilities, including expansion of the number of rooms equipped with video playback equipment	RESOLVED
Inevitably, a computerized classroom, similar to the Language Lab	STILL CRITICAL

Clearly, the past five years have been a period of tremendous change—particularly technological change. A cursory review of the preceding table suggests at a glance how far the Communication discipline at Truman has come in a relatively short time. It indicates that once-burning issues can be, and have been resolved. But that same glance, and a careful reading

of the document above, suggest that the Communication discipline has a distance yet to travel. And it cannot go the distance without the continued support of the Division, and a fundamental recognition on the part of the University that the educational firmament is shifting—becoming digital. As the miraculous strands of new information technologies infiltrate the political, economic and social foundations of this country, attentive educational institutions will teach not only how to harness the energy, but how to articulate the signal.

Graduate program review (if applicable)

NOT APPLICABLE.

Appendices TOC

[A and B only included below]

- A. Program Analysis Matrix**
- B. Data Tables**
- C. CBHE Summary**
- D. Memorandum Regarding University Web Pages**
- E. EDUCOM 97 Conference**
- F. Recommendations for Promotion of CS Services**
- G. Memorandum to the VPAA Regarding IT**

A. Program Analysis Matrix

COMMUNICATION PROGRAM ANALYSIS MATRIX																	
	Courses	COMM170 Fundamentals of Speech	COMM250 Mass Communication	COMM251 Basic Media Writing	COMM263 Communication and Democracy	COMM 270 Advanced Public Speaking	COMM 272 Speech Comm. Activities	COMM 273 Oral Interpretation	COMM 274 Parliamentary Procedure	COMM 276 Oral Advocacy and Debate	COMM 300 Exp. Methods & Survey Resrch	COMM 330 Argumentation	COMM 340 Crit. Perspect. on Performance	COMM 350 Media Criticism	COMM 353 Crit. Perspect. Public Relations	COMM 356 Capstone	COMM 357 Survey of Rhetoric
KNOWLEDGE																	
History of media in society			1		1				2					2	2		2
History of rhetoric		2			1			2		2		1	1	2			1
Message creation / dissem.		1	1	1	1	1	1	1	2	1	2	1	1	1	1	2	1
Persuasion / argumentation		1	2		2	1	1	2	2	1		1	2	1	1	2	2
Information technology			1	2	1						2		2	1	1	1	2
Group mgt. / process		1	2		2	1		2	1	1	2	2	2		1	2	
Research methods						2	2			2	1	1		1	2	1	
Pol. / econ. / judicial system		2	1	2	1	2			1	1		2			2		2
SKILLS																	
Issue investigation / research		1	2	1	2	1	1	2	2	1	1	1	1	1	1	1	2
Writing		1	2	1		1	1	1		2	1	2	1	1	1	1	2
Speaking, prepared		1	2		2	1	1	1	1	1	2	1	2	2	2	2	2
Speaking, extemporaneous		1			2	1	1	2	1	1		1					2
Critical / analytical thinking		1	2	1	1	1	1	1		1	1	1	1	1	1		1
Creative thinking		2				2		2		1	1	1			2	2	
Organizational skills		1		1		1	1	1	1	1	1	1	1	1	1	1	1
Synthesis / integration		1	2	1	2	1	1	2		1	1	1	1	1	1	1	1
Quantitative reasoning		2		2		2					1				2		
Computing		2	2	1	2						1			2	1	1	
ATTITUDES																	
Self confidence		1				1	1	1	1	1	2	1	2	2		1	
Self reflection		1			1	1	1	1		2		2	1	1		1	2
Ethical judgment		1		1	2	1	1	2	2	1	1	1	2	2	2	2	1
Appreciation of ideas		2			1	2		2		1	1	1	1	1		2	1
Tolerance for diverse ideas		1	2	1	1	1	1	2	2	1		1	1	1	2	2	2
Concern for others		2		1	1	2	2		2	2		2		2	1	2	2
Notes: 1 = Directly addressed; 2 = Indirectly addressed																	

Program Analysis Matrix (cont.)

