

WSU Five-Year Program Review Self-Study

Department/Program: Weber State University Communication Department

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A. Brief Introductory Statement

The Department of Communication at Weber State University is committed to providing an excellent education to more than 400 Communication majors and to more than 1,200 general education students each semester. Our classes are taught by 19 full-time faculty members and about 20 adjunct instructors. We offer three general education classes, including COMM 1020 HU Public Speaking, COMM 2010 HU Mass Media & Society, and COMM 2110 Interpersonal & Small Group Communication. In all, we offer 50 different courses, 11 lower-division and 39 upper-division. Classroom learning stresses knowledge and praxis in seven emphasis areas: Civic Advocacy, Digital Media, Interpersonal & Family Communication, Multimedia Journalism, Organizational Communication, Public Relations & Advertising, and Communication Teaching. Classroom learning is augmented by hands-on application in five co-curricular organizations. These include The Signpost, the campus news organization; KWCR 88.1 FM, the campus radio station; Studio 76/Wildcat ONE TV, the campus video production studio and television station; Ogden Peak Communications/PRSSA, a student-run PR firm; and WSU Debate, WSU's oldest and most competitive team. Students also are heavily involved in service learning and at the culmination of their educational experience complete an internship.

The department has made great strides in the last five years. We have substantially revised and updated the undergraduate curriculum, started a master's program (covered in separate report), and started an Associate of Science in Communication. We have hired exceptional new faculty members, and more scholarly research is being done by faculty than ever before. We have also organized Ogden Peak Communications and launched the on-campus television station Wildcat ONE. We have hosted the National Debate Tournament, the National Debate Coaches Association Tournament and brought a three-week summer camp to campus. We have been awarded money to update the video production studio and open an additional computer lab. Our students win awards such as Utah PR Student of the Year for the last four years and first place in the Cross Examination Debate Association's Tournament West Region three years in a row.

We have a number of new goals such as improving and streamlining our assessment, constantly improving our teaching, and converging our student media. We are working hard and making great strides, but we know we can do better and look forward to the feedback from the program review team.

B. Mission Statement

The Department of Communication supports the mission statement of Weber State University and the College of Arts and Humanities:

Weber State University

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

College of Arts & Humanities

The Telitha E. Lindquist College of Arts & Humanities teaches students to excel as they seek, understand, question and express complexities critical to the experience of being human as represented in languages, literature, communication, and visual and performing arts.

Department of Communication

The Weber State University Department of Communication curricula and programs are grounded within a liberal arts tradition and designed to help students live vital and successful lives in an ever-changing global environment. Communication is central to a democratic society and the free exchange of ideas. Therefore, the Department promotes the effective and ethical practice of human communication.

C. Curriculum

The Department of Communication provides or supports a range of programs, including minors, associate's degrees, bachelor of science degrees or bachelor of arts degrees, the BIS, and the Master of Professional Communication. (The MPC will be discussed in a separate report.)

Communication Major

Seven emphasis areas in Communication are offered. Students may declare a minor or pursue one of the associated interdisciplinary tracks. They include:

1. Civic Advocacy
 - a) Environmental Advocacy
 - b) Ethnic Studies Advocacy
 - c) Legal Advocacy
 - d) Public Policy Advocacy
 - e) Religious Advocacy
 - f) Women's Advocacy
2. Digital Media
 - a) Entertainment
 - b) Digital Media Production
3. Interpersonal & Family
 - a) Interdisciplinary Track
4. Multimedia Journalism
 - a) General Assignment Reporting
 - b) Literary Journalism
 - c) Technical Writing
 - d) Web Publishing
5. Organizational Communication
 - a) Technical Writing
 - b) Training & Development
 - c) Generalist
6. Public Relations & Advertising
 - a) Copy Writing
 - b) Health Care PR
 - c) International PR
 - d) Marketing
 - e) Visual Communication
7. Communication Teaching

- a) Speech
- b) Multimedia Journalism

All Communication majors regardless of emphasis area are required to take 24 credits in the following classes:

- COMM HU 1020 Principles of Public Speaking
- COMM 1130 Media Writing
- COMM HU 2110 Interpersonal & Small Group Communication
- COMM 3000 Communication Theory
- COMM 3150 Communication Research Methods
- COMM 3650 Communication Law
- COMM 4890 Communication Internship
- COMM 4990 Senior Seminar

Communication credits required range from 51-54 credit hours, except for the Communication Teaching major that requires 48 to accommodate the teaching requirements.

Minors and BIS

A Communication minor and Communication Teaching minor are also offered. The Communication Teaching minor has tracks in Speech or Multimedia Journalism. Communication can also be taken as one of the three areas for a degree of Bachelor of Integrated Studies.

Associate of Science

An associate of science in Communication was made available to students beginning in Fall Semester 2014. Students complete 37 credits of General Studies credits, 12 credits of Communication core classes, and 12 credits of Communication electives.

Curriculum Updates

The curriculum underwent fairly extensive revision after the last program review in 2009. The following changes were instituted in 2013:

- 1) Electronic Media emphasis changed to Digital Media to better reflect today's media terminology
- 2) Journalism emphasis changed to Multimedia Journalism to incorporate Broadcast News, a track previously under Electronic Media, and update the Journalism emphasis area, that previously focused on journalism for print and the Web

- 3) Listed co-curricular activities such as The Signpost, WSU Debate, Ogden Peak Communications/PRSSA, Studio 76/Wildcat ONE as required classes or electives under all emphasis areas.
- 4) Streamlined requirements for tracks to make them more understandable to students
- 5) Eliminated outdated COMM 2890, previously known as The Signpost class
- 6) Established COMM 3892 Co-op Work Experience with PR to give PR and advertising students co-curricular experience that aligns more directly with their major
- 7) Regained the use of the term Communication from the Visual Art Department to rename a class previously known as Graphic Communication to Visual Communication and also made this an upper-division class

Curriculum Update Process

The Department of Communication has Curriculum Committee that meets as needed, sometimes as much as every two weeks. It typically consists of representatives from all of the emphasis areas. The committee must approve all new courses and significant course changes such as title changes or new online offerings. These proposals are then taken to the department for discussion and a two-thirds vote. For major program changes, the proposals then move to the college and university curriculum committees and finally to the Faculty Senate for approval.

General Education Classes

The Department of Communication offers three courses that help students fulfill general education requirements in Humanities and required classes for the Bachelor of Science.

Two of our classes COMM 3080 Intercultural Communication and COMM 3090 Gender and Communication previously fulfilled Diversity requirements until the university requirement was changed to allow only general education classes to carry the DV designation.

Humanities

- COMM 1020 HU, Principles of Public Speaking
- COMM 2110 HU, Introduction to Interpersonal & Small Group Communication
- COMM 2010 HU, Mass Media & Society

Bachelor of Science

- COMM 3000 Communication Theory

- COMM 3150 Communication Research Methods

COMM HU 2110 Interpersonal & Small Group Communication is also offered as a concurrent enrollment class to juniors and seniors in 10 local high schools. More than 1,000 high school students receive general education credit each year in this class.

(Advising sheets are available on weber.edu/communication and will be attached as Appendix G during on-site visit.)

Other Communication Classes

The Department of Communication offers 47 different classes in addition to the three general education classes. Of these 47, eight are lower-division while 41 are upper-division.

Courses required of all Communication majors are offered Fall, Spring and Summer semesters. Other courses are offered every semester or at least once a year. Only a couple of classes are offered every other year or by demand.

Course Rotation

The department helps facilitate student scheduling by providing a four-year course calendar. ***(Course rotation plan is available on weber.edu/communication and will be attached as Appendix H during on-site visit.)***

D. Student Learning Outcomes and Assessment

In 2013, with advice from Weber State University's Office of Institutional Effectiveness (OIE), the Communication Department revised its department student learning outcomes to include objectives that are measurable and more closely aligned with what was being taught in most classes. They are listed below:

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) **Writing:** Write at a level expected of a professional communicator in a selected emphasis area.
- 2) **Speaking:** Speak clearly and persuasively in a one-on-one interpersonal interaction, and in front of small and large groups in a variety of contexts.
- 3) **Listening:** Listen actively to acquire and analyze information.
- 4) **Interpersonal/Small Group:** Facilitate successful communication in interpersonal situations and small group settings.
- 5) **Media:** Use and produce media to communicate messages.
- 6) **History:** Know the history of the communication discipline and its societal and professional implications.
- 7) **Research:** Find peer-reviewed or professional research studies, be familiar with a variety of research methods, and interpret and analyze research data.
- 8) **Theory:** Understand how various communication theories have been developed, applied, and evaluated.
- 9) **Law/Ethics:** Understand communication law and ethics to enable legal and ethical communication.
- 10) **Critical thinking:** Use critical thinking to analyze information from a variety of perspectives for understanding, persuasive argument or problem solving.
- 11) **Career Readiness:** Be prepared to enter a professional career or graduate school.
- 12) **Diversity:** Be sensitive to difference and discrimination in society and value diversity.

Note: The Department of Communication recognizes that communication is not just something we do; it is what makes us who we are and contributes significantly to the world in which we live. Therefore, communication majors are expected to apply their acquired knowledge and skills to affect their personal development and skills. Majors are expected to participate in the exchange of ideas resulting in responsible personal and social change.

Note: I= Introduced, E = Emphasized, M = Mastered, V = Varies with course content

Curriculum Map for Communication Department

Core Courses in Department	Department/Program Learning Outcomes											
	Writing	Speaking	Listening	Interpersonal Small Group	Media	History	Research	Theory	Law/Ethics	Critical Thinking	Career Development	Diversity
1020 Principles of Public Speaking	I	E	E		I		E			I		
1130 Media Writing	E		E		I		E		I	E	I	
1500 Intro to Mass Media	I				I	E	E	I	I	E	I	
1560 Audio Production & Performance					E						E	
2010 Mass Media & Society	I				E	I	I	I	I	E	I	
2110 Interpersonal & Small Group Comm	I	I	I	E			I	I		I	I	I
2200 In-Studio Production & Performance	I	E	I	I	E						E	
2250 Essentials of Digital Media	I				E				I		E	
2270 Argumentation & Debate	I	E	E				E			E		
2730 Radio Production Workshop	I	E		I	E				E		E	

Core Courses in Department	Department/Program Learning Outcomes											
	Writing	Speaking	Listening	Interpersonal Small Group	Media	History	Research	Theory	Law/Ethics	Critical Thinking	Career Development	Diversity
3000 Communication Theory	E					E	E	E		E		
3050 Interpersonal & Conflict Management	I		E	M				E		E	E	
3060 Listening & Interviewing	I		E	E				E		E	E	
3080 Intercultural Communication	I		E	E				E		E	E	E
3085 Family Communication	I		E	E				E		E	E	E
3090 Gender & Communication	I		E	E				E		E	E	E
3130 News Reporting & Writing	E		E		E		E		E	E	E	
3150 Communication Research	E						E	E		E	E	
3350 Visual Communication	E				E			E			E	
3400 Public Relations	E				I		E	E		E	E	
3440 Public Relations Writing	E				E						E	
3460 Public Relations & Social Media	E			E	E						E	
3550 Organizational Communication							E	E		E	E	
3650 Communication Law	E	I				E	E	I	M	E	E	

Core Courses in Department	Department/Program Learning Outcomes											
	Writing	Speaking	Listening	Interpersonal Small Group	Media	History	Research	Theory	Law/Ethics	Critical Thinking	Career Development	Diversity
3740 Writing for Audio & Video	E				E						E	
3780 Broadcast News Writing & Production	E	E	E	E	E		I		I		E	
3820 Persuasion	E	E	E			E	E	E	E	E		
3850 Advertising	E	E		E			E	I	I	I	E	
3891 Advanced Co-Op Work Experience Signpost	E		E	E	M		I		I	I	E	
3892 Advanced Co-Op Work Experience PR	E	E	E	E	E		E			E	E	
3893 Advanced Co-Op Work Experience Studio 76	E	E		E	M		I		I	I	E	
3894 Advanced Co-Op Work Experience KWCR-88.1 FM	I	E	E	E	M		I		E	I	E	
4130 In-Depth & Investigative Journalism	M		E		E		I		E	E	E	
4500 Special Topics	V	V	V	V	V	V	V	V	V	V	V	V
4750 Advanced Audio & Video Production		E	E	E	M		I		I		E	
4800	V	V	V	V	V	V	V	V	V	V	V	V
4890 Internships	M	M	M	M	M		M			M	M	M
4990 Senior Seminar	M	M	M	M	M		M			M	M	M

