



Unit Mission

The College of Communications and Information Studies is dedicated to improving people's lives through excellence in research, service, and education and training for undergraduate and graduate students in the multicultural, multiethnic global society of the information age.

The context for The College of Communications and Information Studies' Strategic Plan & Annual Progress Reporting reflects four units: 1) the Department of Communication, 2) the School of Journalism and Telecommunications, 3) the School of Library and Information Science, and 4) the Graduate Program in Communication. Each unit contributes to the overall work and success of the College in unique ways. Both the plan structure and the plan content integrate the four units, but also respect the inherent differences among the units.

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 1.1 Prepare students for leadership in the study and application of ICT.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

1.1.1 Qualitative assessment of curriculum (undergraduate and graduate) for ICT content and pedagogy.

1.1.1 Quantitative assessment of ICT courses offered across units in the College.

1.1.2 ICT Instructional Inventory was created to survey College faculty about the extent to which they are using instructional technologies to maximize student learning.

1.1.3 Inventory of college-level professional development opportunities offered to faculty.

Actual Results

Data Tables

Descriptive Results

Year 1

The strategic plan was not in place in 2009-10. A change in leadership for the college provided an opportunity to develop the current strategic during Dr. O'Hair's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Year 2

During year 2 (2010-2011) thirteen ICT-related courses were offered by units within the college:

COM 249 Mass Media and Mass Culture, COM 449 Social Processes and Effects of Mass Communication, COM 453 Mass Communication and Social Issues, ISC 361 Direct Response Targeting: Media and Database Management, TEL 319 World Media Systems, TEL 525 Theory of Multimedia, TEL 555 The Internet and Social Change, TEL 482 Electronic Media Sales Management, TEL 312 Video Production I, TEL 322 Multimedia I, TEL 412 Video Production II, TEL 422 Multimedia II, and TEL 432 Audio Production.

A variety of technological ICT tools were available to College faculty including: 1) updated classrooms with computers, internet access, and projectors; 2) interactive white boards and portable computer technology; 3) Echo360 capture equipment in classrooms to record classroom presentations; and 4) classroom course management systems (e.g., Blackboard). With the addition of new faculty with ICT competencies, greater demand exists for state-of-the-art ICT in the college. See unit metrics for more detailed descriptive results.

Year 3

During year 3 (2011-2012) twenty ICT-related courses were offered by units within the college (including the revised Media Arts and Studies--formerly Telecommunications). These data indicated an increase of seven courses from the previous academic year:

COM 249 Mass Media and Mass Culture, COM 449 Social Processes and Effects of Mass Communication, COM 453 Mass Communication and Social Issues, ISC 361 Direct Response Targeting: Media and Database Management, MAS 319 World Media Systems, MAS 420 Electronic Media Criticism, MAS 453 Mass Communication and Social Issues, MAS 520 Social Effects of the Mass Media, MAS 525 Theory of Multimedia, MAS 530 Proseminar in Telecommunications, MAS 555 The Internet and Social Change, MAS 590 Special Topics in Social-Cultural Media Studies, MAS 355 Communication and Information Systems in Organizations, MAS 312 Video Production I, MAS 322 Multimedia I, MAS 390 Special Topics in Media Production, MAS 412 Video Production II, MAS 422 Multimedia II, and MAS 432 Audio Production.

Faculty are continuing to use the available ICT tools for instructional purposes. Newer technologies are also becoming prevalent (e.g., Adobe Connect Pro). Faculty are incorporating these ICTs to improve student learning into both face-to-face classes as well as their distance learning courses. College faculty also piloted alternative Learning Management Systems (beyond Blackboard).

The submission of a new minor program in Information Studies by the School of Information Science included several ICT-related courses.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

No data were analyzed. Strategic plan was not implemented until Year 2 (2010-11).

Improvement Actions

While the current strategic plan was not in effect, the college faculty and staff must continue to take advantage of new hiring, improved relationships with the administration, and improved external stakeholder partnerships. The final strategic plan that was created during the 2009-2010 academic year and approved at the end of the Spring 2010 semester. The strategic plan provides clear objectives and direction for developing a 21st Century ICT curriculum--which will guide the primary improvement action to be taken in the next five years.

Analysis of Results and Reflection

Year 2

Technology was emphasized in thirteen distinct courses during the 2010-2011 academic year, but new ICT courses should be created in each of the units. **Each unit must continue their commitment to increase ICT course offerings for the 2011-2012 academic year by 20%** -- though the lack of resources will make it difficult.

The technologies employed during the academic year represent a range of available tools. Individuals instructors are **encouraged to test other technologies as well.**

Improvement Actions

The primary action resulting from data collected in year two (2010-11) is to continue revising curriculum to more accurately reflect contemporary management practices and to begin to develop a plan for ongoing systematic review of the entire curriculum. Additional faculty (beyond the two hired this year) should be hired with specific technology interests in order to enhance ICT curriculum. Efforts must be increased within the college to foster activities related to the Innovation Network for Entrepreneurial Thinking (INET) to emphasize ICT applications. The leadership team needs to encourage faculty in all College units to restructure existing courses to include additional ICT content. As we look to 2011-2012, we will continue to monitor the available technology

2010-11 -- Issues of resources and culture change continue to permeate the roll-out of a more directed focus on ICT within the college's units. Plans are being made to introduce new courses in ICT that will serve as proving grounds for the ICT initiative.

for instructional purposes.

Analysis of Results and Reflection

Improvement Actions

Year 3

ICT courses increased by 35% (from 13 courses in 2010-2011 to 20 courses in 2011-2012). The entire Telecommunications program was revitalized into a Media Arts and Studies program--which made a significant contribution to the increase in ICT courses. Additional curriculum revision must continue. Collaboration across all College units needs to be encouraged to create a new undergraduate ICT major.

New ICT is spreading throughout the college, but are not being tracked using any systematic strategy.

2011-12 -- New courses were offered in ICT areas by the universities CIO and others. This should make a difference in attitudes toward a more technology focus in the college.

The College should continue efforts to emphasize the importance of ICT through initiatives such as iNet (which was launched during 2011-2012 academic year). Additional professional development opportunities should continue to encourage faculty engagement in technology-assisted instruction. We will continue to monitor what is being used and consider the value of a more systematic approach to monitor ICT use.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 1.2 Increase academic and scholarly productivity in ICT that contribute to economic and societal well being to empower individuals, groups, and communities to address challenging problems through sustainable infrastructure.
Related Unit Goal	
Related Metrics	
Related Mission Area	Research and Creative Work
Related UK Goal	

Assessment Method

An ICT Instructional Inventory is used to survey College faculty about the extent to which they are using instructional technologies to maximize student learning.

1.2.1: Assessed by the number of centers-affiliated faculty who cite ICT as a research focus as well as the count of ICT-related publications by these faculty.

1.2.2: Quantitative measure funding opportunities pursued for ICT.

1.2.3: Proportion of faculty position postings that include ICT as a desired interest.

Actual Results

Data Tables

Descriptive Results

Year 1

Strategic Plan was not developed or implemented until late Spring 2010. Please refer to individual unit reports for 2009-10.

Year 2

Faculty affiliated with several college centers continue to incorporate ICT into their research publications. Specific numbers vary and are reported in individual unit reports for 2010-2011.

During the 2010-2011 academic year, faculty in the College had five (5) grants (totaling over \$200,000) that dealt with ICT, representing 38.46% of the grants received by faculty.

All 2010-2011 College faculty job announcements and recruiting advertisements included an ICT-focus in their descriptions.

Year 3

Additional progress is being made to increase scholarly productivity of faculty and graduate students in the area of ICT. For instance, several doctoral dissertations are being completed with an

ICT focus.

All 2010-2011 College faculty job announcements and recruiting advertisements included an ICT-focus in their descriptions.

Faculty affiliated with several college centers continue to incorporate ICT into their research publications. Specific numbers vary and are reported in individual unit reports for 2011-2012.

During the 2011-2012 academic year, the college received three (3) grants (totaling \$80,000) that dealt with ICT, representing 17.65% of the grants in the college.

Year 4

Year 5

Analysis of Results and Reflection

Improvement Actions

Year 1

2009-10 -- Strategic plan was not developed or implemented until late Spring 2010. Please refer to the units reports for this time period.

2009-10 Strategic plan was not developed or implemented until late Spring 2010. Please refer to the units reports for this time period.

Analysis of Results and Reflection

Improvement Actions

Year 2

2010-11 -- Issues of resources and culture change continue to permeate the roll-out of a more directed focus on ICT within the college's units. Plans are being made to introduce new courses in ICT that will serve as proving grounds for the ICT initiative.

2010-11 -- The College did not approve new hiring unless the job description contained mention of ICT as a desired qualification. Our "Research Professor" who is dedicated to seeking and writing new grant proposals for the college has been directed to focus on ICT related grant opportunities.

The external research grants demonstrate that a large portion of the funding (38.46%) received in the college has some element of ICT. College faculty clearly have an interest in ICT.

The College will continue to monitor external funding applications to maintain an ICT focus.

All faculty hires included individuals with a specific ICT focus.

Analysis of Results and Reflection

Improvement Actions

Year 3

2011-12 -- New courses were offered in ICT areas by the University of Kentucky CIO and others. These courses should promote positive attitudes toward the technology focus in the college. Additional progress is being made to increase scholarly productivity of faculty and graduate students in the area of ICT.

Unfortunately there was a significant drop from the 2010-2011 year regarding ICT related funding that can be explained by the completion of Dean O'Hair's \$132,000 National Science Foundation grant. While the College was successful in obtaining additional grants, the focus of the funded applications was outside the ICT area.

All faculty hires included individuals with a specific ICT focus.

2011-12 -- The College will continue to require that ICT be a part of each new position that is being sought (whether as a replacement or as a new position). Publications emphasizing communications technologies will be highlighted.

The College will continue to monitor external funding applications to improve the level of focus on ICT. We will also track funding applications--in addition to funding received--to determine where effort is expended.

The creation of a new College-level Chief Information Officer (CIO) should increase the ability of the College to track and encourage the academic and scholarly productivity in ICT that contribute to the economic and societal well-being to empower individuals, groups, and communities to address challenging problems through sustainable infrastructure.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 1.3 Implement new approaches to information technologies within the College to promote awareness and understanding of the uses of ICT.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Count of press releases and other publications related to ICT and the college; analysis of SEO; count of partnerships developed.

Actual Results

Data Tables

Descriptive Results

Year 1

The strategic plan was not in place in 2009-10. A change in leadership for the college provided an opportunity to develop the current strategic during the 2009-10 academic year. The plan was adopted by the College Assembly in late Spring 2010.

Year 2

The IT staff and college's communications officer consulted on the SEO approach and determined that such efforts were less effective than the alternative of maintaining well organized, informative, dynamic, data-driven websites. Drupal was selected as the preferred content management system (CMS) for the College website.

Year 3

The College continues to focus on enhancing the quality and organization of materials, as evidenced by changes to utilizing content management systems (Drupal and Wordpress) for the units' websites. This approach provides the same benefits as an SEO approach but does not add work to College staff.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

No data were analyzed. Strategic plan was not implemented until Year 2 (2010-11).

Improvement Actions

2009-10 No data were analyzed. Strategic plan was not implemented until Year 2 (2010-11).

Analysis of Results and Reflection

Year 2

2010-11 Several types of social media (Facebook, Twitter, etc.) were incorporated into the College marketing strategy to promote awareness and understanding of the uses of ICT. Data-driven CMS websites were used to minimize the work of the staff while

Improvement Actions

2010-11 The College must continue to monitor the usage and efficacy of College websites and social media use to determine if further changes are necessary.

maximizing the positive impact of the websites.

Analysis of Results and Reflection

Improvement Actions

Year 3

2011-2012 Efforts continued to expand the use of social media (Facebook, Twitter, etc.) in the College marketing strategy to promote awareness and understanding of the uses of ICT. Data-driven CMS websites for fourteen initiatives related to the College were created to enhance the existing marketing campaign. It is obvious that these strategies continue to be an effective use of College resources.

2011-12 The College will continue to monitor the benefits of the new approaches to information technologies (e.g., Drupal, Twitter, Facebook) within the College to promote awareness and understanding of the uses of ICT.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 2.1 Recruit, retain, and graduate in a timely manner more high-ability students from all societal segments in order to enhance the reputation of the College while addressing the critical needs of the Commonwealth and United States.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Inventory of recruitment procedures and materials; tracking prospective student contacts, student enrollment, faculty-student ratios (as reported by the University), retention, time-to-degree, and graduation rates. inventory of existing and in-development intervention strategies.

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10

At the undergraduate level, Fall 2009 enrollments vs. Fall 2008 were down 13% in ISC, down 12% in COM, down 4% in JOU and up 18% in TEL. At the graduate level, master's degree enrollment for CJT was down 18%, master's degree enrollment for LIS was up 6%, and doctoral enrollment for CJT was down 13%.

Year 2

2010-2011

A new college brochure was developed for preview nights. In addition, Mel Coffee's class developed a promotional video that is utilized.

A Division of Instructional Communication brochure was created to help recruit graduate students to teach courses. (See Objective 1.5)

At the undergraduate level, Fall 2010 enrollments vs. Fall 2009 were down 12% in ISC, up 8% in COM, up 2% in JOU and up 6% in TEL.

At the graduate level, master's degree enrollment for CJT was up 21%, master's degree enrollment for LIS was down .4%, and doctoral enrollment for CJT was up 9%.

During the 2010-2011 academic year, one advisor (Emily Sallee) was the main contact for prospective students. In addition to hosting several visitors to campus, she participated in See Blue Preview Nights, Come See For Yourself campus visits, as well as events such as Transfer Days at local community colleges. Additionally, this staff member Participated in numerous outreach opportunities at campus (e.g., Ask-an-Advisor day). Other advising staff were involved in both on-campus and off-campus events.

The student-faculty ratio for 2010-2011 is 19.2:1.

Retention rates are calculated based on cohorts of students, designated by the semester they started. In 2010-2011, the results deal with cohorts from Fall 2010, Fall 2009, Fall 2008, and Fall 2007. The college had 83.8% of the freshman return for a second semester. From the Fall 2009 cohort, 66.2% returned for a second year; from the Fall 2008 cohort, 49.4% returned for a third year; from the Fall 2007 cohort, 42.9% returned for a fourth year. During tthe 2010-2011 academic year, 315 bachelor's degrees and 81 graduate degrees were awarded.

Year 3

2011-2012

The new recruitment, retention, and outreach coordinator, Dr. Regina Francies, was involved in a variety of activities, including K-Week events (reception, induction ceremony, FUSION); 14 preview nights throughout several states; 10 Come See For Yourself preview nights; and numerous other events with recruitment foci. Furthermore, she was involved in several service and outreach events such as working with the college's undergraduate ambassadors on a Thanksgiving food drive. She was also a part of recruitment at speech and debate events in conjunction with speech and debate coaching staff from the College.

The student-faculty ratio for 2011-2012 is 16.8:1.

Retention rates are calculated based on cohorts of students, designated by the semester in which they started. In 2011-2012, the results deal with cohorts from Fall 2011, Fall 2010, Fall 2009, and Fall 2008. The college retained 84.3% of freshman from their first semester to their second semester. From the Fall 2010 cohort, 63.2% of students returned for a second year; from the Fall 2009 cohort, 43.8% returned for a second year; from the Fall 2008 cohort, 44% returned for a fourth year. The college awarded 263 bachelor's degrees and 92 graduate degrees.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2009-10 The drop in undergraduate enrollment in three out of four programs is most likely a reflection of the continued use of selective admission to upper-division in the college. The decrease in the CJT program is tied to reduced funding for graduate students; the increase in LIS is related to new marketing techniques being used by the program and the move to more online courses, which broaden the appeal.

Improvement Actions

2009-10 Because the college's undergraduate faculty:student ratios are still not in line with university targets, the decrease in students is acceptable, particularly in COM and ISC. The college will continue to seek additional funding to support CJT students.

Analysis of Results and Reflection

Year 2

Improvement Actions

2010-11

Enrollments were up in three of the four undergraduate majors, although not in the largest, ISC. CJT graduate enrollments were up in part due to increased funding; LIS was essentially flat. The college reworked its undergraduate publication used at Preview Nights to more clearly explain our offerings; we also used Hobson's Direct to communicate more frequently with undergraduate applicants. These efforts appear to be working.

The increase in recruitment activities provided a valuable opportunity to meet with prospective as well as current students. There are, of course, many more opportunities that could be utilized (e.g., more representation at events).

With a student-faculty ratio of 19.2:1, we remain above the university student-faculty average (18:1) but have demonstrated marked improvement.

Retention rates can be complicated to untangle, but the numbers demonstrate a consistent drop to the point where less than half of the students who start in the college in their first-year are around for a fourth year. The number of degrees awarded is low compared to university-reported previous numbers. The leadership team also noted that the retention numbers reported here do not reflect the students who switch majors into the college after arriving to campus.

2010-11 During the 2010-11 year, the university began to offer incentives for growth in student credit hours. The undergraduate majors will reexamine the selective admissions standards in Fall 2011 to decide whether to change those in order to attract more students.

The undergraduate office in the college will continue to take part in every University recruiting event possible. Additionally, we are hiring an individual who will have joint responsibility as an instructor and as the recruitment, retention, and outreach coordinator for the college. This position will provide additional support for recruitment efforts while allowing existing staff to provide additional support for current students.

The improvement in student-faculty ratios is positive, although it may be tied to a drop in enrollment, not simply an increase in faculty. We will continue to strive for improved rates, which may include opening additional sections of courses.

In response to the low retention numbers, the College is putting more efforts into retention. The College has hired a Recruitment, Retention, and Outreach coordinator who is paying particular attention to retention rates. Likewise, individual units are working on efforts within individual programs to help retention.

Analysis of Results and Reflection

Year 3

2011-2012

The addition of a new College recruitment, retention, and outreach coordinator to the college has clearly been beneficial in the amount of work that she has been able to exert in promoting the College. Dr. Francies was able to attend 14 out of 18 preview nights and 8 out of 10 Come See For Yourself events.

Improvement Actions

2011-2012

The goals for the upcoming year include establishing a more robust selection process and inclusion plan for college ambassadors in order to utilize the students' enthusiasm and knowledge. The college will also explore strategies to enhance the college's presence at admissions events (e.g., preview nights) to create a

The college's ambassadors program was identified as a resource that was underutilized in addition to being relatively homogenous in the students who take part in the program.

With a student-faculty ratio of 16.8:1, the College is not below the university student-faculty average (17.52:1) which also dropped during the 2011-2012 academic year.

Again, retention rates are complicated, but statistics for the 2011-2012 academic year are similar to the previous year's rates of retention while graduation rates for undergraduates are lower. The faculty and administration of the college recognize that the efforts which began during the 2010-2011 academic year take time to yield a positive impact and hope to see future rates slowly, but steadily, climb. For example, students who entered this fall may have a higher return rate for their second year than did previous classes.

professional and appealing image. The college will aim to expand the recruitment efforts to reach an increasingly diverse student population.

