

HSU Academic Department Reports - Communication September 30, 2008 - Program Prioritization

The departmental reports provide context for the academic programs administered by the department, and will be considered in conjunction with the program reports for final program ranking. This report is to be completed by September 30. Use 12-point Times New Roman with 1.5 line spacing.

I. Departmental History, Mission, and Goals

Insert the department mission statement and the department goals. In addition, provide a brief (2 page limit) overview of the departmental history with emphasis on the last 5 years.

Mission Statement:

Our general purpose follows that of our national organization: "To promote the study, criticism, research, teaching and application of the artistic, humanistic, and scientific principles of communication." (National Communication Association Strategic Plan, 1996)

Our specific purpose is to serve the university and community by advancing knowledge about human communication as well as promoting the critical analysis of communication contexts and the judicious application of communication skills.

Goals

In the Department of Communication at HSU we consider our mission to be helping our students develop as communication generalists: people who are proficient and familiar with communication in a variety of contexts and from a variety of perspectives. Communication generalists will have a familiarity with interpersonal, small group, public, nonverbal, organizational, and intercultural communication. Generalists will have an understanding of the similarities among those contexts and perspectives as well as the differences, and would be ready to use that knowledge in the infinite variety of situations they will encounter throughout their personal and professional lives. Generalists who go on to graduate school will have a sound, broad understanding of the discipline, and would be ready to choose an area of specialization.

Our curriculum was designed so students will be exposed to a variety of aspects of communication by requiring them to take courses that focus on different contexts, including persuasion, interpersonal communication, organizational communication, performance, mass communication, and communication with people from diverse backgrounds. In general, the lower division courses are oriented toward the practical application of principles of communication and the upper division courses (especially the 400 level courses) are oriented toward theoretical

understanding of human communication.

In addition to the goals of the major, the Department of Communication also has the goal to provide the opportunity for members of the general student body to improve their communication ability and knowledge. Our commitment to General Education helps develop students' oral communication and critical thinking skills, their appreciation of artistic communication, and their appreciation of communication diversity. Our other courses, which rarely have prerequisites, allow students from throughout the university to further their understanding of communication as well as improve their ability to communicate.

II. Departmental Faculty and Staff

Communication Dept Instructors -- AY Average Count of Appointments facpos_COMM report generated: 22-FEB-08						
Appt Category	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lecturer	6	5	6	6	6	6
Assist Prof	3	3	1	1	1	1
Assoc Prof	1	1	3	1	3	3
Professor	4	4	3	4	3	3
Volunteer	2	1	2	2	0	0
Total	15	14	15	14	13	13

Communication AY average FTEF (time base totals) facpos_COMM report generated: 22-FEB-08						
Appt Category	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lecturer	3.91	2.57	4.01	4.43	4.17	4.60
Assist Prof	2.50	3.00	1.00	1.00	1.00	1.00
Assoc Prof	1.00	1.00	3.00	1.00	2.50	3.00
Professor	3.00	3.50	2.50	3.50	3.00	3.00
Volunteer	.23	.07	.09	.08	.00	.00
Total	10.64	10.14	10.59	10.01	10.67	11.60

Communication department release/assigned time facpos_COMM report generated: 22-FEB-08						
Assignment Description	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Instr Experimt Innov/Research	.10	.00	.10	.00	.00	.00
Instr-Related Services	.00	.00	.10	.20	.20	.20

Instr-Related Comm Assignmtns	.20	.90	.35	.10	.13	.00
Curricular Planning or Studies	.10	.00	.00	.00	.00	.03
Dept Chair AY, Leaders/Dir.	.40	.40	.26	.36	.26	.37
Dept Chair - 12mo	.13	.13	.13	.20	.13	.13
Proj/Prog Leaders, Dir., Coord	.00	.00	.00	.00	.00	.67
Other State Funds	.00	.00	.00	.00	.13	.52
Grant: Academic	.00	.00	.00	.00	.00	.13
Total	.93	1.43	.94	.86	.85	2.05

Personnel (At least .5 FTE)