Note: 1 = Introduced, 2 = Emphasized, 3 = Mastered, 4 = Varies with course content

Evidence of Learning: General Education Class

COMM 1020 HU Principles of Public Speaking

GEN ED SLOs:

- Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in the humanities disciplines.
- Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.
- Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

Course SLOs:

- Apply the fundamentals of audience analysis and adaptation.
- Better cope with communication apprehension.
- Structure an organized message to fulfill the speech's general purpose.
- Construct a speech outline developed to at least the second level of subordination.
- Develop speeches supported by sound reasoning and solid evidence.
- Demonstrate effective extemporaneous delivery that is adapted to the speaker, audience, purpose and occasion.
- Use language in speeches that is fitting for the audience, speech purpose and occasion.
- Recognize and respond to the needs of their listeners.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures				
Learning Outcome 1: Writing	Measure 1: Writing was assessed in signature assignment (DM)	Measure 1: 75% of students will reach mastery defined as 3.5 or above on a 5-point scale.	Measure 1: 70% of students scored 3.5 or above on a 5-point scale.	Measure 1: Students understand the concept of what makes good public speaking.	Measure 1: We will more accurately measure using new program SLOs.
Learning Outcome 2: Speaking	Measure 1: Speaking was assessed in signature assignment (DM)	Measure 1: 75% of students will reach mastery defined as 3.5 or above	Measure 1: 71.9% of students reached mastery.	Measure 1: Students understand the concept of good public speaking.	Measure 1: We will more accurately measure using new

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures	on a 5-point scale.			program SLOs.
	Measure 2: Speaking will be assessed with multiple-choice questions. (DM).	Measure 2: 80% of students will get multiple-choice questions correct.	Measure 2: Data will be available at end of Fall 2014.	Measure 2:	Measure 2:
Learning Outcome 3: Listening	Measure 1: Not yet assessed	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 4: Interpersonal/Small Group	Measure 1: Relational competence was assessed in signature assignment (DM).	Measure 1: 75% of students will reach mastery defined as 3.5 or above on a 5-point scale.	Measure 1: 74.9% of students reached mastery.	Measure 1: Students understand how relational competence applies to public speaking.	Measure 1: We will measure more accurately using new program SLOs.
	Measure 2: Application will be assessed with multiple-choice questions. (DM)	Measure 2: 80% of students will get multiple-choice questions correct.	Measure 2: Data will be available at end of Fall 2014.	Measure 2:	Measure 2:
Learning Outcome 5: Media	Measure 1: Not yet assessed	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 6: History	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 7: Research	Measure 1: Research was assessed in signature assignment (DM)	Measure 1: 75% of students will reach mastery defined as 3.5 or above on a 5-point scale.	Measure 1: 69.1% of students reached mastery.	Measure 1: Students do barely sufficient research to prepare a public speech.	Measure 1: We will measure more accurately using new program SLOs.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures				
	Measure 2: Research will be assessed in multiple-choice questions. (DM)	Measure 2: 80% of students will get multiple-choice questions correct.	Measure 2: Data will be available at end of Fall 2014.	Measure 2:	Measure 2:
Learning Outcome 8: Theory	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 9: Law/Ethics	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 10: Critical thinking	Measure 1: Critical thinking was assessed in signature assignment (DM)	Measure 1: 75% of students will reach mastery defined as 3.5 or above on a 5-point scale.	Measure 1: 69.1% of students reached mastery.	Measure 1: Students need to improve in applying critical thinking to public speaking.	Measure 1: We will more accurately measure using new program SLOs.
	Measure 2: Critical thinking will be assessed with multiple-choice questions. (DM)	Measure 2: 80% of students will get multiple-choice questions correct.	Measure 2: Data will be available in Fall 2014.	Measure 2:	Measure 2:
Learning Outcome 11: Career readiness	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 12: Diversity	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:

(See Appendix I for copies of COMM 1020 HU Principles of Public Speaking Assessment materials, including the Signature Assignment, Test Questions, and raw data.)

Assessment Summary for COMM 1020 HU Principles of Public Speaking

- 1) The course director has done an excellent job of building assessment by means of a Signature Assignment and the use of common multiple-choice questions into all sections of this course. This means that data will be available from hundreds of students every year.
- 2) We reported data gathered by Nov. 15, 2014, in this report, but will have an entire semester collected once the on-site visit is conducted.

Evidence of Learning: General Education Class

COMM 2010 HU Mass Media & Society

GEN ED SLOs:

- Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in the humanities disciplines.
- Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.
- Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

Course SLOs

- Increase written and oral communication skills by enhancing critical thinking, research ability, cognitive learning, and individual/group problem solving.
- Gain knowledge of the history, theory, and methods associated with mass media in society.
- Improve ability to analyze broad themes and issues that cut across society, as well as judge elements of the humanities.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will...	Method of Measurement Direct (DM) and Indirect (IM) Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Writing	Measure 1: Writing will be assessed in signature assignment (DM)	Measure 1: On a scale of 1-to-5 80% of students will be assessed as 3 or "good"	Measure 1: On a scale of 1-to-5, 62% of students were assessed as "good." Average score 3.3.	Measure 1: Students in a general education class need to improve writing skills.	Measure 1: Writing will be emphasized even more in this course.
Learning Outcome 2: Speaking	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will...	Method of Measurement Direct (DM) and Indirect (IM) Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 3: Listening	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 4: Interpersonal/Small Group	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 5: Media	Measure 1: Media will be assessed with a critical analysis of personal media use.	Measure 1: On a scale of 1-to-5, 80% of students will be assessed as "good.")	Measure 1: On a scale of 1-to-5, 82% of students were assessed as "good." Average score: 3.7	Measure 1: Students are good at critically analyzing their personal media usage.	Measure 1: We will continue to use this measure for comparison in future assessment reports.
	Measure 2: Media will be assessed with an analysis of student's understanding of the role of media in society.	Measure 2: On a scale of 1-to-5, 80% of students will be assessed as "good."	Measure 2: On a scale of 1-to-5, 82% of students were assessed as "good." Average score: 3.5	Measure 2: Students are good at understanding the role of media in society.	Measure 2: We will continue to use this measure for comparison in future assessment reports.
Learning Outcome 6: History	Measure 1: Measure will be assessed in the future	Measure 1: 80% of students will be assessed "good."	Measure 1: Measure will be assessed in the future.	Measure 1:	Measure 1: Under discussion
Learning Outcome 7: Research	Measure 1: Research will be assessed in the future.	80% of students will be assessed "strong"	Measure 1: Measure will be assessed in the future.	Measure 1:	Measure 1: Under discussion.
Learning Outcome 8: Theory	Measure 1: Theory will be assessed in the future.	Measure 1: 80% of students will be assessed "good."	Measure 1: Measure will be assessed in the future.	Measure 1:	Measure 1: Under discussion.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will...	Method of Measurement Direct (DM) and Indirect (IM) Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 9: Law/Ethics	Measure 1: Not assessed yet	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 10: Critical thinking	Measure 1: Critical Thinking will be assessed with signature assignment	Measure 1: 80% of students will be assessed "good."	Measure 1: Measure will be assessed in the future.	Measure 1:	Measure 1: Under discussion.
Learning Outcome 11: Career readiness	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 12: Diversity	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:

(See Appendix I for copies of COMM 2010 HU Mass Media & Assignment assessment materials, including the Signature Assignment.)

Assessment Summary for COMM 2010 HU Mass Media & Society

- 1) In 2014, we piloted the use of a common rubric to grade a signature assignment. In the initial application of this rubric, only two student learning outcomes were analyzed: writing and media. This rubric needs to be refined to incorporate the analysis of other course SLOs or another way of assessing those things needs to be incorporated into the class.
- 2) The assessment procedure needs to be incorporated into the regular teaching of the class in order to obtain more data for assessment.
- 3) This course does an excellent job of connecting the general education SLOs to the course and program SLOs. In addition, the instructors of this course do a good job of showing students on the syllabus what they will learn and how each SLO is assessed.

Evidence of Learning: General Education Class AND High Impact or Service Learning Class

COMM 2110 HU Interpersonal & Small Group Communication

GEN ED SLOs:

- Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in the humanities disciplines.
- Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.
- Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

Course SLOs

- Become increasingly aware of the critical role of communication in the human experience.
- Become increasingly aware of, and thoughtfully reflect on how communication impacts their satisfaction and effectiveness in interpersonal relationships and small group experiences in family, work, and friendship contexts.
- Demonstrate an understanding of communication theories, concepts, and terms.
- Utilize correct terms and concepts in describing their own interpersonal and small group communication experiences.
- Experience and practice small group communication through participation in a group service-learning project.
- Have a better understanding of the learning process, particularly cooperative learning and being part of a learning community.
- Continue the process of developing as a competent communicator

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will...	Method of Measurement Direct (DM) and Indirect (IM) Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Writing	Measure 1: Writing will be assessed in signature assignment (DM)	Measure 1: 75% of students will reach mastery defined as 3.5 or above on a 5-point scale.	Measure 1: 79.5% of students reached mastery.	Measure 1: 79.5% of students reached mastery.	Measure 1: We will assess writing in a more detailed way using a new rubric for the signature assignment.
Learning Outcome 2: Speaking	Measure 1: Speaking was assessed in signature assignment (DM)	Measure 1: 75% of students will reach mastery defined as 3.5 or above on a 5-point scale.	Measure 1: Gen ed students are performing at an acceptable level but just barely.	Measure 1: 79.5% of students reached mastery.	We are discussing a performance-based way to assess speaking ability.
Learning Outcome 3: Listening	Measure 1: Not yet assessed	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 4: Interpersonal/Small Group	Measure 1: Results of multiple-choice questions (DM)	Measure 1: 80% of students will get the question/s correct	Measure 1:	Measure 1:	Measure 1:
	Measure 2: Performance on signature assignment (DM)	Measure 2: 75% of students will reach mastery defined as 3.5 or above on a 5-point scale.	Measure 2: 83.2% of students reached mastery.	Measure 2: Students know what constitutes good interpersonal/small group skills.	Measure 2: We do a good job teaching the course's main content.
Learning Outcome 5: Media	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will...	Method of Measurement Direct (DM) and Indirect (IM) Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 6: History	Measure 1: Not assessed in this class	Measure 1: 80% of students will score "good."	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 7: Research	Measure 1: Performance on signature assignment (DM)	Measure 1: 75% of students will reach mastery defined as 3.5 or above on a 5-point scale.	Measure 1: 75% of students reached mastery.	Measure 1: Gen ed students have solid research skills.	Measure 1: Will continue to emphasize.
Learning Outcome 8: Theory	Measure 1: Results of multiple-choice questions in COMM 2110 (DM)	Measure 1: 80% of students will get the question/s correct	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 9: Law/Ethics	Measure 1: Not assessed in this class	Measure 1:	Measure 1:	Measure 1:	Measure 1:
Learning Outcome 10: Critical thinking	Measure 1: Results of multiple-choice questions in COMM 2110 (DM)	Measure 1: 80% of students will get the question/s correct	Measure 1: Will be reported next year	Measure 1: In progress	Measure 1: In progress
	Measure 2: Critical thinking will be assessed in signature assignment.	Measure 2: 75% of students will reach mastery defined as 3.5 or above on a 5-point scale.	Measure 2: 75% of students reached mastery.	Measure 2: Gen ed students have acceptable critical thinking skills.	Measure 2: Will continue to emphasize.
Learning Outcome 11: Career readiness	Measure 1: Not yet	Measure 1:	Measure 1:	Measure 1:	Measure 1:

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will...	Method of Measurement Direct (DM) and Indirect (IM) Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	assessed class				
Learning Outcome 12: Diversity	Measure 1: Not yet assessed	Measure 1:	Measure 1:	Measure 1:	Measure 1:

(See Appendix K for copies of COMM 2110 HU Interpersonal & Small Group Communication assessment materials, including the Signature Assignment and Test Questions.)

