

HSU Academic Program Criteria

Academic Program in Communication

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

ENTER COMMENTS HERE

1. Department Mission and Goals

The specific purpose of the Department, as articulated in our Mission Statement, 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. Our intent is to help students become knowledgeable and proficient communicators so they can effectively be involved in improving the human condition and environment, act in good conscience and engage in informed action, as well as to meet other personal goals. In addition, most of our courses also incorporate individual assignments that support Vision Statements 1, 4, 5, and 8.

2. Social Advocacy Minor

This interdisciplinary program is housed in the Department and offers two courses specifically designed to develop the ability of students who wish to act as advocates for issues they care about, including the human condition and the environment, which extends our mission beyond the majors in our department. The minor provides the opportunity for students to learn how various disciplines view advocacy and the ethics of advocating, how to effectively disseminate information about issues, and how social change is accomplished by communication. The Department also offers "Communication and the Environment," as well as the "Speaking and Writing for the Environment" Freshman Interest Group (F.I.G). Through these experiences the Department specifically supports Vision Statements 2, 4, 5 and 8.

3. Curriculum

A. The curriculum in the major is designed both to attract a diverse population of students and to help students understand and communicate with a diverse range of people. Much of the content of our courses is intended to encourage students to use principles, theories, and skills in the field of Communication to examine their own culture, ethnicity, gender, and

relationships. Thus, we achieve diversity in our program in two significant but distinct fashions: one, we serve, retain and graduate students of color, and two, we include diverse perspectives throughout the curriculum

B. The Department is committed to encouraging and promoting diversity in its extensive participation in general education courses. We incorporate diverse perspectives in most of our GE classes, and we offer four courses that fulfill the Diversity and Common Ground requirements (COMM 300, 309b, 315, and 322).

Thus, the curriculum of our major supports Vision Statement 6.

4. Service Learning and Civic Engagement

Our instructors incorporate service learning and civic engagement opportunities where possible in their courses. These opportunities often focus on work with underprivileged populations, in and out of the immediate area. Many of our courses are designed to require students to spend significant time with others from different backgrounds than themselves in partnership with the community. Courses which regularly include opportunities for civic engagement include COMM 322, COMM 315, and COMM 422. Thus, our department supports Vision Statements 6, 7, and 8.

5. Co-curricular Activities

The Speech and Debate Team supports students as a means to develop their abilities to engage in effective civic discourse. Coach(es) work directly with students to improve students' communication skills both in preparation for intercollegiate competition and for careers such as law, politics, business, and education. The competitions help students learn to listen effectively, think critically, craft sound arguments, and present those arguments effectively.

The Communication Club is a student-run organization housed in Communication whose purpose is to represent students and to increase public dialogue both on and off campus. The Club has participated in a campus-wide Communication Week in the spring semesters.

Nu-Jacks was a hip hop and diversity club housed in the Department. Funded through grants from the HSU diversity funding committee from Fall 2006 through Fall 2007, this club created programming to encourage appreciation of diversity and cultural difference. During Fall 2006, the Nu-Jacks created nine lectures, concerts, and workshops around diversity and underrepresented populations, with attendance at these events exceeding 500 people.

Therefore, our co-curricular activities support Vision Statements 5, 7, and 8.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Major Academic Year (Fall/Spring) Average Headcount Summary Majors_overview_COMM report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
COMM	Communication	0	0	46	71	62	69	83	88
Total		0	0	46	71	62	69	83	88

Second Majors by Academic Year (exclusive of primary majors) Majors_overview_COMM report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
COMM	Communication	0	0	1	3	5	7	5	6
Total		0	0	1	3	5	7	5	6

Minors enrolled AY Average in Communication minors_enrolled_COMM report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	0	0	1	2	1	0	0	0
Soph	0	0	2	1	2	2	1	1
Jr	0	0	1	2	3	2	2	0
Sr	0	0	2	4	5	7	2	5
Grad	0	0	1	0	0	0	0	0
	0	0	6	8	10	11	5	5

Minors enrolled AY Average in Social Advocacy minors_enrolled_SADV report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	0	0	0	1	0	2	1	0
Soph	0	1	0	0	0	0	2	0
Jr	0	2	1	1	2	1	1	1
Sr	0	0	1	1	2	3	1	0
	0	2	2	2	4	5	3	1

Majors by Sex and Ethnicity									
Majors_overview_COMM report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Asian	0	0	3	4	2	1	3	3
	Black	0	0	1	2	2	0	2	2
	Hispanic	0	0	2	3	5	10	4	4
	Native Amer	0	0	0	0	0	2	2	2
	White	0	0	20	34	25	23	30	26
	Other	0	0	0	0	0	2	2	3
	Unknown	0	0	5	6	7	5	6	7
Sum		0	0	29	48	40	42	48	47
Male	Asian	0	0	0	0	1	3	0	0
	Black	0	0	2	4	5	6	7	8
	Hispanic	0	0	1	3	3	3	4	4
	Native Amer	0	0	1	0	0	0	0	0
	Pacific Is	0	0	1	1	0	0	0	0
	White	0	0	11	13	12	13	16	18
	Other	0	0	1	1	1	1	4	6
	Unknown	0	0	2	2	2	3	6	7
Sum		0	0	17	23	22	27	36	42

Communication (with options) Degrees Awarded (incl. primary and second majors)									
degrees_awarded_B_COMM report generated: 25-JUN-08									
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 06/07
Communication	0	0	0	5	26	18	10	25	
sum	0	0	0	5	26	18	10	25	

Communication Degrees Awarded by Sex and Ethnicity (incl. primary and second majors)
degrees_awarded_B_COMM report generated: 25-JUN-08

SEX	Ethnicity	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Female	Asian	0	0	0	0	2	2	0	0
	Hispanic	0	0	0	0	1	1	1	4
	Native Amer	0	0	0	0	0	0	0	2
	White	0	0	0	4	13	10	5	9
	Other	0	0	0	0	0	0	1	1
	Unknown	0	0	0	0	1	1	1	1
Sum		0	0	0	4	17	14	8	17
Male	Asian	0	0	0	0	0	0	1	0
	Black	0	0	0	0	0	0	0	1
	Hispanic	0	0	0	0	2	0	0	1
	Native Amer	0	0	0	0	0	0	0	1
	Pacific Is	0	0	0	0	0	1	0	0
	White	0	0	0	1	7	3	1	3
	Unknown	0	0	0	0	0	0	0	2
Sum		0	0	0	1	9	4	2	8

Minors Awarded by Year in Communication
minors_awarded_COMM report generated: 25-JUN-08

MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Communication	0	0	1	10	3	6	9	2

Minors Awarded by Year in Social Advocacy
minors_awarded_SADV report generated: 25-JUN-08

MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Social Advocacy	0	0	1	0	0	1	1	2

2. FTES by Course Code

FTES taken in Communication classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_COMM report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
COMM	Lower-div	Undeclared	17.7	16.7	18.5	16.9	12.3	18.2
		Biology	10.0	9.8	10.6	8.6	10.2	11.8
		Communication	4.4	6.0	3.8	7.5	6.1	9.7
		Psychology	5.5	4.9	6.8	7.0	8.4	6.9
		Business Administration	6.0	5.3	4.7	6.1	7.6	6.7
		Art	12.0	9.1	11.1	7.8	5.5	6.3
		Wildlife	3.8	3.5	3.9	4.2	3.8	5.0
	Sub-total		126.7	113.9	128.9	124.6	121.5	134.1

COMM	Upper-div	Communication	16.5	31.7	26.7	32.2	34.6	33.0
		Liberal Studies-Elementary Ed	19.4	16.5	10.9	7.1	6.6	5.5
		Environmental Science	5.1	5.4	4.9	4.5	5.3	4.1
		IS-INTL- International Studies	2.6	.7	2.5	2.7	3.3	3.8
		Liberal Studies	.8	.8	.3	1.5	1.9	2.1
	Sub-total		77.3	84.4	82.0	82.8	85.1	75.8

FTES taken in Communication classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_COMM report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
COMM	All Levels	Communication	20.8	37.7	30.6	39.7	40.7	42.7
		Undeclared	18.4	17.3	19.5	18.3	13.9	18.9
		Biology	10.9	10.4	12.2	10.7	11.6	13.3
		Business Administration	7.3	6.0	5.8	7.2	9.2	8.2
		Liberal Studies-Elementary Ed	23.2	19.5	15.4	9.2	8.9	8.1
		Psychology	8.8	7.9	9.4	9.9	10.8	7.9
		Environmental Science	9.6	8.2	6.9	8.4	7.9	7.7
		Art	14.2	11.0	14.2	9.9	7.1	7.7
		Wildlife	4.5	4.6	4.5	5.1	4.8	5.9
		Journalism	3.5	4.1	4.6	6.8	5.1	5.6
		Kinesiology	3.7	4.0	6.0	4.8	5.5	5.6
		IS-INTL- International Studies	3.7	2.0	3.5	4.2	4.7	5.1
		Environmental Resources Engr	1.7	2.2	3.0	2.4	2.6	5.1

Total			204.0	198.3	210.9	207.4	206.7	210.0
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3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

