

Two national awards for a student radio production created in a partnership with _____ on Saturday mornings.

_____, a weekly

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in Austin Texas in Fall of 2009. The program beat finalist entries from Columbia College and Ithaca College to receive first place. Later, in Spring of 2010, the program received a third-place Broadcast Education Association (BEA) award at the 2010 BEA Festival of Media Arts in Las Vegas, Nev. This is the third national award that the radio station has received in recent years.

_____ were created for the Center for Entrepreneurship, Department of Communication, and the National Bird Feeding Society.

Students participated in the annual Celebration of Scholarship with programs highlighting student media productions and creative course projects for the new Sports Communication course.

_____ of majors and a record number of majors as a percentage of the graduating class for 2010.

The drive to communicate forms the basis for human social behavior and is a critical element of any organization or field of employment, regardless of

University mission of preparing students for professional success, democratic citizenship in a global community, and a personal life of meaning and value is accomplished through a variety of discipline-specific learning objectives. Graduates with a Communication B.A. degree achieve the goal of professional success by becoming effective problem-solvers, critics, and practitioners in their professional communities. Our objective in addressing democratic citizenship in a global environment is to help students develop an appreciation for the power of symbols, awareness of the complexity of ethical choices in communication endeavors, and an understanding of the opportunities and constraints of technology. Classroom experiences, service learning, and internships are designed to challenge every5(st)6(p)-6(l)13BT

2. Students will distinguish the theories pertinent to communication studies and demonstrate the skills needed to create, present, analyze, and evaluate messages in relevant contexts.

3. Students will demonstrate critical thinking skills when generating, consuming, and evaluating messages in communication contexts.

Successful majors in Communication move onto careers in the human services, media, sales, counseling, training and development, public relations, business, and publishing. Recent graduates are currently pursuing graduate work, working for radio and TV stations, planning media events, working in universities, organizing PR campaign, etc. A strong liberal arts background and intensive work in all aspects of communication uniquely qualify communication graduates for these positions. We expect that majors who have mastered the program learning objectives will, at a minimum, be successfully employed in their chosen field and/or successfully perform in

These departmental learning goals match well with Millikin's University-wide learning goals:

1. Millikin students will prepare for professional success.
2. Millikin students will actively engage in the responsibilities of citizenship in their communities.
3. Millikin students will discover and develop a personal life of meaning and value.

The table below shows how Communication Department learning goals relate to the University-wide learning goals:

Students will demonstrate the ability to communicate in personal, scholarly, and/or professional contexts through appropriate verbal, nonverbal, and mediated formats.	1, 3
Students will distinguish the theories pertinent to communication studies and demonstrate the skills needed to create, present, analyze, and evaluate messages in relevant contexts.	1, 2
Students will demonstrate critical thinking skills when generating, consuming, and evaluating messages in relevant communication contexts.	2, 3

The Communication department in 2009-2010 consisted of 4 full-time faculty and 7 adjuncts that helped deliver 55 classes per year. We ended the Spring of 2010 with

approximately 141 majors. In addition to majors and minors, we also service students throughout the University who take our courses to satisfy their general education requirements in public speaking, and sequential elements (University Seminar). Students are also required to take communication courses by the Tabor School of Business and for the secondary language arts degree requirements in the School of Education. Various faculty and programs often encourage students to take communication courses for enrichment or remedial purposes. In addition to courses in the major, Communication faculty have also taught IN 140 University Seminar for freshmen, IN 250 U.S. Studies, the IN 206 for the Honors Program, and in the PACE adult degree completion program by providing courses for the Organizational Leadership major and general education needs.

The Communication department currently occupies 5 offices on the 4th floor of Shilling Hall and shares a secretary with the Political Science department. In addition, the Communication Department has a video-editing lab in the basement of Staley Library and a radio broadcast facility in the basement of the Richards Treat University Center, including office space for a faculty member who also serves as general manager for the radio station. Editing equipment and software have been upgraded in the two facilities in the past three years including new automation hardware/software for the radio station in January 2009. The current video equipment is extremely limited. Currently only two cameras are available for use for a class of 15 in addition to use for other student productions.

The Department of Communication in the Fall of 2006 completed a self-study of its current curriculum and successfully passed through University governance a new curriculum structure that went into effect in the Fall of 2007. After thorough review of existing classes and curriculum structure, three concentrations, or tracks, were created and adjustments were made in the curriculum in areas of writing and ethics. In the Spring of 2008, the department added a fourth track in sport communication to the major. These four tracks are the only formal tracks planned for the department in the near future.

In the Fall of 2007, the Millikin University faculty passed a new curricular structure including general education requirements. All students must now have an oral communication course under the new general education requirements. This requirement began with students entering Millikin University in the Fall of 2008. The Department offered 21 sections of the oral communication course in 2009-2010. We are monitoring the demand levels to see if it is necessary to expand on the number of courses being offered.

