WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: Elliott School of Communication

College: Fairmount College of Liberal Arts & Sciences

Date of last review 1999

Date of last accreditation report (if relevant) N/A

List all degrees described in this report (add lines as necessary)

Degree B.A. in Communication CIP* code 09.9999

Degree M.A. in Communication CIP code 09.9999

Degree _____ CIP code _____

*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Faculty of the academic unit (add lines as necessary)

Name	Signature
Anderson, Les — Professor	
Armstrong, Richard — Associate Professor	
Ballard-Reisch, Deborah — Professor	
Brown, Randy — Senior Fellow	
Close, Dan — Associate Professor	
DeVault, Amy — Instructor	
Dooley, Pat — Professor	
Gaunt, Philip — Professosr	
Hager, Kevin — Associate Professor	
Heldman, Lou — Interim Director	
Huxman, Susan — Director until Summer 2011	
Jarman, Jeff —Associate Director/Director of Debate	
Keplar, Kevin — Director of Technology	

Morris, Connie — Instructor_____ _____

Nordyke, Becky — Academic Lecturer_____ _____

Parcell, Lisa — Assistant Professor_____ _____

Sipes, Sandra — Academic Lecturer_____ _____

Wilson, Eric — Instructor_____ _____

Wood, Mike — Assistant Professor_____ _____

Submitted by: _____ _____ Date _____

Lou Heldman, Interim Director

Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission):

The **mission of the Elliott School** is consistent with and central to the mission of Wichita State University as an urban-serving research institution, to offer programs of teaching, research and service that are responsive to the needs of the metropolitan community that the University serves. Specifically, "*the Elliott School of Communication seeks to develop well-rounded media and communication professionals with essential skills, including an ability to think critically, plan strategically and communicate effectively in multiple communication contexts.*

The mission of this comprehensive and integrated degree program is rooted in the fundamental communication arts — writing, speaking, and visual communication – and the new convergence of communication forms, channels and technologies that characterize the digital age in which we live.

The **mission of the Oral Communication Program** is to develop in students the essential speech competencies "for functioning in the classroom, in vocational pursuits, and in participation in society as enlightened, articulate citizens" *(Communication 111 Handbook, 2002).* It is tied directly to the WSU mission "to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community" (WSU mission statement, adopted 1991). It is also tied directly to the goals of the Wichita State University General Education Program and K-12 Kansas state mandates for communication proficiency.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The Elliott School, established in 1989, and part of the Fairmount College of Liberal Arts & Sciences, was among the first in the nation to offer an integrated communication program composed of the speech communication and mass communications disciplines. The ESC remains a distinctive communication unit in the state 20 years later; the only comprehensive, integrated school of Communication in Kansas because we combine the communication subfields of speech, journalism and mediated communications in an integrated "common core" curriculum required of all our students, regardless of emphasis area.

ESC is responsible for one required university basic skills course, Comm 111 Public Speaking (1,854 students in AY 2010-11), one introductory course, Comm 190 Intro to Human Communication (393 students), 6 Further Studies courses, and 1 Issues and Perspectives course. We now teach courses on the main, Westside and Southside campuses. The school is responsible to the College of Education for two teacher licensure programs: speech & theater and journalism. The ESC has cross-listed courses with the College of Fine Arts, contributes to an interdisciplinary film studies certificate in Liberal Arts & Sciences and is working with the Barton School of Business on a recently approved Personal Selling Minor involving four ESC courses. We are also working with the Barton School to develop a Business Communication course.

d. Has the mission of the Program (s) changed since last review? No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The undergraduate mission has not changed since last review. However, significant changes have been made to the curriculum in journalism (formerly print and broadcast) and strategic communication (formally applied communication). We have an assessment plan instituted in 2004 with specific learner outcomes that we measure, record and analyze every year with three assessment tools: externally reviewed portfolios, exit satisfaction survey and critical thinking exam.