We will continue to monitor the student-faculty ratios and note any major fluctuations in order to respond quickly to changes.

The college will continue to monitor these numbers and provide additional resources where necessary to counteract attrition. When necessary, the college will also look to individual units to identify effective strategies and places where extra attention should be expended to help the overall college rates.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 2.2 Provide new undergraduate education opportunities that build upon the college's strengths.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Number of students taught in the College each semester; assessment of student learning outcomes through student work; level of support provided by the College for honors courses and programs (e.g., college-level courses with HON designation, college faculty teaching HON courses).

Actual Results

Data Tables

Descriptive Results

Year 1

2009-2010

Retention-at-UK and retention-in-the-college rates for the college's undergraduate programs were below the university level for first fall to spring retention for the 2008 entering class, but improved by 10 percentage points over the results for the 2007 entering class. The college's four-year degree completion rate for students who began in 2004 was slightly higher than the all-university figure; the six-year degree completion rate for students who began in 2002 was 4 percentage points higher for the college than for the university.

Year 2

2010-2011

Retention-at-UK and retention-in-the-college rates for the college's undergraduate programs were below the university level for first fall to spring retention for the 2009 entering class, but the gap between the college's figures and those for the university narrowed. The college's four-year degree completion rate for students who began in 2005 was well above the all-university figure; the six-year degree completion rate for students who began in 2003 was 2 percentage points higher for the college than for the university.

The College piloted 16 sections of CIS 110 (Composition and Communication I) Fall 2010 semester and 16 sections of CIS 111 (Composition and Communication II) Spring 2011 semester. Each section was capped at 22 students.

During this year, there were no concerted college-level efforts regarding honors courses.

Year 3

2011-2012

In FALL 2011, we taught 56 sections of CIS 110, including two experimental sections capped at 50 (rather than 25) students with TA support and piloted one online DL section (N= approximately 1500 students). We taught 21 sections of CIS 111, including one pilot online DL section (N= approximately 525 students). In SPRING 2012, we taught 7 sections of CIS 110, including one online DL section (N= approximately 175 students). We taught 52 sections of CIS 111, including one online DL section (N=approximately 1300 students). These numbers were primarily limited by the number of sections that could be staffed.

During this year, the university undertook a reexamination of honors programming. To that end, College faculty have proposed courses that would fulfill honors requirements. In addition, unit-level honor's programs are being considered.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2009-10

The college has been successful in mentoring and retaining a larger percentage of first year students. While still below the university as a whole, we have made substantial progress. Our graduation rates remain above those for the university.

Improvement Actions

2009-10

We will continue to explore ways to improve retention, particularly first fall to second fall. These include more attention to advising and improving communications with students.

Analysis of Results and Reflection

Year 2

2010-11

We have continued to improve on first fall to spring retention; we also showed improvement on first fall to second fall. First fall to third fall is a problem area; the college retained just under half of the students who started with us in Fall 2007. Our graduation rates continue to look strong relative to the university.

2010-11 was a pilot year, so the numbers are not yet reflective of what will happen in the future. However, the instructors who taught the course reported positive experiences which are motivating them for next year's implementation.

As other initiatives (e.g., general education) move from development to implementation, this goal of having a more substantial presence in the honor's program will become more of a College priority.

Improvement Actions

2010-11

While maintaining the programs that have helped improve our first and second year retention rates, we will need to consider ways to improve the first to third year rates, including identifying any barriers that exist at the third year point.

As the new UK Core curriculum becomes the standard at the university, we will continue to examine the number of students we teach in relation to enrollment as well as the experiences of students in those courses. During the upcoming year, the college will respond to university-level HON efforts as they become available.

Analysis of Results and Reflection

Year 3

2011-2012

Improvement Actions

2011-2012

The proportion of students we taught in the general education curriculum seems to be primarily limited by our personnel resources rather than by student interest. We are averaging nearly full sections (for example, Fall 2011 CIS 110 sections had an average of 23.64 students per section).

We will continue to monitor enrollments and to add sections as we are able, particularly at peak times. We will also look at creative ways to approach the course that may provide possibilities to reach more students with a lower resource cost (e.g., teaching online to reduce the load on classroom space).

The college has been active in proposing honor's courses. However, the exact mechanism by which HON courses and programs should be offered is still being determined by the university, which limits what is done at the College (and unit) level.

During the upcoming academic year, the college will offer honors courses, develop curriculum, and propose unit-level honors programs which are responsive to University initiatives.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 2.3 Prepare students for professional and advanced educational success through programming and diverse opportunities.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Track employment of graduates and connections made among graduates and college. Count of programming and opportunities available;

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10

Our Strategic Plan was not developed or implemented until late Spring 2010. Please refer to each units reporting for this time period.

Year 2

2010-11

We continue to grapple with the methods and metrics that may be appropriate for determining the mix of the various delivery mechanisms. In late 2010, we began discussions with the Provost for funding mechanisms to upgrade and incentivize online learning programs in the college. Brining online learning into the college seems to be progressing fairly well. Metrics and methods are still in the development stage.

Year 3

2011-12

The Provost generously agreed to a plan for funding an online learning program in the college. We hired staff and dedicated resources.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2009-10

Our Strategic Plan was not developed or implemented until late Spring 2010. Please refer to each units reporting for this time period.

Improvement Actions

2009-10

Our Strategic Plan was not developed or implemented until late Spring 2010. Please refer to each units reporting for this time period.

Analysis of Results and Reflection

Year 2

Improvement Actions

2010-11

We have come to learn that economic incentives may not be enough to increase online learning opportunities. Our new plan of working with faculty to see the benefits of mixed delivery mechanisms will have to play out. The more that faculty see ICT as a key to active learning, the better our chances of adoption.

Analysis of Results and Reflection

Year 3

2011-12

We are starting to see the results of progress in the area of professional networking for undergraduate students.

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

Year 5

2010-11

We continue to stress the obvious strengths of ICT as they relate to the improvement of student learning outcomes. Hiring decisions, faculty performance reports and other tangible strategies will be seriously considered going forward.

Improvement Actions

2011-2012

Progress was continually reviewed by our Leadership team.

Improvement Actions

Improvement Actions

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 2.4 Review and reaffirm the graduate program in communication (CJT) within the College.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Creation and implementation of graduate programs ' strategic plans. Inventory of support provided; number of graduate students enrolling in the CJT program; incoming credentials of students (GPA and GRE scores).

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10

Our Strategic Plan was not developed or implemented until late Spring 2010. Please refer to each units reporting for this time period. The fact that the strategic plan was in development created new discussions around the meaning of enhanced students quality and associated numbers.

Year 2

2010-11

New programs were developed that lead to submission of new courses and the hiring of additional faculty to serve these program. One example is the minor in information studies. This is an online program offer by LIS and should increase the number and quality of students in the college; especially those with a technology focus. Additionally, an interdisciplinary risk sciences program is in the works at the graduate level, also an online proposal. JAT continues to consider online professional program for journalists who want to re-train.

The attached table shows the details on the students who were accepted and enrolled.

Year 3

2011-12

We are finding new opportunities for courses that attract new majors. The Division of Instructional Communication seems particularly adept at developing these opportunities. The attached table shows the details on the students who were accepted and enrolled.

Year 4

Year 5

Analysis of Results and Reflection

Improvement Actions

Year 1

2009-10

Our Strategic Plan was not developed or implemented until late Spring 2010. Please refer to each units reporting for this time period.

Analysis of Results and Reflection

Year 2

2010-11

This was an effective year for discovering the ranges and limits of our abilities to offer opportunities for students. We moved into new facilities in Little Library that created learning spaces for our students at all levels. Our college began in earnest a partnership with Inter-Professional Education at UK Health that is exposing our students to majors in medicine, nursing, and other health sciences. We have students involved in developing training videos for off-campus professionals.

The percent of applicants accepted and enrolled shows the competitiveness of the program. The average test scores and undergraduate GPAs are also competitive.

Analysis of Results and Reflection

Year 3

2011-12

This was an even bigger year for us in the area of finding professional opportunities for our students which we think improves both quality and recruitment success. The budget crisis and especially the ambiguity surrounding it hinders our efforts.

This year's scores demonstrated a slight decrease from the previous year's scores. However, there were more new students enrolled this year than last year.

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

2009-10

Our Strategic Plan was not developed or implemented until late Spring 2010. Please refer to each units reporting for this time period.

Improvement Actions

2010-11

This year brought with it renewed focus on students and their professional efforts and opportunities. We need to find new arenas in this area such as higher quality internships at both the undergraduate and graduate levels. We also need to create greater exposure for the inter-professional health education program. This would put more of our students in applied contexts that enriches their previous learning experiences. Our National College Advisory Board has become an opportunity for students in some limited sense, and we need to leverage that more effectively.

The admissions committee will continue to monitor the applicants and accept and enroll the highest quality students.

Improvement Actions

2011-12

The new space in Little Library and the New Student Services Center continue to serve our students and faculty well. We are already out of space, however. The budget crunch is slowing momentum for developing the facilities and space our students need for greater and more meaningful learning opportunities.

The graduate admissions committee will carefully examine qualifications of students to ensure that we are enrolling top students. Additionally, the program is expanding and updating the online presence of the program to attract a wider applicant pool from which to draw.

Improvement Actions

Improvement Actions

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 3.1 Increase research and scholarly productivity.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Inventory of current interdisciplinary projects, support for identified research areas, funding sources (e.g., graduate fellowships, assistantships, visiting scholars), and funding amounts; analysis of the number and qualifications of graduate students; analysis of number of graduate faculty mentoring relationships and status of post-doctoral student positions. Track grants submitted and funding obtained.

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10 We had 15 active grants: three had co-investigators from multiple units at UK; three represented affiliations with other institutions in the United States; and one was an international project.

Year 2

2010-11 we had 28 active grants: seven had co-investigators from multiple units at UK; four represented partnerships with other institutions in the United States; and two were international projects.

Year 3

2011-12 We had 28 active grants: seven had co-investigators from multiple units at UK; seven represented partnerships with other institutions in the United States; and three were international projects. Of 14 applications that are under review, four involve multiple units at UK, three represent partnerships with other institutions in the United States, and two are international projects.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2009-10 Our number of active grants declined somewhat due to the loss of a major grant getter (who left the university to pursue greater opportunities outside academe)

Improvement Actions

2009-10 We are encouraging junior faculty to become more active in grant submissions. The college grants officer and the Associate Dean for Research are working even more closely with faculty who want to submit grant applications.

Analysis of Results and Reflection

Improvement Actions

Year 2

2010-11 Our number of active grants doubled since last reporting period. Based upon our strategic goals, we are doing very well.

2010-11 Because grant activity has increased substantially, no improvement action is necessary. However, we will continue to explore venues to increase the number of grants submitted and the total amount of funding received.

Analysis of Results and Reflection

Improvement Actions

Year 3

2011-2012 Our number of active grants remains high and submissions are strong. Based upon our metrics, we are doing very well.

2011-2012 Because grant activity has increased substantially, no improvement action is necessary. However, we will continue to explore venues to increase the number of grants submitted and the total amount of funding received.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 3.2 Enhance the impact and public awareness of the College's research and scholarship on a knowledge-based economy.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Number, form, and content form of messages conveyed to the public (e.g., College stories released through UKnow). Financial support provided by the College to increase public awareness of research and scholarship.

Actual Results

Data Tables

Special Initiatives

College of Communication and Information

July 2009 - June 2012

	Funding Source	Beginning Project Funding	Fiscal Year 2009-10	Fiscal Year 2010-11	Fiscal Year 2011-12	Total Expenses
1.Risk Center	Dean	\$25,000	\$7,222	\$13,727	\$3,540	\$24,489
2.Ctr for Dissemination and Implementation	Dean	\$25,000	\$13,414	\$789	\$10,782	\$24,985
3.Ctr for Information and Communication Technology	Dean	\$25,000	\$6,667	\$12,414	\$-	\$19,081
4.Faculty Collaborative Project - Improving Patient Safety: Healthcare Workers ' Flu Prevention Information Seeking Behaviors	Dean	\$25,000	\$5,611	\$15,183	\$-	\$20,794
5.Faculty Collaborative Project - Student Retention	Dean	\$25,000	\$100	\$3,244	\$-	\$3,344
6.Distance Learning Initiative (increase # of DL courses in college)	Provost	\$168,000		\$21,087	\$79,977	\$101,064
7.Communication Research Pilot Projects	Dean/RAA/Dept Comm				\$8,000	\$8,000
8.Health Communication Research Collaborative	Dean				\$12,000	\$12,000

9. Health Literacy Colloquiums	Dean			\$8,340	\$7,030	\$15,370
10. iNET Funding Support (Weis salary, Venture Challenge, organizational mtgs)	Dean				\$26,240	\$26,240
11. Research Title Faculty Support (Cupp) - Bridge Funding for New Project Proposals	Dean			\$64,364	\$64,311	\$128,675
TOTAL		\$293,000	\$33,014	\$139,148	\$211,880	\$384,042

RAA: Research Activities Account funded from grant indirects.

Descriptive Results

Year 1

2009-10

The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Year 2

2010-11

The College uses UK Public Relations (UK PR) to disseminate information in the form of press releases to the media, newspapers, magazines, online outlets, radio and television – to encourage print and broadcast coverage. UK PR distributed 43 press releases on behalf of the College in 2010. UK PR distributed 58 press releases on behalf of the College in 2011. These messages contained text, graphic, and (at times) video content. The College created a Twitter account at the end of 2010-2011.

UK PR also provides assistance in establishing researchers as knowledge experts in their various fields by promoting them and arranging interviews with various news outlets. In 2010, we had students and faculty appear in local and national news outlets, including the *New York Times*, CNN, and the Weather Channel.

The College provided funding to support College-level initiatives such as the Information and Communication Technology Collaborative (ICT Co Lab) and the Instructional Communication Division.

Year 3

2011-2012

During the 2011-2012 academic year, there were 45 UK Press releases that were tagged as dealing with the college. During this year, the college also used Twitter and other social networking media to distribute messages. Specifically, tweets are effective because messages sent from the college are automatically retweeted to other university-related news feeds such as the Kernel and UK Parents.

The College made arrangements to alter Dr. Sarah Kerckmar's (full-time faculty lecturer) distribution of effort to lead the **consulting consortium effort**, starting in Fall 2012. The College has continued to provide a steady level of support for the centers related to College-level initiatives (e.g., Information and Communication Technology Collaborative [ICT Co-Lab], and the Innovation Network for Entrepreneurial Thinking [INET]).

Year 4

Year 5

Analysis of Results and Reflection

Improvement Actions

Year 1

2009-10

2009-10

The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Analysis of Results and Reflection

Improvement Actions

Year 2

2010-11 Communications and public relations outreach was expanded through numerous outlets including press releases, social media, publications etc. The results have been very positive. We will continue our plans to involve students in the research work of the college.

2010-11

We will continue to increase timely outreach and exposure for our research efforts. More faculty report they are interested in applied research and more students inquire about research opportunities.

The results demonstrate a significant positive increase from the previous year. A portion of the increase may be explained by the addition of a college communication officer who serves as a voice for the college. Twitter was an excellent resource for providing additional information as was the Drupal website redesign.

We will continue to maintain contact with the university's news services in order to ensure that the college is well-represented in university news. Additionally, we will maintain the technological tools that are in place to convey information.

As many of these programs are just beginning, the budgeting for this year's programs will serve as a

During the upcoming year, the College will continue to support the initiatives that launched over the past

baseline.

year. Additionally, the college will establish a mechanism by which to support consulting.

Analysis of Results and Reflection

Improvement Actions

Year 3

2011-12

2011-12

The number of "hits" in the media about the college's research efforts, both internally and externally, continues to increase with advanced methods and techniques. There was an overall drop in the number of stories related to the college. During the spring semester, the previous Communications officer for the college left the university; the position has been restructured to include work with the college graduate programs, but there was a delay in getting the position filled. Considering the leadership gap, these small drops are not significant. Additionally, the technological strategies for conveying information have continued to improve College PR.

The college's intimate involvement in iNET will pay nice dividends in the way of partnerships and learning how to commercialize research efforts.

With the new communications staff person, the next year will be an important one in maintaining and growing messages that get out to the public about what has been happening in the college. The staff involved with these efforts will provide a consistent stream of information through numerous channels.

As the consortium coordinator begins this effort, we will look for creative strategies to leverage the College's expertise. The consortium coordinator will compile a list of faculty areas of expertise and will connect community constituencies with appropriate faculty. One specific task will be to add College faculty to the University's "Ask an Expert" database.

The approval of budgeting specific to the consulting consortium is a major step toward making this effort a reality. The funding allows this faculty member to dedicate time to building the appropriate relationships and pursuing opportunities.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 4.1 Recruit and retain diverse faculty and professional staff with high potential for success.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Comparison of faculty and staff workload, compensation, policies and practices to other research institutions; inventory existing and developing leadership level faculty and staff; inventory recognition efforts; evaluation of career advancement support and diversity of the college.

Metric to include specific data regarding: 1) compensation (e.g., average salary at each level for faculty and for full-time staff), distribution of effort, and advancement opportunities (e.g., requirements for promotion) within the college and in comparison to a subset of UK's benchmark institutions' comparable colleges; 2) the number of endowed positions and the number of faculty (a) hired at UK specifically for leadership and (b) promoted to leadership positions from within; 3) the number of recognition opportunities available for faculty and staff achievement at the college level in (a) research, (b) teaching, and (c) service; 4) an inventory of (a) faculty engaged in leadership roles and (b) support (e.g., course releases, financial resources) that are provided in conjunction with those roles; and 5) an inventory of faculty engaged in entrepreneurial activities.

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10 The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Year 2

2010-11

Merit raises were available again this year for the first time in three years. The college made strategic decisions to address compression and inversion of salaries among its ranks.

No new endowment funds for positions.

We added new faculty to general education that were appropriately matched to diversity of content area needs.

The College held its annual awards banquet in November. At this event, faculty, staff, and students were recognized for contributions to and success in the college's and units' activities. See attached press release that outlines awards given. Beth Barnes was named President-Elect of the Association of Schools of Journalism and Mass Communication (no College-level support was provided); The Innovation Network for Entrepreneurial Thinking (INET) was officially launched. Derek Lane was named iNET Academic Director.

Year 3

2011-12 We added one new endowment, although the amount of the gift was not enough to support a faculty position.

It is not likely that new faculty lines will be added to general education this year, although we added a technologist position to support GE.

The budget situation does not look encouraging for a merit raise although we might try to address some egregious inversion issues.

The awards banquet was held near the end of the Spring semester. This move allowed graduating students to be recognized before they leave campus. Faculty, staff, and students were recognized. See attached press

release that outlines awards given.

Beth Barnes was elected as President of Association of Schools of Journalism and Mass Communication (no College-level support); Elisia Cohen was named editor of *Communication Yearbook*.