Assessment Summary for COMM 2110 HU Interpersonal & Small Group Communication

- 1) The course director has done an excellent job of building assessment by means of a Signature Assignment and the use of common multiple-choice questions into all sections of this course, including the Concurrent Enrollment sections taught in the high schools. This means that data will be available from hundreds of students every year.
- 2) We reported data gathered by Nov. 15, 2014, in this report, but will have an entire semester collected once the on-site visit is conducted.
- 3) Since this course requires a service learning activity conducted in small groups, we may want to consider adding Service Learning as a student learning outcome.

Evidence of Learning: Non General Education Courses within the Major
Assessment of Communication Major

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will...	Method of Measurement Direct (DM) and Indirect (IM) Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Writing	Measure 1: Results of grammar/punctuation test in COMM 1130 Media Writing (DM)	Measure 1: Required to pass test with a score of 80% or above to receive grade in class	Measure 1: All students passed the test with a score of 80% or above.	Measure 1: Students successfully demonstrated grammar/punctuation skills required for college-level class.	Measure 1: Will continue to emphasize writing in all Communication classes
	Measure 2: Comments from internship providers about writing ability of intern (DM)	Measure 2: On a scale of 1-to-5, 80% of students will score a 4 or 5 on writing	Measure 2: On a scale of 1-to-5, 90% of students scored a 4 or 5 on writing. Average score:	Measure 2: Most students are writing at an acceptable level, but writing needs more work because it is lowest rated outcome.	Measure 2: Will continue to emphasize writing in all Communication classes

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures				
			4.45 (up from 4.34 last year)		
	Measure 3: Exit survey to graduating seniors (IM)	Measure 3: On a scale of 1-to-5, 80% of students will answer Agree or Strongly Agree	Measure 3: On a scale of 1-to-5, 86% of students answered Agree or Strongly Agree. Average score: 4.21	Measure 3: Most students feel adequate at writing, but feel they can improve.	Measure 3: Will continue to emphasize writing in all Communication classes
	Measure 4: National Comprehensive Learning Assessment (CLA) test (DM)	Measure 4: Students will score at the 50 th percentile or higher	Measure 4: Students scored (1101.95) slightly below the national average (1140).	Measure 4: Students can improve their academic writing.	Measure 4: Will continue to emphasize writing in all Communication classes
	Measure 5: Review of ePortfolio in COMM 4990 Senior Seminar (DM)	Measure 5: 80% of students will score "good" in this category	Measure 5: 90% of students were scored as "good" in this category.	Measure 5: Student writing in ePortfolios is good but it can always be improved.	Measure 5: We will talk about the ePortfolios earlier in the program to encourage students to improve.
Learning Outcome 2: Speaking	Measure 1: Performance in presentation of ePortfolio in COMM 4990 (DM)	Measure 1: 80% of students will score "strong" in this area	Measure 1: Measure will be assessed in 2015	Measure 1: In progress	Measure 1: In progress

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures				
	Measure 2: Comments from internship providers about speaking ability of intern (DM)	Measure 2: On a scale of 1-to-5, 80% of students will score a 4 on writing	Measure 2: On a scale of 1-to-5, 89% of students scored a 4 or 5. Average score: 4.74	Measure 2: Employers are extremely pleased with students' public speaking and presentation skills.	Measure 2: Will continue to emphasize in all Communication classes
	Measure 3: Exit survey to graduating seniors (IM)	Measure 3: On a scale of 1-to-5, 80% of students will answer Agree or Strongly Agree	Measure 3: On a scale of 1-to-5, 91% answered Agree or Strongly Agree. Average score: 4.31	Measure 3: Students feel confident with their public speaking and presentation skills.	Measure 3: Will continue to emphasize speaking in all Communication classes
	Measure 4: Assessed in presentation of ePortfolio (DM).	Measure 4: 90% of students scored "good" or above.	Measure 4: 90% of students scored "good" or above.	Measure 4: Students are good presenters.	Measure 4: We do a good job of teaching presentation skills.
Learning Outcome 3: Listening	Measure 1: Not yet assessed in non-general education courses	Measure 1: Not assessed	Measure 1: Not assessed	Measure 1: Not assessed	Measure 1: Not assessed
Learning Outcome 4: Interpersonal/Small Group	Measure 1: Comments from internship providers about ability of interns to work in small	Measure 1: On a scale of 1-to-5, 80% of students will score a 4 on writing	Measure 1: On a scale of 1-to-5, 98% of students scored a 4 or 5.	Measure 1: Employers are extremely pleased with students' ability to work with others.	Measure 1: Will continue to emphasize in all Communication classes

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures				
	groups and communicate interpersonally (DM)		Average score: 4.71		
	Measure 2: Exit survey to graduating seniors (IM)	Measure 2: On a scale of 1-to-5, 80% of students will answer Agree or Strongly Agree	Measure 2: On a scale of 1-to-5, 89% of students answered Agree or Strongly Agree. Average score 4.24	Measure 2: Students appear to feel they need even more instruction in this area.	Measure 24: We added a class in conflict management to curriculum.
Learning Outcome 5: Media	Measure 1: Use of new media in production of ePortfolio and its contents (DM)	Measure 1: 80% of students will score "strong" in this area	Measure 1: 92% of students scored "strong" in this area.	Measure 1: Students are able to create electronic portfolios and highlight their media expertise.	Measure 1: We will do a better job collecting and assessing ePortfolios.
	Measure 2: Exit survey to graduating seniors about understanding and use of new media (IM)	Measure 2: On a scale of 1-to-5, 80% of students will answer Agree or Strongly Agree	Measure 2: On a scale of 1-to-5, 87% of students answered Agree or Strongly Agree. Average score: 4.28	Measure 2: Students feel confident in their understanding and use of new media	Measure 2: We emphasize new media throughout curriculum.
	Measure 3: Exit survey to graduating seniors (IM)	Measure 3: On a scale of 1-to-5, 80% of students	Measure 3: On a scale of 1-to-5, 87% of	Measure 3: Students would like to feel even more confident with their use of	Measure 3: We added COMM 2250 Essentials of Digital Media

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures				
		will answer Agree or Strongly Agree	students answered Agree or Strongly Agree. Average score: 4.28	media. Technology is always changing, and there is much to learn.	and will continue emphasizing media in most classes.
Learning Outcome 6: History	Measure 1: Yet to be determined	Measure 1: Yet to be determined	Measure 1: Under discussion	Measure 1: Under discussion	Measure 1: Under discussion
	Measure 2: Yet to be determined	Measure 2: Yet to be determined	Measure 2: Under discussion	Measure 2: Under discussion	Measure 2: Under discussion
Learning Outcome 7: Research	Measure 1: Results of multiple-choice questions in COMM 3150 (DM)	Measure 1: 80% of students will get the questions correct	Measure 1: Under discussion	Measure 1: Under discussion	Measure 1: Working on assessment plan
	Measure 2: Performance on signature assignment in COMM 3150 (DM)	Measure 2: 80% of students will score "strong" in this area	Measure 2: Under discussion	Measure 2: Under discussion	Measure 2: Working on assessment plan
	Measure 3: Comments from internship providers about research ability of intern (DM)	Measure 3: On a scale of 1-to-5, 80% of students will score a 4 on research	Measure 3: On a scale of 1-to-5, 87% scored a 4 or 5 on research. Average score: 4.52,	Measure 3: Employers believe that students possess sufficient skills in research.	Measure 3: Continue to work on research skills in all Communication classes.
	Measure 4: Exit survey to graduating seniors (IM)	Measure 4: On a scale of 1-to-5, 80% will	Measure 4: On a scale of 1-to-5,	Measure 4 This is another skill students need more confidence	Measure 4: Continue to work on research

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures				
		answer Agree or Strongly agree.	83% students answered Agree or Strongly Agree. Average score: 4.11	and skills in, especially with analyzing quantitative data.	skills in all Communication classes.
	Measure 5: Review of research exhibited in ePortfolio in COMM 4990. (DM)	Measure 5: 80% will score "strong" in this category.	Measure 5: 90% of students scored "strong."	Measure 5: Students sufficiently learn research whether it is information gathering or scholarly research.	Measure 5: Will continue to teach good research skills.
Learning Outcome 8: Theory	Measure 2: Measure 1: Results of multiple-choice questions in COMM 3000 (DM)	Measure 1: 80% or more of students will get the questions correct	Measure 1: Under discussion	Measure 2: Under Measure 1: Under discussion	Measure 2: To Measure 1: Working on assessment plan
	Measure 2: Performance on signature assignment in COMM 3000 (DM)	Measure 2: 80% of students will score "strong" in this area.	Measure 2: Under discussion	Measure 2: Under discussion	Measure 2: Working on assessment plan
Learning Outcome 9: Law/Ethics	Measure 1: Results of multiple-choice questions in COMM 3650 (DM)	Measure 1: 80% of students will get the questions correct	Measure 1: Under discussion	Measure 1: Under discussion	Measure 1: Working on assessment plan
	Measure 2: Performance on signature assignment in COMM 3650 (DM)	Measure 2: 80% of students will score "strong" in this area	Measure 2: Under discussion	Measure 2: Under discussion	Measure 2: Working on assessment plan

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures				
	Measure 3: Review of ethical behavior assessed in ePortfolios in COMM 4990 (DM).	Measure 3: 80% of students will score "strong" in this category.	Measure 3: 100% of students scored "strong."	Measure 3: Even though we do not have an ethics class per se, ethics is adequately addressed throughout program.	Measure 3: Continue to teach ethics.
Learning Outcome 10: Critical thinking					
	Measure 1: Exit survey to graduating seniors (IM)	Measure 1: On a scale of 1-to-5, 80% of students will answer Agree or Strongly Agree	Measure 1: On a scale of 1-to-5, 90% of students reported they learned critical thinking. Average score: 4.13	Measure 1: We will continue to do what we are doing in Communication.	Measure 1: Will continue to emphasize in all Communication classes.
	Measure 2: National Comprehensive Learning Assessment (CLA) test (DM)	Measure 2: Students will score at the 50 th percentile or higher	Measure 2: Students scored 1155.36, which is higher than the national average of 1117.	Measure 2: Students are doing well in critical thinking.	Measure 2: Will continue to emphasize in all Communication classes.
	Measure 3: Review of ePortfolio in COMM 4990 (DM)	Measure 3: 80% of students will score "strong" in this category.	Measure 3: 85% of students scored "strong."	Measure 3: Students can always stand to learn more about critical thinking.	Measure 3: Emphasize critical thinking in all classes.
Learning Outcome 11: Career readiness					
	Measure 1: Comments from	Measure 1: On a scale of 1-to-5,	Measure 1: On a scale of	Measure 1: The Communication Department does	Measure 1: Will continue to emphasize

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures				
	internship providers about career readiness of interns.	80% of students will score a 4 or 5 on survey.	1-to-5, 95% of internship providers said students were ready for a career. Average score: 4.57	an excellent job preparing students for jobs by requiring internships and having students succeed in those internships.	in Communication.
	Measure 2: Review of ePortfolio in COMM 4990 (DM)	Measure 2: 80% of students will be scored "strong" in this category.	Measure 2: 90% of students were scored "strong" in this category	Measure 2: Our students are prepared for careers, but we could prepare them better for better careers.	Measure 2: We will do a better job collecting ePortfolios and will consider asking our new advisory board members to review them.
Learning Outcome 12: Diversity	Measure 1: Comments from internship providers about intercultural sensitivity (DM)	Measure 1: On a scale of 1-to-5, 80% of students will score a 4 or 5 on intercultural sensitivity.	Measure 1: On a scale of 1-to-5, 97% of employers said students were culturally sensitive. Average score: 4.93	Measure 1: The Communication Department does an excellent job of teaching these concepts.	Measure 1: Will continue to emphasize in all Communication classes.
	Measure 2: Exit survey to graduating seniors (IM)	Measure 2: On a scale of 1-to-5, 80% of students	Measure 2: On a scale of 1-to-5, 71% of	Measure 2: In the opinion of graduates, the Communication Department can	Measure 2: We will address this.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct (DM) and Indirect (IM) Measures				
		will answer Agree or Strongly Agree.	students agreed or strongly agreed they possessed cultural sensitivity. Average score: 4.21	improve because 23% said they were unsure about learning sufficient information about diversity and cultural sensitivity.	