The Master of Arts in Communication (MAC) mission has not changed either, though the graduate faculty has voted to allow a capstone project, while maintaining the option of a traditional thesis, and has approved significant curricular changes.

The mission of the oral communication program has not changed since last review, nor have the measurable goals and objectives of the program.

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?
No change. The measurable goals and objectives, described in 3c, include increasing overall knowledge of communication and skills in writing, speaking and visual communication. Grad students are expected to demonstrate mastery of advanced topics in theory and practice.

e. If yes, describe the changes in a concise manner.

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching	Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From	Total Grads – by FY

		Degree (Number)	assist O=Other instructional FTE				fall semester	
			TTF	GTA	O			
Year 1→	10 (Fl 2007)	7.0 (Fl 2007)	10.5	7.0	12.1	11,724 (08)	249 (07)	81 (08)
Year 2→	9.0 (Fl 2008)	6.0 (Fl 2008)	8.0	6.5	12.6	12,093 (09)	248 (08)	85 (09)
Year 3→	9.0 (Fl 2009)	6.0 (Fl 2009)	9.3	6.8	9.0	11,883 (10)	252 (09)	76 (10)

	Total Number Instructional (FTE) – TTF+GTA+O	SCH/ FTE	Majors/ FTE	Grads/ FTE
Year 1→	29.6	396.1	8.4	2.7
Year 2→	27.1	446.2	9.2	3.1
Year 3→	25.1	473.4	10.0	3.0

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1→CY08	10		29									22	37	1	13	9	2,987.
Year 2→CY09	22		49									20	65	1	1	5	2,400
Year 3→CY10	18		42									23	16		4	6	349,674

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

Demographics: In 2011, the school has 15 full-time faculty, 2 part-time faculty, 1 on phased retirement, and 1 affiliate status. 6 hold the Ph.D. In rank, 4 are full professors, (1 endowed chair, 1 endowed professor), 4 associate professors, 1 assistant professor, 2 unclassified professionals, 3 full-time instructors, and 1 instructor on phased retirement. We also have 14 GTA positions. When budgets allow, we hire between 6-16 lecturers (including the basic course).

In 1999, in our last program review, the school had 16 full-time faculty, 10 holding the PhD. We had 2 fewer GTA positions. No data available on half time affiliate and phased retirement status.

Excellence: Faculty are the heart of a rigorous and marketable degree program; they drive the Elliott School's mission and are central to its vision. An important sign of faculty excellence since the last program review is the investment by generous donors to faculty lines. We now have 5 named faculty positions of distinction. In 2004, we had none. These include: the Kansas Health Foundation Endowed Chair in Strategic Communication; The Kansas Health Foundation Faculty Fellowship; The Kansas Health Foundation Visiting Professorship; The Oliver and Betty Elliott Distinguished Professor; and the Sullivan, Higdon, and Sink Faculty Fellowship.

Other signs of faculty excellence since the last review include: 4 faculty were promoted through the university tenure and promotion process; and 5 full-time faculty replacement hires have been made for retirements and transitions.

Research: ESC faculty research is consistently vibrant, important and diverse in terms of both traditional (publications) and nontraditional (creative activity) scholarship.

Highlights of ESC faculty research awards and honors for 2010 include: Dr. Deborah Ballard-Reisch won the WSU Excellence in Community Research Award; Mr. Les Anderson and Ms. Amy DeVault took first place in the Kansas Professional Communicators Contest for their magazine: *Greensburg Rebirth* and first place in the National Federation of Press Women contest for the same magazine.

Teaching: Teaching excellence has been a hallmark of the school since its inception. As communication educators, we have a heightened sense of the importance of communicating clearly, effectively, ethically, and creatively in the classroom. All faculty are required to document multiple ways of evaluating teaching effectiveness (student evaluations; peer evaluations; innovations in teaching; scholarship related to teaching; student-faculty collaborations and achievements; student placements; etc.). Two tenured faculty have received university recognition for their teaching records since the last review: Mr. Les Anderson won the John R. Barrier Distinguished Teaching Award in the Humanities and Social Sciences, Spring 2010. Dr. Susan Huxman won the WSU Excellence in Teaching Award in 2006. An "Outstanding Elliott School Teacher" award was instituted in 2009 to further recognize superior teaching.