Course Dept	Course #	Course Name	Units	Requiring Major/Minor
Communication	100	Fundamentals of Speech Communication	3	Nursing
	311	Business & Professional Speaking	3	Journalism
				Natural Resources Planning & Interpretation
	312	Small Group Communication	4	Natural Resources Planning & Interpretation
	322	Intercultural Communication	4	American Sign Language & Special Populations
				Crosscultural language & Academic Development-Certificate
				Dance Studies - Interdisciplinary
				English
				Family Studies - Minor
	324	Nonverbal Communication	4	American Sign Language & Special Populations
	404	Theories of Communication Influence	4	Journalism
	411	Organizational Communication	4	Journalism
				Natural Resources Planning & Interpretation
	417	Second Language Acquisition	3	American Sign Language & Special Populations
Crosscultural language & Academic Development-Certificate				
422	Children's Communication Development	4	Child Development [Liberal Studies]	
			Natural Resources Planning & Interpretation	
309b	Gender & Communication	3	Education - Minor	

The table above was provided to the department by the Prioritization team. It is important information, but there is more to the story. A search using the Online Catalog Search

adds the programs that include our classes as options to meet major requirements. The results of that search are added below:

Course Dept	Course #	Course Name	Units	Requiring Major/Minor
Communication	213	Interpersonal Communication	3	Leadership Studies
	214	Persuasive Speaking	3	Leadership Studies
	309b	Gender & Communication	3	MA in Education
				Leadership Studies
				Women's Studies
	312	Intercultural Communication	4	Child Development (Liberal Studies)
				English/Language Arts Education
				International Studies
				Leadership Studies
				Liberal Studies/Elementary Education
				Teaching English as a Second Language
	411	Organizational Communication	4	Leadership Studies
	414	Rhetorical Theory	4	Liberal Studies
	417	Second Language Acquisition	3	Child Development (Liberal Studies)
English				
English/Language Arts Education				
Linguistics				
Teaching English as a Second Language				
422	Children's Communication Development	4	Liberal Studies/Elementary Education	
			Linguistics	
426	Adolescent Communication	3	English	
			English/Language Arts Education	

The Director of the co-curricular Speech and Debate team also makes a special effort to serve students from throughout the university. As the table below shows, since AY 2002/03 the program involved students from twenty-seven different departments other than Communication, representing every college on campus plus undeclared students.

Major	Number of enrollees
Biology	5
Biology (Cellular Molecular)	2

Biology (Ecology)	2
Biology (Marine)	1
Business Administration	2
Chemistry (Biochemistry)	4
Computer Information Systems	1
Computer Science	4
Economics	7
English	5
English Education	6
Environmental Resource Engineering	1
Environmental Science	1
Geography	2
History	11
Interdisciplinary Studies	4
Interdisciplinary Studies: Women's Studies	3
Journalism	3
Journalism: News Editorial	1
Journalism: Public Relations	2
Journalism: Broadcast News	1
Kinesiology (Education)	1
Liberal Studies Elementary Education	8
Native American Studies (Law and Government)	2
Philosophy	2
Political Science	15
Psychology	15
Religious Studies	3
Social Science	1
Social Work	1
Sociology	3
Spanish	1
SSSS	5
Studio Art	2
Theatre	6
Undeclared	10
Wildlife	4
Zoology	3

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

Communication

ENTER COMMENTS HERE

A search using the Humboldt Online Catalog Search revealed that, in total, of the 28 regular courses in the 07/08 catalog (excluding special topics, independent studies, and field experience courses), 21 are also associated with a program other than the department of Communication or the Social Advocacy minor, as indicated in the two tables above. Thus, Communication clearly provides coursework needed by a variety of other programs in addition to the classes that are *required* of other programs.

Student demand for Communication department courses has been increasing despite regular budget stresses. As the headcount data indicate the demand for the major has increased dramatically since AY 02/03, doubling from 47 first and second majors in 02/03 to 94 in 07/08.

There is only one option for the major in our program. While students may fulfill various components of the major by choosing among classes, there are no specialization options or tracks. The program traditionally served students who transfer from other colleges, or who change their major while at HSU. However, over the past four years, this has been balanced by larger groups of first-year students entering as declared communication majors. Transfer students come to the Department in two ways: from taking an upper division course such as 309b and getting excited about the program or from having previous knowledge of the discipline and seeking out our program. Of the students originating at HSU, many become a Communication major after taking a GE course, such as COMM 100 or COMM 105.

It is worth noting that, in the past many students were not aware of the field of communication as it is studied at HSU, since dedicated communication courses are not offered in most high schools. We believe these trends are changing as we have seen entering students with more sophistication about communication studies, indicating potential for increased demand.

Demand can be expected to continue to grow in keeping with national trends. The *Princeton Review* recently identified Communication as the eighth most popular college major (Top 10 College Majors). The National Center for Educational Statistics reports that degrees in Communication and Journalism have grown by 30% since 2003, from a total of 69,828 to 76,936 in 2005-06 (the latest year data is available).

Communication Minor

ENTER COMMENTS HERE

The headcount for the number of minors indicates that few students minor in Communication. These data may be a reflection on the offerings of the Department since we were not able to offer more classes than absolutely needed by our majors and GE obligations. There simply has not been room in major classes to accommodate a substantial number of minors. The data may also reflect the fact that a declared minor is not required by HSU, so students who could have a minor may have simply chosen not to formally declare it.

Social Advocacy Minor

ENTER COMMENTS HERE

Faculty from across the CAHSS wanted to create an interdisciplinary minor in social advocacy to meet a demand and interests of HSU students, as well as the mission and goals of the university. Participating departments included Communication, Philosophy, Journalism, Social Work, and Sociology. For the first few years the program was housed in the College and classes were identified with the “CAHSS” designation. The elective classes were taught in the above listed departments and the two new courses created for the minor were COMM 315 and CAHSS 480. The latter was a seminar class which included 8-10 presenters from all of the participating departments. The CAHSS 480 class was later housed in Communication and goes under the designation COMM 480. (In Spring 2008, a course request change from was submitted to get this course a permanent number—COMM 416.) COMM 315 has been certified as a DCG course as well.

The following table shows the enrollment for the two core courses in the Social Advocacy minor over time.

<i>Enrollment for COMM 315</i>		<i>Enrollment for COMM. 480 (Soon to be COMM 416) Social Advocacy (advanced level)</i>	
<u>Term</u>	<u>Students</u>	<u>Term</u>	<u>Students</u>
Fall 2003	20	Spring 2003	12
Fall 2004	25	Spring 2004	5
Fall 2005	31	Spring 2005	9
Fall 2006	18	Spring 2006	19
Fall 2007	28	Spring 2007	23
		Spring 2008	23

These two courses directly support the HSU Vision Statement, and are in line with the HSU Graduation Pledge and with the mission of the Department. Students from many majors enroll in these courses.

B. External demand for “graduates” from the program

Communication

ENTER COMMENTS HERE

Communication is one of the most central skills necessary for modern employment. Yet, Communication majors do not graduate with a readily recognizable label, such as “Nurse” or “Accountant.” Our understanding of relevant national data, as well as our experience with HSU alumni, indicates that Communication majors find careers in a number of fields. Many communication graduates find themselves using their communication, listening, critical thinking, and problem-solving skills in internal organizational communication, customer service, training, marketing, social services, law, education, management, administration, and advocacy.

Because students with communication degrees enter a variety of fields, there is no single statistical presentation of the success of graduates. In the hyper-competitive modern economy, a particular college degree is often less relevant than the skills presented. The case can be made that communication skills are increasingly valued by employers. For example, in a comparison of salary increases in fields of study from 1994-1997, communication/journalism was found to increase a dramatic 28 per cent (US Department of Education, “Baccalaureate”).

Surveys of employers indicate the importance of communication and raise the expectation that the demand for graduates of the major and graduates with the abilities developed by courses in the department will grow over time. A survey of 428 personnel managers found that “the skills most valued in the contemporary job-entry market are communication skills (including oral communication, listening, and written communication” (Curtis). A survey of personnel interviewers at 500 businesses “indicated that communication skills are essential for success, but many applicants lack effective communication skills in job interviews” (Peterson). The National Association of Colleges and Employers surveys over 1000 members annually, and the results consistently show the importance of communication skills. Executive Director Marilyn Mackes says, “Communication skills have topped the list for eight years” (NACE

“Employers Cite”). Figure 1 shows the top twelve results of the latest survey, and in addition to the general “Communication Skills” three more of the top six skills are directly related to our courses: Teamwork skills, Interpersonal Skills, and Problem-Solving skills (NACE “Perfect”).

Figure 1. Important qualities/skills for a job candidate

Quality/Skill	Rating
Communication skills	4.6
Strong work ethic	4.6
Teamwork skills	4.5
Initiative	4.4
Interpersonal skills	4.4
Problem-solving skills	4.4
Analytical skills	4.3
Flexibility/adaptability	4.2
Computer skills	4.1
Technical skills	4.1
Detail-oriented	4.0
Organizational skills	4.0

(5-point-scale where 1=not important; 2=not very important; 3=somewhat important; 4=very important; and 5=extremely important)

Communication Minor

ENTER COMMENTS HERE

The external demand for graduates with a communication minor are not known, except to repeat that the skills minors would gain also match what employers say are important. Students taking the minor are less likely to develop their abilities as much, though, because the classes taken for the minor are less extensive than those for the major.