(See Appendix L for copies of assessment materials, including the rubric for the eportfolio for COMM 4990 Senior Seminar, internship survey, and exit survey.
Assessment Summary:

- 1) In 2013 the Department of Communication revised the student learning outcomes for the major and general education classes to make them measurable.
- 2) Communication is working on having at least one Direct Measure and one Indirect Measure for each outcome. Some learning outcomes have multiple learning outcomes.
- 3) Communication graduates are doing extremely well on learning outcomes according to internship providers. More than 80% of all interns receive a rating of 4 or 5 on a 5-point scale from employers for writing (90%, 4.45), speaking (89%, 4.74), research (87%, 4.52), interpersonal/small group (98%, 4.71), and cultural sensitivity (97%, 4.93). The scores reported above are for 2013-2014. Interestingly, last year writing was the lowest scored category by employers, but this year improvements were noted. To work on writing, we now require all students in COMM 1130 Media Writing to pass a grammar/punctuation test before they can receive their grade.
- 4) Communication graduates rate their level of knowledge and skills lower than employers, partially attributable to concern that they are not ready to find a job. (N=87 All data collected since exit survey started). A large percentage of

students rank their skills as a 4 or 5 on a 5-point scale. They show confidence in their capability in writing (86%, 4.21), speaking (91%, 4.31), interpersonal/small group (89%, 4.24), critical thinking (90%, 4.13), media (87%, 4.11), research (83%, 4.11) and diversity (77%, 4.21). Diversity may come out low because it is not emphasized in the final classes being completed by our majors.

- 5) We have established a common rubric to assess ePortfolios in Fall 2014. We have limited data at this point but will have more complete data by the on-site visit. We are also going to assess speaking through the use of a presentation in the class. We will also do a better job collecting ePortfolios on CDs or flash drives to try to avoid the issue of broken links or missing sites when assessment needs to be performed. Now that we have an advisory board, we may consider asking our members to be involved in a professional assessment of ePortfolios.
- 6) We will continue building assessments into our classes in both the campus classes and concurrent enrollment courses. This way we can have more complete results and won't have to spend extra time with assessment, which is difficult with our heavy teaching load.
- 7) The administration of the Comprehensive Learning Assessment (CLA) test in COMM 4990 Senior Seminar shows our students are performing at the 50th percentile or slightly above in writing and critical thinking. Data from this test is comparable to other students on campus as well as students from across the country.
- 8) We are also discussing ways to assess all courses required of Communication students, including COMM 3000 Communication Theory, COMM 3150 Communication Research Methods, and COMM 3650 Communication Law.
- 9) We now have Student Learning Outcomes for all classes that connect to the SLOs for the program that connect to the general education and/or college SLOs, which finally connect to the university mission statement. We are doing a good job posting these on our syllabi and explaining to students what they will learn and how assignments and learning outcomes will be assessed.

E. Academic Advising

Advising Strategy and Process

Academics

According to the Institutional Research numbers, the Department of Communication had 425 majors as of Nov. 15, 2014. This compares to an average of 255 during the years reported on in the 2009 program review.

Civic Advocacy	18
Communication Teaching	14
Digital Media	79

Interpersonal & Family	39
Multimedia Journalism	59
Organizational Communication	28
Public Relations & Advertising	161
COMM Major No Emphasis	17
COMM Applicants	10
<hr/>	
TOTAL	425

Majors are assigned to an advisor based on the student's emphasis area or whether that student is pursuing a minor or an associate's degree. Typically, each area has a single advisor with the exception of Public Relations & Advertising with three advisors and Digital Media with two advisors. Students are encouraged to meet with their advisor upon admission to the major to receive assistance in planning individual programs of study. **(See Appendix M.)** Students can meet with their advisor as much as needed through graduation. If an advisor is not available, the chair helps out in all areas.

New advising sheets for each emphasis area, minors, and associate's degree were created following the curriculum changes in 2013 and the addition of the associate's degree in 2014. They are available in the front office, from advisors or online at weber.edu/communication **(See Appendix G.)** Students like the checklist printed on department stationery. They can also access the CatTracks system.

CatTracks helps advisors track student degree progress. Faculty are encouraged to attend university-sponsored advisor sessions to keep up to date on requirement changes, new policies and technologies that may add in advising. Beginning in 2013, students can be automatically signed off for graduation if all of the requirements are checked off in CatTracks, not requiring the final advising session. However, students must still apply online for graduation.

To further assist in the advising process, academic maps were created for each area of emphasis in 2014 to show students approximately when to take classes in order to graduate in four years. These are posted on the department website (weber.edu/communication) for each emphasis area. **(See Appendix N.)**

Students can determine who their advisor is by clicking on the advisor link on the department website at weber.edu/communication. A bulletin board just outside the department office includes faculty photos and contact information. Finally, in the last two years, the department holds several walk-in advising appointments during the opening of registration to accommodate students at the last minute.

For general education advising and overall university requirements, students can now meet with an academic advisor hired specifically to work with students in the College of Arts & Humanities. This advisor advises all students working toward an

Associate of Science in Communication as well. Her assistance has taken a great load off faculty advisors in the department, allowing them to focus specifically on department requirements.

Internship and Job Opportunities

The department posts updated internship opportunities online at weber.edu/communication. Internships are also posted on a designated bulletin board outside the department office, shared on email or announced in classes. A faculty member receives a course release each semester for taking care of these responsibilities and directing all student internships.

Additionally students interact with Career Services staff in COMM 4990 Senior Seminar. Representatives conduct mock interviews in class to help students present themselves in a professional manner. Professionals from outside the university also volunteer by advising students on resumes, interviewing skills, networking, portfolios and other job-search related activities.

Communication with Communication Students

In order to more effectively communicate with our current students, we have started doing a number of things, including:

- 1) Sending a monthly email newsletter to students with information such as announcements, calendar listings, student and alumni news, and faculty achievements. *(See Appendix O.)*
- 2) Working with University Communications and the College of Arts and Humanities marketing director to establish a logo so that all promotional materials have the same look and feel. We have new promotional materials this year, including a department brochure, bookmark, advising sheets and associate's degree card. *(See Appendix P.)*
- 3) Updating the department website at weber.edu/communication to adhere to Weber State's updated look rolled out in 2014. *(See Appendix Q.)*
- 4) Holding drop-in advising sessions during the first week of registration for each semester.
- 5) Working on bulletin boards and banners in Elizabeth Hall.

Communication with Potential Communication Students

Even though we are making strides in increasing the number of Communication majors and graduates, we want to continue to increase our numbers and build our

program. The new promotional materials and website will be useful to do this. In addition, we are:

- 1) Starting a yearly Speech Showcase in Spring Semester to highlight and celebrate the achievements of our Communication students and are inviting area high school students to encourage them to pursue a major at Weber State.
- 2) Kicking off a public speaking contest in both Fall and Spring Semesters to encourage friendly competition and introduce our major to the many general education students in the Principles of Public Speaking class.
- 3) Involving the department as a client for Ogden Peak Communications and PRSSA, which are doing market research and making recommendations as part of their work this year.
- 4) Visiting all 20 area high schools with promotional materials to encourage high school counselors to tell students about the Communication major.
- 5) Meeting with WSU's professional recruiters and student ambassadors to make sure Communication is a degree that they tell potential students about.
- 6) Establishing additional summer campus for high school students similar to what WSU Debate has done with the WSU Debate Institute. .

Effectiveness of Advising

According to the exit survey given to graduating seniors, 82% strongly agree or agree that they get good academic advising in the Department of Communication. However, 17% did disagree so there is room for improvement.

Past Changes and Future Recommendations

The addition of a college advisor to advise general education requirements and the associate's degree, has helped the Communication Department immensely. However, in an ideal world, the department would have an advisor or be able to give faculty members course release to fulfill this responsibility. Faculty members are swamped during registration time and at graduation deadlines. Another helpful change has been the simplification of the requirements and advising sheets, which in turn resulted in more accurate information on the advising screen of CatTracks.

F. Faculty

Faculty Demographic Information

Currently the Department of Communication has 19 full-time faculty members. This compares to 16 full-time faculty members in the 2009 program review. Of the 19 full-time faculty members, 14 have Ph.D.s, one is ABD and four have master's degrees with significant professional experience. Fourteen are on tenure track while five are on continuing contracts. We are currently hiring an additional tenure-track person who will begin next fall, bringing the number to a record 20 full-time faculty members. The department is making significant advancements with both numbers and qualifications. Five years ago, only 10 full-time faculty had doctoral degrees.

(See Appendix R posted as a link on the program review site.)

We also drew from 18 adjunct faculty members in the last few years. They are also highly qualified with two having Ph.D.s, one with a J.D., 11 with master's degrees, and four working on master's degrees. The adjunct faculty members typically teach the general education classes of COMM 1020 HU Principles of Public Speaking, COMM 2010 HU Mass Media & Society, and COMM 2110 HU Interpersonal & Small Group Communication. Each fall and spring semester, the department offers about 50 sections of these courses. In the last two years with increases in enrollment, several adjuncts have been called upon to teach COMM 1130 Media Writing and various public relations courses.

Programmatic/Departmental Teaching Standards

Both full-time and adjunct faculty members work hard to offer an exceptional education for students. They employ various approaches to learning, including but not limited to, lecture-discussion, use of computer labs, guest speakers, hands-on projects, service learning, small group activities and games. Communication faculty are innovative, whether their classes are face-to-face, online, or hybrid. All faculty members enhance their classrooms with technology. In addition, many classes are Web-enhanced whether or not they are taught online.

Since the last program review, three additional classes have been added to the online offerings. They are COMM 3000 Communication Theory, COMM 3460 Public Relations & Social Media, and COMM 4990 Senior Seminar. They join COMM 1020 HU Principles of Public Speaking, COMM 1500 Introduction to Mass COMM, COMM 2010 HU Mass Media & Society, and COMM 3220 Editing.

To develop new skills, faculty members attend training such as learning how to use the Wimba voice tool and Wimba live classroom in WSU Online. Several faculty members have obtained certification as a Master Online Teacher.

To emphasize and develop excellent teaching standards, the department has instituted a short presentation by a faculty member on teaching into faculty meetings.

Faculty Qualifications

• Anne Bialowas	Ph.D.	University of Utah	Associate Professor
• Cynthia Bishop	Ph.D.	Southern Illinois University	Instructor
• Ryan Cheek	M.A.	University of Wyoming	Instructor
• Nicola Corbin	Ph.D.	University of Georgia	Assistant Professor
• Kathy Edwards	Ph.D.	University of Utah	Associate Professor
• Hailey Gillen	Ph.D.	West Virginia University	Assistant Professor
• Omar Guevara	M.A.	University of Ohio	Instructor
• Susan Hafen	Ph.D.	Ohio University	Professor

• Robin Haislett	ABD	Texas Tech Univeristy	Assistant Professor
• Eric Harvey	Ph.D.	Indiana University	Assistant Professor
• Becky Johns	Ph.D.	University of Utah	Professor
• Sheree Josephson	Ph.D.	University of Utah	Professor
• Mark Merkley	M.A.	Brigham Young University	Instructor
• Jean Norman	Ph.D.	UNLV	Assistant Professor
• Colleen Packer	Ph.D.	University of Utah	Associate Professor
• Ty Sanders	Ph.D.	University of Oregon	Associate Professor
• Sarah Steimel	Ph.D.	University of Nebraska	Assistant Professor
• Drew Tyler	M.A.	Brigham Young University	Instructor
• Brent Warnock	M.A.	University of Utah	Instructor

(See Appendix R for the vitae of all full-time faculty members.)

Evidence of Effective Instruction for Regular Faculty

Student Evaluation

At the end of each semester, the department administers the Instructor and Course Evaluation Form to provide data on teaching effectiveness from the student perspective. While tenured faculty are only required by the university to have two classes evaluated each year, it is departmental practice to have every class evaluated. The evaluations are read each term by the department chair and the dean. The dean also requires a yearly report where faculty account for what they have achieved in teaching, scholarship/creative activities, and service. In the last two years, the new department chair has written a short evaluation on each faculty member's performance in all three areas. However, teaching excellence is emphasized. The department is also recognized by students as having exceptional teaching with a faculty member from Communication one of five finalists selected campus-wide for the Master Teacher award on an almost yearly basis.