Deb Weiss was hired as the Director of The Innovation Network for Entrepreneurial Thinking (iNET). Derek Lane continued as iNET Academic Director.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2009-10

The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Improvement Actions

2009-10

The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Analysis of Results and Reflection

Year 2

2010-11

We have been fortunate in attracting strong faculty and staff into positions critical to our separate College missions. As our majors grow we will need to ensure that UK is able to respond with new positions. If the university goes forward with a CRM model of budgeting, this goal will be easier to achieve. We are devising plans for increasing endowed positions. An improved economy is expected to help.

General education programs seem to be doing well in terms of their diversity of faculty.

The banquet was successful in that students, faculty, and staff were recognized. We also realize, however, that there may be changes that can be made to enhance turnout at this event.

Improvement Actions

2010-11

See analysis section. Also, the college will need to address some obvious cases of inversion and compression, albeit with limited resources. SLIS will hire one faculty member this year and COM will hire two. No new endowed positions is discouraging but should be a key goal going forward. Budgets continue to be restricted which negatively impacts College-level support for recruitment of diverse faculty and staff.

We will continue to explore strategies to include more people in the College Awards Ceremony (in addition to looking for other ways to recognize what is done within the college).

Analysis of Results and Reflection

Year 3

2011-12

Improvement Actions

2011-12

The new president is emphasizing undergraduate education. We are poised for the challenge of growing that part of our college.

Numerous family members and friends attended to support the awardees, which provided additional positive affect toward these recognitions. The awards banquet was well-attended and was positively received. Despite the change in communication personnel in the Dean's office this spring, the banquet was well executed.

SLIS will hire one faculty this year and JAT will share one with Instructional COM. COM hired a faculty member that we share with the College of Medicine.

Significant budget cuts restrict College-level support for recruitment of diverse faculty and staff.

We plan to continue with the College Banquet and to consider ways that more people and activities can be recognized. Dean's office staff are preparing further in advance for the event.

The college will continue to support a consulting consortium (lead by Dr. Sarah Kerckmar) which will connect the college with the community with the hope of increasing entrepreneurial efforts created by iNET.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 4.2 Improve the suitability, sustainability, efficiency, accessibility, and quality of existing facilities while increasing facilities as needed while also consolidating the number of buildings used to house college facilities.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Analysis of current space and ongoing updates; Amount of private and non-profit funding for construction and renovation of research and instructional space.

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10

The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Year 2

2010-11 Provide institutional resources for mentoring of women and minority employees at all levels of the College and University.

During the 2010-2011 academic year, the Dean's office, as well as some faculty, moved to new space in LCLI Little Library from Grehan. With that move, the most effective use of space (including the now-empty space in Grehan) was discussed, although no clear policies were set.

During this year, the college planned for the renovation of the first floor space in Grehan that previously housed the dean's office.

Year 3

2011-2012

During the 2011-2012 academic year, the leadership team put forth a proposal that would create several new standing committees--including a specific committee that would focus on space.

Advising and student services moved into renovated space on the first floor of Grehan for the start of the fall 2011 semester. Advisors and other staff are now housed with a space for students to relax and study.

The Associate Dean for Research worked with the COM DRIT to develop DCA lab support outside Kentucky (Oak Ridge).

Year 4

Year 5

Analysis of Results and Reflection

Improvement Actions

Year 1

2009-10

2009-10

The strategic plan was not in place in 2009-10. A change in leadership for the College provided an opportunity to develop the current strategic during the Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during the Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Analysis of Results and Reflection

Improvement Actions

Year 2

2010-11

2010-11

We are tracking the progress of women and minority employees and developing interventions where needed in order to maintain and improve progress toward increasing the diversity of the College and University. However, continued progress needs to be made.

It would be useful to identify a pool of potential candidates for recruiting. Reachout activities through alumni organizations, conferences and other venues are also desirable.

During the next year, the College's leadership team will look at mechanisms by which such policies can be enacted

As the college is in a time of growth, space becomes an ongoing issue for research facilities, faculty offices, staff offices, and up-to-date teaching facilities.

During the upcoming year, advising will move into the new space.

This year of planning was an important step in the process.

Analysis of Results and Reflection

Improvement Actions

Year 3

2011-2012

Although the steps are slow, the college is moving in the direction of having a plan that can be implemented.

The renovation in Grehan was a major benefit to the college in providing up-to-date spaces for advising and for students to gather.

2011-2012

During the upcoming academic year, the college will vote on the creation of a standing Budget, Space, and Resources Committee that will provide support for this goal.

We must continue to explore physical resources and facilities that will allow our College to assist the University in achieving Top 20 Goals.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 4.3 Utilize cutting-edge technology in all facets of College work.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Track growth in College related to communication and information technologies and their uses.

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10 The strategic plan was not in place in 2009-10. A change in leadership for the college provided an opportunity to develop the current strategic during the new Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Year 2

2010-11

Technological support was deemed critical to accomplishing our goals and we diverted resources in that direction.

The main hub of College research technology is the Media Center for the Future, housed in the Grehan building. All materials are kept up-to-date and added to as funding is available.

Year 3

2011-12

We hired additional technologists for the college to address both teaching and research needs.

Facilities were maintained and updated as necessary. The college Associate Dean for Research is also pursuing possible outside funding that could support substantial upgrades to the research facilities.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
Year 1	
2009-10	2009-10
The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during the Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.	The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Analysis of Results and Reflection	Improvement Actions
Year 2	
2010-11	2010-11
We are short-handed and require additional staff. As our College grows, technological resources and staff to maintain them will become a critical need.	The college will continue to track what is available and how well it meets research needs.
Our current facilities are constantly being upgraded to meet the needs of faculty and graduate student research projects--although there is always room for expansion (e.g., eye-tracking technology, VR cave technology, etc.).	

Analysis of Results and Reflection	Improvement Actions
Year 3	
2011-12	2011-12
New resources are needed but the budget situation makes this an unlikely scenario.	The college will continue to respond to faculty requests for further research in addition to pursuing outside sources of funding.
The current status of the technology to meet research needs is adequate but always has room to improve. The need for funding from outside and creative sources is evident in a time of tight budgets. A College-level CIO position must be created to deal with College technology needs and advance Objective 4.3.	There is a clear demand to create a College CIO position that would report directly to the Dean to provide guidance and advancement in the following areas: I. INFRASTRUCTURE - responsible for overseeing the welfare of the College's technology infrastructure and making recommendations. Should work with UK-IT to identify areas where they might be able to provide support; work with department technology coordinators to establish best practices for purchasing, desktop

support, renewal, security, and encourage the sharing of information; should work with the Dean to develop goals for expansion (interfaces with UK-IT and department-level technology coordinators).

II. ICT INITIATIVES - offer guidance and expertise to advance College initiatives through the use of College information systems and resources.

III. COLLEGE PROMOTION - develop effective information systems and protocols to support the promotion of the College's image, its initiatives, its units, faculty, staff, and students. This includes web sites, college and faculty site rankings, social media strategies, events, electronic newsletters, digital signage, etc. (interfaces with Director of Communications, Recruitment Director, Development Director).

IV. RESEARCH - provide expertise in accessing information systems, platforms, and development resources to leverage technology when seeking new research opportunities and to advance existing research. New sources for research funding need to be explored (interfaces with the Associate Dean for Research, Risk Sciences Director, HCRC Director, and College research faculty).

V. ENTREPRENEURSHIP - with the Director of iNET and the Entrepreneur-In-Residence to further their initiatives and promote entrepreneurship through events, technology-based internships and student experiences; helping faculty to think more entrepreneurial; commercialization of technology, promoting a program that combines business with ICT development. If ICT program gets off the ground, there will be a greater potential to build a community from hybrid CIS-ICT / B&E students (interfaces with Director of iNET, Entrepreneur-In-Residence, and ICT Coordinator).

VI. INSTRUCTION - provide the information systems, development platforms, equipment, and training to support efforts to recruit and retain more students and top faculty, to support initiatives for a more progressive learning environment, and to reduce administrative overhead by making recommendations for centralizing information and standardizing procedures (interfaces with Associate Dean for Undergraduate Studies, Associate Dean for Graduate Studies, Instructional Producer, Department-level Directors of Undergraduate Studies).

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 4.4 Determine College priorities for advancement efforts (scholarships, endowment, capital projects, major gifts, etc.) and aggressively pursue opportunities, including increasing resources for development efforts.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Status of mission statements and development efforts; staffing and funding status; application of the development cycle to each College priority; progress toward having a stable budget for Development materials and travel; availability of materials and their distribution.

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10 The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Year 2

2010-11

Regular posts of announcements are made alerting faculty to leaderships positions in the university, community, and discipline. Support in the way of travel and course-load reduction are seriously considered and often provided.

During the 2010-2011 academic year, the college's new mission statement was developed.

During the 2010-2011 academic year, the college established a new development plan and fundraising goals for the next academic year. Goals include a Center for Excellence in Student Achievement; Support for Students; Expansion of Space for Academic Pursuits; and Information communication technology. In March 2011, the university-level Development staff worked with the college to revise the priorities to be multi-year goals to begin in 2011-2012.

The college uses Millennium to track personal, written and email contacts with prospective donors. Central Development provides details for each of the Development cycle areas. During 2010-2011, the development officer's visits compared by month were higher than each month in the previous year; there were also more visits compared to peers for each month. Information specific to the Development Cycle usage was not available.

No staff has been added.

The development officer prepared and presented a budget proposal to the Dean for consideration in the upcoming year.

The college continued to use previous development materials (e.g., college webpage and college brochures). Development plan outlining need for materials was prepared and presented to the Dean. The development office also prepared columns to include in SLIS and graduate program newsletters to provide information without incurring publication costs.

Year 3

2011-12

Regular posts of announcements are made alerting faculty to leaderships positions in the university, community, and discipline. Support in the way of travel and course-load reduction are seriously considered and often

provided.

The development of the mission statement in 2010-2011 negated the need for further development in this area. The mission statement remains in place.

In March 2012, the Development officer worked on the previously articulated priorities and, as needed, worked to revise the previously articulated goals. For example, the Center for Excellence in Student Achievement was dropped from the priorities due to funding received from President Lee Todd. Funding was obtained in the form of \$180,000 for student support and \$29,000 for UK Network for Entrepreneurial Thinking (iNET).

The college uses Millennium to track personal, written and email contacts with prospective donors. Central Development provides details for each of the Development cycle areas. Reports are attached. During this year (FY2012), the development officer proposed 26 contacts related specifically to endowments and fundraisers. These contacts resulted in 17 donations. The Actions Tasks review shows a total of 168 contacts. The reports show that identification was used in approximately half of the contacts, while discovery, cultivation (the highest rate), solicitation, and stewardship were all approximately equally prevalent.

No staff has been added.

There was a budget increase for direct mail and Phonathon (\$10,000). Two units contributed to direct mail payments for new funds in support of their program. There is still no specific budget for development materials or development officer travel.

Information on goals is available on College Web page. Decision was made to produce iNET brochure and college recruitment piece with remaining printing funds.

Year 4

Year 5

Analysis of Results and Reflection

Improvement Actions

Year 1

2009-10

2009-10 The strategic plan was not in place in 2009-10. A change in leadership for the college provided an opportunity to develop the current strategic during the Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

The strategic plan was not in place in 2009-10. A change in leadership for the college provided an opportunity to develop the current strategic during the new Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Analysis of Results and Reflection

Improvement Actions

Year 2

2010-11

2010-11

The creation of a compelling and succinct mission statement for the College that drives development efforts was a significant boon to the College as it provides a framework for future development work.

This was an important year in establishing priorities for college development.

The lack of Development Cycle information limits what we know based on this information. However, we know that the college's Development Officer is maintaining a reasonable rate of activity compared to the previous year and to her peers.

The staff for development remains the same due to financial and resource constraints.

This initial step toward having an established budget is positive, although the long-term status budget is unclear.

The development office has provided information to outside constituencies with minimal cost. However, the need to further fund materials remains a concern.

As the goal of creating a mission statement has been met, no further actions are planned.

For the upcoming academic year, the development staff will work to implement these focus areas as revised in March.

We will make a more concerted effort to maintain the Development Cycle information while maintaining the rates of contact.

The college will consider adding more development staff as resources allow.

In the upcoming year, we will look at ways to provide financial support for development without taking away from other initiatives.

The college will look at low-cost ways to share information about the college.

Analysis of Results and Reflection

Year 3

2011-12

Improvement Actions

2011-12

We are always willing to entertain how faculty can be motivated to assume more leadership.

The mission statement continues to be a relevant and useful tool for the College.

The goals, as revised, are more realistic and concrete than previous goals. They will be implemented starting in Fall 2012.

The contacts for the 2011-2012 academic year are comparable to the previous year in terms of visits per month. The development officer's cumulative visits remain higher than peers. The Development Cycle report shows gaps (especially in identification) which point to areas for future focus.

The staff for development remains the same due to financial and resource constraints.

The slight increase in budget for development materials is a positive aspect in a tight budget year. The lack of a specific budget for development remains a concern.

This year we continued the use of web-based materials to provide information on goals. The college also put financial resources behind the iNET initiative and college recruitment with the development money that remained, reflecting top immediate priorities.

We expect levels of leadership to be about the same as in previous years. Until such time that circumstances suggest the need for a change, the mission statement will remain as created in 2010-2011. In March of 2012 we developed the 2012-13 Priorities. Those included (in order of priority)

1. Support for Students: Goal \$500,000 over five years, raised in 11-12 \$180,000.
2. UK Network for Entrepreneurial Thinking (iNET): Goal \$200,000 over five years ending June 30, (\$29,000 raised in 2011-2012).
3. Technology Resources and Management.
4. Centers of Excellence, Goal \$250,000 over five years ending June 30, 2017.

The development officer will maintain the rates of contact and will increase the use of the Development Cycle in all initiatives.

The College will consider adding more development staff as resources allow.

As we approach the next academic year, we will continue to look for ways to add development efforts to the budget, especially in relation to specific units.

As we approach the next year, we have a Case Statement publication in 2012-13. The publication of this material was put on hold because of limited funding for publications. We will continue to explore avenues for conveying information about the College with minimal expense.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 4.5 Cultivate and strengthen relationships with College alumni and donors.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Inventory of the board members' qualifications and the resources that they bring and that they need and use. Assessment based upon: 1) progress toward the creation of a vision for our alumni that aligns with the University vision; 2) the technologies used to maintain contact with alumn, 3) progress toward the creation of donor recognitions; 4) the level of college-level collaborations with UKAA, and 5) the diversity of number of board members.

Actual Results

Data Tables

Descriptive Results

Year 1

2009-2010

The strategic plan was not in place in 2009-10. A change in leadership for the college provided an opportunity to develop the current strategic during the new Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Year 2

2010-2011

The college's mission, vision, and goals are outlined on the college website, but no specific mission or vision are provided relative to alumni.

CIS uses events, college brochures, and newsletters to reach alumni. News letters were sent to all alumni twice each year; college brochure was also mailed to approximately 1,500 alumni. Other technological means of contact were begun this year, such as LinkedIn and a Twitter feed.

The recognition program is in the planning stages but is not in place yet. We continue to recognize new Fellows that make donations to CIS through information on the website and on a plaque in the Grehan building.

The college's development officer serves on the Affiliate Board and attends monthly meetings. The Alumni Association provides financial support for college events and registration assistance for events. Financial assistance this year was \$3,500. The Communications officer also serves on the Alumni Association Board as a college representative. UKAA provides broadcast email services for the college and sent out 18 broadcast emails for the college along with other publications such as the SLIS newsletter.

During this year, the board was assembled and held its first meeting. Initially, the board consisted of 18 members representing all units in College and non-alumni representatives. During the spring semester, that number was increased to 20.

Year 3

2011-2012

The college has not made a specific step toward providing a vision for the college alumni. However, through surveying alumni, college staff are gaining a better picture of what is important to our alumni, which can drive future efforts.

CIS uses events, college brochures, and newsletters to reach alumni. News letters were sent to all alumni twice each year. The college has expanded its virtual presence with Facebook, twitter, and LinkedIn, in addition to further information for alumni posted on the college's website. The college staff also sought input from alumni about preferred means of contact.

Dean's Society plans are still in process. Staff are working with marketing on CIS Publication with enhanced donor recognition.

The College's Development Officer works on a daily basis with Alumni Association. Her activities include: naming new college representative to their National; UKAA provided financial support for five college events; registration assistance for four events; mechanism to send two SLIS electronic Newsletters; assistance with developing electronic newsletter for Department of Communication, and alumni 20 broadcast emails on College events and activities. Development Officer serves as College representative to Affiliate Council.

As of Spring 2012, the advisory board is made up of 20 professionals who are based both locally and across the country. These members represent all major areas within the college (communication, library and information science, journalism, integrated strategic communication) as well as entrepreneurial aspirations. There are 11 members who are alumni of the university; the members together bring a variety of leadership and business experience, including being CEOs of companies, running independent consultation firms, and leadership positions within national organizations. Successful progress made on board meetings, creation of bylaws and committee structure.

Year 4

Year 5

Analysis of Results and Reflection

Improvement Actions

Year 1

2009-2010

2009-2010

The strategic plan was not in place in 2009-10. A change in leadership for the college provided an opportunity to develop the current strategic during the new Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Analysis of Results and Reflection

Improvement Actions

Year 2

2010-2011

Having material about the college's priorities easily accessible on line is a good step, but there is not yet a specific vision for how we will interact with alumni.

The College is stepping into a new era with technology but there are still steps to go in providing a consistent stream of information to graduates.

Although the Dean's Society is still in the planning stages, we believe that the recognition programs in place are a positive part of the College.

These connections are an excellent example of collaboration and maintain the college's presence in UKAA events.

The development of the Board, in consultation with faculty and staff, was successful in gaining a diversity pool of advisors. The board was able to have an initial meeting and to begin looking forward to future meetings and projects.

Analysis of Results and Reflection

Year 3

2011-2012

The efforts are slow and it is not clear how to go about developing such a vision and if one is necessary.

Current marketing and promotional strategies are all positive steps--although there is an ever-changing cadre of technology that can be used.

We are making progress on the Dean's Society while maintaining the recognitions that were previously available. We are still working with minimal financial resources.

These activities show an increase in involvement while maintaining the diversity of activities.

2010-2011

During the next year, College leadership will examine the mission statement issue as they consider ways to include alumni in the life of the College

The College will look for ways to expand the information provided to alumni.

We will continue to make progress on implementing the Dean's Society while maintaining the recognition programs that we have in place.

We will continue to look for further ways to work with UKAA while, at minimum, maintaining the present level of collaboration.

The board will meet regularly (at least one meeting per semester) in the upcoming academic year and will continue to diversify the composition of the board as additional members are added (per needs of the board and/or recommendation of the Dean)

Improvement Actions

2011-2012

The College staff will look at the information collected from alumni to determine an appropriate next step.