Social Advocacy Minor

ENTER COMMENTS HERE

The external demand for the Social Advocacy Minor should correspond to that for the Communication major because social advocates also learn valuable communication skills. The Social Advocacy minor tends to attract students who are more interested in doing social good than in making money, so they do not tend to be oriented toward traditional careers. However, there is no reason why social advocates could not be employed in a wide variety of careers.

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

1. For undergraduate programs

Communication (with options) Mean GWPE Scores (incl. primary and second majors) degrees_awarded_B_COMM report generated: 25-JUN-08								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Communication				16.4	17.2	17.2	17.0	17.0
Overall				16.4	17.2	17.2	17.0	17.0

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

ENTER COMMENTS HERE

The Department has a number of markers of recent success that indicate program excellence. For example, a significant number of student campus leaders have been Communication majors (including two of the AS presidents in the last five years).

The Table (below) on “Student Achievement” presents additional evidence that the Department has a strong record of empowering student learning, achievement, and service.

Number	Activity
1	Bill Emerson National Hunger Fellow
2	Associated Students Presidents
1	HSU Woman of the Year
1	Award for Excellence in an Academic Discipline for the College of Arts, Humanities and Social Sciences (plus another nominee)
2	Awards for Outstanding Contribution to an Associated Students Program (plus another nominee)
2	Awards for Outstanding Contribution to a Campus Club, Program or Organization (plus two other nominees)
1	Award for Excellence in Intercollegiate Athletics and Sports Clubs (plus another nominee)
1	Nomination for Outstanding Contribution to residence halls
1	Nomination for Al Elpusan Award for Activism
1	Nomination for Brian Lorensen Living Group Advisor Award

- 1 Award for Excellence in Community Service by the Indian Teacher and Educational Personnel Program
- 1 CCAA Player of the Year
- 6 members of Omicron Delta Kappa National Leadership Honor Society
- 28 members of Lambda Pi Eta National Communication Honorary

Admission to (and success in) graduate programs is another indicator of program excellence. The Department has seen a steady stream of Communication majors move into graduate programs. More than a dozen of our students from 2005-2007 are currently enrolled in or have completed graduate school (Travis Bartosh, Amanda Stevens, Tia Newby, Bill Kelvin, Carolyn Bys, Josh Hanan, Elana Babiarz, Lisa Hand, Angelina Paoello, Jenny Perez, Marco Rotting, Nita George, Erin Miedema, Ruthie Mahoney, Kayleigh Azevedo, and Julie Jensen). These students are doing well in the study of Communication, Law, Social Work, Environment and Community, and Higher Education Administration or Student Services.

The HSU Speech and Debate Team (formally called the Forensics team) provides other evidence of program excellence, as well as an opportunity for students to gain recognition for HSU. During the time under consideration members of the team have won literally hundreds of awards at a variety of contests. Even more impressive, thirteen students have competed at national championship competitions in seventeen events.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

ENTER COMMENTS HERE

Every tenure-track faculty member in the department has a Ph.D. in the field. The faculty regularly participate in local, regional, and national conferences as presenters, respondents, program chairs, and for professional development.

The Department's Personnel Committee regularly reviews students' evaluations of teaching/learning, as well as peer reviews of teaching/learning. During the past five years, the Department's faculty consistently earns high scores in these evaluations (typically well above 4.0 on a 5.0 scale) The Department's has been recognized for best practices in

promoting Diversity. For example, several COMM courses are approved to meet the Diversity and Common Ground component of the GE curriculum. Department of communication faculty have participated in diversity planning events in 2006 and 2007 (organizing student groups, presenting talks). Women and under-represented students have served as Undergraduate Instructional Assistants and Mentors. The Department also is proud of the accomplishments of Dr. Tasha Souza, who serves HSU in Faculty Development and promoting Accessibility.

The faculty regularly encourages students to participate in conferences. For example, Dr. Reitzel and Mr. Amundsen served as mentors for students presenting papers at the recent meeting of the Popular Culture Association. Four students have attended the Western States Communication Association conventions in San Francisco and Seattle through the department's Convention Experience offering.

Department faculty have won a number of awards, confirming the Department's excellence in several fields. Those awards include:

Library Award for promoting student research, 2008

Outstanding Advisor Nominations (3 faculty)

Outstanding Faculty Member Award by Disabled Student Services

D. Scott Enright Award for Service to the Teachers of English to Speakers of Other Languages, April 2005. TESOL has a membership of 13,000-14,000 ESL professionals around the world.

Thomas Ehrlich Faculty Award for Service-Learning, 2003. One of 15 finalists out of 140 nominees nationwide for the national award.

Outstanding Faculty Award recipient for working with the Latino Students at Humboldt State University, 2002.

Outstanding Faculty Award recipient for working with students with Disabilities, 2001

Outstanding Professor of the Year Award recipient at Humboldt State University, 1999

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty

affiliated with your program gave a paper at a professional meeting in 04/05, then enter 9/10 = 90%.) This table is to be completed by the department.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	57%	57%	57%
At least one funded grant or contract related to scholarship	43%	43%	0
Invited participant or leader of workshops, expert panels, or task forces	43%	57%	71%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	71%	57%	43%
Professional service activities at a regional or national level	43%	57%	57%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	57%	71%	71%

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

ENTER COMMENTS HERE

In terms of sustained engagement, several examples should be noted. First, the faculty, over many years, have been actively involved in the Western Communication Association, the National Communication Association, TESOL, and regional debate associations.

Second, Communication faculty engages in continuous improvement of teaching and learning. Dr. Souza, Dr. Hahn, Dr. Reitzel, Dr. Schnurer, Dr. Paynton, and Dr. VerLinden, have presented convention papers, created web sites, and published texts or chapters on issues of pedagogy and communication instruction.

Third, Communication faculty have national reputations in their specialties. Dr. Schnurer is co-author of a book on *Debate Across the Curriculum*, and is a recognized expert on public advocacy and advocacy issues, such as animal rights. Dr. Bruner is a regular participant in the Biennial Conferences on Communication and Environment, and has co-authored a well-known chapter in *Landmark Essays in Environmental Rhetoric*.

Dr. Souza, has been at the heart of several university-wide initiatives, intended to maximize learning diversity. She has coordinated workshops to help teachers learn about Accessibility for documents and syllabi. She has also managed “The Faculty Learning Cohort”

where faculty meet regularly for a semester to share techniques used to make courses accessible. Dr. Souza has helped to win grants for funding and provided serious mentoring for dozens of Humboldt faculty in making their course materials accessible.

The Department's main mission is undergraduate teaching/learning. Communication faculty have been part of a number of collaborative one-unit classes, including "Humanism and Religion" and "Actions to End Sexualized Violence." In addition, several instructors in the department have enhanced their classes with digital reading assignments, use Moodle and Oncores, and integrate digital media in classes.

Courses are regularly revised, including syllabi and course design, to keep the material fresh and to respond to student comments from evaluations. Instructors incorporate new pedagogical strategies, such as contract grading, to foster student success across a variety of learning styles. Instructors also use contemporary issues and readings in relation to the academic goals of the curriculum. For example, this semester one COMM 100 course is subtitled "Cultural Expression through Food" and includes readings from Michael Pollan (*The Omnivore's Dilemma* and *In Defense of Food*) and Peter Singer (*Animal Liberation*). Instructors also use different course designs to make the material more interesting to students and more relevant to the HSU vision. For example, in previous semesters some sections of COMM 100 have been structured around a model United Nations format.

The department has used the students' senior portfolios created in the capstone class to reflect on the Communication major holistically and also to discuss changes for specific courses.

Several Communication instructors have developed dedicated resources to assist students. Dr. VerLinden offers a 100+ page resource packet for COMM 319 and created the *Argumentation and Critical Thinking* web site, which is an extensive tutorial used in COMM 103 and which has been utilized by faculty across the United States. James Floss has embedded his COMM 100 lesson plans in a web page.

The following is a partial list of service that our faculty provide in addition to service on a variety of college and university committees and the Academic Senate:

Dr. Tasha Souza directs the Faculty accessibility institute. It is grant driven and externally funded to provide support for faculty accessibility needs. She directs semester-long faculty learning cohorts to develop appreciation and skills for diverse learning needs.

Dr. Souza is the Faculty Development Coordinator for campus.

Dr. Hahn advises the Democracy Unlimited student group with cross-community capacity building with the Eureka advocacy group.

Dr Payton serves as the Humboldt State University Ombudsperson.

Dr. Hahn serves as the Humboldt State University Ombudsperson.

Dr. Souza is a trainer with the Institute for the Study of Alternative Dispute Resolution (ISADOR).

Dr. Schnurer is the Secretary of the Animal Liberation and Public Policy Journal.

Dr. Paynton has served as secretary and Chair of the Health Communication Division of Western States Communication Association.