Another 6 year snap shot of teaching recognition in the school reveals that in 2005, 5 faculty were nominated by WSU students for the Board of Trustees excellence in teaching award; and 3 faculty nominated for the Academy for Effective Teaching award. In 2010, 9 faculty were nominated by WSU students for various teaching excellence recognition in the college and university.

Service: ESC faculty are serving or have served in administrative capacities in the following organizations: the Association of Schools of Journalism and Mass Communication; National Communication Association; Central States Communication Association; the Kansas Press Association; the Kansas Sunshine Coalition for Open Government; the Kansas Speech Communication Association; the Kansas Collegiate Press Association; the Kansas Association of Broadcasters; Public Relations Society of America, Wichita chapter; Wichita Professional Communicators; American Forensics Association; American Journalism and History Association; National Newspaper Association. In 2008, Dr. Philip Gaunt won the President's Distinguished Service Award at WSU.

2b. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE	Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY

			TTF	GTA	O			
Year 1→	*	*	*	*	*	N/A	34 (07)	17 (08)
Year 2→	*	*	*	*	*	N/A	30 (08)	7.0 (09)
Year 3→	*	*	*	*	*	N/A	41 (09)	12 (10)
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
↓								
Year 1→					N/A	N/A	N/A	N/A
Year 2→					N/A	N/A	N/A	N/A
Year 3→					N/A	N/A	N/A	N/A

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	****	Juried	****	Juried	Non-Juried				
Year 1→CY08																	
Year 2→CY09																	
Year 3→CY10																	

Graduate faculty Scholarly Productivity included in Table 2a.

** Winning by competitive audition. ***Professional attainment (e.g., commercial recording). ****Principal role in a performance. *****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

*From the table on page 3, indicate number of faculty (and instructional FTE) teaching in the graduate program.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

Enrollment: The ESC offers both a B.A. and an M.A. in Communication Enrollment has remained steady on a slight upward trajectory over the past 10 years. At the M.A. level, the school averages around 50 graduate students. In a five-year trend analysis, the ESC has gained 4.5%.

In student credit hour production, institutional data indicates that the ESC produced 11,883 SCH in 2010; 12,093 in 2009 and 11,724 in 2008. Though data was calculated differently in the last program review, by comparison, the ESC produced 10,124 SCH in 1999. In graduation rates, institutional data indicates that the ESC produced 76 graduates in 2010; 85 in 2009 and 81 in 2008. By comparison in 1999, the five-year average was 68.

Efficiency of Instruction: Full-time faculty teach a 3/3 load, unless they hold an administrative appointment or have earned research release time through a grant or special project. The ESC also calculates efficiency for its offerings, determining the percentage of all available seats filled in regularly scheduled classes (excludes co-op, directed study, thesis, etc.). For the last three years, beginning with 2008-2009, the ESC filled 85%, 90%, and 87% of the available seats in the classes it offered. All three years were improvements over the prior year (2007-2008) when 82% of seats were filled.

Retention & Recruitment: The school does many things to recruit and retain students, including staffing a welcome/advising center, establishing rapport with area journalism and speech teachers, cultivating media relations, promoting our location in the largest media market in the state, promoting our job placement record, promoting our generous student scholarships, promoting co-op internships (we have by far the highest number of students participating in co-op internships every semester in the college), hosting communication camps for high school students, working closely with our advisory board to stay relevant in our course offerings, supporting student research, offering a plethora of communication clubs and activities, and hosting a graduate student alumni event each year at our national communication conferences, to name a few.