As the College staff sees the results of surveying alumni about preferred channels of communication, they will realign (as necessary) the forms of communication used.

We plan to set the Dean's Society program in place during 2012-2013. We also plan to produce a CIS publication with enhanced donor recognition (previously worked on with marketing).

We will continue to look for further ways to work with UKAA while, at minimum, maintaining the present level

The board is now well-positioned to have regular meetings and to take appropriate actions.

of collaboration.

During the upcoming year, the board will continue to meet regularly and will implement bylaws and a committee structure in order to make tangible progress on at least one goal (TBD) for the year.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 5.1 Establish and operate from a common understanding of diversity and inclusion that equips all members of the College to navigate effectively in a diverse world.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Existence and implementation of a common understanding of diversity; progress toward the implementation of an assessment strategy and College-level support to enhance diversity efforts.

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10 The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during the Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Year 2

2010-11

The College of Communications and Information Studies formed a diversity committee in May 2010. The committee includes faculty members from all three units within the College: Donald Case and Lisa O'Connor from the School of Library and Information Science; Michael Arrington, Kevin Real and Don Lowe from The Department of Communication; Zixue Tai and Deborah S. Chung from the School of Journalism and Telecommunications. Lisa A. Brown, Kosta Tovstiadi, and Heather Saxon, and Emily Sallee are also participating members of the committee. Chung is the current diversity officer for the College. The School of Journalism and Telecommunications also has its own diversity committee and its chair is Kakie Urch.

The committee discussed the need to create a baseline understanding of diversity issues. Several items were included in the College's November 2010 self-study survey. Diversity was the lowest perceived strategic plan priority in the college by students, staff, and faculty.

Year 3

2011-2012

The diversity committee worked this year on the articulation of perceptual measures that could follow-up on the self-study items from Fall 2010. Additional projects included collecting diversity information on the college that can be used to assess the college's progress. The committee is also in the process of drafting a college-level diversity plan.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2009-10 The strategic plan was not in place in 2009-10. A change in leaderships for the college

Improvement Actions

2009-10 The strategic plan was not in place in 2009-10. A change in leaderships for the college provided

provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

an opportunity to develop the current strategic during the Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Analysis of Results and Reflection

Improvement Actions

Year 2

2010-11 The committee plans to implement an "intervention" based on survey results to assess whether such a strategy will be helpful toward increasing diversity/inclusivity awareness. Based on this initial assessment, there is much work ahead. In sum, respondents ranked diversity as the lowest perceived important strategic plan priority in the College. The seven diversity/inclusivity questions will serve as a base-line assessment moving forward and will need further analysis and interpretation. Successful progress made in the creation of diversity committee and baseline assessment of diversity/inclusivity perceptions.

2010-11

The committee is in the process of recruiting student members within the College to reflect their suggestions and perspectives.

The diversity committee will continue to work on their outlined goals, particularly the tracking of faculty and staff perceptions related to diversity and inclusion.

The committee spent the year on planning tasks, especially as they grew out of the college's self-study. These were productive tasks, especially because this was the first year the committee existed.

Analysis of Results and Reflection

Improvement Actions

Year 3

2011-2012

2011-2012

The diversity committee's work is providing a wide variety of information to assess the college's progress toward achieving Objective 5.1. The actual implementation of this strategy will help us determine the success of the strategy and will be accomplished in Year 4 (2012-2013).

The committee will continue drafting the college-level diversity plan such that it can integrate with individual units' plans. In conjunction with this work, the committee will again assess perceptions to compare to the initial baseline data from 2010.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 5.2 Enhance College/campus/community collaborations in areas where opportunities exist to build diversity and increase inclusion.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Inventory of: communication regarding diversity; partnerships related to diversity; involvement in diversity oriented and/or international events (e.g., conferences); use of multi-lingual materials and international recruitment. Creation of non-English promotional materials and the amount of College support provided for units seeking to collaborate and recruit from international institutions.

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10 The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Year 2

2010-11

The School of Journalism and Telecommunications encourages inclusion of a statement on diversity within course syllabi. Additionally, the School regularly offers a "diversity" course, which is also required of all journalism majors.

We now have diversity and international affairs sections on the College Website.

<http://cis.uky.edu/cis/diversity>

<http://cis.uky.edu/cis/international-affairs>

We promote several study abroad courses and faculty members have taught non-UK students abroad. Their positions have included guest-lecturers at the Zambia Institute of Mass Communication (ZAMCOM), the School of Journalism and Telecommunications' partner program in Zambia; the University of Botswana; Shanghai University; and Qingdao University.

As part of the Transatlantic Media Fellows program, the School of Journalism and Telecommunications has hosted four visiting journalists for a week-long visit. Our guests have been from Germany, Greece, Great Britain, and Denmark. When guests are here during the academic year, they speak to relevant classes. Otherwise, the School coordinates visits with local media and other campus faculty members based on the journalist's particular interests.

The college's diversity committee continues to explore the need for multilingual materials but have determined that such materials are not needed at this time because although there are international visitors to our website and social media, the analytics show that most visitors are English speakers.

Administrators, faculty, and staff attend conferences such as the International Communication Association conference regularly; materials are available online for students. However, there has been no systematic interaction with the University's International Office, although informational materials are provided as requested.

Year 3

2011-2012

Faculty continue to be involved with the ICA conference, which occurs annually and goes to another country again in 2013. The college also co-sponsored a session on health communication at the China Communication Association Shanghai conference in November. The college also included a China panel at the Kentucky Conference on Health Communication.

The college continues to operate with English-only materials at this time.

Administrators, faculty, and staff attend conferences such as the International Communication Association conference regularly; materials are available online for students; the information provided online for the graduate program is under revision. However, there continues to be no systematic interaction with the University's International Office, although informational materials are provided as requested.

Year 4

Year 5

Analysis of Results and Reflection

Improvement Actions

Year 1

2009-10

2009-10 The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during the Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during the Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Analysis of Results and Reflection

Improvement Actions

Year 2

2010-11

2010-11

This was discussed by the diversity committee and decided that there was not a great enough need at this time. Though we have several international visitors to our Website and social media sites, the analytics show that most are English speaking. Successful progress made at college level; more progress is necessary at the campus and community levels. At this time, the choice to delay any multilingual materials seems appropriate given the information that we have from website analytics. The efforts made have been relatively small but continue to provide information as the resources of the college allow.

The diversity committee will make efforts to develop a stronger presence on the College website, including a space for interactive communication between the diversity committee members and individuals with questions or concerns related to diversity issues. The committee also will more actively promote college, university and community-wide diversity events.

We will continue to monitor the usage of the College website and requests for information in order to respond as necessary.

We will continue to recruit at conferences and look for ways to expand the information that gets out to potential international students.

Analysis of Results and Reflection

Improvement Actions

Year 3

2011-2012

Conferences and collaboration with Universities in China provide strategic venues for building international relationships with our College.

There have been no indications that we have had a dramatic increase in non-English speakers seeking information through our materials. As such, we feel that maintaining English-only materials and putting our effort into other outreach efforts is the best course of action. The effort for international student recruitment remains limited. The website expansions are a low-cost way of providing additional recruitment as long as information is accessible.

2011-2012

Faculty will submit proposals to present at the 2013 ICA conference in London; the college will provide financial resources for these faculty to attend, in addition to looking for further international opportunities.

The diversity committee will continue to check in on the requests for information and website traffic we receive. If the committee sees a boost in non-English speakers, they will revisit the question of whether to develop other materials.

As part of broader efforts related to recruitment, the college staff and faculty will look at places where additional international recruitment may be a possibility (e.g., through international collaborations).

There is an interest in increasing curricular offerings in University Study Abroad programs. These efforts should be encouraged as another venue for equipping students and faculty to navigate effectively in a diverse world.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

CCIS Strategic Plan Implementation Project, 2009-2014

Unit Objective	CCI Objective 6.1 Enhance faculty and staff connection with the community through engagement, outreach, and service.
Related Unit Goal	
Related Metrics	
Related Mission Area	Service
Related UK Goal	

Assessment Method

Evaluate promotion and tenure requirements relative to use of engaged scholarship; inventory faculty and staff involvement in outreach and engagement and related incentives; inventory of efforts of college units in outreach.

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10 The 2010 engagement reports, which were not completed until late 2011, show the College efforts related to engagement, outreach and service date back to 2009. Most of these efforts continued in 2011 and 2012.

Year 2

2010-11

Press releases are drafted and distributed to promote the improvement of the quality of life of Kentuckians. Like all news items, they are then placed on the Website, social media sites, and digital signage for further promotion. (<http://uknow.uky.edu/category/tags/college-communications-and-information-studies>).

Year 3

2011-12

Analysis is ongoing. The college continues to provide an annual award for faculty engagement, but no additional formalized recognition programs have been implemented.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2009-10 The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during his first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Improvement Actions

2009-10 The strategic plan was not in place in 2009-10. A change in leaderships for the college provided an opportunity to develop the current strategic during the Dean's first year (2009-10). The plan was adopted by the College Assembly in late Spring 2010.

Analysis of Results and Reflection

Improvement Actions

Year 2

2010-11

As a land-grant institution and Kentucky's chief research university, the University is obliged to extend education beyond the classroom and address the needs of its state. The College is deeply engaged in many communities in Lexington, the state, Appalachia and beyond, extending to sub-Saharan Africa. Long known as a center for health communication, it has recently become active in health literacy and established a Risk Sciences Division, an Information and Communication Technology Lab and a Dissemination and Implementation Sciences Consortium. It has the only extension professor of journalism in the U.S., who is the only tenured extension professor at the University outside the College of Agriculture.

The college presents an award for faculty involvement in community service which is an excellent representation of what can be done to increase engagement. It is only a single award and is faculty-centered.

Analysis of Results and Reflection

Year 3

2011-12

Considerable attention has been devoted to this objective and formalized reports are forthcoming.

This strategy has somewhat stalled as no new recognitions have been implemented.

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

Year 5

2010-11

The hiring of Dr. Dan O'Hair as Dean in mid-2009 exponentially increased the College's engagement. He has established the Risk Sciences Division, the Dissemination and Implementation Sciences Consortium and the Information and Communication Technology Lab; started televised colloquia on health literacy (2010) and entrepreneurship (2011); supported the existing engagement programs in the College; and encouraged faculty in new engagement pursuits. That has helped the faculty and staff develop a common understanding of engagement and its relationship to teaching, research and service. That is a deeper and broader understanding than it was before, but in a time of reduced state support the College will be challenged to maintain extramural funding and the projects it has undertaken.

The college will examine other possible means of recognizing faculty and staff engagement.

Improvement Actions

2011-12

iNET sponsored by our college will play a major role in publicizing our engagement efforts.

The college's leadership team will continue to look for ways to recognize formal and informal involvement of faculty and staff with the community through engagement, outreach, and service.

Improvement Actions

Improvement Actions



Unit Mission

The Department of Communication generates new knowledge about communication practices in society, organizations, and the lives of individuals through its active research programs. It works with external constituencies to improve the quality of communication in everyday life. Its students acquire the knowledge to understand the challenges and opportunities of a diverse and democratic society, and the skills to perform effectively and ethically as citizens therein. (Spring 2007)

COMM Annual Progress Report (2009-10)

Unit Objective	COMM Objective 1.1 Increase faculty in relation to student enrollment growth.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Count of faculty available to teach upper-division courses (per DOE) and count of majors. Track progress of metric COMM 1-1: The Department will meet (+/-2) the College of Communication and Information Studies stated goal of a 25:1 student/faculty ratio.

Actual Results

Data Tables

Descriptive Results

Year 1

For 2009-10, we had 9 faculty members available to teach upper-division courses (per DOE); for 2009-10, we had an average of 179 undergraduate majors (173 in Fall 2009; 185 in Spring 2010). Therefore, our student/faculty ratio for this objective was 19.89:1.

Year 2

For 2010-11, we had 16 faculty members available to teach upper-division courses (per DOE); for 2010-2011, we had an average of 192 undergraduate majors (182 in Fall 2010; 202 in Spring 2011). Therefore, our student/faculty ratio for this objective was 12:1. This is an improvement over the student/faculty ratio for this objective in the prior year of 19.89:1. This was accomplished by successfully filling a vacant faculty line, and acquiring and filling three new lines.

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

We are on target with our student/faculty ratio.

Improvement Actions

We see no need to change anything at this time.

Analysis of Results and Reflection

Year 2

We exceeded our target for our student/faculty ratio.

Improvement Actions

We will continue to hire when lines become vacant as well as strive to add new lines when possible, based on student interest and enrollment.

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

COMM Annual Progress Report (2009-10)

Unit Objective	COMM Objective 1.2 Emphasize publishing in communication journals.
Related Unit Goal	
Related Metrics	
Related Mission Area	Research and Creative Work
Related UK Goal	

Assessment Method

Count of publications in communication journals (journals either published by communication organization or with "communication" in title). Track progress of metric COMM 1-2: At least 50% of published articles will appear in communication journals.

Actual Results

Data Tables

Descriptive Results

Year 1

Sixteen out of 32 published articles, or 50%, appeared in communication journals.

Year 2

27 out of 58 publications or 46.6% appeared in communication journals. We believe we fell short due to the growing diversity of journals within our field that do not use the term communication in the title. Furthermore, because our faculty have traditionally focused on applied research, such as in health and risk communication contexts, primary journals may also reflect those contexts.

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Our publication in communication journals meets our target.

Analysis of Results and Reflection

Year 2

We fell slightly below our target of 50%. However, our total number of publications increased from 16 to 27 in communication journals and our total number of published articles increased from 32 last year to 58 this year. We are re-considering if the term "communication" is the best indicator of "communication" journals. Upon reflection, we believe the term communication does not adequately capture the diversity of our field.

Analysis of Results and Reflection

Year 3

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

Year 5

Improvement Actions

We see no need to change anything at this time.

Improvement Actions

We are re-considering if the term "communication" is the best indicator of "communication" journals. Thus, this objective has been modified in our 2011-2014 strategic plan to read "Emphasize publishing in information, communication, and technology-related journals, as well as in journals that reflect the major research thrusts of the Department."

Improvement Actions

Improvement Actions

Improvement Actions

COMM Annual Progress Report (2009-10)

Unit Objective	COMM Objective 2.2 Course offerings to meet major demand.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Count of undergraduate majors and upper-division courses offered. Track progress of metric COMM 2-2: The Department will offer enough courses each semester to provide each major with a minimum of 2 upper-division courses.

Actual Results

Data Tables

Descriptive Results

Year 1

We offered 21 upper-division courses for Fall 2009 and 19 upper-division courses for Spring 2010; we had 173 majors in Fall 2009 and 185 majors in Spring 2010. Each of these courses except for the two sections of COM 325 and our internship (COM 399) and independent study (COM 395) courses are capped at 25; COM 325 is capped at 50. COM 399 and COM 395 are not capped; however, enrollment for COM 399 was 43 in Fall 2009 and 44 for Spring 2010, and COM 395 has one student enrolled in Fall 2009 and two students enrolled in Spring 2010. For calculation purposes, we shall make the following enrollment cap assumptions: COM 325 = 50; COM 395 = 10; COM 399 = 60; all else = 25. With these figures, there was an average of 1.72 courses available per major for Fall 2009 and 1.50 courses available per student for Spring 2010.

Year 2

We offered 19 upper-division courses for Fall 2010 and 22 upper-division courses for Spring 2011. We had 182 majors in Fall 2010; 202 in Spring 2011, each of these courses except for the two sections of COM 325 and our internship (COM 399) and independent study (COM 395) courses are capped at 25; COM 325 is capped at 50. For calculation purposes, we shall make the following enrollment cap assumptions: COM 325 = 50; COM 399 = 60; all else = 25. With these figures, there was an average of 2.91 courses available per major for Fall 2009 and 3.01 courses available per major for Spring 2010. This is a major improvement over last year when we did not meet our target with only 1.48 courses available. This is a result of the strong hires we made increasing our ability to offer more upper division courses.

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

We have not met the target of offering enough upper-division courses each semester to provide each major with a minimum of 2 courses. Still, these figures represent an improvement for fall compared with last year's report, in which we offered 1.48 courses per major; and we have held steady for spring semester offerings. In addition, once students become Communication majors, they appear to progress through the program in a timely manner. This is especially true now that our cohort "backlog" has been addressed.

Improvement Actions

All things considered, we may consider revising our target number of courses for future years.

Analysis of Results and Reflection

Year 2

We have met the target of offering upper-division courses each semester to provide

Improvement Actions

each major with a minimum of 2 courses. We believe our students are appreciative of the number and variety of courses we have been able to offer. At this time, we project being able to continue to reach and exceed our target.

At this time, we project being able to continue to reach and exceed our goal.

Analysis of Results and Reflection

Improvement Actions

Year 3

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

COMM Annual Progress Report (2009-10)

Unit Objective	COMM Objective 3.1 Excellence in scholarly productivity.
Related Unit Goal	
Related Metrics	
Related Mission Area	Research and Creative Work
Related UK Goal	

Assessment Method

Count of refereed publications and count of competitive conference papers. Track progress of metric COMM 3-1: Department tenured and tenure track faculty will produce a minimum of 15 refereed publications per year and a minimum of 15 competitive conference papers per year.

Actual Results

Data Tables

Descriptive Results

Year 1

We had 32 refereed publications (including peer-reviewed chapters) and 47 competitive conference papers.

Year 2

We had 55 [LS2] refereed publications (including peer-reviewed chapters) and 75 competitive conference papers. We were able to increase this number from 32 and 47, for publications and conference papers, respectively from last year. This increase is in large part due to a continued productive senior faculty and the addition of new faculty lines.

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

We have exceeded our goal.

Improvement Actions

We see no need to change anything at this time.

Analysis of Results and Reflection

Year 2

We have exceeded our goal and will continue the good work.

Improvement Actions

The department should consider, in light of our current faculty, if we have set the bar too low. The criterion warrants reconsideration.

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2009-10)

Unit Objective	COMM Objective 3.2 Competitive extramural grant proposals.
Related Unit Goal	
Related Metrics	
Related Mission Area	Research and Creative Work
Related UK Goal	

Assessment Method

Count of extramural grant proposals submitted. Track progress of metric COMM 3-2: Department tenured and tenure track faculty will submit a minimum of 5 extramural grant proposals each year.

Actual Results**Data Tables****Descriptive Results****Year 1**

Ten extramural grant proposals were submitted by Department of Communication faculty during the reporting period.

Year 2

Sixteen extramural grant proposals were submitted by Department of Communication faculty during the reporting period. This is an increase from 10 submitted last year. This is in part due to one of the new hires as well as to some senior assistant professors moving into the grant arena. This also reflects the addition of one research series title assistant professor whose sole objective is the attainment of grants.

Year 3**Year 4****Year 5****Analysis of Results and Reflection****Year 1**

We submitted double the target figure.

Improvement Actions

We see no need to change anything at this time.