Dr. Reitzel is affiliated with Upward Bound and IELI (Intensive English Language Institute).

Dr. Reitzel is serving as the Chair of the Music Department.

Dr. VerLinden was the Interdisciplinary Studies-Student Designed major coordinator.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.

ENTER COMMENTS HERE

The Department of Communication is committed to mentoring students to help develop skills and capacity within the undergraduate population. We have COMM 495 and COMM 499 units available for students who wish to work directly with faculty on projects of the students' choosing, and have integrated those opportunities into the major requirements. In these capacities we have been able to build the infrastructure for students to gain experience as teachers by becoming Undergraduate Instructional Assistants or tutors, and student-guides, and to help students develop necessary and relevant capacities and skills. Several students have taken advantage of internships, including a recent opportunity with *Arcata Mainstreet*.

Communication faculty advise campus clubs including Democracy Unlimited, Always Working for Animal Rights and Equality (AWARE), NORML, Nu-Jacks, academic fraternities, and other community groups.

The Debate Team provides mentoring to students engaging in the competition as well as to a number of student coaches. Students who have recently graduated continue to not only remain in contact with the program, but serve as volunteer judges and coaches.

Several faculty have mentored students participating in communication convention experiences, including the Western State Speech Communication Association, the Popular Culture conference, and the National Communication Association. Some students have co-presented with faculty at our national convention.

Several students have anchored their self-directed studies in communication. Notable are award winner Justin Williams and artist/businessman Artemio Jiminez.

The Department is serious, indeed, about empowering students in the classroom and in Department governance. Students are *voting* members of the Department's Executive Committee and have membership on the department Curriculum Committee. They not only serve as a bridge for University, College, and Department policies, but also are invested partners in learning successful interpersonal and small group communication.

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

ENTER COMMENTS HERE

The Department of Communication is dedicated to diversity, including a number of high-profile woman leaders. In addition to Dr. Souza, both Dr. Reitzel (Chair, Music Department) and Dr. Hahn (Ombudsperson) provide significant campus service. When we are able to search for tenure-track positions we purposely include language in the descriptions to encourage members of other underrepresented to apply, and take what actions we can to legally seek out underrepresented applicants.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes
Describe how written and oral communication skills are included in your program.

Oral and written communication skills are fundamental *every* course we teach. Most courses require a series of short papers, and at least one presentation. Many courses require

major papers and dedicated class presentations to provide instruction and feedback for students who are developing their skills.

Perhaps more importantly, the Department recognizes the diverse learning styles of students. With offerings in interpersonal communication, rhetoric, public address, group communication, computer mediated communication, intercultural communication, and nonverbal communication we instruct communication skills more broadly and engage students in more ways than in the traditional lecture/note-taking format. Some examples are:

COMM 100 Fundamentals of Speech Communication is specifically designed to help develop students' oral communication skills. The class requires students to craft and rework speeches and to learn by observing speech presented by other students. Every class offers at least two major required speeches, as well as other forms of oral presentations and written assignments. Since 1997 the department's policy regarding COMM 100 explicitly states "All sections must require . . . at least one written analysis of a formal spoken message," so even in a class devoted to public speaking writing is also required.

COMM 110/310 Intercollegiate Speech and Debate: Refined oral communication is the purview of the Speech and Debate team. Students participate not only in competitive argumentation events, but also in interpretive speaking events, platform speeches, speaking with a partner, and other forms of oral presentations. The students who participate in Speech and Debate receive more intensive instruction and many more evaluated speaking opportunities that push them to develop skills beyond the regular classroom instruction.

COMM 319 Communication Research: Our flagship intensive communication research methods course is a good example of the use of embedded and rigorous oral and written communication skills. Students are required to author multiple short papers, and develop a 20+ page research prospectus or completed rhetorical criticism, developing their formal, scholarly writing skills. Students are also required to give oral presentations on research devices, and present their final projects in a manner simulating the presentation of research at a scholarly conference.

COMM 213 Interpersonal Communication: This course emphasizes listening skills and working on interpersonal dialogue including concise and clear quick messaging.

COMM 214: Persuasive Speaking develops students' speaking skills beyond that of COMM 100. It also includes several written assignments meant to demonstrate knowledge and to assist students with their writing.

COMM 322 Intercultural Communication has required 15-hours of intercultural field work such as forming conversational partners with an international students, not only sharing speeches, but also developing interpersonal, small group, and computer-mediated communication.

COMM 495 Intercultural Dialogue has, over five years, paired 18 HSU students with an e-mail partner in Oaxaca, Mexico. Dr. Bruner also was honored to be invited to teach a summer course on "Discourse Analysis" at the Autonomous University Benito Juarez de Oaxaca.

COMM 495 Convention Experience requires students to attend a regional or national communication convention, which gives them a chance to learn more about communication by listening to reports of recently completed research. Their writing is also developed with a required reflection paper about their experiences.

This is only a sample of how we address oral and written communication in our department. Something similar could be said about every class that we offer.

ENTER COMMENTS HERE

2. Assessment

[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]

As of October 10 we have not received data from the Faculty Associate for Assessment (FAA), so we will summarize our efforts ourselves.

Area A Oral Communication: COMM 100 was assessed two years ago using a method approved by the University Curriculum Committee (UCC) and the report was forwarded to the UCC.

Area A Critical Thinking: COMM 103 was assessed using a method approved by the UCC and the report was forwarded to the UCC. COMM 101 and COMM 102 also meet the Critical Thinking requirement but we were not able to offer them during the time of the last assessment.

Area C: One learning outcome was assessed last year and the report was forwarded to the FAA and the Associate Dean of CAHSS. The second learning outcome is being assessed this semester.

Area D: Due to a misunderstanding of the time line the first learning outcome was not assessed last year. The outcome was embedded in an assignment this semester and the report is being drafted. When the draft is ready to be shared with the department we will discuss it and forward the final report to the FAA and the Associate Dean of CAHSS. The second outcome is ready to be embedded and we will soon decide if it should be assessed this semester or in the spring.

Department Learning Outcomes: The first learning outcome was assessed last spring and the report was forwarded to the FAA. We are currently in the process of finalizing our other learning outcomes and will assess the second one this year.

Provide 2 examples of how you have used results of assessment of your program's student learning outcomes to adapt, enhance, or affirm your program's curriculum.

ENTER COMMENTS HERE

For several years the department's assessment procedure for the major followed a procedure modified from the "Bakersfield notebook" and approved by the university. Our procedure was to embed learning objectives in assignments or other activities of classes that meet major requirements. Each student then reported their results for each objective and provided other feedback as part of the required Capstone course. Thus, our adapting, enhancing, and affirming of our program's curriculum have come from that, along with individual instructors using their student course evaluations. However, last year we did assess one learning outcome regarding oral communication by assessing the one-to-many speaking abilities of students in the capstone course.

As mentioned earlier, courses have been regularly revised, including syllabus and course design, to keep the material fresh and respond to student comments from evaluations. The faculty also respond to peer feedback from colleagues outside of the Department. For

example, several courses have undergone rigorous external reviews for acceptance as Diversity and Common Ground courses. Communication 319 has received consistent feedback that affirms the value of the significant research project. Communication 315 has responded to student feedback that class-members get to help plan course events. A specific class may provide some of the template of our dedication to course revisions. American Public Discourse (COMM 300) has used students' evaluations of teaching and the re-certification peer review for Diversity and Common Ground to enable the Department to modify the course from (A) a methods in Rhetorical Criticism approach to a (B) communication and popular culture with an emphasis on [student] Identity approach.

At present, the Department is actively engaged in creating and utilizing embedded and other assessments in COMM 100 (Area A Oral Communication), COMM 105 (Area D and major requirement), and COMM 108 (Area C and major option).

Other goals which have emerged from previous assessment and faculty initiatives include: retaining or increasing speaking opportunities in class, attempting to reduce overlap of material with other major classes, and more detailed directions for assignments.

Last spring we assessed our first learning outcome using the new method. The learning outcome is “Students will prepare and present an original, formal, and researched speech.” Using a rubric created prior to the speeches the results were that 16 of 37 students “exceeded expectation,” 13 students met expectations, and 8 students did not meet expectation. As a result of the assessment we agreed to (1) continue to use the procedure in the capstone class, (2) distribute and use the “Expected Presentational Elements Form” (the rubric) in all our major classes so students will be consistently evaluated using the elements of the rubric, (3) revising the wording of the outcome to read, “Students will effectively demonstrate an original, formal, and researched speech.”

The department is using the assessment data from the 2007-2008 WASC process to make curricular revisions. The department has calibrated the data collected in the first major objective and learning outcome, and is engaged in discussion and analysis of the impact of the data on the major.

3. Accreditation (if applicable)

If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

ENTER COMMENTS HERE

Not applicable.

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

ENTER COMMENTS HERE

By all accounts and measures, the Communication Department is meeting current and emerging trends in several important areas: Communication in many face-to-face and mediated contexts, Critical Thinking, Listening, Gender and Communication, Social Advocacy, and Intercultural Communication. Below are selected classes with targeted innovations:

COMM 100 Fundamentals of Speech Communication: using role-playing (Schnurer), radio broadcast (Amundsen).