Student Involvement: Students participate in two WSU student extracurricular activities under ESC faculty supervision—WSU student newspaper, The Sunflower, and WSU Debate and Forensics. The Debate team has enjoyed national recognition each of the past 3 years, finishing in 2009 with a 9th place finish in the CEDA national debate rankings, and achieving All-American and Academic All-American honors. The Sunflower consistently wins state recognition from KCPA. IN 2011, The Sunflower amassed 23 student journalism awards at the state contest. Student involvement is also measured by Co-op Internships and Work-based learning opportunities at WSU. In the ESC, Co-op is critical to our mission and strongly encouraged in each of the emphasis areas in the major. The ESC Advising Center is especially helpful in steering our many students to these communication work-based opportunities. Each semester, 40-60 students receive credit for internships in the community. The ESC has a student chapter of Public Relations Society of America and a chapter of Lambda Pi Eta National Communication Honors Society.

Community Engagement: An Advisory Board composed of 20 communication and media executives meets twice yearly. This board was noted in the 2007 WSU Higher Learning Commission Report as a model of community engagement and academic/professional partnership of an urban-serving university. Board members are involved in ESC activities including the student co-op program, senior portfolio (the required 1 credit course to satisfy assessment), guest lecturing and Communication Week. This year they were involved in advocacy for scholastic journalism funding in the state of Kansas. An ESC Fund Council whose function is to approve the yearly budget for the Elliott Endowment also supports the school.

Each October since 2000, ESC has produced Communication Week —a concentration of special workshops, panels, films, a job fair, competitions, and meals/snack breaks for ESC students, alumni and area professionals. The annual spring event is the ESC Awards Night—a scholarship and awards recognition ceremony that began in the 1970s. We host the Kansas Scholastic Press Association (KSPA) every February—the largest district for high school competition in newspapers and yearbook events in the state. 500 students and their journalism instructors compete in 25 events here on campus. 48 local journalists, including ESC faculty, judge the events. ESC faculty hold special accreditation classes and training workshops for area communication professionals throughout the year and the school hosts the annual High School Summer Debate Camp run by our director of debate.

Communication Upward Bound (CUB), a federally funded program housed in Elliott Hall, and administered by ESC faculty and staff, runs a month long summer journalism camp for 50 “at-risk” Sedgwick County 13-18 year olds. The Sunshine Coalition for Open Government, under the direction of its ESC executive director, also an ESC faculty member, conducts a “Sunshine Week” every March of communication law activities regarding open records and open meetings updates.

Student Scholarships: Each year, the ESC provides about $60,000 in student aid from 35 named student scholarships. (Before the economic downturn this total was $80,000). Another sign of the unit’s vitality is the growth in named scholarships. In the past 7 years, 10 news scholarships have been created.

Student Satisfaction: As part of assessment each year, ESC graduating seniors fill out a satisfaction survey regarding impressions of faculty expertise, course value, activities, facilities, preparation for the work force, etc. (Details of assessment results are presented in part 3.)

3.Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1→	249 (07)	21.9	22.7
Year 2→	248 (08)	21.9	22.9
Year 3→	252 (09)	22.4	23.0

KBOR data minima for UG programs: ACT ≤20 will trigger program

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with ≥54 hr reported) By FY		
		GPA of Majors	College GPA	University GPA
Year 1→	23 (08)	3.38	3.53	3.52
Year 2→	22 (09)	3.49	3.45	3.49
Year 3→	41 (10)	3.43	3.45	3.49

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principal learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
ESC majors will participate in educational experiences that will increase overall knowledge of communication	Measured through self-report on exit survey. Results express percent of students who agree or strongly agree with the outcome.	08-09: 99% (N=83) 09-10: 96% (N=84) 10-11: 95% (N=64)
ESC majors will participate in educational experiences that will improve their skill in writing.	Measured through self-report on exit survey. Results express percent of students who agree or strongly agree with the outcome.	08-09: 94% (N=83) 09-10: 88% (N=84) 10-11: 85% (N=64)
ESC majors will participate in educational experiences that will improve their skill in visual communication.	Measured through self-report on exit survey. Results express percent of students who agree or strongly agree with the outcome.	08-09: 75% (N=83) 09-10: 81% (N=84) 10-11: 77% (N=64)
ESC majors will participate in educational experiences that will improve their skill in speaking.	Measured through self-report on exit survey. Results express percent of students who agree or strongly agree with the outcome.	08-09: 83% (N=83) 09-10: 82% (N=84) 10-11: 88% (N=64)
MAC graduates demonstrate mastery of advanced topics in communication	Comprehensive exam. Results express percent of students who passed the test.	08: 100% (N=17) 09: 100% (N=7)

theory, practice.		10: 100% (N=12)