Analysis of Results and Reflection**Year 2**

This exceeds our target; we will keep up the good work. We are pleased with our hires at both of the senior assistant level and the addition of a research title assistant professor.

Improvement Actions

Senior faculty and our research title professor are mentoring newer professors. We will continue to encourage these efforts.

Analysis of Results and Reflection**Year 3****Improvement Actions****Analysis of Results and Reflection****Year 4****Improvement Actions****Analysis of Results and Reflection****Year 5****Improvement Actions**

COMM Annual Progress Report (2009-10)

Unit Objective	COMM Objective 4.1 Improving faculty diversity.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Analysis of the composition of the Department faculty. Track progress of metric COMM 4-1: The composition of the faculty will, at minimum, reflect that of college-going students in Kentucky.

Actual Results

Data Tables

Descriptive Results

Year 1

Out of 20 faculty members, 95% of the faculty was White (compared with 81.2% White reported for "Total Enrollment by Race" for students enrolled in Kentucky public institutions according to the CPE; Web site accessed October 11, 2010) and 5% was Black (compared with 7.9% for Kentucky students); we had no Asian/Pacific Islander, Hispanic, Am Indian/ AI Native, Non-resident Alien, or Unknown (compared with 1.3%, 1.2%, 0.3%, 1.9%, and 6.3%, respectively). Forty percent of the faculty was female (compared with 55% of Kentucky students).

Year 2

Out of 23 faculty members, 95.6% of the faculty was White (compared with 81.2% White reported for "Total Enrollment by Race" for students enrolled in Kentucky public institutions according to the CPE; Web site accessed October 10, 2011) and 4.4% was Black (compared with 6.4% for Kentucky students); we had no Asian/Pacific Islander, Hispanic, Am Indian/ AI Native, Non-resident Alien, or Unknown (compared with 1.3%, 1.2%, 0.3%, 1.9%, and 6.3%, respectively). Females comprised 47.8 % of the faculty, (compared with 55% of Kentucky students).

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

The department has increased its percentage of females over the past several years, but we are not reflecting student demographics; we also are not reflecting student demographics in terms of ethnicity.

Improvement Actions

While we will continue efforts to enhance our diversity, particularly in terms of race/ ethnicity, through faculty hiring when we have faculty positions become available, we also will revisit what our criteria should be for meeting diversity goals (i.e., whether there is a better measure than comparison to CPE data).

Analysis of Results and Reflection

Year 2

The department continues to increase its percentage of females, but we are not reflecting student demographics; we also are not reflecting student demographics in terms of ethnicity. While we will continue efforts to enhance our diversity, particularly in terms of race/ethnicity, through targeted searches and faculty hiring when faculty positions become available, we also will revisit what our criteria should be for meeting diversity goals (i.e., whether there is a better measure than comparison to CPE data).

Improvement Actions

We have exceeded our goal and strive to do more. Though our target is 75% it is difficult to imagine a course in which diversity is not relevant. We should work toward greater emphasis on diversity.

Analysis of Results and Reflection

Improvement Actions

Year 3

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

COMM Annual Progress Report (2009-10)

Unit Objective	COMM Objective 4.2 Encourage incorporation of diversity issues within the curriculum.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Review of courses/syllabi. Track progress of metric COMM 4-2: Readings and/or assignments related to diversity will be included in at least 75% of COM courses.

Actual Results

Data Tables

Descriptive Results

Year 1

Seventy-eight percent of COM courses included readings and/or assignments related to diversity.

Year 2

80.8% of COM courses included readings and/or assignments related to diversity. In addition, review of syllabi indicate that diversity is clearly being included to a significant degree in most of our courses. It is not merely relegated to one reading or assignment, but rather integrated throughout.

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

We have exceeded our goal.

Improvement Actions

We see no need to change anything at this time.

Analysis of Results and Reflection

Year 2

We have exceeded our goal and strive to do more. Though our target is 75%, it is difficult to imagine a course in which diversity is not relevant.

Improvement Actions

We should work toward greater emphasis on diversity.

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2009-10)

Unit Objective	COMM Objective 5.1 Faculty service to Department, College and University.
Related Unit Goal	
Related Metrics	
Related Mission Area	Service
Related UK Goal	

Assessment Method

Review of committee participation and faculty involvement in various campus activities/events (e.g., Emerging Leader Institute, DanceBlue, Homecoming). Track progress of UK metric COMM 5-1: In any given year, at least 50% of the faculty will be engaged in Department, College and University committees and at least 25% in other University activities/events.

Actual Results**Data Tables****Descriptive Results****Year 1**

One hundred percent of our faculty was involved with service to the Department, 60% with service to the College, and 55% with service to the University. In addition, 30% were involved in other University activities/events (e.g., DanceBlue, Fusion).

Year 2

One hundred percent of our faculty was involved with service to the Department, 74% with service to the College, and 56% with service to the University. In addition, 44% were involved in other University activities/events (e.g., DanceBlue, Fusion). These numbers indicate a commitment to the Department, College and University.

Year 3**Year 4****Year 5****Analysis of Results and Reflection****Year 1**

We have exceeded our goal.

Improvement Actions

We see no need to change anything at this time.

Analysis of Results and Reflection**Year 2**

We have exceeded our goal and will continue the good work. We do need to be aware that we did not exceed our goal of service to the University by much.

Improvement Actions

We should look for more opportunities for our faculty to serve at the University level and encourage them to do so.

Analysis of Results and Reflection**Year 3****Improvement Actions****Analysis of Results and Reflection****Improvement Actions**

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

COMM Annual Progress Report (2009-10)

Unit Objective	COMM Objective 5.2 Faculty service to profession.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Review of participation in professional service activities (e.g., editorial board, grant reviews, professional offices). Track progress of metric COMM 5-2: In any given year, at least 50% of the faculty will be engaged in service to the profession at state, regional, national or international levels.

Actual Results**Data Tables****Descriptive Results****Year 1**

Ninety percent of our faculty was involved in service to the profession.

Year 2

91% of our faculty was involved in service to the profession. This number indicates a strong dedication by our faculty to our profession.

Year 3**Year 4****Year 5****Analysis of Results and Reflection****Year 1**

We have exceeded our goal.

Improvement Actions

We see no need to change anything at this time.

Analysis of Results and Reflection**Year 2**

We are exceeding our goal and will continue the good work. Through we have set our goal at 50%, we are pleased with our results.

Improvement Actions

We will continue to encourage such involvement and to provide support (e.g., travel support, editorial stipends) as the budget allows to help maintain this strong representation of our faculty in the profession.

Analysis of Results and Reflection**Year 3****Improvement Actions****Analysis of Results and Reflection****Year 4****Improvement Actions****Analysis of Results and Reflection****Year 5****Improvement Actions**

COMM Annual Progress Report (2009-10)

Unit Objective	Comm Objective 2.1 Students to demonstrate proficiency in social science skills.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Mastery Exam given to COM 351/365 students. Track progress of metric COMM 2-1: A statistically significant increase in scores from pretest to post-test and an average post-test score of at least 75% (COM 351/365).

Actual Results

Data Tables

Descriptive Results

Year 1

Students in COM 351/365 evinced a statistically significant increase in scores from pretest to posttest ($[F(1,90) = 58.51, p < .0001, \eta^2 = .39]$). The average post-test score was 54.2%.

Year 2

Due to a technical error, only data from one semester was collected. Students in COM 351/365 evinced a statistically significant increase in scores from pretest to posttest ($[t(1,77) = 7.393, p < .0001]$). However, the average post-test score was 52.4%.

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Although the increase in scores from pretest to post-test is impressive, the average post-test score is far from it. This low post-test average may reflect students' not taking the testing as seriously as they should. It also may reflect poor learning outcomes.

Improvement Actions

Our Curriculum and Assessment Committee is working to revise the test, and we are discussing ways to have the students take the test more seriously.

Analysis of Results and Reflection

Year 2

Although the increase in scores from pretest to post-test is significant, the average post-test score is not. This low post-test average may reflect students' not taking the testing as seriously as they should. It also may reflect poor learning outcomes. A poor fit between course content and test items. Further during the reporting cycle, we brought in new administrative leadership that refocused the assessment method.

Improvement Actions

Therefore, this objective is no longer part of the department's current 2011-2014 strategic plan.

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions



Unit Mission

The Department of Communication generates new knowledge about communication practices and technologies in society, organizations, and the lives of individuals through its active research programs. It works with external constituencies to improve the quality of communication in everyday life. Its students acquire the knowledge to understand the challenges and opportunities of a diverse and democratic society, and the skills to perform effectively and ethically as citizens.

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 1.1 Enroll high-ability students through selective admissions requirements.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Review of admissions requirements

Actual Results

Data Tables

Descriptive Results

Year 1

Report for 2011-12: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 1.2 Increase faculty numbers to maintain or improve student to faculty ratio.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Actual Results

Data Tables

Descriptive Results

Year 1
2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection **Improvement Actions**

Year 1
2011-2012: Information forthcoming by 10/2012

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection **Improvement Actions**

Year 2

Analysis of Results and Reflection **Improvement Actions**

Year 3

Analysis of Results and Reflection **Improvement Actions**

Year 4

Analysis of Results and Reflection **Improvement Actions**

Year 5

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 1.3 Identify and maintain a pool of qualified part-time instructors to meet instructional needs.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Count of available instructors

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection **Improvement Actions**

Year 1

2011-2012: Information forthcoming by 10/2012

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection **Improvement Actions**

Year 2

Analysis of Results and Reflection **Improvement Actions**

Year 3

Analysis of Results and Reflection **Improvement Actions**

Year 4

Analysis of Results and Reflection **Improvement Actions**

Year 5

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 1.4 Offer a sufficient number of courses to meet major demand.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Count of undergraduate majors and upper-division courses offered.

Actual Results

Data Tables

Report for 2011-12: information forthcoming 10/2012

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Report for 2011-12: Information forthcoming 10/2012

Improvement Actions

Report for 2011-12: Information forthcoming 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 1.5 Offer communication upper-division courses that provide communication majors multiple opportunities to practice and enhance their formal research writing and presentation skills.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Survey of faculty regarding the assignments in their upper division courses.

Actual Results

Data Tables

Descriptive Results

Year 1

Report for 2011-12: Information forthcoming 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Report for 2011-12: Information forthcoming 10/2012

Improvement Actions

Report for 2011-12: Information forthcoming 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 1.6 Offer a special topics course in advanced presentation skills if resources are available.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Review of the course schedule.

Actual Results

Data Tables

Descriptive Results

Year 1

Report for 2011-12: Information forthcoming 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Report for 2011-12: Information forthcoming 10/2012

Improvement Actions

Report for 2011-12: Information forthcoming 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 1.7 Expand the breadth of upper division courses offered.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Review of the course schedule.

Actual Results

Data Tables

Descriptive Results

Year 1

Report for 2011-12: Information forthcoming 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Report for 2011-12: Information forthcoming 10/2012

Improvement Actions

Report for 2011-12: Information forthcoming 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 1.8 Offer upper-division courses that provide service-learning experiences for students.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Survey of faculty regarding whether or not they include service-learning activities in their courses.

Actual Results

Data Tables

Descriptive Results

Year 1

Report for 2011-12: Information forthcoming 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Report for 2011-12: Information forthcoming 10/2012

Improvement Actions

Report for 2011-12: Information forthcoming 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 1.9 Encourage participation in internship experiences.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Survey of faculty who advise Majors to determine whether or not they encourage eligible students to participate in the internship program

Actual Results

Data Tables

Descriptive Results

Year 1

Results will be available 10-2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Will be available 10/2012

Improvement Actions

Results available 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 2.1 Demonstrate excellence in scholarly productivity.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Analysis of Results and Reflection

Year 3

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

Year 5

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Improvement Actions

Improvement Actions

Improvement Actions

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 2.2 Emphasize publishing in information, communication, and technology-related journals, as well as in journals that reflect the major research thrusts of the Department.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Count of publications in information, communication, or technology-related journals, as well as in journals that reflect the major research thrusts of the Department.

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 2.3 Participate in professional organizations.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Count of faculty participating in the activities of professional organizations.

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Analysis of Results and Reflection

Year 3

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

Year 5

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Improvement Actions

Improvement Actions

Improvement Actions

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 2.4 Engage in multidisciplinary and international research.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Survey of tenured, tenure track and research faculty

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Analysis of Results and Reflection

Year 3

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

Year 5

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Improvement Actions

Improvement Actions

Improvement Actions

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 2.5 Grow traditional sources of extramural research support and identify and cultivate new sources.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Review of grant applications submitted

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection **Improvement Actions**

Year 1

2011-2012: Information forthcoming by 10/2012

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection **Improvement Actions**

Year 2

Analysis of Results and Reflection **Improvement Actions**

Year 3

Analysis of Results and Reflection **Improvement Actions**

Year 4

Analysis of Results and Reflection **Improvement Actions**

Year 5

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 2.6 Submit competitive extramural grant proposals.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Count of extramural grant proposals submitted.

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Analysis of Results and Reflection

Year 3

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

Year 5

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Improvement Actions

Improvement Actions

Improvement Actions

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 2.7 Sustain or increase extramural research support.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Count of salary savings and indirect cost return secured by faculty.

Actual Results**Data Tables****Descriptive Results****Year 1**

2011-2012: Information forthcoming by 10/2012

Year 2**Year 3****Year 4****Year 5****Analysis of Results and Reflection****Year 1**

2011-2012: Information forthcoming by 10/2012

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection**Year 2****Improvement Actions****Analysis of Results and Reflection****Year 3****Improvement Actions****Analysis of Results and Reflection****Year 4****Improvement Actions****Analysis of Results and Reflection****Year 5****Improvement Actions**

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 2.8 Ensure that the level of support services is sufficient to meet the needs of a growing research enterprise.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Review of annual budget requests and the Department budget.

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 2.9 Integrate research and teaching more fully by increasing research opportunities for students at all levels.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Survey of faculty to assess encouragement of student participation in research.

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection **Improvement Actions**

Year 1

2011-2012: Information forthcoming by 10/2012

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection **Improvement Actions**

Year 2

Analysis of Results and Reflection **Improvement Actions**

Year 3

Analysis of Results and Reflection **Improvement Actions**

Year 4

Analysis of Results and Reflection **Improvement Actions**

Year 5

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 3.1 Hire and retain faculty with high potential for success at a Top 20 level research university.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Review of CVs of tenured, tenure track and research faculty hired by the Department; tracking of faculty from year to year (from pre- to post-tenure through retirement).

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection **Improvement Actions**

Year 1

2011-2012: Information forthcoming by 10/2012

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection **Improvement Actions**

Year 2

Analysis of Results and Reflection **Improvement Actions**

Year 3

Analysis of Results and Reflection **Improvement Actions**

Year 4

Analysis of Results and Reflection **Improvement Actions**

Year 5

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 3.2 Support, recognize, reward, and celebrate faculty and student accomplishments.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Survey of faculty 2x/year ; survey of undergraduate students 2x/year).

Actual Results**Data Tables****Descriptive Results****Year 1**

2011-2012: Information forthcoming by 10/2012

Year 2**Year 3****Year 4****Year 5****Analysis of Results and Reflection****Improvement Actions****Year 1**

2011-2012: Information forthcoming by 10/2012

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection**Improvement Actions****Year 2****Analysis of Results and Reflection****Improvement Actions****Year 3****Analysis of Results and Reflection****Improvement Actions****Year 4****Analysis of Results and Reflection****Improvement Actions****Year 5**

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 3.3 Strengthen the integration and utilization of innovative, cost-effective information technology solutions to enhance all missions of the Department.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Survey of faculty to assess extent to which technology resources are supporting research and instruction.

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 3.4 Expand staff resources to support faculty productivity in research, instruction, and advising.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Review of annual budget requests and the Department budget.

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 4.1 Strive to ensure an appropriate level of faculty and staff diversity, reflecting UK's GR Part X. A. 1.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

The Department will monitor the Annual EEO Reports prepared by the Office of Institutional Equity and Equal Opportunity, UK's Affirmative Action Plan, and the College Profile Report's Diversity Scorecard prepared by Institutional Research, Planning, and Effectiveness to ensure we have a diverse faculty and staff.

Actual Results

Data Tables

Descriptive Results

- Year 1**
2011-2012: Information forthcoming by 10/2012
- Year 2**
- Year 3**
- Year 4**
- Year 5**

Analysis of Results and Reflection **Improvement Actions**

- Year 1**
2011-2012: Information forthcoming by 10/2012 2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection **Improvement Actions**

- Year 2**

Analysis of Results and Reflection **Improvement Actions**

- Year 3**

Analysis of Results and Reflection **Improvement Actions**

- Year 4**

Analysis of Results and Reflection **Improvement Actions**

- Year 5**

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 4.2 Work to increase the diversity of its student body.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

The Department will monitor its diversity-related activities.

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Analysis of Results and Reflection

Year 3

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

Year 5

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Improvement Actions

Improvement Actions

Improvement Actions

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 4.3 Encourage incorporation of diversity and inclusion issues within the curriculum
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Survey of faculty to assess whether they include readings and/or assignments related to diversity and inclusion in their courses

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Analysis of Results and Reflection

Year 3

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

Year 5

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Improvement Actions

Improvement Actions

Improvement Actions

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 4.4 Have lower division instructors to encourage minority students to consider majoring in COM.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Survey of lower division instructors

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection **Improvement Actions**

Year 1

2011-2012: Information forthcoming by 10/2012

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection **Improvement Actions**

Year 2

Analysis of Results and Reflection **Improvement Actions**

Year 3

Analysis of Results and Reflection **Improvement Actions**

Year 4

Analysis of Results and Reflection **Improvement Actions**

Year 5

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 5.1 Engage in service to the Department, College and University
Related Unit Goal	
Related Metrics	
Related Mission Area	Service
Related UK Goal	

Assessment Method

Review of committee participation and faculty involvement in various campus activities/events (e.g., Emerging Leader Institute, DanceBlue, Homecoming).

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 5.2 Engage in service to the Commonwealth.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Survey of faculty regarding community engagement

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Analysis of Results and Reflection

Year 3

Analysis of Results and Reflection

Year 4

Analysis of Results and Reflection

Year 5

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Improvement Actions

Improvement Actions

Improvement Actions

Improvement Actions

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 5.3 Engage in service to the profession at the state, regional, national, and international levels.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Review of faculty participation in professional service activities (e.g., editorial board, grant reviews, professional offices)

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection **Improvement Actions**

Year 1

2011-2012: Information forthcoming by 10/2012

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection **Improvement Actions**

Year 2

Analysis of Results and Reflection **Improvement Actions**

Year 3

Analysis of Results and Reflection **Improvement Actions**

Year 4

Analysis of Results and Reflection **Improvement Actions**

Year 5

COMM Annual Progress Report (2011-2014)

Unit Objective	Objective 5.4 Serve the Commonwealth through student participation in internship and service-learning activities, and volunteering through the Communication Honors Society.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Count of students involved in internships; review of CHS activities/projects.