COMM 105 Introduction to Human Communication: mediated communication approached as a broad survey of the discipline (Bruner and Hahn)

COMM 300 American Public Discourse: Inclusion of discourse other than public address, extension to popular culture, and focus on identity and communication (Bruner).

COMM 319 Communication Research: Use of convention-style presentations (VerLinden).

COMM 322 Intercultural Communication: Partnering domestic students in a dialogue with international students, service learning and civic engagement (Hahn).

COMM 416 Social Advocacy Theory and Practice: course established by the department as an advanced seminar in communication and advocacy.

COMM 480 Special Topics in Communication: inclusion of dedicated course into the major requirements and course rotation; established to enable faculty to teach about their research specialties, to allow innovation, and to include material that is not part of our other offerings.

COMM 495 Field Experience: Provides opportunities for student internships, student teaching assistants, and tutoring experience.

5. Interactions between graduate and undergraduate programs (if applicable)
If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

ENTER COMMENTS HERE

Not applicable.

6. Program uniqueness
If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

Communication

ENTER COMMENTS HERE

Numerous graduate programs have provided communication department faculty with favorable feedback on the generalist nature of our program for preparing students to succeed in MA/Ph.D. level work. The unique perspective synthesizing humanities and social sciences gives graduates advantages in future schooling and employment.

With respect to the CSU system, the Department of Communication has led the system in a number of innovative programs. The more than eighty-year old Humboldt State University's Speech and Debate team is one of only six in the CSU. Not only do we offer speech/debate opportunities to students without experience, but we have a long-tradition of successful novice debaters. In 2007-8 Humboldt State has begun competing in World's Debate style, an international debate format highlighting the need for an expansive world view.

As we continue to value not only fundamental skills in public communication, but excellence, we suggest that the speech and debate team be considered as extremely valuable for HSU students and the CSU system. As a result of its success, the Speech and Debate team maintains trust accounts funded by individual donors whose monies are dedicated to support debate activities.

The Department of Communication has led the university in innovative Humboldt-oriented programming. The Department was a leader in early participation and innovative programming for the Freshman Interest Group. The First Year Interest Group "Speaking and Writing for the Environment" connects an English 100 composition class with a communication 100 course. Both courses emphasize the skills of environmental advocacy.

Communication Minor

ENTER COMMENTS HERE

Social Advocacy Minor

ENTER COMMENTS HERE

In alignment with the HSU mission statement, the department of communication provides the only Social Advocacy minor in the CSU system. This minor provides critical support for campus activists and students interested in Non-Governmental Organization work. A unique strength of the minor is that it is interdisciplinary in construction and implementation. Students draw from Social Work, Sociology, Journalism and Mass Communication, Women's Studies, Political Science, and Communication.

As the culminating experience in the program, students are engaged in field work, civic engagement, and community organizing which provide opportunities for internships, job training, and employment experience.

This program responded to student desire for curriculum on social advocacy and faculty recognition of the value of a program that helps students become effective, responsible, and ethical advocates for the causes they believe in. The establishment of the Social Advocacy program preceded the University vision statements.

7. Opportunities for undergraduate scholarship/creative activities/service
Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

ENTER COMMENTS HERE

Students participate in a variety of discipline-related scholarship and service, and receive external recognition for their achievements. Students may receive credit for these activities and count them toward major requirements. We estimate more than fifteen percent of undergraduate majors participate in such activities. Examples of student scholarship/creative activities include:

- Justin Williams won the 2007 International Environmental Politics essay competition at Keele University (U.K.) for an essay on personal engagement and environmental advocacy.

- Ruthie Maloney developed a presentation on indigenous and local plant life in conjunction with community Native American elders to help preserve indigenous knowledge.
- Erin Mediema won the privilege of hosting and coordinated a western regional student leadership conference for housing and student professionals.
- The following students competed at the 2008 American Forensics Association National Individual Events Tournament at the University of Texas at Austin: Ryan Guy and Alyssa Lomier in Dramatic Duo (performing “In Security”), Alyssa Lomier in Dramatic Interpretation (performing “Homepage”), Courtnie Thomas in Communication Analysis, (presenting a speech on Misogyny in Hip Hop Lyrics), Andrew Huggins in Dramatic Interpretation (performing “The Dishpit”).
- Ryan Guy, Alyssa Lomier, Jeff Gutierrez, and Courtnie Thomas competed at the 2008 NPDA National Debate Tournament at the United States Air Force Academy in Colorado Springs, Colorado.
- Ryan Guy presented an academic paper: “Blood and Spandex: Marvel Comics’ Civil War is Lost to the Hyperreal.” 2008 Popular Culture Association/American Culture Association Conference, San Francisco, CA. March 21, 2008.
- The following students competed at the 2007 American Forensics Association National Individual Events Tournament at Minnesota State University, Mankato: .Jeff Gutierrez and Alyssa Lomier in Dramatic Duo (performing “Red vs. Blue”), Alyssa Lomier in Program of Oral Interpretation (program theme: “eavesdropping”), April Richardson in Communication Analysis (presenting a speech on Garadsil’s “Tell Someone” Campaign).
- The following students competed at the 2006 American Forensics Association National Individual Events Tournament at the University of Florida: Jeff Gutierrez and Kathryn Blaisdell in Dramatic Duo (performing “Don’t Look Back”), Kathryn Blaisdell in Program of Oral Interpretation (program theme: faith) and in Prose Interpretation (performing “Fly Away”).
- Nathan Saari participated in a public debate as a part of a HSU Communication Club/Nu Jacks event. The topic: “Resolved: We Should Not Support Sexist Hip-Hop.” (November, 2006.)

- Ryan Guy, Alyssa Lomier, Bryan Faber, and Arian O’Brien participated in a public debate on behalf of the HSU Communication Club. The topic: “Resolved: HSU Should Be Tolerant of Religious Differences.” (April, 2007.)

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute. Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

Not applicable.

2. Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

ENTER COMMENTS HERE

The Department of Communication is a fairly light user of facilities and resources. Our facility use is primarily classroom space for the classes we teach. Theatre Arts 11 and 110 provide indispensable value to communication students and faculty. These rooms are specially equipped smart classrooms dedicated to the instruction of public speaking so we can teach students to use computer mediated presentation material effectively and so we can record student speeches that they can view and use to improve. Those rooms are also heavily used by our curricular and co-curricular events, such as Speech and Debate practice, speech tutoring, and for special communication events such as hip hop ciphers. The ability to use those rooms is indispensable for providing quality instruction for oral communication competency. The recording equipment in the rooms will soon have to be replaced, as they are now VHS tape recorders. Most students have access to DVD players, and fewer use VHS as time passes.

Our other facility use is our office space, primarily located in House 54. Although the house is old and “temporary,” so does not get repaired and upgraded as it should, it still provides a space that is appropriate for our needs. Our students and visitors repeatedly comment on the fact that they feel comfortable in the house.

Our resource use is mainly for faculty salaries (necessary to provide instruction), operating expenses (mostly paper and similar supplies which are necessary to provide instruction), normal technology expenses (such as faculty and office computers, printer, and photocopier which are all necessary to provide instruction and for other duties), faculty travel expenses for conventions (necessary to remain current in the field and, thus, provide high quality instruction), and travel expenses for the Speech and Debate coach (necessary to provide instruction for a high quality student activity).

3. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

ENTER COMMENTS HERE

The Department of Communication has strong connections to the regional environment to strengthen its program and experiences for students. Selected examples are listed below.

1. Dr. Schnurer has facilitated community discussions on Hip Hop at the Morris Graves museum.
2. Dr. Reitzel has coordinated presentations for the Humboldt County Historical Society, “History Day,” and Storytelling Festivals.
3. Dr. Souza’s students have taught diversity workshops in local schools, such as Sunny Brae Middle School.
4. Dr. Schnurer has coordinated the Religion and Humanism seminar which brought scientists together with local clergy and communities of faith.
5. Dr. Bruner’s small group classes have partnered with local community groups including cancer charities and a local food bank.
6. Dr. Bruner has organized student discussion panels that were run on KEET-TV. Topics include: post-9/11 USA and the impact Sex and the City has had on changing gender roles.
7. James Floss writes, directs, and acts in community theatre, including performances with the North Coast Repertory Theatre.
8. Dr. Hahn’s social advocacy classes have bridged programs with the Humboldt Community food bank.

9. Dr. Schnurer's Speaking and Writing for the Environment is a team taught seminar project taught in collaboration with English 100, intended to connect first year students with advocacy skills (oral and written). The class relies on the local environment including a field trip to the Arcata educational farm (CSA), field work in the community forest, and evaluation of the urban architecture/cultural mode of Arcata.
10. Dr. Paynton's Organizational Communication students have conducted organizational assessment and consulting for local businesses.
11. Dr. Paynton advises the Humboldt State Surf club.
12. Dr. Reitzel has conducted various programs with the Hoopa community and with local Hmong peoples.
13. Dr. Reitzel is serving as the chair of the Music Department.