COMMUNICATION PROGRAM ANALYSIS MATRIX																	
	Courses	COMM 360 Rhetorical Criticism	COMM 367 Advanced Reporting and Writing	COMM 370 Group Process	COMM 380 Language and Meaning	COMM 382 Communication Theory	COMM 385 American Rhetorical Traditions	COMM 390 Classical Rhetoric	COMM 395 Interpersonal Communication	COMM 420 Intercultural Communication	COMM 450 Editing	COMM 453 Magazine Feature Writing	COMM 454 Advertising	COMM 455 Media Law and Ethics	COMM 471 Persuasion	COMM 480 Organizational Communication	COMM 490 Contemporary Rhetoric
KNOWLEDGE																	
History of media in society		2			2	2	1			2			1	2	2		2
History of rhetoric		2			2		1	1							2		1
Message creation / dissem.		1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1
Persuasion / argumentation		1		2	2	1	1	1	2						1	2	1
Information technology			1		2	2			1	1	2	2	1			1	
Group mgt. / process			2	1		2			1	2		2	2		2	1	
Research methods		1	2	2	1	2			2	2				2	2	2	2
Pol. / econ. / judicial system		2	1		2	1	1	2		2		2	1	1	2	2	
SKILLS																	
Investigation / research			1		2	1	2		2	2		1	2	1	1	1	1
Writing		1	1	2	1	2			2	2	1	1	2		2	2	2
Speaking, prepared		1		2	2		1	1	2	2					2	2	2
Speaking, extemporaneous		1		2	2		2	2						2	2	2	1
Critical / analytical thinking		1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1
Creative thinking		1			1	2			2	2		2	1		2		2
Organizational skills		1	1	2	2	2	2	2	2	2		1	2	1	1	1	2
Synthesis / integration		1	1	1	1	1	1	1	1	1	2	1	2	1	1	1	1
Quantitative reasoning			2			2							2		2		
Computing			1	2					1	2		1	2			2	
ATTITUDES																	
Self confidence		2	1	1		2			1	1	2	2		1	1	1	2
Self reflection		1	2	1	1	1	2	2	1	1		2		1	1	2	2
Ethical judgment		1	1	1	2	2	2	1	2	2	1		1	1	1	2	2
Appreciation of ideas		1		2	1	1	1	1	2	2				2	1	2	1
Tolerance for diverse ideas		1	1	1	1	1	1	2	1	1		2		1	1	2	2
Concern for others		2	2	1	2	2	2	2	1	1		2	2	1	2	2	2
Notes: 1 = Directly addressed; 2 = Indirectly addressed																	

B. Data Tables

	Five-year Program Review -- COMMUNICATION									
FY	1995		1996		1997		1998		1999	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Deepening an Enhanced, Self-Reflective Liberal Arts Culture:										
Undergraduate Students:										
1. Freshmen-to-Sophomore Retention to the Major	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Communication		56.6		67.5		66.7		69.2		74.5
2. Freshmen-to-Sophomore Retention to the University	-	84.1	-	83.6	-	83.7	-	84.0	-	87.0
Communication		77.4		80.0		83.3		82.7		90.0
3. # and % Scoring Above 50th Percentile on Senior Test	674/1029	65.5	745/1120	66.5	784/1302	60.3	884/1344	65.8		67.5
Communication	25/53	47.2	39/73	53.4	28/68	41.2	38/77	49.4	20/62	32.2
4. # and % Scoring Above 80th Percentile on Senior Test	274/1029	26.6	316/1120	28.2	336/1302	25.9	394/1344	29.3		31.1
Communication	5/53	9.4	12/73	16.4	8/68	11.8	16/77	21.0	5/62	8.0
5. # of Baccalaureate Degrees Granted	1034	-	972	-	1164	-	1177	-		-
Communication	55		75		69		75		58	
6. 6-Year Graduation Rate	-	54.6	-	58.1	-	59.0	-	63.0	-	
Communication										
7. # of Minors Awarded	360	-	407	-	492	-	509	-		-
Communication	7		13		12		17		15	
8. # and % of Baccalaureate Recipients Who Are Minority		5.0	68/972	7.0	80/1164	6.9	76/1177	6.5		
Communication	5/55	9.7	4/75	5.3	6/69	8.7	6/75	8.0	3/58	5.2
9. # and % Baccalaureate Recipients Employed Full Time						54.5		57.3		57.6
Communication						72.0		66.7		?
10. # and % Bac. Recipients Enrolled in Graduate Or Prof. School Full Time						33.3		34.7		37.5
Communication						9.3		21.7		?
Undergraduate GSQ Data:										
Major Courses:										
1. How adequately has your major prepared you to: ***										
A. apply knowledge in defining problems and solving them?	911	2.85	929	3.46	1140	3.42	1147	3.35	-	
Communication	50	3.00	70	3.24	68	3.28	74	3.12	57	3.26
B. think critically?	911		934	3.08	1140	3.54	1154	3.53	-	
Communication	50		71	3.35	68	3.41	74	3.34	57	3.43
C. believe that learning is a life-long process?	911	3.67	927	3.66	1140	3.60	1147	3.63	-	
Communication	50	3.48	70	3.57	68	3.64	73	3.55	57	3.53
D. understand multiple perspectives?	911		926	3.54	1140	3.47	1147	3.55	-	
Communication	50		71	3.48	68	3.58	73	3.49	57	3.44
E. find information; interpret & apply the finding?	911		930	3.45	1140	3.48	1153	3.47	-	
Communication	50		72	3.43	68	3.34	74	3.30	57	3.34