Actual Results

Data Tables

Descriptive Results

Year 1

2011-2012: Information forthcoming by 10/2012

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2011-2012: Information forthcoming by 10/2012

Improvement Actions

2011-2012: Information forthcoming by 10/2012

Analysis of Results and Reflection

Year 2

Improvement Actions

Analysis of Results and Reflection

Year 3

Improvement Actions

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions



Unit Mission

MISSION STATEMENT

Approved November 4, 1996

The school's mission is to be a premier program known for its teaching, research and public service in the fields of new and traditional media.

The school intends to fulfill this mission through excellence in education and research and through a strong commitment to serving the citizens of the Commonwealth, the nation and the world. To carry out this mission, the faculty will:

- Educate and train students for responsible positions in various communication and media professions;
- Engage in critical, high-quality research aimed at both creating knowledge and critiquing industry to improve professional practice;
- Serve the local, national and global community by promoting democratic ideals and helping foster a public sphere in which free and open discourse can take place.

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 1.1 The school will continue to pursue external support to add to and enhance instructional and research technologies.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Track annual donations related to technology support.

Actual Results

Data Tables

Descriptive Results

Year 1

Results 2009-2010: The school did not receive any outside donations for technology in 2009-10.

Year 2

Results 2010-2011: The school did not receive any outside donations for technology in 2010-11. However, the university signed a campus-wide agreement with Adobe which should reduce our expenses related to upgrades of the Creative Suite software package.

Year 3

Results 2011-12: The school did not receive any outside donations for technology in 2011-12, but some funds received as donations to the school's discretionary account were used to provide training on multimedia technologies for faculty members.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis 2009-2010: We managed to cover existing needs through the funds generated from student fees.

Donations in 2009 = to come

Improvement Actions

Improvement Action 2009-2010: Identify alumni and prospective donor organizations with technology interests.

Analysis of Results and Reflection

Year 2

Analysis 2010-2011: The student fees account again generated enough funds to cover the most pressing needs.

Improvement Actions

Improvement Action 2010-2011: We need to develop a plan for replacement of faculty computers; currently, we can only replace at the end of the budget year, if then. We are limited in our ability to respond when a faculty member's computer dies.

Analysis of Results and Reflection

Year 3

Analysis 2011-12: We continued to be able to cover instructional-related needs with student fees income. We have been making more use of discretionary funds to address technology training needs for faculty. Income to the general account realized through salary savings for faculty with grants was used to make needed computer upgrades for faculty members. All of these have allowed us to cover our primary needs.

Improvement Actions

Improvement Action 2011-12: We were able to develop a listing of faculty computers and so know which will need replacement next. However, continued uncertainty about resources has prevented us from developing a replacement plan. This remains a need for the school.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 1.2 Review curricula to maintain accreditation
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Assessment 2009-2010: Review curricula against benchmarks and verify with industry representatives

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 1.2 2009-2010: The JOU major worked on a curriculum revision with particular attention to multimedia concerns.

Year 2

Results Obj. 1.2 2010-2011: JOU finished internal discussions on a curriculum revision; it will be submitted during 2011-12. It renames the two emphases Print/Online and Broadcast/Online, and makes Media Convergence a requirement for all JOU majors. ISC tweaked content in several courses to put more emphasis on social media.

Year 3

Results 2011-12: The revised JOU curriculum was held pending a revised curriculum submission process for the university. That curriculum and a JOU minor will be put forward in Fall 2012.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 1.2 2009-2010: Sent JOU sequence coordinator to Poynter Institute seminar

Improvement Actions

Action Obj. 1.2 2009-2010: Continue to monitor; identify needed faculty training.

Analysis of Results and Reflection

Year 2

Analysis Obj. 1.2 2010-2011: The already implemented and planned curriculum changes should keep our students current.

Improvement Actions

Action Obj. 1.2 2010-2011: Faculty continue to be at different levels in terms of comfort with and knowledge of new technologies. The school's discretionary account should be used to send faculty members to relevant training programs and/or to bring experts to campus.

Analysis of Results and Reflection

Year 3

Analysis 2011-12: While the new JOU curriculum was not implemented, changes within existing courses are addressing multimedia issues, particularly on the broadcast side. MAS has also strengthened its new media content, including by offering more courses related to video gaming.

Improvement Actions

Action 2011-12: We need to make better use of alumni and professional contacts to make sure that our curricula match industry expectations. Continue to provide training for faculty where needed and as possible given available resources.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 1.3 Develop online graduate certificate programs
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Assessment Obj. 1.3 2009-2010: Develop program objectives, course descriptions, syllabi and submit for approval at school, college and university levels.

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 1.3 2010-2011: School faculty discussed how teaching in these programs would work and possible audiences.

Year 2

Results Obj. 1.3 2011-2012: In consultation with the JOU and ISC sequence coordinators, the director developed draft curricula and course descriptions which were discussed by the full faculty. However, changing university priorities to put more emphasis on growth in undergraduate majors and credit hour production meant that further work was tabled. The school's resources are not sufficient to both grow the undergrad programs and offer the online certificates.

Year 3

2011-12: The graduate certificate programs continue to be on hold. University incentives are tied to growth of undergraduate programs, and we do not have adequate instructional resources to both grow the undergrad programs and offer graduate certificates. This problem will be further exacerbated by the loss of two faculty lines in response to the 2012-13 and 2013-14 budget cuts.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj.103 2009-2010: Faculty approval of basic premise.

Improvement Actions

Action Obj. 1.3 2009-2010: Continue approval process.

Analysis of Results and Reflection

Year 2

Analysis Obj.103 2010-2011: The developed curricula are in line with offerings at benchmarks; the resource issue is a concern, as are questions about who on the faculty could teach the courses, particularly on the JOU side.

Improvement Actions

Action Obj. 1.3 2010-2011: The programs remain on hold pending resolution of the resource questions.

Analysis of Results and Reflection

Year 3

2012-13: We continue to believe there would be demand for the proposed programs, but do not see a way to offer them under current budget and staffing realities.

Improvement Actions

2011-12: The programs remain on hold.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 1.4 Participate in online undergrad Information Studies program
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Assessment Obj. 1.4 2009-2010: Develop appropriate courses and secure approval.

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj 1.4 2009-2010: LIS discussed desired courses for inclusion with TEL.

Year 2

Results Obj 1.4 2010-2011: Progress on getting the program approved was slowed by a backlog at Senate Council. This made course development less of a priority.

Year 3

2011-12: The IS undergraduate minor was approved in Spring 2012 and will be offered beginning in Fall 2012. It includes several MAS courses as options; work on developing those courses for online delivery will begin during Summer 2012.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 1.4 2009-2010: Begin course design on the three identified courses for online delivery

Improvement Actions

Action Obj. 1.4 2009-2010: Identify appropriate TEL faculty to develop the courses

Analysis of Results and Reflection

Year 2

Analysis Obj. 1.4 2010-2011: At least one, and possibly two, TEL faculty members were identified to work on course development.

Improvement Actions

Action Obj. 1.4 2010-2011: Course development is expected to occur during 2011-12; the program is expected to begin by Fall 2012.

Analysis of Results and Reflection

Year 3

2011-12: John Clark, MAS sequence coordinator, agreed to develop the MAS courses that will be options in the minor, and will start that work during Summer 2012.

Improvement Actions

2011-12: Course development for online delivery will begin in Summer 2012; there are still ongoing concerns about our ability to offer these courses regularly given staffing constraints.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 1.5 The school will work with community newspapers, high school media and other media entities to provide guidance on the use of new delivery technologies.
Related Unit Goal	
Related Metrics	
Related Mission Area	Service
Related UK Goal	

Assessment Method

Activities conducted with these audiences.

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 1.5 2009-2010: IRJCI collaborated with Marshall University on a funded project to help rural newspapers move online. JOU faculty member Kakie Urch wrote a regular column for Ace Weekly that covered technology issues. The school's summer high school journalism workshop produced a website rather than a traditional newspaper.

Year 2

Results Obj. 1.5 2010-2011: Kakie Urch was named director of the ICT Co-lab, a college initiative aimed at information communication technologies. Urch collaborated with Awesome, Inc. on an online mayoral debate. IRJCI continued its work with rural media.

Year 3

2011-12: The school brought Al Tompkins from the Poynter Institute to campus for a workshop on multimedia storytelling; more than 30 local journalists participated in the workshop along with school faculty and students. IRJCI continued work with rural media, including offering a scholarship for a rural journalist to participate in an investigative reporting workshop. As co-director of the ICT Co-Lab, Prof. Kakie Urch sponsored several events for the campus and public. The school participated in Social Media Week, offering a range of programs.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 1.5 2009-2010: Except for the workshop, most contributions in this area are being done by specific individual faculty members rather than being a school-wide initiative.

Improvement Actions

Action Obj. 1.5 2009-2010: Find ways to improve the faculty's comfort with technology so that we'll have more to offer.

Analysis of Results and Reflection

Year 2

Analysis Obj. 1.5 2010-2011: While activity increased, this remains the effort of one or two faculty members.

Improvement Actions

Action Obj. 1.5 2010-2011: Seek ways to upgrade faculty skills related to technology.

Analysis of Results and Reflection

Year 3

2011-12: The Poynter workshop and Social Media Week were school activities; other events were associated with school or college centers.

Improvement Actions

2011-12: We still have needs for upgrade faculty members' technology knowledge and skills, but this is improving. We will seek ways to provide additional workshops following the Poynter model, including working in conjunction with local media.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 2.1 Continue to manage enrollment
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Counts of students in each major; tracking students not successful at making upper-division and reasons for failure.

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 2.1 2009-2010: The university doesn't break down enrollment between pre-majors and majors. In 2009-10, there were 408 ISC majors, 279 JOU majors and 86 TEL majors.

Year 2

Results Obj. 2.1 2010-2011: There were 361 ISC majors, 285 JOU majors and 91 TEL majors.

Year 3

2011-12: There were 368 ISC majors, 238 JOU majors and 93 MAS majors. (Media Arts and Studies is the new name for TEL.)

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 2.1 2009-2010: The ISC and JOU numbers were both down slightly from 2008-09 while TEL was up slightly. With a handful of exceptions in JOU, all courses were at capacity.

Improvement Actions

Action Obj. 2.1 2009-2010: Try to determine reasons for drop in ISC and JOU enrollment; work with advising office to make sure students are aware of the appeals process for admission into upper-division.

Analysis of Results and Reflection

Year 2

Analysis Obj. 2.1 2009-2010: ISC was down by nearly 40 students from 2009-10 while JOU and TEL were both up slightly. All courses were at or near capacity.

Improvement Actions

Action Obj. 2.1 2010-2011: Will encourage the appeals committee to be more flexible, particularly regarding ISC appeals. The school faculty will also discuss relaxing or eliminating the GPA requirements, particularly given the university's emphasis on student credit hour growth.

Analysis of Results and Reflection

Year 3

2011-12: The sharp drop in JOU majors is cause for concern, particularly as university emphasis on growing majors increases. The director and JOU faculty met for a brainstorming session late in Spring 2012 and developed several ideas to be implemented in the coming year. In response to university initiatives, the school suspended its GPA requirements for entry into upper-division; this will be looked at in

Improvement Actions

2011-12: The school faculty voted to suspend the GPA requirements for admission into upper division. We are tracking how this affects the number of students coming into each major.

Fall 2012 to determine the way forward.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 2.2 Improve retention and graduation rates
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Retention and graduation rates by program

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 2.2 2009-2010: Figures provided by IRPE are only for the school as a whole, not by major. For 2009-10, the school retained 85.5% of entering students within JAT, 86.3% of entering students within the college, and 94.9% of entering students at UK. The overall retention figure for UK was 94.5%

Year 2

Results Obj. 2.2 2010-2011: The school retained 82.6% of entering students within the school, 85.3% within the college, and 94.5% within UK. The overall UK figure was 93% retention. The school's 4-year graduation rate for the group entering in 2006 was 31.7% vs. 30.4% for UK.

Year 3

2011-12: The university retained 92.9% of first-year students from Fall 2011 to Spring 2012. The university's 4-year graduation rate for students entering in 2007 was 33.1%. For the college, comparable rates were 84.3% retention within the college and 93.5% retention at UK; the college's graduation rate was 35.7%. The school's rates were 84.6% of students retained in the school, 86.8% retained within the college and 94.5% retained at UK. Graduation rate was 34.4%. Both the retention and graduation rates represent increases from 2010-11.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 2.2 2009-2010: Our figure for students retained at UK was just above the overall university figure. Most of the students who left their entering major at UK switched to a different college rather than staying within CIS.

Improvement Actions

Action Obj. 2.2 2009-2010: We need to continue to work through the recruitment process to try to make sure students understand what our programs are about, and expectations, before they enter UK.

Analysis of Results and Reflection

Year 2

Analysis Obj. 2.2 2010-2011: Retention was down slightly from 2009-10, but overall retention at UK was slightly better than the university figure. Four-year graduation was better than UK as a whole.

Improvement Actions

Action Obj. 2.2 2010-2011: Continue to offer a UK 101 section specifically for pre-majors in the school as a retention device. Look at first- to third-year retention when considering the future of the school's GPA requirement.

Analysis of Results and Reflection

Year 3

2011-12: Retention and graduation rates were both improved from the previous year.

Improvement Actions

2011-12: Continue to offer a school-specific UK 101 section. Decide whether to reinstate the GPA requirement for admission into upper-division, including first-to-third year retention figures as indicators.

Analysis of Results and Reflection

Improvement Actions

Year 4

Analysis of Results and Reflection

Improvement Actions

Year 5

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 2.3 Participate in college graduate program
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Count of CJT courses taught by JAT faculty, JAT faculty service on grad committees

Actual Results**Data Tables****Descriptive Results**

- Year 1**
Results Obj. 2.3 2009-2010: School faculty taught 5 graduate courses in 2009-10
- Year 2**
Results Obj. 2.3 2010-2011: School faculty (Chung, Ivanov, Labunski, Hutchison, Lindlof) taught 5 graduate courses in 2010-11
- Year 3**
2011-12: School faculty (Hertog, Tai) taught 2 graduate courses in 2011-12. School faculty members served on 3 master's committees and 15 doctoral committees.
- Year 4**
- Year 5**

Analysis of Results and Reflection	Improvement Actions
Year 1 Analysis Obj. 2.3 2009-2010: This mix included JAT faculty teaching a first graduate course	Action Obj. 2.3 2009-2010: Revise annual merit report to specifically include graduate student advising and committee membership
Year 2 Analysis Obj. 2.3 2010-2011: JAT faculty do not consistently report service on graduate student committees in their merit review materials.	Action Obj. 2.3 2010-2011: See if new merit form to be generated via Digital Measures can include service on MA and PhD committees to aid in tracking.
Year 3 2011-12: The reduced course offerings reflect two graduate faculty members being on sabbatical during parts of the academic year. We have begun asking JAT faculty to report graduate committee service and will continue to do so.	2011-12: Continue to collect data on graduate committee service. Seek ways to balance continuing school faculty's participation in the graduate program with increased demands at the undergraduate level.
Year 4	
Year 5	

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 2.4 Involve professionals in assessment and communicate results
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Portfolio reviews by professionals for samples of ISC and JOU portfolios; internship site supervisor reviews for TEL students.

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 2.4 2009-2010: Site supervisors for internships in all three sequences completed student evaluations, which were overwhelmingly positive. Portfolios were not sent out for review due to resource issues.

Year 2

Results Obj. 2.4 2010-2011: Portfolios were not sent out for review due to resource limitations. ISC portfolios were not moved online due to increasing demands on the ISC sequence coordinator's time. Internship evaluations were collected.

Year 3

2011-12: May 2012 JOU grads portfolios will be reviewed during Summer 2012. The internship supervisor evaluation form has been put on line, which will facilitate data collection. As of May 5, 2012, 51 internship evaluations had been received. Of those, 96% of evaluators said they would like to have additional interns from our programs, all evaluators said their intern was as good or better than others they had had from UK, and only 2% said their UK intern was not as good as those from other universities.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 2.4 2009-2010: Internship evaluations were very positive; the number of requests for interns continues to grow.

Improvement Actions

Action Obj. 2.4 2009-2010: Develop timeline for moving ISC portfolios online to simplify the outside review process.

Analysis of Results and Reflection

Year 2

Analysis Obj. 2.4 2010-2011: Internship evaluations continue to be very strong. Portfolio review issue must be resolved.

Improvement Actions

Action Obj. 2.4 2010-2011: Rework timeline for ISC portfolios to move online. Make sure JOU portfolios are evaluated by outside reviewers in 2011-12.

Analysis of Results and Reflection

Year 3

2011-12: Internship data suggest very positive experiences from the employers' perspective. JOU portfolios will receive outside review in Summer 2012; ISC portfolios will move online by Fall 2012.

Improvement Actions

2011-12: Continue to collect intern evaluation data online. Make certain that ISC portfolio migration to online takes place.

Analysis of Results and Reflection

Year 4

Improvement Actions

Year 5

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 2.5 Support student groups
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Participation in student groups

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 2.5 2009-2010: All of the school's six student groups were active in 2009-10, bringing in speakers and holding enrichment programs for members.

Year 2

Results Obj. 2.5 2010-2011: SPJ did not function during 2010-11 and NABJ membership dropped. The other groups appear to have worked well. STS and Ad Club had new advisers.

Year 3

2011-12: All six student groups held regular meetings during the academic year. STS was renamed Society of Media Scholars to reflect the new name for the major.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 2.5 2009-2010: All groups appear to be functioning well.

Improvement Actions

Actions Obj. 2.5 2009-2010: Evaluate group faculty advisers for evidence of burnout.

Analysis of Results and Reflection

Year 2

Analysis Obj. 2.5 2010-2011: Unevenness in student commitment to the groups created some problems.

Improvement Actions

Actions Obj. 2.5 2010-2011: Make sure group officers are aware of financial support available from the school. Look for additional ways to publicize the groups to encourage membership.

Analysis of Results and Reflection

Year 3

2011-12: Groups were back on a solid footing.

Improvement Actions

2011-12: Continue to assist in publicizing group meetings and providing financial support as needed.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 2.6 Improve career advising and career resources
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Tracking of JAT student results from Georgia survey.

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj.2.6 2009-2010: JAT-specific results for the 2009 survey showed 68.3% of our majors who responded were employed full-time, 12.2% were employed part-time, 7.3% were in graduate school and 12.2% were not employed. The median salary was \$29,560. The corresponding national figures were 55.5% employed full-time, 17.9% employed part-time, 9.2% in grad school and 17.4% not employed. The national median salary was \$30,000.

Year 2

Results Obj.2.6 2010-2011: Results for 2010 are not yet available. The 2010-11 information will be added when the results are received.