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

UNDERGRADUATE PROGRAM

Student Satisfaction (e.g., exit survey data on overall program satisfaction).* If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison±
1 (08-09)	83	93.8% of seniors agree/strongly agree with the statement "I obtained a quality education from the ESC."	1 (08-09)	101	Portfolio review by local professionals	4.12 out of 5 (highest) for all criteria	
2 (09-10)	84	92.9% of seniors agree/strongly agree with the statement "I obtained a quality education from the ESC."	2 (09-10)	89	Portfolio review by local professionals	3.78 out of 5 (highest) for all criteria	
3 (10-11)	64	96.4% of seniors agree/strongly agree with the statement "I obtained a quality education from the ESC."	3 (10-11)	68	Portfolio review by local professionals	4.31 out of 5 (highest) for all criteria	

GRADUATE PROGRAM

Student Satisfaction (e.g., exit survey data on overall program satisfaction).* If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison±
1 (06-10)	79	88.8% of graduate students expressed satisfaction (or higher) with "the overall instruction in their graduate studies at WSU." Average score was 4.31, where 5 was highest (very satisfied).	1 (08)	17	Comprehensive exam	100% pass	
2 (06-10)	79	83.3% of graduate students expressed satisfaction (or higher) with "the quality of instruction in courses required by the	2 (09)	7	Comprehensive exam	100% pass	

		program." Average score was 4.20, where 5 was highest (very satisfied).					
3 (10-11)	79	79.6% of graduate students expressed satisfaction (or higher) with "overall satisfaction with the program of graduate studies at WSU." Average score was 4.06, where 5 was highest (very satisfied).	3 (10)	12	Comprehensive exam	100% pass	

e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of: -Oral and written communication -Numerical literacy -Critical thinking and problem solving -Collaboration and teamwork -Library research skills -Diversity and globalization	Results	
	Majors	Non-Majors
COMM 111, Public Speaking, provides basic oral communication skills to all WSU students.	n/a	81% of all students earned at least a C; Average GPA for all sections (08-10): 2.86; Average score on final persuasive speech (08-10): 86/100
Critical thinking: All ESC majors complete a critical thinking exercise as a part of the annual survey. The writing exercise requires critical reflection on a rhetorical text. A random sample is selected for review each year. Students exceed expectations if they pass both elements (one descriptive, one evaluative). Students meet expectations if they pass one element. Students fail to meet expectations if they do not pass either element.	11: 13 exceeded expectations; 3 met expectations; 2 failed to meet expectations 10: 10 exceeded expectations; 9 met expectations; 3 failed to meet expectations 09: 7 exceeded expectations; 11 met expectations; 3 failed to meet expectations	n/a

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: http://www.aacu.org/value/rubrics/

Provide a brief assessment of the overall quality of the academic program using the data from tables in 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention). Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide assessment here:

The ESC has a strong curriculum, integrating the traditional fields of speech and mass communication. A communication degree requires at least 40 credits, including 22 credits common to each emphasis area (Integrated Marketing Communication, Print/Broadcast Journalism, Strategic Communication, Electronic Media, and an Open emphasis). The common core is perceived by students to be valuable. For eight of the nine classes in the core, most seniors rate the courses as either a "great value" or a "good value" (the top two choices on the survey). Curricular and instructional changes to the ninth course are underway and improvement in perceived value is expected. In addition, annual exit data reveal agreement with expected learner outcomes, broad and positive participation in co-operative education, strong support for courses across our core curriculum, and positive reviews of portfolios conducted by area communication professionals.