Name	Position	Description of Specialty and Key Contributions (no more than 100 words per person)
Allen Amundsen	Instructor	Formerly the Assistant director of the Speech and Debate team. Teaches COMM 100 and is available to teach classes in critical thinking, rhetoric, public speaking, and oral interpretation..
Michael Bruner	Professor	Applied Communication, Communication and the Environment, Rhetorical Theory and Criticism, Public Speaking
Susan Dobie	Instructor	Teaches classes in public speaking
James Floss	Instructor	Teaches classes in public speaking and oral interpretation
Laura Hahn	Associate Professor	Social Advocacy, Rhetorical Criticism, and Gender and Communication, Public Speaking. Ombudsperson.
Kim Moon	Half-time ASC I?	Runs the department office, and provides support for almost 12 FTEF.
Scott Paynton	Associate Professor	Organizational Communication, Communication and Technology, Health Communication, Public Speaking. Ombudsperson
Armeda Reitzel	Professor	Communication Education, Communication Behavior, Intercultural Communication, Teaching English as a Second Language, Linguistics, Language Behavior, Public Speaking. Currently Chair of the Music Department.
Maxwell Schnurer	Assistant Professor	Rhetoric, Social Movement Studies, Gender and Communication, Theory, Public Speaking.
Diane Smith-Young	Instructor	Teaches Public Speaking and Intercultural Communication
Tasha Souza	Professor	Instructional Communication, Gender and Communication, Organizational Communication, Public Speaking. Faculty Development Coordinator.
Jay Verlinden	Professor	Argumentation, Rhetoric, Public Address, Critical Thinking, Research Methods, Nonverbal Communication.
Gregory Young	Instructor	Director of the Speech and Debate Team. Teaches Public Speaking, Rhetorical Theory and Criticism, Argumentation, Oral Interpretation.

III. Recruitment and Retention

Describe any specific actions (other than HOP or similar standard efforts) the department has taken to recruit and/or retain students, particularly diversity students and/or students who are underrepresented in your discipline. What have been the results of those actions?

Recruitment

The department of Communication has been engaged with the need to recruit more students. In 2007-8 we revitalized our communication-specific recruitment literature for the purposes of more clearly reflecting the department and appealing to out-of-area students. Faculty members have been regularly present at campus recruitment events.

The result has been a steady increase in the number of majors and an increase in visibility of the program as a part of the Humboldt State University community. The size of the major has doubled in the past five years.

Most of our recruitment is directed toward students who are at HSU by inviting students to become majors. Our retention efforts are primarily to create a welcoming environment for all of our students, by taking seriously the ideal of a student centered campus, and by teaching our classes in a way that promotes success.

The WASC Theme 2 data packet indicates that our efforts have been reasonably successful. The “Undergrad Ethnicity Breakdown by Major – Fall 2007” table shows that 26.7% of the majors in the Department of Communication are students of color, which is exceeded by only six departments in the College of Arts, Humanities, and Social Sciences (Ethnic Studies, International Studies, Sociology, Spanish, and Political Science). Only six other departments outside of CAHSS had a higher percentage of students of color as majors. Five of the programs with a higher percentage had fewer than half the majors of our department.

The “Undergraduate Degrees Awarded by Majors and Ethnicity – AY 06/07” table shows that 36% of our graduates are students of color, which is tied with Ethnic Studies for the highest percentage in the CAHSS. is second highest in the university for programs with more than one graduate, and is more than twice the percentage of the university as a whole (16.8%).

While we recognize that we must continue to strive to do better the data show that we have been reasonably successful at attracting students and graduating students of color.

IV. Learning, Curriculum, and Assessment.

List the student learning outcomes for your academic programs. Then for each learning outcome that has been assessed, provide a summary paragraph that includes the methodology and results of the assessment.

Due to a misunderstanding of the time line for the learning outcomes and assessment plan we have assessed only one learning outcome and are at work to determine our other learning outcomes and assessment methods. We are committed to identifying all the outcomes in the next few weeks and assessing a second outcome by the end of the academic year.

The outcome we have assessed was “Students will prepare and present an original, formal, and researched speech.” The outcome was assessed in Spring 2008 in Communication 490, “The Capstone Experience,” though the evaluation by four faculty members of the students’ final presentation. Each student was independently assessed by two faculty members using the “Expected Presentational Elements” form, which is the rubric used to determine success. The presentations were evaluated as “Exceeds expectations,” “Meets expectations,” or “Does not meet expectations” defined as follows: Presentations that contain 85-100% (21-24) of the expected elements will “exceed expectations,” those which contain 70-84% (17-20) of expected elements will “meet expectations,” and anything below 69% (16 and below) “does not meet expectations.” Of the 37 completed assessment forms the scores were:

16 “exceed expectations”

13 “meets expectations”

8 “does not meet expectations”

Analysis of the assessment resulted in the following conclusions:

- We all agree that assessing Outcome 1 in COMM 490 makes the most sense to get the desired feedback, thus we will continue to do. This will be reflected in the Multi-year Assessment Plan on which we are currently working.
- Based on the feedback we received from the first round of assessment for Outcome 1 and our decision to keep it in COMM 490 we will distribute the “Expected Presentational Elements Form” in all of our major classes. This will alert the students to the assessment criteria and keep these criteria in the forefront of the curriculum.
- After running through the assessment for the first time we realized that the wording of the Outcome needs to be revised as we are unable to assess a student’s preparation for a presentation. So, the revised Outcome 1 will be: “Students will effectively demonstrate an original, formal, and researched speech.”