2. How satisfied were you with: ****										
A. faculty enthusiasm for classes in the major?	911	3.5	940	3.55	1140	3.56	1155	3.4	-	3.43
Communication	50	3.46	72	3.44	68	3.41	71	3.29	57	3.23
B. with this major?	911		941	3.33	1140	3.02	1155	3.18	-	3.22
Communication	50		71	3.04	68	2.81	73	3.00	57	3.21
C. the accessibility of instructors in your major?	911	3.41	940	3.34	1140	3.37	1153	3.23	-	
Communication	50	3.24	72	3.42	68	3.37	73	3.22	57	3.12
D. academic advising?	911		937	2.76	1140	2.73	1150	2.64	-	
Communication	50		71	2.49	68	2.54	74	2.43	57	2.40
E. the overall quality of instruction in your major?	911		939	3.41	1140	3.28	1153	3.25	-	
Communication	50		72	3.08	68	3.15	73	3.10	57	3.14
3. How often were your major courses challenging? <>	911		940	3.40	1140	3.19	1150	3.36		3.37
Communication	50		71	2.97	68	2.78	73	2.91	57	2.93
Overall Liberal Arts Culture:										
1. How satisfied were you with the opportunities to interact with faculty outside of class? ****	911		934	3.24	1140	3.18	1147	3.08	-	
Communication	50		70	3.33	68	3.25	72	3.18	57	2.95
2. How often:										
skills gained in one discipline to learning in other disciplines during the school year? <>	911		940	3.11	1140	3.03	1149	3.04	-	
Communication	50		72	3.15	68	3.09	73	3.06	57	2.93
during the course of the school year? ^	911	1.79	937	2.69	1140	2.75	1152	2.7	-	
Communication	50	2.08	71	2.86	68	3.06	73	2.69	57	2.63
3. How adequately do you feel your education & experiences at Truman have been in respecting uniqueness & worth of each individual? ***	911		939	3.28	1140	3.22	1152	3.22	-	
Communication	50		70	3.23	68	3.37	73	3.25	57	3.18
4. Approximately how many hours/week do you spend out of class on course-related work? **										
5. Approximately how many hours/week do you spend reading beyond course assignments? **										
Graduate Students:										
1. # and % MAE Degree Recipients Scoring Above the Mean on the NTE		94.7		83.3		96.2		89.8		
Communication	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2. # of Graduate Degrees Awarded	104	-	118	-	122	-	107	-		-
Communication	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3. # and % of Grad Degree Recipients Who Are Miniority										
Communication	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4. # and % Graduate Degree Recipients Employed Full Time										
Communication	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

