

Unit Effectiveness Plan for 2003-2004
Department(Unit): Communication
College (Division): Dean - College of Liberal Arts

Unit Mission or Purpose:						
The mission of the Department of Communication is to provide instruction, research, and service that advance knowledge on current and historical perspectives on the essential nature of human communication. The Department acts as a leader and constituent for the community by supporting communication as an individually, socially and technologically driven phenomenon that can be improved. We seek to prepare students for their life choices by providing a solid foundation of reasoning ability and encouraging application of the principles of communication studies in advertising, broadcast, communication technology, journalism, public relations and speech.						
Articulation of how unit mission/purpose relates to University mission:						
The effective use of departmental resources to enable out students to achieve excellence in the pursuit of diverse lifelong learning in their educational goals.						
Intended outcome	Related Institutional Goal/Objective/Strategy	Action Steps	Method of Assessment (Who, What, When)	Results of Assessment	Proposed Changes and Recommendations for Improvement	Resources Needed for Proposed Changes
50% of the tenure-track faculty will attend professional conferences to present original research and projects.	4A	Faculty will meet at least once a semester to present and discuss research to be presented at professional conferences. Faculty and students will be invited to attend these forums.	Assistant Chair will track research presentations at professional conferences and research forums.	Dr. Charla Markham Shaw, Associate Professor and Associate Chairperson, tracked presentations of all tenure-track faculty members. In both the Fall and Spring semesters, research fora were held in the Department of Communication. In each, 2-3 faculty members presented their original research to both students and	Increased travel funds are recommended to encourage faculty to attend academic conferences and present their original research findings.	Additional funding: \$10,000 [to fund travel for faculty: 5 tenured, 8 tenure-track].

				faculty. 100% of the tenure-track presented research presentations at academic conferences.		
Increase faculty service to the profession and community.	3C	The department will fund travel (as budget allows) to provide service to professional organizations. The department will encourage faculty to participate in community requested events.	Assistant Chair will track faculty service to professional organizations and to the community. Data collected during the previous assessment period will be used as the baseline for comparison.	Dr. Charla Markham Shaw, Associate Professor, tracked faculty service to professional organizations and the community. Tenured faculty (5) averaged five instances of service to professional organizations and/or the community. Tenure-track faculty (8) averaged three instances. These results are consistent with the previous assessment of departmental service. It is clear that our faculty continue to represent UTA and the Department of Communication in professional organizations and have developed links in the community as well.	The assessment did not indicate a need for improvement.	No additional resources are needed.
Students will have a clear understanding of degree requirements	2B	Department will provide degree plan evaluators to assist students in	Students will be surveyed in Spring 2004, employing a departmentally	A survey was administered to students in a simple	An examination of the written comments	No additional resources are needed at this

<p>provided by degree plan evaluators.</p>		<p>understanding degree requirements.</p>	<p>developed instrument, in randomly selected major courses to determine if they understand degree requirements. Data collected during the previous assessment period will be used as the baseline for comparison.</p>	<p>random sample of major courses in the Communication department. Dr. Charla Markham Shaw, Associate Professor, gathered the data. Of those 209 students surveyed, 95% were majors in the Communication department. The survey revealed that, on a five-point scale, 16.7% strongly agreed, 43.3% agreed, 18.3% neutral, 16.7% disagreed, and 5% strongly disagreed that the quality of degree planning provided was excellent. 28% strongly agreed, 45.8% agreed, 13.6% neutral, 6.8% disagreed, and 5.9% strongly disagreed that they feel their degree plan is accurate. Yes, the outcome was achieved.</p>	<p>provided by a small portion of the respondents indicated that the dissatisfaction expressed was linked to a degree planner who is no longer employed in the Department of Communication. As the number of respondents who provided written comments is small, it is not clear that all of the dissatisfaction expressed in the surveys can be attributed to interactions with this previous degree planner. However, the results of this survey are more positive than were the results of the previous degree planner survey. Staffing changes, training, and supervision may be likely reasons for this positive change.</p>	<p>time.</p>
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BA - Communication Technology

Student Competencies: Outcomes 1 and five will be assessed in the 2005-2006 academic year.