IV. Costs, Revenues, and Efficiencies (Limit: 2 pages, not including tables) [20%]

NOTE: There are two versions of this section and we're no longer sure which is supposed to be included, so we're including the other version at the end of this report, but did not duplicate information that is in this section.

A. Data -Costs and Efficiencies

1. Expenditures

Fiscal Year	Dept	FTES	Personnel	OE	Total	C/FTES
1999/00	COMM	197.1	\$ 595,865	\$ 28,552	\$ 624,418	\$ 3,169
2000/01	COMM	195.1	\$ 706,707	\$ 16,579	\$ 723,286	\$ 3,708
2001/02	COMM	185.8	\$ 614,488	\$ 18,904	\$ 633,392	\$ 3,408
2002/03	COMM	203.8	\$ 693,412	\$ 21,558	\$ 714,970	\$ 3,508
2003/04	COMM	198.4	\$ 668,580	\$ 18,807	\$ 687,387	\$ 3,464
2004/2005	COMM	210.9	\$ 872,360	\$ 19,767	\$ 892,128	\$ 4,230
2005/2006	COMM	207.4	\$ 934,943	\$ 28,746	\$ 963,689	\$ 4,647
2006/2007	COMM	206.7	\$ 971,054	\$	\$	\$ 4,785

				17,942	988,996	
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2. SFR and FTEF

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	COMM	20.93	20.98	21.41	22.06	20.48	21.92
FTEF	COMM	9.75	9.47	9.85	9.40	10.10	9.58

3. Staff FTE

Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
COMMUNICATION	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07	1	1.00	1	0.20	1	1.00	1	1.00	1	1.00
Total	1	1.00	1	0.20	1	1.00	1	1.00	1	1.00

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
COMMUNICATION	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07	2	1.20	2	2.00	2	2.00	2	1.80	2	1.50
Total	2	1.20	2	2.00	2	2.00	2	1.80	2	1.50

4. Time to degree

Terms/units completed for Freshmen to obtain BA/BS Degree Communication including options/concentraions					
degrees_awarded_B_COMM report generated: 25-JUN-08					
MAJOR	DEG	Total Degrees Granted	Average terms enrolled	Avg term Units	Avg Total Units
Communication	BA	30	9.3	15.0	138.4
		30			

Terms/units completed for Transfers to obtain BA/BS Degree Communication including options/concentraions					
degrees_awarded_B_COMM report generated: 25-JUN-08					
		Total Degrees	Average terms	Avg term	Avg Total Xfer

MAJOR	DEG	Granted	enrolled	Units	Units	Units
Communication	BA	46	5.1	15.0	74.1	62.6
		46				

B. Data - Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations			
Extended Education	4,444	2,072	2,696
Student fees			
Instructionally Related Activities (IRA)	23,491	23,491	24,711
Instructionally-related grants			
Grants and contracts to P.I.s			
Other revenues			

C. Provide additional explanation for the data in the tables under questions A and B above, as appropriate.

ENTER COMMENTS HERE

A.1 We note that all of the increased expenditures since 1999/00 have been in personnel. That must come from salary increases since the FTEF data show a decrease since AY 02/03. Indeed, although there is a fluctuation of OE the general trend is downward, and in AY 06/07 it was the second lowest of the eight year period.

The nature of the classes we offer makes it difficult to lower the Cost/FTES. Most of our classes require oral presentations, which larger class sizes would either reduce or eliminate. Indeed, the class we offer the most is COMM 100, and each student in the class accounts for approximately one full class-day for his/her speeches. So more students either means fewer speaking opportunities or less instruction. Another class with heavy demand is COMM 309b, which is a CWT class. Since CWT classes are mandated to include major assignments using oral communication skills that course faces the same problem as the COMM 100 course.

Our cost per full-time equivalent student (FTES) is extremely low compared to many other majors across all three colleges, in part due to our higher than campus average SFR.

A.2. Despite Humboldt State's average SFR (Student Faculty Ratio) of between 16 and 18, our department has maintained a SFR around 21 to 22 for the last six years recorded. Our student faculty ratio is in alignment with other CSU communication departments.

A.3 The Staff FTE was actually reduced to .75 in Fall 2007 as our ASC was required to become the ASC for both the departments of Communication and Journalism and Mass Communication. JMCs staff person was reduced to half-time so both departments combined now have 1.5 positions instead of 2.0. In addition, both staff people are now housed in the JMC offices, which has further reduced our effective staff.

A.4 The time to degree for both Freshmen and Transfer students is good. For freshmen it is slightly more than one semester past four years, and for transfers it is slightly more than one semester past two years. This reflects our efforts to offer a program and course rotation that allows students to graduate in a timely manner. Although eight semesters for freshmen and four semesters for transfers would be ideal there are several factors out of our control, including: delays due to changing majors, delays due to reducing enrollment due to personal circumstances, delays due to inability to enroll in full courses (major or GE), etc.

D. [For accredited programs only] Detail the costs of accreditation of your program that would not be incurred if your program were not accredited. Include costs related to faculty and staff, curriculum, facilities, and any other relevant direct costs.

ENTER COMMENTS HERE

E. Budget cut impacts

Indicate how your program has been affected by recent (compare AY 2002/03 with 2007/08) budget cuts that have directly affected your departmental resources (faculty, staff, operating expense) and course offerings (class size, reduced offerings).

1. Changes (use - for reductions and + for increases) in Staffing or \$\$ Support

	<u>Staffing</u> (Express in terms of FTEF or FTE staff positions)			Operating Expenses (\$\$)
	Full-time faculty	Part-time faculty	Staff	OE
Change			-.25	-.10
% Change			-25%	-10%

2. Changes in Class Size or Frequency of Offering - number of classes (% affected)

Distinct Courses Enrolled in Communication by Level (AY 00/01 - AY 07/08) class_offerings_COMM report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	0	8	8	7	7	7	6	6

Upper-div	0	12	13	13	12	12	11	10
Total	0	20	21	20	19	19	17	16

COMPLETE THE FOLLOWING TABLE TO HIGHLIGHT CHANGES IN CLASS SIZE OR FREQUENCY OF OFFERINGS

	LDGE courses		UDGE courses		Majors courses	
	Number	%	Number	%	Number	%
Increased class size	3	60	1	50	4	33
Reduced frequency of offerings	4	80	1	50	--	--

ENTER COMMENTS HERE

The data in these forms may be deceptive because we had to make the assumptions for how to calculate the percentages and because the comparison between 2002/03 and 2007/08 doesn't reflect gains in offerings during the intervening years that were then lost. So, for instance, the reduced frequency of LDGE offerings was calculated based on the number of courses with reduced sections, not the total number of sections of LDGE.

The frequency of major courses remained steady over time mainly because we were operating a Minimum Essential Schedule during the entire time considered in the table for "Class size or Frequency of Offerings."

3. Changes in options

Note any changes over the past 5 years in the number or organization of options with in the major. List options as of 2002/03 and 2007/08 AYs.

ENTER COMMENTS HERE

We have changed the major contract in 2006-7 to be responsive to the needs of current students and to react to curricular and budget and personnel changes. The name of the department has changed from Speech Communication to Communication indicating a broadening and deepening of our perspective on inquiry.

We created the Social Advocacy minor.

We added the area of practical skills to major

We added a COMM 315 Social Advocacy class.

We proposed renaming the second Social Advocacy course “Social Advocacy Theory and Practice,” and proposed it be numbered as COMM 416 (instead of COMM 480).

We suspended instruction of some 400-level classes.

We combined the content of COMM 311 and COMM 411 into 411.

We adapted the major requirements and course rotation to offer regular seminars under the COMM 480 number, as seminars connecting to faculty research initiatives and to areas of the discipline that aren’t addressed in our other offerings.

We suspended instruction of COMM 400: Communication and the Human Condition.

Our offerings of Critical Thinking Area-A courses 101, 102, and 103 have been almost eliminated administratively.

Our offerings of Critical Ways and Thinking course Communication/Women’s Studies 309B Gender and Communication has been significantly reduced despite very heavy demand.

We proposed that COMM/WS 309b be used to meet UDGE requirements only in Areas C and D.

Summer School offerings have been cut to a shadow of their previous strength.

4. Comments on above tables

Please provide any additional explanation that you think would be useful for assessment of how your academic program has been affected by recent budget cuts and how you have attempted to improve efficiency, reduce costs, or increase revenue.

ENTER COMMENTS HERE

While considering our program it is worthwhile to compare the collaborative skill-building work in many communication classes to the sciences, where direct engagement with a professor, hands-on "lab work," and serious small group discussion is required. A comparison of Fall 2008 sampling of enrollments in the sciences indicates that our Communication class sizes (which typically enroll 25 or more students) are not "small" for the type of subject matter in which we are engaged when compared to Physical Chemistry (7), Biochemistry (11), Environmental Problem Solving (20), Forestry Measurements (22), and Applied Forest Ecology (13).

The pressure to fill classes based on absolute need has forced the Department to delay curricular changes that might be driven by interests in excellence, student preferences, or diversity.

COMM 309B, a heavily sought course, has consistently increased in enrollment to a direct detriment of the quality of education.