5. # and % Graduate Degree Recipients Enrolled in Doctoral Or Prof. School FT										
<i>Communication</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Recruiting & Supporting Out- Standing Students, Faculty & Staff:										
Undergraduate Students:										
1. # of UG Students	6061	-	6042	-	6017	-	6048	-	6083	-
<i>Communication</i>	243		264		277		278		298	
2. # of FTF Enrolled {First-Time Freshmen}	1545	-	1504	-	1482	-	1663	-	1484	-
<i>Communication</i>	40		48		52		51		44	
3. Avg ACT for FTF	26.0	-	26.0	-	26.3	-	27.0	-	27.2	-
<i>Communication</i>	25.7		25.1		25.9		27.0		26.3	
4. # and % New Freshmen Who Are Minority Students	111/1545	7.2	127/1504	8.4	119/1482	8.1	119/1663	7.2	113/1484	7.6
<i>Communication</i>	4/40	10.0	2/48	4.2	5/52	9.6	6/81	11.8	3/44	6.8
5. # and % FTF Meeting CBHE Definition of Highly Selective		88.8		86.2		89.3		93.3		95.2
<i>Communication</i>	-	-	-	-	-	-	-	-	-	-
6. # of Transfer Students	196	-	129	-	101	-	149	-		-
<i>Communication</i>	11		4		1		4			
7. # Students Involved in Undergraduate Research										
<i>Communication</i>										
8. # Students Involved in Annual Undergraduate Research Symposium										
<i>Communication</i>										
Graduate Students:										
1. # of Newly-Enrolled Graduate Students for the Entire Fiscal Year *	141	-		-		-	93	-		-
<i>Communication</i>	NA		NA		NA		NA		NA	
1a. Avg. GRE Verbal, Quant. & Analytical (or GMAT) Scores, Percentiles, and Ranges for Newly Enrolled Grad. Students										
2. Avg UG GPA for Newly Admitted Grad Students	3.39	-		-		-	3.14	-		-
<i>Communication</i>	NA		NA		NA		NA		NA	
Students With Bachelors Not From Truman *		29.8					17/93	18.3		
<i>Communication</i>	NA		NA		NA		NA		NA	
4. # and % Minority Students in Grad Program	8/256	3.1	8/245	3.3	7/244	2.9	5/243	2.1	4/270	1.5
<i>Communication</i>	NA		NA		NA		NA		NA	
5. # of FT Grad Students	175	-	176	-	164	-	178	-	199	-
<i>Communication</i>	NA		NA		NA		NA		NA	
6. # of PT Grad Students	81	-	69	-	80	-	65	-	71	-
<i>Communication</i>	NA		NA		NA		NA		NA	

Faculty:										
1. # of FT Faculty	328	-	342	-	335	-	336	-	337	-
Communication	15		16		16		16		17	
2. # of PT Faculty	70	-	52	-	65	-	73	-	59	-
Communication	2		1		1		1		1	
3. # of FTE Faculty {}	366.8	-	371.6	-	368.5	-	365.3	-	375.4	-
Communication	16.33		16.50		16.50		16.50		17.50	
4. # and % of FT Faculty Hired in Previous Five Years										
Communication									12/17	70.1
5. # and % of FT Faculty With Terminal Degrees	245/328	74.7	267/342	78.1	267/335	79.5	277/336	82.4	280/337	83.1
Communication	8/15	53.3	7/16	43.8	8/16	50.0	8/16	50.0	6/17	35.3
Faculty *	-	16.09	-	15.30	-	15.55	-	15.94	-	
Communication		16.98		17.17		16.70		16.85		16.99
7. # and % of FT Minority Faculty	30/328	9.1	33/342	9.6	-	-	34/336	10.1	34/337	10.1
Communication	1/15	6.7	1/16	6.3			1/16	6.3	2/17	11.8
8. # and % of FT Faculty Tenured	178/328	54.3	171/342	50.0	175/335	52.2	190/336	56.5	186/337	55.2
Communication	5/15	33.3	4/16	25.0	4/16	25.0	2/16	12.5	3/17	17.6
Track	106/328	32.3	123/342	36.0	105/335	31.4	101/336	30.1	104/337	30.9
Communication	5/15	33.3	7/16	43.8	9/16	56.3	8/16	50.0	8/17	47.1
Faculty and Academic Honors (societies, awards, etc.)										
[See Narrative]										
* = Annualized Data										
** = See separate pages										
N/A = Not Applicable										
*** = where 4 - Very adequately; 3 - Somewhat adequately; 2 - Somewhat inadequately; 1 - Very inadequately										
**** = where 4 - Very satisfied; 3 - Somewhat satisfied; 2 - Somewhat dissatisfied; 1 - Very dissatisfied										
<> = where 4 - Very often; 3 - Often; 2 - Not often; 1 - Never										
^ = where 4 - Once a week or more; 3 - Once a month; 2 - Every two months; 1 - Once or twice/year; 0 - Not at all										
{ } = First-Time Freshmen										
{ } = Full-Time Faculty										
MP-Faculty										
"Master for the University"										
03/31/99										