Peer Evaluation

Peer committees also evaluate faculty teaching, and it is further evaluated during the promotion and tenure process.

The Evaluation of Peer Instruction committees (EPIC) and promotion and tenure committees are organized at the beginning of each academic year. Candidates are formally alerted to the process, and dates are established early so there is ample time to prepare for these levels of review. Tenure-track candidates receive EPIC teaching reviews in the third and sixth years of appointment. The overall performance (including scholarship/creative activities and service) of tenure-track candidates is reviewed in their second (administrative), third and sixth years (administrative plus review committees). Once tenured, faculty members are evaluated as they seek promotion. Tenured faculty are also scheduled to receive a

triennial review from the chair. Beginning this year, full professors will undergo a post-tenure review process every five years. Contract faculty undergo EPIC reviews at the end of their first year, and in conjunction with each triennial review, in addition to regular evaluation by students.

Colleagues are supportive and congenial but offer constructive suggestions for improvement of teaching during the peer evaluation process. The tenure and promotion evaluation is criteria-based in the areas of teaching, scholarship/creative activities, and service at the department and college levels. The department has used the evaluation process to make personnel adjustments as necessary, replacing faculty as a result. The department strongly encourages improvements in specific areas based on recommendations from the various reviews.

Evidence of Effective Instruction for Adjunct Faculty

The COMM 1020 and 2110 course coordinator mentors adjunct faculty members and monitors their teaching, including observation of instruction. A department committee has set standards for writing, testing and assignments. A certain number of requirements are established to ensure that the adjunct instructors are held to the same standards as full-time faculty. These requirements are explained and discussed in yearly retreats prior to the start of the school year and documented in an adjunct handbook.

At the end of each semester, the department administers the Instructor and Course Evaluation Form for ALL classes taught by ALL adjuncts. The evaluations are read each term by the department chair and dean. The department chair returns a printed evaluation and a note to each adjunct faculty member about their performance. The chair and the course coordinator use the course evaluation information to help make retention decisions about the adjunct faculty.

In addition to the adjunct faculty members, high school instructors teach concurrent enrollment sections of COMM 2110 HU Interpersonal & Small Group Communication to early-high school students in surrounding school districts. These instructors attend a yearly retreat and go through extensive training before they are allowed to teach these high school classes for college credit. While their classes are not evaluated using the on-campus instrument, they are evaluated by the high schools and these reports are forwarded to the university where they are read by the course director, chair and the concurrent enrollment director. In addition, the concurrent director, a full-time faculty member with an expertise in communication teaching, visits and observes each classroom at least once yearly.

Mentoring Activities

The Department of Communication also assigns mentors to new faculty. Senior faculty serve as advisors, advocates and friends to ameliorate anxiety and help new faculty be productive as quickly as possible. The dean also provides funding so that

the faculty member can take his or her mentee out to lunch several times. Full-time faculty members are also encouraged to attend the New Faculty Retreat, an overnight and off-campus activity. This helps faculty to learn the ropes and cement relationships with others who are new.

Diversity of Faculty

The department's full-time faculty consists of seven men and 12 women. The three faculty members with the rank of full professor are women. The majority of faculty members list "white" on ethnicity reports. We do have one public relations and advertising professor who is a black woman who immigrated from Guyana and the director of forensics has Hispanic heritage. We did have a man from India and a woman from South Korea on our faculty, but they left to pursue other opportunities. Diversity is always a priority consideration in hiring, but those candidates are often in high demand. When we do hire them, we often have difficulty keeping them.

Ongoing Review and Professional Development

Faculty members are undergoing more review than ever with the goal of improving teaching, encouraging more scholarship, and continuing a tradition of strong service. Every year, the dean of the College of Arts & Humanities requires all full-time faculty to submit a Faculty Annual Report (FAR) to document accomplishments in the previous calendar year. They are typically due in February. Since becoming department chair two years ago, Dr. Sheree Josephson writes a one-page, single-spaced review of each faculty member, awarding three points each for performance on teaching, scholarship and service, with the 10th point for upholding faculty duties such as holding office hours and returning student email. The dean and department chair then meet to discuss the evaluation. On years when merit raises are awarded, these are based on the results of this yearly evaluation.

Tenure-track candidates undergo a third-year review, which includes the EPIC teaching review mentioned above. Tenure reviews assess teaching (including peer, student and administrative evaluations), scholarship/creative performance, and service. These reviews involve extensive evaluation by the department rank and tenure committee, the department chair, the college rank and tenure committee, and finally the dean. Candidates are prepared in the second year by a chair-level review. Tenure-track faculty are considered for tenure in their sixth year. They again undergo the EPIC teaching review, followed by the full committee and administrative reviews mentioned above.

Once tenured, faculty members are evaluated as they seek promotion. Faculty members may seek promotion to full professor in their 10th year unless they petition for early promotion. Promotion reviews assess teaching (including both peer evaluations and student evaluations), scholarship/creative activities, and service with the multiple levels of review. Tenured faculty who do not seek promotion to full professor are reviewed every five years in a post-tenure review

process. Tenured faculty who have earned the rank of full professor are also reviewed every five years. The post-tenure review process also includes the peer, student and administrative teaching evaluation, and evaluates scholarly and creative performance, and service.

Contract faculty undergo EPIC reviews at the end of their first year, and then triennially. This is in addition to regular evaluation by students.

Scholarship/Creative Performance

Faculty have produced more scholarship in recent years than at any other time in the history of the Department. Since the last program review, faculty have published scholarly articles in the Journal of Visual Communication, Communication Quarterly, Communication and Critical/Cultural Studies, Southern Communication Journal, Journal of Communication and Religion, Visual Communication Quarterly, Journal of International and Intercultural Communication, Communication Teacher and Journal of the International Society for Teacher Education.

Faculty have also produced several book chapters, one scholarly book, and published papers in international conference proceedings. Other scholarship includes numerous conference presentations. One faculty member serves on the editorial board of an AEJMC journal, which several faculty members regularly review articles for journals and conferences. The Master of Professional Communication degree has contributed to the growth of scholarship in the department.

The department generally supports scholarly and professional development with a yearly allotment of \$400 for each full-time faculty member. Since the last program review, the dean has contributed \$1,000 in travel funds yearly to tenure-track faculty members actively pursuing scholarship. In addition, the department typically supports three to five faculty members with an additional \$1,000 out of the money received from concurrent enrollment tuition. Many faculty attend at least one conference annually. Meanwhile, some faculty have competed for and received monies from special accounts on campus such as the Research, Scholarship and Professional Growth fund. The department also supports faculty who attend conferences by covering classes and other assignments.

Service

Faculty do more than their share of service in the department, on campus and off. As a group, the 19 members are extremely involved in everything from developing an associate's degree (department service), to chairing the College of Arts and Humanities tenure and promotion committee (college service), to serving on the Executive Committee of the Faculty Senate (university service), to participating as an advisory board member for the World Burn Conference (professional service). Most faculty serve on multiple department-level committees and at least one

college- or university-level committee (*See Appendix R*). A number of faculty are also regularly interviewed by the media, including a recent interview on Al Jazeera in the United States.

As a result of this relatively heavy service load, the department has instituted a procedure for attempting to spread the work around. At the annual faculty retreat at the beginning of each academic year, the department chair lists all of the department, college and university service needs and opportunities. As a group, decisions are made on who will take on what responsibilities or who will stand for election to those responsibilities.

G. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

The current office support staff of one full-time department secretary and one part-time work study student is barely adequate. The department office and department overall would be better covered with the addition of at least one part-time (20 hours per week) person to help with recruitment and advising. The Master of Professional Communication program did hire a part-time assistant that we can use when the department secretary takes vacation or sick leave. The department chair occasionally has to cover office duties.

The department secretary regularly attends on-campus classes and workshops. In accordance with university procedures, classified staff are reviewed via WSU's Performance Review and Enrichment Program (PREP).

Adequacy of Administrative Support

Dean Madonne Miner has been as supportive as she can be with occasional office coverage from her staff and helping to provide some additional, but limited, funding for faculty travel and research. We appreciate that she hired a college advisor for general education and our new associate's degree and arranged for local computing support. The Provost's Office and Continuing Education have also been supportive with instructional monies to help with the increased enrollment, especially in the last two years. If we can continue to increase SCHs and graduation numbers, the dean and provost have promised additional faculty. True to their word, we have been able to hire back two of the tenure-track lines lost in budget cutbacks in the last 10 years, turned a temporary hire into a full-time position, and are in the process of hiring a COMM 1020/2110 course coordinator on tenure track.

Adequacy of Facilities and Equipment

The move to Elizabeth Hall in December 2008 continues to be a wonderful place for faculty and staff to work and for students to learn. All faculty offices have good furniture and windows that afford magnificent eastern or northern views of the mountains. All classrooms are "smart" classrooms with the necessary equipment to support teaching and learning. Classrooms have comfortable seating for students.

In Fall 2013 we instituted nominal course fees on several classes ranging from \$5 for COMM 1020 HU Principles of Public Speaking up to \$25 for digital media classes such as COMM 4750 Advanced Audio & Media Production. This allows us to support the technology in the classroom such as the teaching station computers and projectors. It also allows us to update computer labs every four or so years. When we moved into Elizabeth Hall in 2008, Communication had to share a computer lab with English. Since that was not sufficient to meet our needs, we applied for and received special funding for an additional computer lab for Communication. Between the two labs, we currently have sufficient lab space in Elizabeth Hall.

Since the last program review, our television studio housed in the Stewart Library received a significant update thanks to a \$200,000 grant from the provost's office. Also, since the last program review, the Shepherd Union Building underwent a significant renovation. Since both The Signpost and KWCR 88.1 FM are located in the Union Building, both student organizations received significant upgrades to their surroundings. The Signpost has a beautiful fourth-floor space once used to house the Wildcat Room restaurant. KWCR has a visible space across the hall from the popular bowling alley. During the construction and remodeling of buildings in the center of campus, the department requested space to put its media organizations in one location. While the request was not accommodated, all three

media organizations are housed in adjacent buildings—the library, Union Building, and Elizabeth Hall.

In addition, a small space in Elizabeth Hall is now devoted to Ogden Peak Communications, the student-run PR firm, and PRSSA. Another small space in Elizabeth Hall has been turned into an eye-tracking laboratory to house equipment where students and faculty can conduct research.

Adequacy of Library Resources

The department receives excellent support from the Stewart Library. Requests for books, videos and other instructional materials are regularly honored. Library personnel are available to department classes for instruction on library use and research. Interlibrary loan means that faculty and students can obtain any resource possible.

Adequacy of Department Budget

The department budget is adequate in some areas and inadequate in others. The Current Expense budget is not sufficient to meet the basic operating expenses of the department (e.g., telephone, paper, supplies, photocopying, etc.). The hourly wage budget is barely sufficient to support a work-study student. The Instructional Wage (IW) budget is adequate because of the way the department chair manages instructional resources. For example, if a full-time faculty member teaches an evening class, Continuing Education funds a swap-out, an adjunct faculty member who teaches a course during the day. Without swap-outs, adjuncts teaching on-campus day classes would have to be paid from the IW budget.

Support for faculty scholarship is a major concern for department faculty. Allowing one or two faculty per year one-quarter reassigned time for scholarship, an arrangement made with the previous dean in response to a recommendation from a previous program review, has been put on hold. All of this combined with low salaries and small salary increases in recent years makes it difficult for faculty members who cannot afford to supplement their travel budget to present at professional conventions. Indeed, some faculty teach overload courses in order to afford convention attendance. Spending more time teaching diminishes time available for scholarship.

H. Relationships with External Communities

Description of Role in External Communities

The Department of Communication maintains liaison with the external community in seven dynamic ways:

- 1) We have a well-established community internship program.
- 2) We have offered concurrent enrollment communication courses to high school students in Northern Utah for 15 years.
- 3) We invite community members to be guest speakers and serve as clients for hands-on projects in classes and for co-curricular organizations.
- 4) We have an extensive service-learning component in our curriculum.