Year 3

2011-12: The graduate survey is being reworked, affecting provision of results. Specific data to come.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 2.6 2009-2010: While the median salary for our grads was just below the national figure, our employment rate was much better

Improvement Actions

Action Obj. 2.6 2009-2010: The salary figure is likely a regional issue. Continue to help students with jobs by continuing to emphasize the importance of internships.

Analysis of Results and Reflection

Year 2

Analysis Obj. 2.6 2010-2011: none reported

Improvement Actions

Action Obj. 2.6 2010-2011: none reported

Analysis of Results and Reflection

Year 3

2011-12: In addition to needing to get our data, we know that our students are not receiving the same degree of career advising as in the past due to staffing changes in the school and at the university Career Center.

Improvement Actions

2011-12: Work to find outside resources to support career advising and guidance for school students. This should be part of the college's revitalized Student Services Center.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 2.7 Support participation in regional and national competitions
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Student participation and performance in competitions.

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 2.7 2009-2010: In the Hearst competition, school students places 7th in multimeida, 9th in newswriting and 6th in photojournalism. An ISC major received a Vance Stickell scholarship from AAF. The Kentucky Kernel was named the best college newspaper by KPA. The school's AAF team finished 5th in district competition.

Year 2

Results Obj. 2.7 2010-2011: The 2010-11 AAF competition team finished second in district competition. The Kentucky Kernel was named best college newspaper by KPA. Three Kernel staffers (all JOU majors) finished in the top five in Hearst Foundation competitions.

Year 3

2011-12: The Kentucky Kernel was again named best college newspaper by KPA. Two Kernel staffers (both JOU majors) finished in the top five in Hearst Foundation competitions and one will compete in the national newswriting championship in June 2012. A JOU major won first prize in SPJ national competition. Two broadcast students were recognized in regional competition. The AAF competition team participated in district competition, but did not place.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 2.7 2009-2010: The Hearst finishes put the school in the top 10 accredited journalism programs in the nation.

Improvement Actions

Action Obj. 2.7 2009-2010: Continue to participate in the competitions.

Analysis of Results and Reflection

Year 2

Analysis Obj. 2.7 2010-2011: School students continued to perform well, although the school did not place in the top 10 in the Hearst Newswriting Competition for the first time in several years.

Improvement Actions

Action Obj. 2.7 2010-2011: Work with JOU faculty and Kernel adviser to try to determine ways to do better in Hearst.

Analysis of Results and Reflection

Year 3

2011-12: The school finished 10th nationally in the Hearst Newswriting Competition. Our students are beginning to participate, and do well, in other regional and national competitions.

Improvement Actions

2011-12: Continue to support student participation in competitions, and look for new venues where our students can compete.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 3.1 Engage in scholarship
Related Unit Goal	
Related Metrics	
Related Mission Area	Research and Creative Work
Related UK Goal	

Assessment Method

Track faculty productivity using Digital Measures

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 3.1 2009-2010: JAT faculty: published 2 books, 4 book chapters, 19 refereed articles, 29 articles in the popular press, made 29 refereed presentations at conferences, 24 invited presentations, and produced 14 multimedia works.

Year 2

Results Obj. 3.1 2010-2011: JAT faculty published 3 books, 3 book chapters, 21 refereed publications and 32 popular press articles. They made 20 refereed conference presentations and 9 invited presentations. They produced 9 multimedia pieces.

Year 3

2011-12: JAT faculty published 1 book, 4 book chapters, 20 refereed journal articles and 37 popular press articles. They made 17 refereed conference presentations and 21 invited presentations. They produced 35 multimedia pieces.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 3.1 2009-2010: This was a decent record, particularly in refereed articles and presentations.

Improvement Actions

Action Obj. 3.1 2009-2010: Digital Measures was not ready to be used, so counts were derived from faculty CVs, which is time consuming.

Analysis of Results and Reflection

Year 2

Analysis Obj. 3.1 2010-2011: The level of productivity was down from the previous year; perhaps coincidentally, faculty development support dropped to \$1200 from \$1500 from the previous year.

Improvement Actions

Action Obj. 3.1 2010-2011: Faculty development funds will remain under pressure. Look for more ways to incentivize faculty scholarship.

Analysis of Results and Reflection

Year 3

2011-12: Productivity levels were comparable to or higher than the previous year. We were able to maintain faculty development support at \$1200. Faculty are spreading their productivity across more platforms, appropriate given industry trends.

Improvement Actions

2011-12: The director and the school's finance and physical facilities committee agree that continued provision of faculty development funds at current levels is a top priority. Continue to explore additional ways to support faculty scholarship and creative activity.

Analysis of Results and Reflection

Year 4

Improvement Actions

Year 5

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 3.2 Balance regular-title and special-title faculty
Related Unit Goal	
Related Metrics	
Related Mission Area	Research and Creative Work
Related UK Goal	

Assessment Method

Count of regular-title and special-title faculty

Actual Results**Data Tables**

Results Obj. 3.2 2009-2010: there were 11 regular-title faculty members, 10 special-title faculty members and 1 extension-title faculty member.

Descriptive Results**Year 1**

Results Obj. 3.2 2010-2011: there were 11 regular-title faculty members, 10 special-title faculty members and 1 extension-title faculty member. (There were no new hires in 2010-11.)

Year 2

2011-12: The school had 12 regular-title faculty members (1 of whom is a joint appointment with Instructional Communication), 10 special-title faculty members, 1 extension-title faculty member and 1 post-doctoral appointee.

Year 3**Year 4****Year 5****Analysis of Results and Reflection****Year 1**

Analysis Obj. 3.2 2009-2010: Proportions are roughly equal.

Improvement Actions

Action Obj. 3.2 2009-2010: Maintain desired balance.

Analysis of Results and Reflection**Year 2**

Analysis Obj. 3.2 2010-2011: Proportions were unchanged from 2009-10.

Improvement Actions

Action Obj. 3.2 2010-2011: Maintain desired balance.

Analysis of Results and Reflection**Year 3**

2011-12: There was a net increase of one regular-title faculty member, although this person's primary appointment is in Instructional Communication. Otherwise, proportions were roughly equal.

Improvement Actions

2011-12: Seek to maintain the balance, although this will be somewhat challenging as the school will lose two faculty lines to budget cuts in 2012-13 and 2013-14.

Analysis of Results and Reflection**Year 4****Improvement Actions****Analysis of Results and Reflection****Year 5****Improvement Actions**

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 3.3 Support media studies research group
Related Unit Goal	
Related Metrics	
Related Mission Area	Research and Creative Work
Related UK Goal	

Assessment Method

Activity of group

Actual Results**Data Tables****Descriptive Results****Year 1**

Results Obj. 3.3 2009-2010: JAT faculty with media studies interests took a lead role in curriculum discussions at the graduate level and developed a plan for regular media studies course offerings.

Year 2

Results Obj. 3.3 2010-2011: The TEL faculty, with the school concurring, voted to change the name of the major to Media Arts and Studies, to more clearly indicate to prospective students what the program involves.

Year 3

2011-12: The new name of Media Arts and Studies was introduced. There was no formal activity by a Media Studies group per se.

Year 4**Year 5****Analysis of Results and Reflection****Year 1**

Analysis Obj. 3.3 2009-2010: The activity at the graduate retreat signalled to the college that there is ongoing interest in media studies.

Improvement Actions

Action Obj. 3.3 2009-2010: Monitor course offerings.

Analysis of Results and Reflection**Year 2**

Analysis Obj. 3.3 2010-2011: The name change should put more emphasis on media studies offerings in the school.

Improvement Actions

Action Obj. 3.3 2010-2011: Monitor enrollment trends in TEL/MAS.

Analysis of Results and Reflection**Year 3**

2011-12: The name change is drawing more students to the MAS major. Any additional activity will depend on faculty members leading the initiative.

Improvement Actions

2011-12: Enrollment in MAS is up from the previous year. The sequence sponsored a public event on video game production that was very well-attended.

Analysis of Results and Reflection**Year 4****Improvement Actions****Analysis of Results and Reflection****Year 5****Improvement Actions**

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 4.1 Seek funding for professorships and scholarships
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Donations for professorships and scholarships

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 4.1 2009-2010: No funds were received for endowed professorships. One new scholarship was established, the Grisham Scholarship for JOU majors.

Year 2

Results Obj. 4.1 2010-2011: A proposal was developed for an endowed professorship within the IRJCI, although it has yet to be funded. A new scholarship was added, the Diane Massie Scholarship for ISC majors.

Year 3

2011-12: No funds were received for endowed professorships, although funding was pledged for a new speaker series. The first David Dick "What a Great Story!" Storytelling Award was presented to a JOU major.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 4.1 2009-2010: The addition of a scholarship was a nice surprise.

Improvement Actions

Action Obj. 4.1 2009-2010: Continue to strategize on how to attract an endowed professorship.

Analysis of Results and Reflection

Year 2

Analysis Obj. 4.1 2010-2011: A proposal was developed for an endowed professorship within the IRJCI, although it has yet to be funded. A new scholarship was added, the Diane Massie Scholarship for ISC majors.

Improvement Actions

Action Obj. 4.1 2010-11: Actively seek funding for the IRJCI professorship.

Analysis of Results and Reflection

Year 3

2011-12: The IRJCI endowment is under water and we need to find ways to raise funds to make up the difference.

Improvement Actions

2011-12: Continue to seek IRJCI funding. Make David Dick Awards in both the student and professional categories. Seek funding for scholarships to support study abroad by the school's students.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 4.2 Consult with advisory board
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Advisory board activity

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 4.2 2009-2010: The advisory board did not meet during 2009-10, although several board members spoke on campus and/or offered internships for school students.

Year 2

Results Obj. 4.2 2010-2011: The board did not meet.

Year 3

2011-12: The school's board did not meet, although some board members will assist in JOU portfolio review during Summer 2012. The college created an advisory board, and several members of the JAT board are serving on that group.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 4.2 2009-2010: The board did not meet due to time constraints on both the members and the school's director.

Improvement Actions

Action Obj. 4.2 2009-2010: Look for ways for the board to contribute beyond on-campus meetings.

Analysis of Results and Reflection

Year 2

Analysis Obj. 4.2 2010-2011: Time constraints continue to be an issue; the school has also not held a portfolio assessment recently, an activity in which board members have participated in the past.

Improvement Actions

Action Obj. 4.2 2009-2010: Find ways to involve the board or consider disbanding it.

Analysis of Results and Reflection

Year 3

2011-12: Time constraints and low staffing continue to be issues. JOU portfolios will be reviewed in Summer 2012. Several board members participated in individual programs, including Cathy Black (CBS News) speaking on campus.

Improvement Actions

2011-12: Reassess the board in light of the college's decision to form its own board. Revive portfolio review as a way to engage board members with the school.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 4.3 The school will develop one or more service courses to serve the broader campus.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Count of service courses taught by school faculty

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 4.3 2009-2010: Other than a Discovery Seminar taught by Prof. Buck Ryan, and seats for non-majors added to ISC 161 and JOU 101, the school did not offer any service courses.

Year 2

Results Obj. 4.3 2010-2011: The school developed a proposal for a visual communication course to be part of the UK Core; the initial proposal was sent back for revision, which did not occur before the end of the reporting period. Otherwise, service offerings were the same as in 2009-10.

Year 3

2011-12: The visual communication course proposal was not resubmitted due primarily to resource concerns. Dr. Lindlof taught a course for the Honors Program and Prof. Ryan taught a Discovery Seminar.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 4.3 2009-2010: Tight teaching resources make it difficult to offer service courses.

Improvement Actions

Action Obj. 4.3 2009-2010: Look for ways to offer service courses.

Analysis of Results and Reflection

Year 2

Analysis Obj. 4.3 2010-2011: Resource issues continue to make it difficult to achieve this objective.

Improvement Actions

Action Obj. 4.3 2010-2011: Revise vis com course proposal and seek funding for an instructor to teach it.

Analysis of Results and Reflection

Year 3

2011-12: Resource issues remain a concern. Several faculty members have good ideas for possible service courses, but these would have to be taught on unpaid overload as we are not able to free faculty from responsibilities for major-specific courses.

Improvement Actions

2011-12: Look at ways the school might participate in the revised Honors Program as a possible means to broadening our offerings.

Analysis of Results and Reflection

Year 4

Improvement Actions

Year 5

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 4.4 The school will seek to add faculty to meet student demand and to bring programs in line with university student:faculty ratios.
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Track faculty:student ratios in each major

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 4.4 2009-2010: No faculty were added in 2009-10. Faculty:student ratios were 1:51 (ISC), 1:35 (JOU) and 1:21 (TEL).

Year 2

Results Obj. 4.4 2010-2011: No faculty were added in 2010-11. Faculty:student ratios were 1:45 (ISC), 1:36 (JOU) and 1:23 (TEL).

Year 3

2011-12: A joint hire with Instructional Communication provides coverage for one course (generally ISC) a year. The school also secured a post-doctoral instructor for two years; she is teaching 4 courses a year for ISC. Neither of these people have advising responsibilities. Faculty:student ratios were 1:41 (ISC), 1:28 (JOU) and 1:23 (MAS).

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 4.4 2009-2010: While ISC is the worst off, all three programs are above the university's preferred ratio of 1:18.

Improvement Actions

Action Obj. 4.4 2009-2010: Look for resources to add faculty, especially in ISC.

Analysis of Results and Reflection

Year 2

Analysis Obj. 4.4 2010-2011: ISC improved slightly while JOU and TEL were slightly worse.

Improvement Actions

Action Obj. 4.4 2010-2011: Look for resources and/or creative ways to add faculty, especially in ISC.

Analysis of Results and Reflection

Year 3

2011-12: Ratios improved in ISC and JOU and stayed the same in MAS. The ISC improvement was due to a temporary hire; the JOU improvement is due to a drop in enrollment, which is not desirable.

Improvement Actions

2011-12: It would be desirable to retain the temporary faculty member in ISC, but that will not be possible due to budget cuts. In fact, the school will lose two positions by the end of 2013-14, increasing faculty:student ratios in at least two of the three majors.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 5.1 Improve faculty and staff diversity
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Mix of faculty and staff

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 5.1 2009-2010: Of the 22 full-time faculty, 6 were female and 16 were male. Two were African-American, one was Asian-American, four were international and the rest were domestic Caucasian. All PTIs were white males. Of the three full-time staff, one was an African-American female, one was a white female and one was a white male. The one part-time staff member was an African-American female.

Year 2

Results Obj. 5.1 2010-2011: The composition of the faculty and staff was unchanged in 2010-11.

Year 3

2011-12: The new joint hire with Instructional Communication is a white male; the temporary post-doc is an Asian female. Staff make-up was unchanged.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 5.1 2009-2010: While students perceive the faculty as diverse, our major diversity is due to international faculty members. Staff diversity is somewhat better.

Improvement Actions

Action Obj. 5.1 2009-2010: As openings occur, try to diversify the faculty and staff.

Analysis of Results and Reflection

Year 2

Analysis Obj. 5.1 2010-2011: The composition of the faculty and staff was unchanged in 2010-11.

Improvement Actions

Action Obj. 5.1 2010-2011: Consider ways to add diverse perspectives in the classroom.

Analysis of Results and Reflection

Year 3

2011-12: The post-doc hire brings additional gender and ethnic diversity to the school.

Improvement Actions

2011-12: As faculty and staff numbers will shrink rather than grow for at least the next two years, look for additional ways to add diverse perspectives.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 5.2 Diversify Student Body
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Mix of student body

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 5.2 2009-2010: School vs. UK UG enrollment in 2009-10: American Indian .1% vs. .2%; Asian .8% vs. 2.3%; African-American 6.2% vs. 7.3%; Hispanic 1.2% vs. 1.5%; International 1% vs. 1.3%; White 89.5% vs. 85%

Year 2

Results Obj. 5.2 2010-2011: School vs. UK UG enrollment in 2010-11: American Indian .1% vs. .2%; Asian 1.1% vs. 2.4%; African-American 7.5% vs. 7.3%; Hispanic 1.8% vs. 1.9%; International 1.1% vs. 1.7%; two or more races .8% vs. .7%; white 85.1% vs. 82.5%.

Year 3

2011-12: School vs. UK UG enrollment in 2011-12: American Indian .1% vs. .2%; Asian 1.0% vs. 2.3%; African-American 7.0% vs. 7.5%; Hispanic 2.6% vs. 2.2%; International 1.0% vs. 1.9%; two or more races .9% vs. 1.4%; white 85.0% vs. 81.3%.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 5.2 2009-2010: The school's minority enrollment was below that of the university in all areas.

Improvement Actions

Action Obj. 5.2 2009-2010: Look for ways to diversify our student population.

Analysis of Results and Reflection

Year 2

Analysis Obj. 5.2 2010-2011: While still below the university, the school improved its mix of students.

Improvement Actions

Action Obj. 5.2 2010-2011: Seek ways to continue to improve; consider student body diversity when looking at possible changes to the GPA requirement.

Analysis of Results and Reflection

Year 3

2011-12: The percentage of African-American students decreased while the percentage of Hispanic students increased. The school is still less diverse than the university overall.

Improvement Actions

2011-12: Examine outreach efforts to diverse populations, particularly with an eye to staffing challenges.

Analysis of Results and Reflection

Year 4

Improvement Actions

Year 5

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 5.3 Promote diversity through curriculum and extra-curricular activities
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Monitor course offerings and student groups

Actual Results**Data Tables****Descriptive Results****Year 1**

Results Obj. 5.3 2009-2010: the school offered one section of JOU 455, Mass Media and Diversity, with a domestic diversity focus.

Year 2

Results Obj. 5.3 2010-2011: the school offered two sections of JOU 455 with a domestic diversity focus.

Year 3

2011-12: The school offered three sections of JOU 455.

Year 4**Year 5****Analysis of Results and Reflection****Year 1**

Analysis Obj. 5.3 2009-2010: The school did not hold a campus-wide diversity event due to schedule conflicts.

Improvement Actions

Action Obj.5.3 2009-2010: Revitalize campus event and look for ways to increase diversity offerings.

Analysis of Results and Reflection**Year 2**

Analysis Obj. 5.3 2010-2011: Improvement over 2009-10.

Improvement Actions

Action Obj.5.3 2010-2011: Continue to try to offer multiple sections of this course; examine syllabi of other courses for diversity content.

Analysis of Results and Reflection**Year 3**

2011-12: We were able to offer an additional section of our diversity course, and all three sections had good enrollment.

Improvement Actions

2011-12: Continue to offer multiple sections of JOU 455; continue to look for other ways to add diversity topics in the current curriculum.

Analysis of Results and Reflection**Year 4****Improvement Actions****Analysis of Results and Reflection****Year 5****Improvement Actions**

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 5.4 Seek international opportunities to enhance global understanding
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Catalog of international offerings

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 5.4 2009-2010: The school offered one section of JOU 455 with an international focus and one section of ISC/JOU/TEL, World Media Systems. The London winter course was offered. Two journalists from Zambia visited for a week and met with students. One student was placed in Zambia as an intern for 10 weeks. Five school faculty and one staff member visited Zambia and/or Botswana, some multiple times. The school sponsored a conference on war, history and journalism. The Creason Lecturer discussed war reporting.