<p>A graduate of the Communication Technology sequence in the Department of Communication will exhibit effective verbal and nonverbal communication skills in both online and face-to-face interactions.</p>	<p>3A</p>	<p>Faculty in COMM 3300, 4309, and 4327, will instruct students in the fundamental elements necessary for effective interactions in both face-to-face and online contexts.</p>	<p>All Communication Technology majors in COMM 3300, 4309, and 4327, (Spring 2004) will complete a major course project with guidelines developed by faculty in the Communication Technology sequence. The project will assess students' understanding of key concepts including both online and face-to-face interaction. Faculty will review project results to determine any needed curricular changes.</p>	<p>Dr. Vicky Cereiyo, Assistant Professor and Communication Technology sequence coordinator, gathered the data provided by randomly chosen instructors in the sequence. A simple random sample of 5 sections of the courses listed above revealed that the average mean on the projects was of 82.4% and that on average 85.62% of the students in these courses scored 80% or higher on the major course project designed to measure students' understanding of key concepts including both online and face-to-face interaction.</p>	<p>The results obtained in the assessment do not indicate a need for improvement.</p>	<p>No additional resources needed.</p>
<p>A graduate of the Communication Technology sequence in the Department of Communication will have a thorough knowledge of the theories of usability, visual communication,</p>	<p>3A</p>	<p>Faculty in COMM 3300, 4309 and 4327 will instruct students in the theories underlying Web applications of usability, visual communication, and online rhetoric.</p>	<p>All Communication Technology majors in COMM 3300, 4309, and 4327 (Spring 2004) will complete a major project developed by faculty in the Communication Technology sequence. The project will assess</p>	<p>Dr. Vicky Cereiyo, Assistant Professor and Communication Technology sequence coordinator, gathered the data provided by randomly chosen instructors in the sequence. A simple</p>	<p>Review of scores and finished projects did not reveal a need for improvement.</p>	<p>No additional resources needed.</p>

<p>and online rhetoric and know how to apply them to Web design in organizational, commercial, and personal contexts.</p>			<p>students' understanding of theoretical and practical applications of usability, visual communication, and online rhetoric. Faculty will review final projects to determine any needed curricular changes.</p>	<p>random sample of 5 sections of the courses listed in the previous section revealed that the average mean on the projects was of 82.4% and that on average 85.62% of the students in these courses scored 80% or higher on the major course project which included components designed to measure students' understanding of theoretical and practical applications of usability, visual communication, and online rhetoric.</p>		
<p>A graduate of the Communication Technology sequence in the Department of Communication will be able to evaluate new technologies that emerge in the future and make informed decisions about whether to use them to accomplish his or her organizational and personal communication goals.</p>	<p>3A</p>	<p>Faculty in COMM 3300 will instruct students in the theories and principles of emerging technologies.</p>	<p>All Communication Technology majors in COMM 3300 (Spring 2004) will complete a project developed by faculty in the Communication Technology sequence. The project will assess student understanding of key concepts influencing the decision to adopt new communication technologies. Faculty will review final projects to determine any needed curricular changes.</p>	<p>Dr. Vicky Cereijo, Assistant Professor and Communication Technology sequence coordinator, gathered the data provided by instructors teaching COMM 3300. Data revealed that the average mean on the main course project was 86.33%, and that on average 88% of the students in the 3 randomly selected sections of COMM 3300 scored 80% or</p>	<p>High scores in the assesment tool support the belief that no curricular changes are needed at this time.</p>	<p>No additional resources are needed at this time.</p>

				higher on the major course project which included components designed to measure students' understanding of key concepts influencing the decision to adopt new communication technologies.		
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MA - Communication Technology

Student Competencies: There is no MA in Communication Technology.

BA - Journalism

Student Competencies: Outcomes 2, 4, and 5 will be assessed in the 2005-2006 period.