- 5) Faculty members maintain professional contacts and serve on community boards.
- 6) Our co-curricular activities reach a broad segment of the community.
- 7) We established an advisory board this year.

Internships

The Department of Communication has had a strong student internship program for at least 30 years. We set the standard on campus in this regard. The three-credit internship allows students to work 180 hours with industry professionals around the state. The Department of Communication website (weber.edu/communication) maintains a list of the organizations and currently includes more than 150 community partners. The Department monitors interns work through mid-term and final reports required of both the student and the supervisor. A survey allows community members to evaluate Communication students and their readiness to enter the workforce. That feedback is one of the tools the Department uses for assessment and curriculum review.

Concurrent Enrollment

Another example of successful collaboration with the community is our concurrent enrollment program. In response to the need for high school students to graduate with improved human communication skills, the Department of Communication partnered with two Northern Utah school districts to create a concurrent enrollment version of COMM 2110 HU Interpersonal & Small Group Communication course. As a concurrent enrollment course, students in participating high schools are able to earn university general education credit in Communication. Their instructors are typically English teachers who have been trained and certified by Department of Communication faculty. We now offer concurrent enrollment courses at 10 Utah high schools, and the enrollment has grown each semester, until we now have 1,000 students. This provides not only a close relationship to students but also a close relationship with high school teachers and administrators.

Guest Speakers and Clients

Faculty members regularly invite members of the community to speak to Communication classes. Classes also provide regular pro bono public relations, advertising and audio/video work for a variety of community organizations, which serves two purposes: enhancing the educational opportunity of students, and allowing faculty to interact with professionals in the community. For example, students in a public relations class may work with a local company or organization to produce a Public Relations Audit. They study and evaluate the PR efforts of these "clients" and then make recommendations to improve or expand those efforts. Another example might be from the Advanced Audio & Video Production team that produces a video for a local client such as for 3D printer.

Community Service

For more than a decade students in the COMM 2110 HU Interpersonal & Small Group course have participated in service learning projects. A conservative estimate is that 1,500 students per semester between the WSU campus and the high school concurrent program participate. In three- to five-member groups, students are required to complete eight to 12 hours of service, which equates to approximately 10,000 student hours of service per year given directly to the community for such organizations as the Red Cross, Youth Impact, Ogden-Weber CARES, YWCA, and Your Community Connection.

Professional Contacts

Faculty members also serve on a number of national and local boards. For example, Dr. Kathy Edwards is serving on the national advisory committee for Phoenix SOAR, which has been recognized as the standard of care for hospital peer support by the American Burn Association, and the advisory board for the Ogden Nature Center. Forensics Director Omar Guevara works with the Ogden City Council to give advice on speaking persuasively. Dr. Colleen Packer is on the board of directors of the R&R Financial Group and has served on the Board of Trustees for the Ogden/Weber Convention and Visitors Bureau. Dr. Anne Bialowas is on the board of directors for the Weber State Charter Academy. These are likely just a few examples from the last five years.

Co-Curricular Activities

Probably the main way we interact with the external community is through our co-curricular organizations. The number of co-curricular activities under the umbrella of the WSU Communication Department is also something that sets us apart from other departments on campus. The co-curricular organizations we support are:

- 1) KWCR 88.1 FM
- 2) Ogden Peak Communications/PRSSA
- 3) Studio 76/WildcatONE Television
- 4) The Signpost
- 5) WSU Debate

KWCR 88.1 FM

KWCR 88.1 FM is Weber State University's campus radio station. It broadcasts in Weber and Davis counties and is a favorite with teens who are the future of WSU. KWCR provides an important service to the community by broadcasting several shows in Spanish, with its news and entertainment programs, and by its introduction of new music, especially local bands. It can also be listened to on the Internet or through the KWCR app. Students also frequently do live remotes at local events and locations. The faculty advisor is Dr. Eric Harvey.

Ogden Peak Communication/PRSSA

Ogden Peak Communications, the student-run PR firm, was established four years ago. Students gain experience providing numerous PR services to on-campus and community clients. This organization interfaces with PRSSA, which often brings in PR professionals as guest speakers and visits PR firms to network and learn about the industry. The faculty advisor is Dr. Nicola Corbin.

Studio 76/Wildcat ONE Television

Studio 76 is a fully operational video production studio. It produces a wide variety of shows as students hone their digital media skills. As a student-run organization, students tell stories, highlight community events and cover campus news. Wildcat ONE Television, new this year, is an on-campus television station that sponsors movies on demand as well as shows news and entertainment content produced by WSU students. It can be viewed in the residence halls and on monitors around campus. In addition, Studio 76 and Wildcat ONE have their own YouTube channels and Facebook followers where content can be viewed. The faculty advisor is Drew Tyler.

The Signpost

The Signpost is WSU's multimedia news organization. With a Web-first philosophy, The Signpost does not wait until the print editions of Monday, Wednesday and Friday to break news. News is posted to the news organization's website the second it breaks with social media messages to alert followers to the content. The print editions are delivered to a dozen businesses and organizations around the community, including the Ogden mayor's office. The online edition of the newspaper gets approximately 1 million hits per year from around the world. The Signpost has more than 1,500 Facebook followers. The faculty advisor is Dr. Jean Norman.

WSU Debate

The Weber State University debate team, established in 1922, is the oldest and most competitive team at WSU. It specializes in academic policy debate and typically ranks in the Top 25 programs in the nation, often against the finest public and private universities. In 2011-2012, WSU Debate finished No. 1 in NDT District II overall ranking. It has also won the first-place sweepstakes title in the Cross Examination Debate Association National Tournament West Region three years in a row. WSU hosts numerous local, regional and even national tournaments. In the last two years, it hosted the National Debate Tournament and the National Debate Coaches Association, both of which brought more than 500 competitors and coaches to town. Just this last summer, it instituted the Weber State Debate Institute, which attracted 120 high school students for three weeks. The faculty advisors for WSU debate are Omar Guevara and Ryan Cheek.

Other Co-Curricular Activities

The department also sponsors a student chapter of the Society for Professional Journalists and is investigating establishing a student chapter of a professional organization for Digital Media students.

External Advisory Board

Twelve distinguished professionals were named to the first-ever Advisory Board for the Department of Communication in 2014. The advisory board members will be instrumental in helping to improve and update the curriculum, obtain more internships and scholarships for students, among other things. *(See Appendix x.)* The members include:

- Randall Bennett, founder of Vidpresso
- Jason Carlton, social media specialist for Primary Children's Medical Center
- Shawn Choate, human resources manager for Ogden City
- Joe Dallimore, vice president of strategic planning for MarketStar
- Jesse Garcia, former Ogden City Council member
- Kelly Hammer, new product and brand manager for Bonneville International
- Jeff Haney, chief internal communications officer for the Canyons School District
- John Kowalewski, executive director of marketing and communication for Weber State University
- Jessica Miller, courts reporter for the Salt Lake Tribune
- Lisa Roskelley, former communications director for Gov. Jon Huntsman
- Dave Smith, partner for Penna Power Brian Hayes
- Angie Welling, public policy and government affairs director for Google

Alumni

While a number of graduates from our program participate in some of the ways listed above, the department is not satisfied with its contact with alumni. We have emailed graduates asking them to contribute information to our alumni link on the department website, but only a few responded. A big problem is the inadequacy of the email list provided by the university's Alumni Office. Once we accomplish some of our other goals, we hope to get a list of graduates and find them through social media channels and list them on our website. This will help us remain connected to them and show current and potential students what they can do with a Communication degree.

Scholarships and Other Financial Support

Better contact with our former students will help the college's development officers reach graduates to ask for scholarships, endowments and other financial support. The department would like to award more scholarships to support our outstanding students. The College of Arts and Humanities just hired another development officer to help its full-time development director. This should help even though this new employee's time is shared with another college.

I. Results of Previous Program Review

Recommendations from 2010 Review

The recommendations from the previous five-year review concentrated on budget-related challenges. Those and additional funding related challenges continue.

Recommendation 1

The department needs to carefully monitor and implement future funding sources for student labs and resources. The ability of the department chair or the dean to reallocate funding in some areas of the budget and use for replacement, refurbishing, repair and remodeling seems unpredictable. The possibility of a here-to-for avoided course fee or department fee could be considered in order to help the department be more self-supporting.

Action Taken

We placed course fees ranging from \$5 for students in COMM 1020 HU Principles of Public Speaking to \$25 for students in media production classes such as COMM 4750 Advanced Audio and Video Production. We also received on-campus grants to establish another computer lab in Elizabeth Hall and to update our television studio with digital equipment.

Recommendation 2

Secure consistent and additional secretarial support to assist the existing staff and especially prepare for the additional demands of the graduate program admissions, committee coordination, curriculum, and student progress.

Action Taken

With tuition money collected from the Master of Professional Communication program, we hired a 30-hour-a-week administrative assistant. This person has been able to provide assistance in the front office to help when we are especially busy or if someone needs a day off. This person has also been able to help with website tasks.

Recommendation 3

Financial support for faculty research and travel will be even more critical as the graduate program inherently demands higher levels of scholarly activity. The current practice of funding only one-quarter to one-third of the cost to travel to a national convention and to have faculty members personally pay for substantial portions of that travel is not consistent with a quality undergraduate or graduate program. As stated in the previous five year list of recommendations, additional funding would allow for the improvement of administrative support for a culture of scholarly and creative activity.

Action Taken

Since the last five-year program review, the dean for the College of Arts and Humanities has supplemented the travel of tenure-track faculty who are actively pursuing a research agenda with \$1,000 yearly. In addition, we have been able to award \$1,000 to about five faculty members to travel to a conference with funds earned from the COMM 2110 HU Interpersonal & Small Group Communication concurrent enrollment classes. If a faculty member gets all three forms of support, it adds up to \$2,400. However, this applies to a limited number of faculty members and probably still isn't sufficient to support scholarly activity.

Recommendation 4

Continue effective assessment practices of EPIC and other methods but also find additional funding sources or released time to facilitate portfolio and alumni surveys to better accomplish full programmatic evaluations.

Action Taken

We have been unable to adequately address this issue. We are thus trying to resolve this issue by setting up assessment within classes that can be used for program review as well as for awarding grades.

Summary Information (as needed)

J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Assessment Summary:

Problem Identified: Some of our program Student Learning Outcomes were not measurable.

Action Taken: In 2013 the Department of Communication revised the student learning outcomes for the major and general education classes to make them measurable.

Problem Identified: We did not have a way to measure each of our 12 new Student Learning Outcomes.

Action Taken: Communication is working on having at least one Direct Measure and one Indirect Measure for each outcome. Some learning outcomes have multiple learning outcomes.

Problem Identified: We decided that we would consider our student performance acceptable if 80% of them received a rating of 4 or 5 on a 5-point scale from our internship supervisors.

Action Taken: Communication graduates are doing extremely well on learning outcomes according to internship providers. More than 80% of all interns receive a rating of 4 or 5 on a 5-point scale from employers for writing (90%, 4.45), speaking (89%, 4.74), research (87%, 4.52), interpersonal/small group (98%, 4.71), and cultural sensitivity (97%, 4.93). The scores reported above are for 2013-2014. Interestingly, last year writing was the lowest scored category by employers, but this year improvements were noted. To work on writing, we now require all students in COMM 1130 Media Writing to pass a grammar/punctuation test before they can receive their grade.

Problem Identified: We decided that we would consider our student performance acceptable if 80% of students rated themselves with a 4 or 5 on a 5-point scale in the exit survey.

Action Taken: Communication graduates rate their level of knowledge and skills lower than employers, partially attributable to concern that they are not ready to find a job. (N=87 All data collected since exit survey started). A large percentage of students rank their skills as a 4 or 5 on a 5-point scale. They show confidence in their capability in writing (86%, 4.21), speaking (91%, 4.31), interpersonal/small group (89%, 4.24), critical thinking (90%, 4.13), media (87%,

4.11), research (83%, 4.11) and diversity (77%, 4.21). Diversity may come out low because it is not emphasized in the final classes being completed by our majors.