The curriculum in journalism was recently upgraded to merge the print and broadcast emphasis areas. Some of the changes impacted the electronic media emphasis area, and revisions to that curriculum are slated for review during the 2011-2012 academic year. The next program review will have additional information on the value of the new curriculum.

Our students regularly showcase their work, both in academic and professional settings. The capstone class in the integrated marketing communication emphasis area (the largest number of majors) includes working with local groups to develop and implement a campaign. Similarly, students in the annual event planning class work with local nonprofits to develop and execute fundraisers. Journalism students have spent the last four summers on intensive assignments related to the Symphony in the Flint Hills and the rebuilding in Greensburg. Prior to that, advanced journalism students partnered with the Wichita Eagle to write stories related to Broadway, a main north-south street in Wichita. Their work has been showcased in local newspapers, radio programs, broadcast television, magazines and the web.
Graduate students typically present research at the annual conventions of the National Communication Association, the Popular Culture Association, and the Association for Education in Journalism and Mass Communication. In addition, graduate students regularly compete in the annual Graduate Research and Scholarly Projects Symposium (GRASP) held each spring at WSU. Undergraduates have the opportunity for recognition each spring when area professionals evaluate their work in 40 merit award categories.

4a.**Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Utilize the table below to provide data that demonstrates student need and demand for the program.

Undergraduate

Majors						Employment of Majors*						
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors (Indicate UG or Gr)	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS**
Year 1→					81 (08)	$31,285		66%			4	Current year only↓
Year 2→					85 (09)	$32,500		65%			12	
Year 3→					76 (10)	$29,619		69%			9	24% (pr);

														8% (advertising & pr); -6% (news);

	Race/Ethnicity by Major***									Race/Ethnicity by Graduate***								
		NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK
	Year 1→																		
	Year 2→																		
	Year 3→																		

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

Students earning a degree in communication from the ESC are prepared for a wide variety of careers. The BLS report suggests job growth, but with strong competition for entry-level positions. The integrated program aims to train students to write, speak and visually communicate messages across different platforms. ESC graduates are better able to compete for jobs because of the breadth of the program. In addition, ESC students are regular users of co-operative and work-based learning. Almost two-thirds of all graduates report participating in the program and at least 80% report satisfaction with the experience. One area of concern is the expected loss of jobs in the news and information sector. The recent revision of the journalism curriculum was designed to respond to those changes and better prepare students to compete for the jobs that will continue to exist.

4b.**Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Utilize the table below to provide data that demonstrates student need and demand for the program.

Graduate

Majors						Employment of Majors*						
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors (Indicate	No. who enter or are admitted in	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional	Projected growth from BLS**

	UG or Gr)	the major									educa-tion	
Year 1→					17 (08)							Current year only ↓
Year 2→					7 (09)							
Year 3→					12 (10)							

	Race/Ethnicity by Major***									Race/Ethnicity by Graduate***								
		NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK
	Year 1→																		
	Year 2→																		
	Year 3→																		

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

The graduate program does not collect data on a yearly basis, but it will do so going forward. The available data covers the last several years. Recent MAC graduates completed an online survey (n=21). MAC graduates reported they were either promoted in their current job (15%) or found employment in a communication-related field (39%) within the first year after receiving their degree. An additional 39% were accepted into another graduate program (either Ph.D. or another field). Several recent graduates (23%) became employed as a communication educator after earning their degree.