A graduate of the Journalism sequence in the Communication Department will demonstrate a basic knowledge of the technical skills required for newspaper production, including newspaper design, design software and headline writing.	3A	Faculty in the Journalism sequence will instruct students in basic principles of newspaper design, as well as the technical skills required for newspaper production, including using newspaper design software and writing headlines with the same software.	All Journalism majors enrolled in JOUR 3345 will complete a newspaper design project developed by faculty in the Journalism sequence. Faculty will assess student understanding of key design concepts, as well as the students' ability to successfully use computer software to design a newspaper page and write headlines. Faculty will review the project results	Dr. Ivana Segvic, Assistant Professor and Journalism sequence coordinator gathered the data provided by the JOUR 3345 instructor. Students conducted a major project to test their computer ability. Two grades were received: one for page design and the other for editing and headline writing.	The assessment did not indicate a need for changes or improvement.	No additional resources are needed.
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			to determine any needed curricular changes.	The two grades were averaged to compute the computer proficiency. Results revealed that 93% of the students scored an average of 80% or above on the computer proficiency assessment. The outcome was achieved.		
A graduate of the Journalism sequence in the Communication Department will be proficient in Associated Press style rules, English grammar and word usage.	3A	Faculty in the Journalism sequence will instruct students in Associated Press style rules, English grammar and word usage.	All Journalism majors enrolled in JOUR 3345 will take an exam developed by faculty in the Journalism sequence. The exam will assess student understanding of and ability to apply the rules of grammar, word usage and Associated Press style.	Dr. Ivana Segvic, Assistant Professor and Journalism sequence coordinator gathered the data provided by the JOUR 3345 instructor. Results of the JOUR 3345 class revealed that 67% of the students scored 80% or above on the departmental exam.	The exam was created by a faculty member who is no longer at UTA. Current Journalism faculty have reviewed the exam and believe that the exam is not a realistic representation of the curriculum as it now exists. As a result, the Journalism faculty will meet in Fall 2004 to assess the relevance of portions of the exam that are not currently covered and make curriculum recommendations	No additional resources are needed.

					as needed.	
BA - Public Relations						
Student Competencies: All outcomes will be assessed in the 2005-2006 period.						
BA - Broadcast Communication						
Student Competencies: Outcomes 1, 4, and 5 will be assessed in the 2005-2006 period.						
A graduate of the Broadcast Communication sequence in the Communication Department will possess verbal and nonverbal communication skills required for delivery of broadcast information.	3A	Faculty in the Broadcast Communication sequence will instruct students in verbal and nonverbal communication skills.	All Broadcast majors enrolled in BCMN 2358 and BCMN 2357 will complete a project developed by faculty in the Broadcast Communication sequence designed to assess these skills. Faculty will review the projects to determine any needs for curricular improvement.	Dr. Tom Christie, Assistant Professor and Broadcast Communication sequence coordinator, gathered the data provided by the BCMN 2357 and BCMN 2358 instructors. Results of the BCMN 2357 class revealed that 52% of the students scored 80% or above on the departmental exam. Results of the BCMN 2358 class revealed that 78% of students scored 80% or above on the departmental exam.	Curriculum and project assignments will be reviewed by faculty in order to better measure the students on these competencies.	No additional resources are needed at this time.
A graduate of the Broadcast Communication sequence in the Communication Department will possess a broad knowledge of broadcast communication theory	3A	Faculty in the Broadcast Communication sequence will instruct students in broadcast communication theory and practices.	All broadcast communication majors in BCMN 2360 will take an exam developed by faculty in the broadcast communication sequence designed to assess this knowledge. Faculty will review test results to	Dr. Tom Christie, Assistant Professor and Broadcast Communication sequence coordinator, gathered the data provided by the BCMN 2360 instructor, Dr. Andrew	This establishes a baseline for measurement: no major change is needed at this time. However, curriculum will be reviewed by faculty in order to	No additional resources are needed at this time.

and practices.			determine any needed curricular changes.	Clark. Results of the BCMN 2360 class revealed that 69% of the students scored 80% or above on the departmental exam.	better measure students on this competency.	

BA - Speech

Student Competencies: Outcomes 1, 2, and 5 will be assessed in the 2005-2006 period.