Problem Identified: We did not have a common rubric to assess ePortfolios in COMM 4990 Senior Seminar. We also have problems collecting ePortfolios because links break and sites disappear.

Action to Be Taken: We have established a common rubric to assess ePortfolios in Fall 2014. We have limited data at this point but will have more complete data by the on-site visit. We are also going to assess speaking through the use of a presentation in the class. We will also do a better job collecting ePortfolios on CDs or flash drives to try to avoid the issue of broken links or missing sites when assessment needs to be performed. Now that we have an advisory board, we may consider asking our members to be involved in a professional assessment of ePortfolios.

Problem Identified: We do grading for courses and then have to do more work for assessment purposes.

Action to Be Taken: We will continue building assessments into our classes in both the campus classes and concurrent enrollment courses. This way we can have more complete results and won't have to spend extra time with assessment, which is difficult with our heavy teaching load.

Problem Identified: We don't know how our students compare to other WSU students or students nationally.

Action Taken: The administration of the Comprehensive Learning Assessment (CLA) test in COMM 4990 Senior Seminar shows our students are performing at the 50th percentile or slightly above in writing and critical thinking. Data from this test is comparable to other students on campus as well as students from across the country.

Problem Identified: We don't have assessment data for all of the required courses for Communication majors.

Action to Be Taken: We are also discussing ways to assess all courses required of Communication students, including COMM 3000 Communication Theory, COMM 3150 Communication Research Methods, and COMM 3650 Communication Law.

Problem Identified: Not all classes were using Student Learning Outcomes.

Action Taken: We now have Student Learning Outcomes for all classes that connect to the SLOs for the program that connect to the general education and/or college SLOs, which finally connect to the university mission statement. We are

doing a good job posting these on our syllabi and explaining to students what they will learn and how assignments and learning outcomes will be assessed.

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

Problem to Be Identified: The department was short on administrative staff.

Action Taken: An office specialist for the Master of Professional Communication program was hired who can serve as backup for the administrative assistant and work study student for the department.

Problem to Be Identified: The department needed another computer laboratory.

Action Taken: We sought and receive money to purchase another computer laboratory.

Problem to Be Identified: The department didn't have money for replacement equipment and furniture for classrooms.

Action Taken: We established course fees ranging for several classes ranging from \$5 to \$25.

Summary Information (as needed)

K. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Grammar Test Results	Writing	Each semester/ Chi Tester	Chi Tester
Internship Provider Survey	Writing, Speaking, Interpersonal/Small Group, Research, Career Readiness, Diversity	Each semester/Intern required to have supervisor fill it out	Chairs' Office, Excel File
Exit Survey	Writing, Speaking, Interpersonal/Small Group, Media, Research, Critical Thinking, Diversity	Each semester/Google Doc	Department Google drive
ePortfolios	Writing, Media, Research, Career Readiness	Each semester/Canvas or Online	Canvas but we need to get them stored on a drive
COMM 1020 Test Questions	Speaking, Listening	Each semester/Chi Tester	Chi Tester
COMM 1020 Signature Assignment	Writing, Speaking, Listening	Each semester/Canvas	Canvas
COMM 4990 Presentation	Speaking	Each semester/Canvas	Canvas
COMM 2110 Test Questions	Interpersonal/Small Group	Each semester/Chi Tester	Chi Tester
COMM 2110 Signature Assignment	Writing	Each semester/Canvas	Canvas
COMM 2010 Signature Assignment	Writing, Media	Each semester/Canvas	Canvas
COMM 4990 CLA Test	Writing, Critical Thinking	Once a year	Assessment Office

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

	2009-10	2010-11	2011-12	2012-13	2013-14
Student Credit Hours Total	14,820	15,704	15,009	15,903	15,933
Student FTE Total	494.00	523.47	500.30	530.10	531.10
Student Majors	280	338	379	401	363
Program Graduates	65	46	64	60	57
Student Demographic Profile					
Female	165	170	192	219	203
Male	145	168	209	224	209
Faculty FTE Total	22.42	23.38	24.3	25.17	N/A
Adjunct FTE	6.23	7.37	8.84	9.71	
Contract FTE	16.19	16.01	15.46	15.47	
Student/Faculty Ratio	22.03	22.39	20.59	21.06	N/A

Note: Data provided by Institutional Research

Summary Information (as needed)

Appendix B: Faculty Profile

Full-Time Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Anne Bialowas	Female	White	Associate	Tenured	Ph.D.	14	Gender, Rhetoric
Cynthia Bishop	Female	White	Instructor	No	Ph.D.	25	General Ed, Org Comm, Comm Education
Ryan Cheek	Male	White	Instructor	No	M.A.	4	Rhetoric, Argument, Public Address, Debate, Gen Ed
Nicola Corbin	Female	Black	Assistant	No	Ph.D.	5	PR, Race, Gender and Class in Mass Media, Visual Comm
Kathy Edwards	Female	White	Associate	Tenured	Ph.D.	32	PR, Strategic Comm, Org Comm
Hailey Gillen	Female	White	Assistant	No	Ph.D.	5	Org Comm, Interpersonal Comm
Omar Guevara	Male	Hispanic	Instructor	No	M.A.	21	Argumentation, Diversity, Leadership, Persuasion

Susan Hafen	Female	White	Full	Tenured	Ph.D.		Org Comm
Robin Haislett	Female	White	Instructor	No	ABD	5	PR, Advertising, Game Studies
Eric Harvey	Male	White	Assistant	No	Ph.D.	8	Digital Media, College Radio
Becky Johns	Female	White	Full	Tenured	Ph.D.	25	Org Comm, Rhetoric, Gender Studies, Mormon Studies, Gen Ed
Sheree Josephson	Female	White	Full	Tenured	Ph.D.	21	Journalism, PR, Comm Law, Advertising, Visual Comm
Mark Merkley	Male	White	Instructor	No	M.A.	25	Gen Ed
Jean Norman	Female	White	Assistant	No	Ph.D.	3	Journalism History, New Media, Language Change
Colleen Packer	Female	White	Associate	Tenured	Ph.D.	29	Comm Teaching, Service Learning
Ty Sanders	Male	White	Associate	Tenured	Ph.D.	28	Broadcast Journalism, Media Advising,

							Media Production
Sarah Steimel	Female	White	Assistant	No	Ph.D.	10	Org Comm, Nonprofits, Research Methods, Workplace Diversity
Drew Tyler	Male	White	Instructor	No	M.A..	5	Digital Media, 3D Printing, Technology
Brent Warnock	Male	White	Instructor	No	ABD	12	Gen Ed, Family Comm, Interpersonal Comm

Adjunct Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Nate Carlisle	Male	White	Instructor	No	B.A.	1	Journalism
Cory Cunningham	Male	White	Instructor	No	MPC.	2	Gen Ed
Christine Denniston	Female	White	Instructor	No	M.A.	10	PR
Bruce Frandsen	Male	White	Instructor	No	Finishing on MPC	7	Gen Ed
Matt Garner	Male	White	Instructor	No	B.A.	1	Journalism
Jeff Haney	Male	White	Instructor	No	MPC	1	Gen Ed
Allison Hess	Female	White	Instructor Specialist	Yes	M.A.	16	PR, Journalism
Fran Hopkin	Male	White	Instructor	No	MPC	2	Gen Ed
Brent Johns	Male	White	Instructor	No	J.D.		Gen Ed
Carrie McCloud	Female	White	Instructor	No	MPC	2	Gen Ed
Donna Hernandez	Female	White	Instructor	No	MPC	1	Gen Ed
Julie Hurd	Female	White	Instructor	No	MPC	1	Gen Ed
Marilyn McKinnon	Female	White	Instructor	No	M.A.	27	Journalism
Stephanie Mouritsen	Female	White	Instructor	No	M.A.	6	Gen Ed
Eva Oseguera	Female	Hispanic	Instructor	No	B.A.	5	Gen Ed
Russ Rampton	Male	White	Instructor	No	ABD	6	Gen Ed
Frank Richardson	Male	White	Instructor	No	Ph.D.	8	Gen Ed
Constance Scott	Female	White	Instructor	No	B.A.	5	Gen Ed
Randolph Scott	Male	White	Associate	Yes	Ph.D.	39	Gen Ed
Kim Smith	Female	White	Instructor	No	M.A.	13	Persuasion
Gayle Speechly	Female	White	Instructor	No	M.A.	9	PR, Gen Ed, Journalism

Stacey Tyler	Female	White	Instructor	No	Finishing MPC	2	Journalism, Gen Ed
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Summary Information (as needed)

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Georgia Edwards	Female	White	Administrative Specialist 2	20	The Signpost
Sonja Green	Female	White	Administrative Specialist 2	2	Office administration
Shelley Hart	Female	White	Advertising Manager for The Signpost	8	Ad sales
Shari Love	Female	White	MPC Office Assistant	12	MPC assistant, office administration
Anne Ludlow	Female	White	Work Study	1	Work Study

Summary Information (as needed)

Appendix D: Financial Analysis Summary

Department	2009-10	2010-11	2011-12	2012-13	2013-14
Undergraduate Appropriated Fund)	1,187,656	1,197,484	1,426,598	1,407,683	1,448,046
Instructional Costs					
Support Costs					
Other Costs (special fees/differential tuition)	0	0	0	0	1,703
Total Expense	1,187,656	1,197,484	1,426,598	1,407,683	1,449,749

Note: Data provided by Provost's Office

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Randall Bennett	Vidpresso
Jason Carlton	Primary Children's Medical Center
Shawn Choate	Ogden City
Joe Dallimore	MarketStar
Jesse Garcia	Ogden City Council
Kelly Hammer	Bonneville International
Jeff Haney	Canyons School District
John Kowalewski	Weber State University
Jessica Miller	Salt Lake Tribune
Dave Smith	Penna Power Brian Hayes
Angie Welling	Google
Mike Caldwell	Ogden City
Jeff Hunt	Parr Waddoups
Rod Zundel	KSL TV
Zac Williams	Ogden School District
Cody Craynor	LDS Church
Steve Conlin	5 Wives Vodka
Lynn Kelly	Habitat for Humanity
Marty Carpenter	Utah Governor's Office
Kim Hornack	Utah State Courts
Ben Winslow	Fox TV
Contact changes	Wasatch Home School Debate League
Contact changes	Utah High Schools Association
Tim Mahooney	National Debate Coaches Association
Chad Booth, Steven Heumann	Chad Booth and Co.
Lisa Wood, Curtis Wood	ComputerWise
Alex Macdonald	Intermountain Donor Services
Brian Alford	Utah Press Association
Mark Shenefeld	Standard Examiner
Isacc Christensen	MediaONE
Amy Mabey	Ogden City
Danielle Leek	National Debate Tournament

Note: We have many community partners but these are some of our more regular contacts.

Appendix F: External Community Involvement Financial Contributions

Organization	Amount	Type
N/A		Grant
N/A		Contract
N/A		Donation

Note: We do have several small endowments, but when the college's development director and dean were asked for this data, they did not think this is what the table asked for.

Appendix G: Advising Sheets

See weber.edu/communication for advising sheets and receive originals during on-site visit.

Appendix H: Course Rotation Plan

See weber.edu/communication for course rotation schedule and receive originals during on-site visit.

Appendix I. Assessment Materials for COMM 1020 HU

COMM 1020 HU Signature Assignment Rubric

Intent/Purpose (10%):

- _____ of 5 Specific Purpose Statement
 _____ of 5 Thesis Statement

Introduction (25%):

- _____ of 5 Must be fully written consisting of no more than 15% of words used in the speech
 _____ of 5 Is the introduction constructed to gain and maintain audience attention?
 _____ of 5 Is the topic relevance related to the audience?
 _____ of 5 Is the relation of the topic to the presenter expressed (ethos)?
 _____ of 5 Did the speaker preview the message?

Body (30%):

- _____ of 5 Outline must extend to second-level of subordination (1, 2) and consist of 30-50% of the words used in the speech
 _____ of 5 Main points (I, II, III) must be substantive declarations – foundational arguments
 _____ of 5 First level sub points (A, B) must support main point declarations/arguments
 _____ of 5 Second level sub sub-points (1, 2) must support first level declaration/arguments
 _____ of 5 Are arguments structured to logically impact the audience (logos) – topical; cause and effect; chronological; spatial; or problem-solution
 _____ of 5 Are transition statements labeled and set apart before each main point or conclusion?