The Communication Department combines diverse perspectives to investigate the social creation and management of meaning through delivery of the Communication major, B.A. degree. The major in communication builds upon a critical foundation that blends theory, methodology, and practice to prepare students for more serious study in their own area of interest. We study the interplay of messages and audience in a variety of contexts. Students develop an appreciation for the power of

symbols, awareness of the complexity of ethical choices in communication endeavors, and an understanding of the opportunities and constraints of technology. Course work in theory and methods central to the investigation and understanding of communication processes provides majors with tools for more intensive study in areas such as media production, public relations, relational communication, organizational culture, and social issues. Thus, our curriculum and its corresponding pedagogy fully incorporate the professionalism, citizenship, and a life of meaning and value, and it is intentionally designed to challenge everyday assumptions about communication in a rapidly changing world.

The Communication major in 2009-2010

The four tracks are designed to help students find greater meaning and interconnectedness in their curricular choices. Any students, for whom these tracks do not fully meet their requirements, may choose another combination of courses with the consent of their advisor and the department chair. The tracks and their professional intentions include:

Communication careers in public relations include a wide variety of professional settings in corporations, non-profit organizations, professional

A fully functional university program in communication must provide:

- remedial first courses, appropriate to the maturity and self-reflective habits of traditional university aged students and adult learners, instilling meta-vocabularies of risk, effects, and critique

- in interpersonal, small group, and organizational communication

- communication professions and industries

- institutions for student performance

- related to the dominant institutions of society

- world settings

- developing leadership for communication industries

The Millikin Department of Communication has done all of these things, and the current faculty see tremendous demand that it does these things more, and in increasingly sophisticated market-driven ways, and that there are extraordinary opportunities that remain to express leadership in communication education and win the rewards that go with that leadership.

The Communication Department assesses student skills and knowledge using a variety of techniques. One of our assessment goals is to create a consistent, ongoing assessment process to improve the quality and quantity of data useful to our department for program development and growth. Assessment data will be gathered from the following sources and contexts:

- Student Interviews: A random sample of students is interviewed each year. These have included exit interviews for graduating seniors, discussions held

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CO 100 Interpersonal Communication	x	x	
CO 110 Introduction to Radio Industry	x		x
CO 120 Media Aesthetics CO 181-5		x	x

Student Exit Interviews: The chair of the department conducted interviews with 45 of 51 students enrolled in the capstone course and planning to graduate from the department in December 2009, May 2010, or anticipating graduation in December 2010

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comments are summarized below:

Advising was highly praised by graduates from the major. Students felt that their meeting their advising needs. Freshmen receive an advisor who follows them through their four years in the major. All faculty are prepared for and expected to assist students with advising issues during their time in the department. Students described the advising experience in our department much more favorably than other departments they had transferred from prior to becoming communication majors. Many students mentioned that they have had multiple meetings during the semester with their advisor and that advising extended well beyond scheduling. Students received assistance in their career planning, with issues concerning their courses and university serves, study abroad, graduate school, and with other academic and personal challenges. This success has been possible despite many communication faculty advising as many as 30 or more advisees each year.

Many students referenced at least one favorite faculty member and/or course in the department and recognized the collegiality and support Communication faculty provide to students and to each other. Students in the major usually have at the minimum three of our faculty in their program, many have all of us at one time or another as they move through the program.

Students who have selected a track in their major were generally pleased with that option and outcome. Most would like even more upper-level coursework in their individual track areas. This seem particularly true for students entering the major their Freshmen year. The longer a student is a major in the department the more our limitations become evident. In particular, more course work in media production areas and advanced public relations topics. Media production is limited by adjunct reliance in video production and therefore prevents access to independent projects and studies from being developed. Student experiences in the London Semester were rated exceptional and the students were extremely pleased to have had the experience and opportunity to study abroad.

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radio station. This is an area our department believes it needs to work on more actively. Our student honorary, Lambda Pi Eta, was not very active this year. The leadership has upped their involvement level this past Spring, and we hope to see it grow next year. The option for a Public Relations Student Society of America (PRSSA) chapter is still being investigated and pursued. Majors have also been active in other non-Communication organizations including the Greek system, student life, student government, DECA, and the Decaturian student newspaper. Our majors have traditional participated effectively in student organizations and have held positions of leadership in many of them.

CO 314 Advanced Audio Production	Cancelled low enrollment	7	19, 15	21	11
CO 324 Advanced Video Production	8	10	13	14	10
CO 343 Conflict	Immersion only	7	17	15, 8	15, 15

behavior sciences. Michelle R. Bester received the Helen Moffett Russell Community Service Award. Alex H. Berry received the first Jan Devore Award for Excellence in Contributions to Campus Life. Alex also completed his service as Student Body President. Allison A. Lackey was recog

curriculum necessary to meet the need. The major continues to grow and deserves resources commensurate with its contribution to enrollments and graduation rates. and