Data Tables--Addendum

Five Year Program Review -- COMMUNICATION																					
Approximately How Many Hours Per Week Do You Spend Out of Class on Course-Related Work?																					
	0-5			6-10			11-15			16-20			21-25			26-30			31+		
	(n)		(%)	(n)		(%)	(n)		(%)	(n)		(%)	(n)		(%)	(n)		(%)	(n)		(%)
FY 1995		94/908	10.4		231/908	25.4		184/908	20.3		166/908	18.3		82/908	9.0		74/908	8.1		77/908	8.5
Communication	15	50	30.0	13	50	26.0	11	50	22.0	5	50	10.0	2	50	4.0	2	50	4.0	2	50	4.0
FY 1996		58/940	6.2		172/940	18.3		212/940	22.6		219/940	23.3		124/940	13.2		93/940	9.9		62/940	6.6
Communication	8	72	11.1	17	72	23.6	20	72	27.8	15	72	20.8	10	72	13.9	2	72	2.8	0	72	0.0
FY 1997		55/1139	4.8		218/1139	19.1		236/1139	20.7		270/1139	23.7		179/1139	15.7		108/1139	9.5		71/1139	6.2
Communication	7	68	10.3	14	68	20.6	22	68	32.4	17	68	25.0	4	68	5.9	3	68	4.4	1	68	1.5
FY 1998		77/1150	6.7		234/1150	20.3		264/1150	23.0		237/1150	20.6		179/1150	15.6		90/1150	7.8		69/1150	6.0
Communication	11	74	14.9	15	74	20.3	23	74	31.1	16	74	21.6	6	74	8.1	1	74	1.4	2	74	2.7
FY 1999																					
Communication	9	57	15.8	26	57	45.6	9	57	15.8	8	57	14.0	4	57	7.0	1	57	1.8	0	57	0.0
Approximately How Many Hours Per Week Do You Spend Reading Beyond Course Assignments?																					
	None			1-2			3-5			6-10			11-15			16+					
	(n)		(%)	(n)		(%)	(n)		(%)	(n)		(%)	(n)		(%)	(n)		(%)			
FY 1995		228/908	25.1		356/908	39.2		214/908	23.6		85/908	9.4		14/908	1.5		11/908	1.2			
Communication	10	50	20.0	18	50	36.0	12	50	24.0	7	50	14.0	2	50	4.0	1	50	2.0			
FY 1996		200/938	21.3		404/938	43.1		208/938	22.2		78/938	8.3		29/938	3.1		19/938	2.0			
Communication	15	71	21.1	30	71	42.3	18	71	25.4	5	71	7.0	2	71	2.8	1	71	1.4			
FY 1997		253/1139	22.2		461/1139	40.5		260/1139	22.8		105/1139	9.2		28/1139	2.5		24/1139	2.1			
Communication	12	68	17.6	22	68	32.4	15	68	22.1	13	68	19.1	4	68	5.9	1	68	1.5			
FY 1998		246/1148	21.4		485/1148	42.2		248/1148	21.6		108/1148	9.4		34/1148	3.0		27/1148	2.4			
Communication	13	74	17.6	26	74	35.1	21	74	28.4	8	74	10.8	3	74	4.1	3	74	4.1			
FY 1999																					
Communication	15	57	26.3	20	57	35.1	16	57	28.1	5	57	8.8	0	57	0.0	0	57	0.0			
MP-Undergraduate GSQ Data																					
"Addendum to University"																					
8/5/1999																					