5.Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 -2007	Year 2 - 2008	Year 3 - 2009
UG Majors	33.5	33.4	33.6
Gr Majors	3.7	3.4	5.0
Non-Majors	62.8	63.2	61.4

a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

The department's cost per credit hour (over the last three fiscal years (FY08-FY10)) was $119.00/SCH. A number of factors suggest this cost is appropriate. First, a significant number of courses in the department, including one course in the common core, are writing-intensive and demand a lower per-class quota. In addition, several other production classes are based in 17-seat computer labs, which places a downward pressure on the total enrollment. Second, the department has a significant number of necessary administrative appointments, including supervision of the Sunflower, the debate team, Communication Upward Bound, Oral Communication program, the Interdisciplinary Communication Research Institute, the Sunshine Coalition for Open Government, the graduate coordinator, an associate director and a director of technology. These appointments are essential to the functioning of the school and related programs, but they reduce the number of available sections that can be offered by faculty and require the use of additional hires to cover necessary classes. Third, the department has worked hard to improve the efficiency of course offerings, striking a balance between meeting student needs and fiscal demands. Where appropriate for capacity utilization, we have cut the number of sections offered over the course of a year and raised enrollments, when possible. While the department has lost FTE, we have increased average SCH per FTE.

The department provides significant curricular service to the University through COMM 111, Public Speaking, a basic skills course required of all WSU students, and COMM 190, Introduction to Human Communication.

ESC is home to several university-wide programs, including the Sunflower and the debate team. One faculty member is assigned to work with each program. Both groups draw their membership from across the campus. Finally, the ESC is home to Communication Upward Bound.

6.Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Increase the multimedia offerings within the department	Open-ended responses from senior exit surveys.	Split required course in visual technology to provide new multimedia course (COMM 306). Begins fall 2011.
	Merge print and broadcast emphasis areas.	Feedback from local professionals, employment data, and student comments for multimedia reporting.	New curriculum created and approved. Begins fall 2010.
	Expand technology access.	Open-ended responses from senior exit surveys.	Request for technology fee is pending.

7. Summary and Recommendations

a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

Strengths:

• Dedicated, collegial faculty, leading and embracing curriculum change to meet changing conditions.
• Steady student interest in the undergraduate and graduate degree programs, confirmed by number of majors and student credit hours.
• Strong support from professional community indicated through participation in the co-op program, frequent guest lectures, hosting field trips, participation in portfolio classes and in the Elliott School Advisory Board.
• School's location in the state's most populous city and active market for news media, advertising, public relations and non-profits, all sectors that employ our students and alumni.
• Good placement record of graduates in communications industry.
• Scholarship support for undergraduate students..
• Well-run core course, with good training and supervision of graduate teaching assistants.
• Steps taken towards cooperation with Graphic Arts (in College of Fine Arts) and Business Communication and Marketing (in Barton School of Business).

Weaknesses:

• Shortage of faculty, especially full-time, tenured faculty with PhDs, leading to reliance on lecturers and adjuncts for required courses and low number of elective courses; several tenured faculty approaching or beyond customary retirement age.
• Inability to find a permanent Integrated Marketing Communication faculty member who combines a PhD with professional experience. Search underway.
• School without a permanent director. Search beginning soon.
• Changes in journalism curriculum have been approved, but not fully implemented.
• No sustainable funding mechanism to keep up with technology needs. Rapid technological changes outpace the department's ability to fully provide students with equipment and training needed for workplace preparation.
• Relatively low ACT scores of undergraduate students and low selectivity in graduate program.
• Reduced endowment payout hampering research support.
• GTA stipends aren't competitive for attracting the best graduate students.

Plan:

• Hire a new school director (starting by fall 2012).
• Hire a new Integrated Marketing Communication faculty member (starting by fall 2012).
• Complete changes in journalism curriculum, including inauguration of capstone course (AY 12/13).
• With new director and new IMC faculty member in place, examine the IMC curriculum in light of changes in advertising and public relations industry needs; examine strategic communication curriculum in light of changing student interests, reduced faculty (implement changes AY 13/14).
• Develop new sources of revenue through gifts, grants and professional activities (AY 11/12).
• Win university and KBOR approval of course fee to support technology (AY 11/12).
• Develop and implement a plan to address low ACT scores and graduate student selectivity (AY 12/13).
• Implement further interdisciplinary steps with College of Fine Arts and Barton School of Business (AY 12/13).