COMM 322 Intercultural Communication has gone from 25 students to 31.

COMM 105 Introduction to Communication has gone from 25 to 37 students.

More students have been unable to get into our classes (even declared majors) and the increasing number of majors has been met with decreasing resources to support communication instruction.

The impact on student-teacher climate has been hurt. The reduction of face-time and dedicated instruction from faculty makes undergraduates more bitter and increases tension during overcrowded class discussion days. The overload also leaves some students unreachable, floundering without the kind of support we would like to provide as instructional professionals. As class size increases the students most at-risk have less opportunity for individual attention.

Smaller classes are central to the Communication discipline. The engagement and practice of communicating requires access to one-another. Large numbers of participants make it more difficult to interact, to give everyone a turn, to discuss some controversial topics, and to develop communication skills needed to succeed after graduation.

The larger numbers of students has reduced quality feedback to students. Fewer people do more work, and the outcome is that some students are do not get the attention they need to succeed. Because of time-pressure, faculty are unable to remedy basic skill failures and thus endemic problems get passed on.

The high pressure on teaching has undercut time and energy to publish, to write grants, and to undertake service.

To help address these issues, the Department continues to advocate with the Dean and others that excellence in undergraduate teaching/learning should be HSU's top priority, and that smaller class size is an essential requirement. The Department has reluctantly increased class size during this period of budget stress in direct response to administration requests.

F. Additional Data – Course Level and Service

1. Course level

FTES in Communication by Course Level (AY 00/01 - AY 07/08)								
class_offerings_COMM report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	.0	111.3	126.7	114.2	128.9	124.6	121.5	134.1
Upper-div	.0	74.7	77.3	84.4	82.0	82.8	85.2	75.8
Total	.0	186.1	204.0	198.6	210.9	207.4	206.7	210.0

2. Service Courses

The following shows sections which are considered service for either General Education, CWT (Communication and Ways of Thinking), DCG (Diversity and Common Ground), Institutions Requirements, and/or prerequisites to some other discipline (Subject area).

Service Course Sections Enrolled in Communication (AY 00/01 - AY 07/08)								
class_offerings_COMM report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	0	21	24	20	24	26	24	25
Upper-div	0	5	5	6	7	6	7	7

3. Comments

ENTER COMMENTS HERE

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define "capacity": The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	35	97
Maximum capacity with existing resources	~25	~100

Please note that the number of graduates each year varies, and that 35 graduates in one year is unusual given the number of majors we have.

2. If your program is at maximum capacity, proceed to question 2. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

ENTER COMMENTS HERE

As indicated earlier, the department's efforts to increase enrollment have resulted in doubling size of majors to the point that we are now at or close to full capacity. Our external efforts have included sending brochures and contacting applicants indicating an interest in Communication. Most of our efforts have been internal by addressing students who take our classes.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

ENTER COMMENTS HERE

The Department of Communication is well suited for future growth. As stated earlier, Communication is the eighth most popular major nationally and the number of Communication majors has been growing nationally for several years. Also, as HSU enrolls more and more freshmen many of those students who are undeclared will likely become Communication majors. Thus, Humboldt State University could greatly increase student enrollment as the communication major grows while it continues to serve other programs and required G.E. courses. (NOTE: even without growth of the major if HSU continues to enroll larger Freshmen classes then there will need to be growth in the GE classes to allow students to graduate in a timely manner.)

Curricular changes provide the department the opportunity to meet student need. Removing the CWT physical science substitution from 309B Gender and Communication, which we've proposed, would free up faculty to teach essential major course offerings, thus expediting successful student graduation.

Most of our classes are heavily sought after, and a few are consistently overenrolled beyond the stated capacity. We could very easily fill additional sections. For example:

COMM 309B In Spring 2008 there were three hundred students who received course closed notices, 172 of those students asked to be notified if a seat became available, and of those, 162 students were unable to be seated.

COMM 103 In Spring 2008, Critical Thinking, had 38 students seeking seats unable to get into the class. 17 students requested notification in the case that seats became available, and 13 went unseated.

COMM 100 Despite larger class size, and offering 20 sections of Fundamentals of Speech Communication, 224 students were unable to enroll in Spring 2008. Of those, eighty requested SANE notification, and forty were not seated in classrooms.

For fall of 2008, *every course taught in Communication* was so heavily sought after that each class had students unable to enroll.

Many students want to participate in the Communication discipline. Noting that many of our majors come to join us after experiencing a lower-division GE communication class, it is our supposition that the true demand for our major has not yet been accurately measured. Should all students be able to get basic Communication classes (COMM 100, 102, 103, 105, 108), we suspect that our majors would rise, and our demand for upper-division classes would increase correspondingly.

Being held in the financial grip of “minimum essential programs” for more than a decade has left a skeletal frame of Communication courses. Major students often find that only a single class will fulfill their requirement, and since many of those classes are offered only once a year they have to delay enrolling until they are seniors, which then prevents other students from enrolling when they should. We are also increasingly using substitution of courses to help students to graduate on time.

One opportunity to help market Humboldt State is to describe the *engagement* between actual professors and motivated students in small classes. The Communication Department’s curriculum and faculty emphasize precisely this type of engagement.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

ENTER COMMENTS HERE

The frequency of class offerings is a key component. Initially we would need to make sure we offer courses that fulfill major requirements each semester instead of each year, which would require an additional 10 WTU per year. If enrollment in the major continues to increase we would then need to offer the major requirements three times each year. The initial increase

could probably be met by reassigning permanent faculty to major and UJGE courses and using temporary faculty for LDGE courses. The second increase would probably require hiring another tenure track position, which also has the possibility of addressing faculty diversity concerns and allow us to expand our course offerings.

Class size is one of the key components. As noted above, the National Communication Association recommends an average class size of 18 for introductory public speaking courses. More frequent offerings of both GE and major courses also will help achieve the goal.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

ENTER COMMENTS HERE

According to the expenditure table and the SFR and FTEF table in section IV.A. of the report, augmentations would be in the following amounts, from the 07/08 level:

10% augmentation = .958 FTEF or \$98,899.60

20% augmentation = 1.916 FTEF or \$197,799.20

Determining what a 10% or 20% augmentation would mean depends on a series of assumptions about how it should be calculated. Should we look to the total costs of expenditures? To the total FTEF? Some combination? Would the augmentation be for tenure-track faculty (12 WTUs plus collateral duties each semester) or for temporary faculty (15 WTUs each semester at lower salary)? If the augmentation results in offering classes that we don't offer now would the enrollment in those classes have to meet the capacity of the class, or can the augmentation result in smaller classes that could give the students a better educational experience?

As a result, we cannot exactly say what we would do with 10% augmentation verses 20% without more information. We can, however, indicate the directions we can envision going at this time.

10% Augmentation

In the event of augmented resources, the department of Communication will blossom. If our program received a 10% increase, we would use the increased resources to maximize student educational excellence in some combination of the following ways:

- Use funding to return the full-time ASC to our department. For the past year we have shared 1.5 ASC/ASA positions with the Department of Journalism and Mass Communication. Although both staff members have made heroic efforts the reduction in staffing makes it difficult to meet the needs of both departments. The Department of Communication finds the arrangement particularly difficult since both staff members are housed in the JMC office, leaving us with no one in our office to meet students, provide public contact, or give advice to students. Our assessment procedures over the years consistently indicate that students believe one of the strengths of our department is the help they received from our ASC and we believe it would strengthen our department to have the right person back in our office.
- Change our course rotation so that a course that meets a requirement in each category of our major is offered every semester, so students can better plan schedules that will allow them to graduate in a timely manner. We now use close to the same course rotation that we had when the number of majors was half of what it is now, which means that students often have to postpone taking a course when they should because there is no room available. We estimate that this change would require adding one additional section of each of the following courses each year: COMM 319: Communication Research (4 units), COMM 411: Organizational Communication (4 units), COMM 490: Capstone (2 units). That is a total of 10 units per year, fewer than ½ the WTUs for a tenure track faculty member.
- Re-establish the Assistant Director for the Speech and Debate team to the level of 07/08, which would require 6 WTUs per year.
- Work collaboratively with other programs to develop and regularly offer classes that would add to other programs, or offer more sections of some of our current courses to add to other programs. If we were to add two, three-unit classes each semester it would be a total of 12 WTUs a year. A preliminary list of possible courses includes:
 - Environmental Communication (which would connect with the HSU vision statement)
 - Health Communication
 - Educational Communication
 - Leadership Communication

Debate Across the Curriculum
Communication and Popular Culture
Intercultural Communication
Gender and Communication
Organizational Communication
Business Communication

- We would try to meet student need for COMM 309b Gender and Communication to provide access to upper level non-major students who seek this class.
- A ten percent increase would allow the Social Advocacy minor to grow and increase inter-disciplinary relationships, community ties, and fulfill HSU's vision as "the campus of choice for individuals who seek above all else to improve the human condition and our environment."