A graduate of the Speech Communication sequence in the Communication Department will understand the fundamental principles of message development from intrapersonal, interpersonal, small group, and public communication perspectives.	3A	Faculty in the Speech Communication sequence will instruct students in fundamental principles of message development from intrapersonal, interpersonal, small group, and public communication perspectives.	All Speech Communication majors in COMM 4315 and SPCH 4315 (Spring 2004) will take an exam developed by faculty in the Speech Communication sequence. The exam will assess student understanding of key concepts including the fundamental principles of message development from intrapersonal, interpersonal, small group, and public communication perspectives. Faculty will review test results to determine any needed curricular changes.	Faculty in COMM 4315 and SPCH 4315 administered an exam developed by faculty in the Speech Communication sequence. Dr. Paul Schrodt, Assistant Professor and Speech sequence coordinator evaluated exams taken by seniors (graduating no later than December 2004). Exam results: 69% scored 80% or higher.	Upon assessing the degree plans of seniors in the Speech sequence, it was found that students are being allowed to substitute courses of their choice for required course. Hence, all students are not being exposed to the foundational principles in the sequence. The sequence coordinator will meet with degree planners in Fall 2004 to clarify policy. Additionally, a proposal has been made to the chairperson, that	No additional resources needs have been identified at this time.
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					all degree program substitutions be cleared through the sequence coordinator.	
A graduate of the Speech Communication sequence in the Communication Department at UTA will understand the nature and role of perception of "self" and "other" in interpersonal contexts as they influence effective communication.	3A	Faculty in the Speech Communication sequence will instruct students in the nature and role of perception in effective communication.	All Speech Communication majors in COMM 4300 and SPCH 4315 (Spring 2004) will take an exam developed by faculty in the Speech Communication sequence. The exam will assess student understanding of key concepts including perception and its impact on effective communication. Faculty will review test results to determine any needed curricular changes.	Faculty in COMM 4315 and SPCH 4315 administered an exam developed by faculty in the Speech Communication sequence. Dr. Paul Schrod, Assistant Professor and Speech sequence coordinator evaluated exams taken by seniors (graduating no later than December 2004). Exam results: 69% scored 80% or higher.	Upon assessing the degree plans of seniors in the Speech sequence, it was found that students are being allowed to substitute courses of their choice for required course. Hence, all students are not being exposed to the foundational principles in the sequence. The sequence coordinator will meet with degree planners in Fall 2004 to clarify policy. Additionally, a proposal has been made to the chairperson, that all degree program substitutions be cleared through the sequence coordinator.	No additional resource needs have been identified at the present time.
BA - Advertising						

Student Competencies: Outcomes 1 and 5 will be assessed in the 2005-2006 period.						
A graduate of the Advertising sequence in the Communication Department at UTA will demonstrate oral competency by developing MarCom campaigns and presenting them to interested parties.	3A	Faculty in the Advertising sequence will instruct students in presentational delivery skills.	All Advertising majors enrolled in ADVT 4301 and ADVT 4300 will complete a campaign project developed by faculty in the Advertising sequence designed to assess these skills. Faculty will review the projects to determine any needs for curricular improvement.	Dr. Tom Ingram, Associate Professor and Sequence Coordinator and Dr. Alisa White, Associate Professor gathered the data from Advt4301 and Advt4300. All participants were required to make presentations of marcom campaigns. The content was evaluated to be effective by 80% of the participants while the presentation was evaluated to be acceptable by 50% of the participants.	A review of the undergraduate advertising course work will be undertaken to identify if a course in business presentation or units in other advertising courses can strengthen the skill set for participants in business presentations.	Audio and visual equipment should routinely be easily utilized in all classrooms for the instruction of advertising courses especially to enhance business presentation techniques and training.
A graduate of the Advertising sequence in the Communication Department at UTA will understand the role of advertising in marketing and brand development.	3A	Faculty in the Advertising sequence will instruct students in the role of advertising in marketing and brand development.	All Advertising majors enrolled in ADVT 2337 will take an exam developed by faculty in the Advertising sequence. The exam will assess student understanding of the role of advertising in marketing and brand development. Faculty will review test results to determine any needed curricular changes.	Results of Assessment: Dr. Tom Ingram, Associate Professor and Sequence Coordinator and Dr. Lara Zwarun, Assistant Professor gathered the data from Advt2337 of which they were instructors. Parts of section one and two of the introduction course deal with understanding the role	The assessment did not indicate a need for improvement.	No additional resources needed.

				of marketing and brand development relative to advertising. Inspection showed that approximately 70% of students scored these questions correctly.		
A graduate of the Advertising sequence in the Communication Department at UTA will demonstrate critical and analytical thinking by developing advertising strategies to achieve client objectives and to write copy on strategy.	3A	Faculty in the Advertising sequence will instruct students in developing advertising strategies to achieve client objectives and to write copy on strategy.	All Advertising majors enrolled in ADVT 3304 will complete a campaign project developed by faculty in the Advertising sequence designed to assess these skills. Faculty will review the projects to determine any needs for curricular improvement.	Results of Assessment: Dr. Lara Zwarun, Assistant Professor, gathered the data from Advt3304. Students were asked to develop advertising creative strategies that would contribute to an overall integrated marketing communication plan. Evaluation of the creative strategies suggest 70% of the students successfully developed an acceptable creative strategy.	As advertising and especially development of creative strategy is highly dynamic, audio, video and print resources should be contiously sought out for classroom presentation.	Audio and visual equipment should routinely be easily utilized in all classrooms for the instruction of advertising courses.

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