Year 2

Results Obj. 5.4 2010-2011: The school offered one section of JOU 455 with an international focus. A visiting faculty member took five JOU students to Lebanon. The London/Dublin winter course was offered. Five school faculty members visited Zambia and/or Botswana. ISC/JOU/TEL 319, World Media Systems, was offered.

Year 3

2011-12: The school offered two study abroad courses, Advertising and PR in London (Winter 2011-12) and Strategic Communication in South Africa (Summer I 2012). Six school faculty members visited Zambia and/or Botswana. ISC/JOU/MAS 319, World Media Systems was offered twice (Fall 2011 and Summer 2 2012). The school hosted two visiting international journalists for one week each; both spoke in JOU classes. The school also hosted two journalists who spoke on reporting in India.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 5.4 2009-2010: This was a very good record of international activity.

Improvement Actions

Action Obj. 5.4 2009-2010: Continue to seek ways to internationalize the curriculum.

Analysis of Results and Reflection

Year 2

Analysis Obj. 5.4 2010-2011: Continued strong performance on internationalization.

Improvement Actions

Action Obj. 5.4 2010-2011: Encourage additional faculty members to develop courses for study abroad; continue current course offerings.

Analysis of Results and Reflection

Year 3

2011-12: This continues to be a hallmark of the school, particularly with increased study abroad offerings in 2011-12.

Improvement Actions

2011-12: Continued the established study abroad offerings and look for additional possibilities in this regard.

Analysis of Results and Reflection

Year 4

Improvement Actions

Year 5

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 6.1 Establish strategic partnerships
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Roster of partnerships

Actual Results**Data Tables****Descriptive Results****Year 1**

Results Obj. 6.1 2009-2010: The school, through the SHFAC and IRJCI, took on responsibility for Kentucky Citizens for Open Government.

Year 2

Results Obj. 6.1 2010-2011: KCOG continued; IRJCI partnered with several outside groups on programs; the ICT Co-Lab, under JOU faculty member Kakie Urch, partnered with Awesome, Inc.

Year 3

2011-12: KCOG continued; the school partnered with several local media outlets on a workshop on multimedia reporting; school students did work for ESPN and ESPNU.

Year 4**Year 5****Analysis of Results and Reflection****Year 1**

Analysis Obj. 6.1 2009-2010: KCOG developed a blog highlighting successes and failures in open government.

Improvement Actions

Action Obj. 6.1 2009-2010: Look for ways to systematically track partnership involvement.

Analysis of Results and Reflection**Year 2**

Analysis Obj. 6.1 2010-2011: The school works with a variety of groups, but does not always track that work effectively.

Improvement Actions

Action Obj. 6.1 2010-2011: Improve tracking of partnerships.

Analysis of Results and Reflection**Year 3**

2011-12: While tracking has improved, we still do not maintain a full listing of partnerships.

Improvement Actions

2011-12: Develop means of systematically tracking partnerships, especially in preparation for run-up to our next ACEJMC re-accreditation visit.

Analysis of Results and Reflection**Year 4****Improvement Actions****Analysis of Results and Reflection****Year 5****Improvement Actions**

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 6.2 Increase public service outreach
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Public service projects

Actual Results

Data Tables

Descriptive Results

Year 1

2009-10: The school held a summer workshop for high school students and co-sponsored a state-wide high school essay contest with the Secretary of State's office. Several Citizen Kentucky events were held.

The school held a summer workshop for high school students and co-sponsored a state-wide high school essay contest with the Secretary of State's office. Several Citizen Kentucky events were held.

Year 2

2010-11: One school faculty member taught in the Governor's Scholars program during Summer 2011; the SHFAC collaborated with the Attorney General's office on a DVD for elected officials on their responsibilities under Kentucky's open records and open meetings laws; SHFAC co-sponsored an essay contest with the Secretary of State's office; several Citizen Kentucky programs were held.

Year 3

2011-12: Several school faculty members participated in programs bringing together Kentuckians and Zambians around issues of open records; a school faculty member taught in the Governor's Scholars program; several Citizen Kentucky events were held; the SHFAC continued its collaborations with the offices of the Attorney General and the Secretary of State.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

2009-10: Public service is and continues to be a hallmark of the school.

2009-10: Improve tracking of public service contributions.

Analysis of Results and Reflection**Improvement Actions****Year 2**

2010-11: Continued strong contributions in public service.

2010-11: Tracking remains problematic. Look for ways to incorporate service learning into the JAT curriculum.

Analysis of Results and Reflection**Improvement Actions****Year 3**

2011-12: Level of public service continues to increase, with particular attention to role of the school in Zambia's discussions of Freedom of Information.

2011-12: Maintain public service commitment in the face of resource reductions.

Analysis of Results and Reflection**Improvement Actions****Year 4****Analysis of Results and Reflection****Improvement Actions****Year 5**

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 6.3 Support Scripps Howard First Amendment Center
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Activities of center

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 6.3 2009-2010: The SHFAC co-sponsored a high school essay contest; the Madison Award was given to David Hawpe of the Courier-Journal; the "State of the First Amendment" address was given by Mark Goodman, formerly of the Student Press Law Center. A panel discussion was held on the rights of student journalists, and "Freedom Sings" presented a program on censored and banned music.

Year 2

Results Obj. 6.3 2010-2011: Terry Anderson, honorary chair of the Committee to Protect Journalists, gave the 2010 "State of the First Amendment" address. John Nelson of the Danville Advocate-Messenger received the Madison Award. SHFAC again co-sponsored a high school essay contest. The Center worked with the Attorney General's office to produce a DVD for elected officials on their responsibilities under the state's open records and open meetings laws.

Year 3

2011-12: Mark Feldstein, retired investigative reporter, gave the 2011 "State of the First Amendment" address. Al Smith, legendary Kentucky journalist, received the Madison Award. SHFAC again co-sponsored a high school essay contest with the Secretary of State's office. The Center's director met with visitors from Zambia to discuss open records and open meetings.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Analysis Obj. 6.3 2009-2010: This was a very strong year for the SHFAC.

Improvement Actions

Action Obj. 6.3 2009-2010: Continue existing programs and look for other ways to promote SHFAC.

Analysis of Results and Reflection

Year 2

Analysis Obj. 6.3 2010-2011: The Center continued to do important work.

Improvement Actions

Action Obj. 6.3 2010-2011: Continue current programs; make updating the Center's website a priority for 2011-12.

Analysis of Results and Reflection

Year 3

2011-12: The Center took on an international role related to the school's work in Zambia.

Improvement Actions

2011-12: The Center's website continues to be an issue. 2012-13 will mark the Center's 25th year; plan for expanded activity in recognition of this milestone.

Analysis of Results and Reflection

Year 4

Improvement Actions

Year 5

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 6.4 Promote IRJCI
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

IRJCI activities and endowment progress

Actual Results

Data Tables

Descriptive Results

Year 1

Results Obj. 6.4 2009-2010: Fundraising for the endowment continued as IRJCI put on multiple programs and continued to produce The Rural Blog. Institute director Al Cross visited Zambia and Botswana to speak on press freedom and freedom of information.

Year 2

Results Obj. 6.4 2010-2011: The endowment drive fell short. IRJCI continued to hold a variety of events on its own and in partnership with others. The Rural Blog extended its reach.

Year 3

2011-12: IRJCI added new partners and gained increased national visibility around the issue of potential cutbacks in postal delivery to rural areas. IRJCI sponsored a number of programs in Kentucky and other areas around the nation.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

2009-10: IRJCI continues to be the most active program in the school.

Improvement Actions

Action Obj. 6.4 2009-2010: Seek ways to fill out the IRJCI endowment in advance of the July 2011 deadline.

Analysis of Results and Reflection

Year 2

2010-11: The endowment shortfall will affect ongoing activities, but IRJCI remains strong.

Improvement Actions

Action Obj. 6.4 2010-2011: While the RCTF match period has ended, continue to seek funds to add to the IRJCI endowment.

Analysis of Results and Reflection

Year 3

2011-12: The heightened visibility both nationally and internationally is useful; need to find a way to make up the endowment shortfall that must be repaid to the university.

Improvement Actions

2011-12: Develop a plan to meet the endowment shortfall in order to repay the university.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 6.5 Publicize school accomplishments
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Track press releases, etc.

Actual Results**Data Tables****Descriptive Results****Year 1**

Results Obj. 6.5 2009-2010: UK PR issued 10 press releases in 2009 promoting school events and activities; tracking from 2010 on is not possible due to a change in the archive system used by UK PR.

Year 2

Results Obj. 6.5 2010-2011: A count of press releases is not available at this time.

Year 3

2011-12: The school was mentioned or highlighted in 25 press releases issued by UK PR.

Year 4**Year 5****Analysis of Results and Reflection****Year 1**

Analysis Obj. 6.5 2009-2010: We continue to promote the school whenever possible.

Improvement Actions

Action Obj. 6.5 2009-2010: Look at alternative tracking methods

Analysis of Results and Reflection**Year 2**

Analysis Obj. 6.5 2010-2011: The college added a communications officer and we know that more information is being sent out, through both traditional and social media Tracking is problematic.

Improvement Actions

Action Obj. 6.5 2010-2011: Work with communications officer on tracking possibilities.

Analysis of Results and Reflection**Year 3**

2011-12: The school's visibility increased thanks to the efforts of the college's communications officer, an ISC graduate.

Improvement Actions

2011-12: The communications officer left mid-way through the Spring 2012 semester; continue to work with the new person on promoting the school and tracking mentions in traditional and social media.

Analysis of Results and Reflection**Year 4****Improvement Actions****Analysis of Results and Reflection****Year 5****Improvement Actions**

JAT Strategic Plan Implementation, 2009-2014

Unit Objective	JAT Objective 6.6 The school will work to encourage government openness and transparency at the local, state, national and international levels.
Related Unit Goal	
Related Metrics	
Related Mission Area	Overall
Related UK Goal	

Assessment Method

Activites related to openness

Actual Results**Data Tables****Descriptive Results****Year 1**

Results Obj. 6.6 2009-2010: SHFAC and IRJCI took on responsibility for Kentucky Citizens for Open Government.

Year 2

Results Obj. 6.6 2010-2011: The KCOG blog was continued. The SHFAC worked with the Attorney General's office to produce a DVD for elected officials on responsibilities under the open records/open meetings law.

Year 3

2011-12: In addition to continued support of KCOG and collaboration with the Attorney General's office, several school faculty and the SHFAC and IRJCI worked with the U.S. Embassy in Lusaka and representatives of the Zambian government and media to help facilitate movement toward a freedom of information act in Zambia.

Year 4**Year 5****Analysis of Results and Reflection****Year 1**

Analysis Obj. 6.6 2009-2010: Housing KCOG in the school has already led to increased attention on openness issues.

Improvement Actions

Action Obj. 6.6 2009-2010: Continue to seek ways to leverage KCOG.

Analysis of Results and Reflection**Year 2**

Analysis Obj. 6.6 2010-2011: The DVD was an ambitious undertaking that should prove quite useful.

Improvement Actions

Action Obj. 6.6 2010-2011: Produce a similar DVD for citizens about their rights under the law; continue to support KCOG.

Analysis of Results and Reflection**Year 3**

2011-12: The on-going developments in Zambia are exciting and have involved a number of Kentucky connections, with the school playing a leadership role.

Improvement Actions

2011-12: Complete work on a citizens' open records/open meetings DVD; continue to support KCOG; continue to work in support of freedom of information in Zambia.

Analysis of Results and Reflection**Year 4****Improvement Actions****Analysis of Results and Reflection****Year 5****Improvement Actions**



Unit Mission

The mission of the School of Library and Information Science (School) is to extend and enhance the quality of information services in a culturally diverse, technological and global society by:

- 1) educating persons for professional positions in information institutions and settings;
- 2) advancing the state of knowledge of information studies through research and development;
- 3) providing assistance in the development of information services and technologies;
- 4) providing intellectual and professional leadership in ethical, political and social areas that pertain to information in contemporary society;
- 5) preparing students for advanced study.

SLIS Strategic Plan Implementation Project 2009-2014

Unit Objective	SLIS Objective 1.1 Maintain Curriculum
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Review revised course LIS 603. Review data from graduating student survey, biennial employer survey, and biennial alumni survey.

Actual Results

Data Tables

Descriptive Results

Year 1

Identified need to revise LIS 603 Management.

Year 2

Identified need to develop a plan for ongoing systematic review of the entire curriculum.

Year 3

86% of graduating students (fall 2011 and spring 2012) indicated that they were prepared to enter professional practice on graduating student survey that is administered each semester. 83% of employers surveyed agreed or strongly agreed that UK-SLIS students can assist library patrons in retrieving and interpreting information.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Identified need to increase instruction related to leadership, management, financial management, etc in LIS 603.

Improvement Actions

Began revising LIS 603. Need to complete revision of LIS 603, offer revised course, and review course evaluations from offering revised course. Also review graduating student survey, biennial employer survey, and biennial alumni survey. Hired 2 new faculty members with management experience.

Analysis of Results and Reflection

Year 2

Identified need to review entire curriculum on an ongoing basis in a systematic way.

Improvement Actions

Continued revising LIS 603 so that it more accurately reflects current practices related to management of libraries and information centers. Began developing plan for ongoing systematic review of the entire curriculum. Will be presented to faculty first half of 2010-11 academic year for review, discussion, and vote.

Analysis of Results and Reflection

Year 3

The School did not meet its stated goal where maintaining the curriculum is concerned. The School's faculty is in the process of revising the curriculum based on data gathered from the graduating student survey, alumni survey, employer survey, and feedback from our constituencies. In addition to revising the School's curriculum, the School's Planning Committee needs to revise surveys to reflect a broader range of career paths and potential employers.

Improvement Actions

Implement plan for ongoing systematic review of the entire curriculum. Continue curriculum revisions begun during the 2011-2012 academic year. Revise School assessment surveys to reflect changes in the curriculum. The School is completing its Program Review and will develop a new strategic plan based on Program Review results. The new strategic plan will be developed 2012-2013.

Analysis of Results and Reflection

Year 4

Improvement Actions

Year 5

SLIS Strategic Plan Implementation Project 2009-2014

Unit Objective	SLIS Objective 2.1 Maintain Student Learning Outcomes
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Data from the graduating student survey, employer survey, and alumni survey will be reviewed to determine how well prepared students are to enter the profession upon completing the degree.

Actual Results

Data Tables

Descriptive Results

Year 1

Began revising LIS 603.

Year 2

Began developing a plan for ongoing systematic review of the entire curriculum. Continued revising LIS 603.

Year 3

86% of graduating students (fall 2011 and spring 2012) indicated that they are prepared to enter the profession on the graduating student survey that is administered each semester. 83% of employers surveyed agreed or strongly agreed that UK-SLIS students can assist library patrons in retrieving and interpreting information.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

We believe we are on track revising LIS 603.

Improvement Actions

We will continue revising LIS 603 in light of the data we gathered. Hired 2 new faculty members with management expertise.

Analysis of Results and Reflection

Year 2

We are making progress revising LIS 603 so that it is more in keeping with current trends and issues related to management of libraries and information centers. We have a draft plan for ongoing systematic review of the entire curriculum to be presented to the faculty for review, discussion, and vote during the 2011-12 academic year.

Improvement Actions

We continue to revise LIS 603 so that it is more in keeping with current trends and issues related to management of libraries and information centers. The draft plan for ongoing systematic review of the entire curriculum will be presented to the faculty for review, discussion, and vote during the first half of the 2011-12 academic year.

Analysis of Results and Reflection

Year 3

The School did not meet its stated goal where maintaining student learning outcomes is concerned. The School began re-examining student learning outcomes as part of our accreditation cycle and Program Review cycle. The School's newly adopted plan for ongoing systematic review of the entire curriculum will allow us to make sure that the curriculum is aligned with student learning outcomes as they are refined.

Improvement Actions

Implement plan for ongoing systematic review of the entire curriculum. Revise student learning outcomes as necessary. Align revised curriculum with revised student learning outcomes. The School is completing its Program Review and will develop a new strategic plan based on Program Review results. The new strategic plan will be developed 2012-2013.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Improvement Actions

SLIS Strategic Plan Implementation Project 2009-2014

Unit Objective	SLIS Objective 3.1 Maintain Faculty Scholarly Productivity
Related Unit Goal	
Related Metrics	
Related Mission Area	Research and Creative Work
Related UK Goal	

Assessment Method

Faculty CVs are reviewed each fall.

Actual Results

Data Tables

Descriptive Results

Year 1

Faculty met the target number of publications (10) and received 1 external funding award.

Year 2

Faculty exceeded the target number of refereed publications (14) and received 2 external funding awards.

Year 3

Faculty exceeded the target number of refereed publication (11 as of May 11, 2012) and have 2 applications for external funding awards pending.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Faculty met the minimum requirement.

Improvement Actions

No action required.

Analysis of Results and Reflection

Year 2

Faculty exceeded the minimum requirement.

Improvement Actions

No action required.

Analysis of Results and Reflection

Year 3

Faculty exceeded the minimum requirement for journal articles. There are 2 applications for external funding awards pending.

Improvement Actions

Continue to encourage all faculty members to publish and seek external funding. The School is completing its Program Review and will develop a new strategic plan based on Program Review results. The new strategic plan will be developed 2012-2013.

Analysis of Results and Reflection

Year 4

Improvement Actions

Analysis of Results and Reflection

Year 5

Improvement Actions

SLIS Strategic Plan Implementation Project 2009-2014

Unit Objective	SLIS Objective 4.1 Improve Minority Student Recruitment
Related Unit Goal	
Related Metrics	
Related Mission Area	Education
Related UK Goal	

Assessment Method

Measure number of minority students enrolled in the program. Enroll at least 5 minority students each year.

Actual Results**Data Tables****Descriptive Results****Year 1**

We currently have 8 minority students enrolled in the program.

Year 2

We currently have 6 minority students enrolled in the program.

Year 3

The School currently has 6 minority students enrolled in the program.

Year 4**Year 5****Analysis of Results and Reflection****Year 1**

We will continue to promote the program to minority students and try to increase minority enrollment.

Improvement Actions

No action required other than to continue promoting program to minority students.

Analysis of Results and Reflection**Year 2**

We will continue to promote the program to minority students and try to increase minority enrollment.

Improvement Actions

No action required other than to continue promoting program to minority students.

Analysis of Results and Reflection**Year 3**

The School is not making much progress in recruiting minority students. However, this is true among many LIS program.

Improvement Actions

The School's Assistant Director for Student Affairs will continue to promote the program to minority students and try to increase minority enrollment.

Analysis of Results and Reflection**Year 4****Improvement Actions****Analysis of Results and Reflection****Year 5****Improvement Actions**