20% Augmentation

- We would increase the number of sections of Critical Thinking classes we offer to help meet the campus needs.
- Reduce the size of GE courses, particularly COMM 100, to the extent made possible by the augmentation. Since COMM 100 requires student performances fewer students would allow both more performances by the students and more instruction for all the students. If we assume that, without augmentation, we would offer 50 sections a year with an initial enrollment of 27 per section, reducing enrollment by five students per section would require an additional 9 sections a year. At 3 WTUs per section that would be an additional 27 WTUs a year.
- In other courses where speeches and performances are given as a matter of course content, we would reduce class sizes to allow instructors to successfully guide students through class assignments, provide feedback, and encourage oral communication skills in both major and service classes.
- We would be interested in supporting the campus vision of successful communication by coordinating a speaking center akin to the campus writing center. This initiative would allow the campus to foster successful communication across the curriculum.
- We could facilitate students to submit and travel to conferences.

- We could provide an academic “home” for such programs as Leadership Studies and Sign-Language if needed.

The course changes listed above would call for an increase of approximately 55 WTUs, or 2.3 tenure-track positions, or 1.8 temporary positions, or some combination of both. The other changes would require costs that are unknown to us at this time. To do all of them would probably require even more augmentation.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

ENTER COMMENTS HERE

10% Reduction

The department of communication has been pro-active in finding ways to reduce major class offerings while still facilitating timely progress toward graduation. We have cut the course offerings by rotating required major courses every other semester or every other year. Any further cuts would guarantee that majors could not graduate in four years. At the same time that we have reduced major course offerings, we have doubled the number of communication majors and our course offerings have become increasingly necessary for other campus majors and programs.

There are many different ways to calculate what a 10% reduction means. The simplest, and the one we will use in this report, is to tally the total number of class units (excluding independent study type units) and divide by 10. We will also use the units for 08/09 as our baseline, because the total number of units the department offers does change from year to year.

We know from past experience that a 10% reduction means more than a 10% reduction of course offerings. The reductions would need to come first from the temporary faculty, who have lower salaries than permanent faculty. So, a 10% reduction based on costs will inevitably result in cuts greater than those indicated below. However, without knowing the salary information and other assumptions this is the best we can do.

In AY 08/09 the Department of Communication is scheduled to offer a total of 234 units, so a 10% cut would mean a reduction of 24 units. Since we currently offer fewer than the

minimum number of sections of major courses necessary for our students to graduate in four years the cuts would be targeted toward GE and service courses.

POSSIBLE`10% REDUCTION			
Course Eliminated	Units	Semester	Sections Remaining
COMM 322	4	Fall	1 in fall
COMM 422	4	Fall	0
COMM 309b	3	Fall	1
COMM 108	3	Fall	1 in spring
COMM 322	4	Spring	1 in spring
COMM 422	4	Spring	0
COMM 309b	3	Spring	1

PROGRAMS AFFECTED

(Note: The “Programs Affected” are based on a combination of “Other HSU Programs/Options” table provided by the Prioritization team and the results of the Online Catalog Search Results.)

Reducing COMM 108 offerings would affect LD Area C GE and the COMM major and minor.

Reducing COMM 309b offerings would affect CWT, DCG, Women’s Studies, Education–Minor, MA in Education, Social Advocacy-Minor, and the COMM major and minor.

Reducing COMM 322 would affect DCG, the COMM major and minor, and the following programs: American Sign Language & Special Populations, Child Development (Liberal Studies), Crosscultural Language & Academic Development Certificate, Dance Studies-Interdisciplinary, English, English/Language Arts Education, Family Studies Minor, International Studies, Leadership Studies, Liberal Studies/Elementary Education, Peace & Conflict Studies, Teaching English as a Second Language, NRPI.

Reducing 422 would affect Child Development (Liberal Studies), Liberal Studies/Elementary Education, Linguistics, NRPI, and the COMM major and minor.

Of course, any reduction would make it impossible to offer additional courses that could help other departments improve their majors’ ability to communicate.

20% Reduction

Additional 10% Reduction

Course Eliminated	Units	Semester	Sections Remaining
COMM 426	4	Spring	0
COMM 108	3	Spring	0
COMM 309b	3	Fall	1 in spring
COMM 100	6	2 in fall	21 in fall
COMM 100	3	1 in spring	20 in spring
COMM 322	4	Spring	1 in fall or spring

PROGRAMS AFFECTED

Eliminating COMM 426 offerings would affect English, English/Language Arts Education, and COMM major and minor.

Reducing the number of sections of COMM 100 would either make it difficult for students to meet the requirement of completing Area A: Oral Communication by the end of their Sophomore year or require increasing the size of the class which diminishes each student's opportunity develop their abilities.

A twenty-percent cut would be catastrophic. Funding cuts would dramatically decrease the department's capacity to meet CSU mandates for instruction in oral competency, hurt HSU likelihood of receiving WASC reaccreditation, undercut interdisciplinary initiatives, decrease diversity initiatives, shatter community-campus partnerships, and decrease our ability to successfully teach to "improve the human condition and the environment" (vision statement 1).

Because there is no regional graduate program in communication, access to skilled staff who can teach our major classes is quite limited. In the case that a major cut meant a reduction in Fundamentals of Speech Communication faculty, we would be unlikely to be able to rebuild our capacity to teach the basic courses. Short-term financial cuts would hinder the ability to re-grow the program in the future. Evidence of this can be found in the 'temporary suspension' more than two decades ago of the Communication M.A. program.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

ENTER COMMENTS HERE

Communication program elimination once was proposed at the University of Washington and quickly abandoned. Student response, and fearing the devastation of their national reputation, the university quickly reversed itself, but suffered enormous embarrassment.

Program elimination of the communication major would result in the exodus of tenured/probationary faculty, resulting in HSU's failure to meet CSU mandated oral competency requirements. Other harmful, direct effects would be an inability to staff Oral Communication, Critical Thinking, Intercultural Communication, Gender and Communication, Debate and advanced special topics courses due to an inadequate lecturer pool caused by the remote location of HSU. Since the Department of Communication is the center for oral communication, listening, and critical discourse, the quality of education would be reduced, and the lives of students, graduates, community members, and alumni would be negatively influenced.

Skills in oral communication, listening, critical thinking, and intercultural interaction are crucial for success in many other disciplines and endeavors. Techniques of communication taught in communication classes leads to better discussion and presentations in classes in other departments (including Senior Seminars in the sciences), as well as to more effective communication in business, not-for-profit organizations, student government, and student-activists speaking with confidence and clarity.

More than the loss of oral communication skills – the elimination of COMM would leave a number of other programs scrambling to cover our wide-ranging contributions. Communication classes are used as First Year Interest Groups (F.I.G.), cross-listed with Women's Studies, Ethnic Studies, and other degree programs.

The loss of the Debate Team would mean a dramatic decrease in reputation for the University, especially in light of its eighty-year history. It would also gut student campus culture.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

ENTER COMMENTS HERE

1. The Communication Department is focused on excellence in *undergraduate* teaching/learning. The Communication Department accomplishes a great deal with limited resources. The full extent of the Department's contributions sometimes is hidden. For example, trans-gender students have a safe place to discuss gender and communication, and to learn and to grow, in COMM 309b.
2. The *Communication* Department is not the *Speech* Department. To fully appreciate what the name change means, one has to see beyond COMM 100 and Public Speaking. Communication today is a rich blend of Interpersonal Communication, Small Group Communication, Computer and Mediated Communication, Listening, Nonverbal Communication, Intercultural Communication, Debate, Organizational Communication, Mediation, Critical Thinking, Social Advocacy, Argumentation, Gender and Communication, Communication and the Environment, Health Communication, and many other contexts and fields.
3. The Communication Department believes in the value of our courses to *all* students, not just our majors. That is why we are committed to participation in General Education and why we are interested in providing service to other departments.
4. The Communication Department will continue to include the ideals of a student centered campus. Doing so helps to attract and retain students and provides a better learning climate.

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APPENDIX

HSU *Vision* Statement

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

C. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

Total required Program SCUs	45	Required Program SCUs in the primary Course Code	45
-----------------------------	----	--	----

Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs	45	Required Program WTUs in the primary Course Code	45
-----------------------------	----	--	----

2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3
547	439	108		

--	--	--	--	--

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

Service to GE and other Academic Programs: Enter the total number of WTU that were used over the past 2 years to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)

WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer over a two year period to accommodate progress toward degree for your program students.

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the "Total" entry will not sum to the total. 2) Do not pro-rate WTU's by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Percents of Staff FTEF	100%

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	800
	3000

Instructional Supplies	
Temporary Help (graders, lab assistants, GA's, etc.)	0

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation effects program costs.

D. Gross Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations			
Extended Education	4,444	2,072	2,696
Student fees			
Instructionally Related Activities (IRA)	23,491	23,491	24,711
Instructionally-related grants			
Grants and contracts to P.I.s			
Other revenues			

Provide an explanation for how these revenues support the academic program.

E. Efficiency

1. Efficiency – By SFR for course code

The SFR table for your discipline will be included here from the information found at <http://www.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=scureports.out>

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

F. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

G. Additional Data

The Course Offerings Profile under the Course Subject Area for your academic program will be included here. (See <http://www.humboldt.edu/~anstud/progdata/pindex.shtml>)