Conclusion (15%):

- _____ of 5 Must be fully written consisting of no more than 5% of words used in the speech
 _____ of 5 Summarizes speech intent and links the purpose statement to the audience
 _____ of 5 Did the speaker construct a memorable and lasting impression to impact audience knowledge and behavior (pathos)

Writing Process (20%):

- _____ of 5 Did the speaker meet university level writing skills (proper grammar/syntax)?
 _____ of 5 Did the speaker utilize a style that is clear, understandable, and pleasant to read?
 _____ of 5 References are in proper MLA or APA format with at least one published article
 _____ of 5 Full sentence and key word outlines are printed and formatted properly

_____ **Total**

Values are earned as follows:

- Exceeds Expectations (5): logic/arguments are used exemplary and extraordinarily;
- Meets Expectations (4): logic/arguments are used correctly, appropriately, and fluently;
- Approaching Expectations (3): logic/arguments are present, but not fluently or well stated;
- Substandard Expectations (2): logic/arguments are present, but incorrect or inappropriate;
- Doesn't Meet Expectations (1): Not Observed (0): No evidence of the element.

COMM 1020 HU Embedded Test Questions

The following embedded test questions are to be integrated into your Chi Tester exams to assess student learning outcomes.

There are a total of ten questions, covering most of the chapters in the textbooks assigned to this course (*COMM 1020: Public Speaking, Weber State University* and *The Communication Age*). Each question is followed by the correct answer, textbook reference (chapter and pages) and Humanities and Communication learning outcomes. Please note that question #2 (The Five Canons of Rhetoric) is not included in the *Communication Age* textbook. Also note that on question #10 the term 'epideictic' is not used in the *COMM 1020: Public Speaking, Weber State University* textbook.

In order for Chi Tester read and process the questions, the questions must appear **exactly** the same for each section taught. These questions are subject to review during the COMM 1020 Retreat. Following the Retreat, the questions will be placed in the 1020 Instructor Resources where you may copy and paste, or write them into your exams. After you place the question in your exam, you must 'tag' the question to the learning outcomes* in Chi Tester.

1. Of the three 'artistic proofs' named by Aristotle, which one deals with speaker credibility?
 - a. Pathos
 - b. Ethos
 - c. Logos
 - d. Mythos

Answer: b

Public Speaking, Weber State, chpt. 1, pg. 15; *Communication Age*, chpt. 12, pg. 313

*Learning outcomes: Knowledge, C1, C2

2. The 'use and ornamentation of language' is which part of the Five Canons of Rhetoric?
 - a. Invention
 - b. Organization
 - c. Style
 - d. Understanding
 - e. Delivery

Answer: c

Public Speaking, Weber State, chpt. 2, pg. 27-28; *Communication Age*, not included in textbook

Learning outcomes: knowledge, analysis, C1, C2, B1

3. The precise goals or behavioral outcomes of your speech will be stated in your outline as the
 - a. Speech results
 - b. General purpose
 - c. Specific purpose
 - d. Thesis statement

Answer: c

Public Speaking, Weber State, chpt. 3, pg. 55-56; *Communication Age*, chpt. 11, pg. 285-86

Learning outcomes: analyze, C3, B1

4. If you are organizing your speech according to related subject matter, you are using the

- a. Topical pattern
- b. Cause-effect pattern
- c. Spatial pattern
- d. Problem-solution pattern

Answer: a

Public Speaking, Weber State, chpt. 6, pg. 134-36; *Communication Age*, chpt. 13, pg. 341-42

Learning outcomes: knowledge, communicate, C2, B1

5. If a speaker prepares a speech in advance and uses a brief (keyword) outline or notes, the speech is delivered by which method?
- a. Impromptu
 - b. Manuscript
 - c. Memorized
 - d. Extemporaneous

Answer: d

Public Speaking, Weber State, chpt. 7, pg. 155-56; *Communication Age*, chpt. 14, pg. 373

Learning outcomes: communicate, C2, B1

6. The upward or downward inflections in your voice is referred to as
- a. Fluidity
 - b. Pitch
 - c. Volume
 - d. Rate

Answer: b

Public Speaking, Weber State, chpt. 7, pg. 162; *Communication Age*, chpt. 14, pg. 375

Learning outcomes: communicate, B1

7. To maintain fair, favorable, and undivided audience attention, which of the following should you NOT do when presenting a photograph?
- a. Make the photograph too large
 - b. Use the photograph in a PowerPoint presentation
 - c. Direct attention to the photograph
 - d. Allow the photograph to be handled by the audience; pass it around

Answer: d

Public Speaking, Weber State, chpt. 9, pg. 200; *Communication Age*, chpt. 14, pg. 382

Learning outcomes: knowledge, C2, B1

8. If you are showing the audience how to do something, you are presenting which type of informative speech?
- a. Explanation
 - b. Demonstration
 - c. Description
 - d. Exploration

Answer: b

Version Date: Oct 2011

Public Speaking, Weber State, chpt. 10, pg. 229; *Communication Age*, chpt. 15, pg. 397-98
Learning outcomes: knowledge, communicate, C2, B1

9. The 'fallacy of reason' that suggests there are only two choices in an argument is called
- a. Bandwagon
 - b. Slippery slope
 - c. Either/or
 - d. Glittering generality

Answer: c

Public Speaking, Weber State, chpt. 11, pg. 251-52; *Communication Age*, chpt. 12, pg. 315-16
Learning outcomes: analyze, C3, B1

10. Ceremonial speaking falls into which one of the three most common types of presentations?
- a. Persuasive
 - b. Informative
 - c. Epideictic
 - d. Impromptu

Answer: c

Public Speaking, Weber State, chpt. 12, pg. 264; *Communication Age*, chpt. 11, pg. 286-87
Learning outcomes: communicate, C2, B1

Appendix J: Assessment Materials for COMM 2010 HU

COMM 2010 HU Signature Assignment Rubric

Course Goals and Student Learning Outcomes

COMM 2010 satisfies one of your General Education requirements in Arts & Humanities. To satisfy this requirement, COMM 2010 aims to produce specific humanities learning outcomes:

- Increase written and oral communication skills by enhancing critical thinking, research ability, cognitive learning, and individual/group problem solving.
- Gain knowledge of the history, theory, and methods associated with mass media in society.
- Improve ability to analyze broad themes and issues that cut across society, as well as judge elements of the humanities.

Student Learning Outcomes: At the completion of this course, students will be able to:

Course Goal:	Method of Assessment:
Critically discuss the role of mass media in daily life and society	Identity Media Paper, Weekly Discussions
Understand history, theory and method associated with mass media in society	Quizzes, Reception Theory Paper
Increase research and critical thinking ability	Reception Theory Paper, Final Paper

Currently noted for 2010 Department/Program Learning Outcomes

Introductory level: Writing, History, Research, Theory, Law/Ethics, Career Readiness

Emphasized level: Media, Critical Thinking

Signature Type Assignment:

Critical Reflection Assignment where students reflect on their own media usage and the role of media in society.

Proposed Student Learning Outcomes to Measure:

Writing Quality (Connect to Writing)

- Clear thesis
- Clarity of evidence to support argument
- Clarity of writing style

Critical Self Reflection of Media Use in Everyday Life (Connect to Critical Thinking)

- Clear identification of personal media use
- Reflection of personal media use on identity and/own experience

Role of Mass Media in Society (Connect to Critical Thinking and Media History)

- Clear discussion of connection of individual media use with society
- Application of media concepts

Version Date: Oct 2011

Now for the Rating Scale

1-Unsatisfactory	2-Developing	3-Good	4-Excellent	5-Exemplary
Little or no evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Limited and/or vague evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Meets all the requirements.	Clear evidence, analysis and reflection exist that the candidate excels for the particular student learning outcome cited.	Clear evidence, analysis and reflection exist that the candidate is exemplary for the particular student learning outcome cited.

***Threshold: 80% of students will perform at 3 or above for each category.

Rating Scale for Signature Assignment

	1-Unsatisfactory	2-Developing	3-Good	4-Excellent	5-Exemplary
Writing Quality (Connect to Writing) -Clear thesis -Clarity of evidence to support argument -Clarity of writing style	Little or no evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Limited and/or vague evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Meets all the requirements.	Clear evidence, analysis and reflection exist that the candidate excels for the particular student learning outcome cited.	Clear evidence, analysis and reflection exist that the candidate is exemplary for the particular student learning outcome cited.
Critical Self Reflection of Media Use in Everyday Life (Connect	Little or no evidence, analysis and/or reflection provided for the set of skills for the	Limited and/or vague evidence, analysis and/or reflection provided for	Meets all the requirements.	Clear evidence, analysis and reflection exist that the candidate excels for the	Clear evidence, analysis and reflection exist that the candidate is exemplary for the

to Critical Thinking) -Clear identification of personal media use -Reflection of personal media use on identity and/own experience	particular student learning outcome cited.	the set of skills for the particular student learning outcome cited.		particular student learning outcome cited.	particular student learning outcome cited.
Role of Mass Media in Society (Connect to Critical Thinking and Media History) -Clear discussion of connection of individual media use with society - Application of media concepts	Little or no evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Limited and/or vague evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Meets all the requirements.	Clear evidence, analysis and reflection exist that the candidate excels for the particular student learning outcome cited.	Clear evidence, analysis and reflection exist that the candidate is exemplary for the particular student learning outcome cited.

***Threshold: 80% of students will perform at 3 or above for each category.

Appendix K: Assessment Materials for COMM 2110 HU

Embedded Test Questions for COMM 2110 HU

1. When we define communication as a 'process' we mean that it is

- A. Static
- B. Dynamic and ongoing
- C. Simple
- D. Combative

ans: B

weight: 1.0

alignments: Writing, SmallGroup, Theory, CritThink

2. Words are symbols that represent and convey social meaning, and are

- A. Arbitrary and abstract
- B. Regulated by competition
- C. Linear
- D. Trustworthy

ans: A

weight: 1.0

alignments: Knowledge, Writing, Speaking, Listening, SmallGroup, Media, Theory, Law/Ethics, CritThink

3. The concept of social construction states that

- A. Our world is shaped by the way we make sense of issues and people
- B. We become who we are through shared meaning with others
- C. Communication is the way we share social realities
- D. We consensually create meanings for both tangible items and intangible concepts such as 'mercy' or 'justice'

ans: A,B,C,D

weight: 1.0

alignments: Knowledge, Analyze, Communicat, SmallGroup, Media, History, Theory, Law/Ethics, CritThink

4. Bruce Tuckman's stages of group development include which of the following steps

- A. Thinking, deciding, adjourning and performing
- B. Collaborating, contextualizing, confronting and consoling
- C. Forming, storming, norming, performing and adjourning
- D. Meeting, greeting, seating and defeating

ans: C

weight: 1.0

alignments: Knowledge, SmallGroup, History, Theory, CritThink

5. Ethnocentrism is the view that

- A. Cultures are merely different, not deficient
- B. All other cultures are judged in reference to one's own culture
- C. All cultures are essentially the same
- D. Cultures that are different from one's own are inferior

Version Date: Oct 2011

ans: B,D

weight: 1.0

alignments: Knowledge, Analyze, SmallGroup, History, Theory, Law/Ethics, CritThink

6. A perception check includes which of the following steps

- A. A description of what has been observed or heard
- B. At least two possible interpretations of the behavior or message
- C. A request for clarification of your interpretation of the behavior or message
- D. A check with others who also observed the behavior

ans: A,B,C

weight: 1.0

alignments: Communicat, Writing, Speaking, Listening, SmallGroup, History, Theory, Law/Ethics, CritThink

7. Which of the following is/are true regarding group member roles

- A. Task roles facilitate decision making and attainment of goals
- B. Maintenance roles contribute to the interpersonal and social development of the group
- C. The 'orienter' keeps track of the minutes of the meeting
- D. The 'information giver' must be the leader of the group

ans: A,B

weight: 1.0

alignments: Analyze, SmallGroup, Theory, Law/Ethics, CritThink

8. To avoid falling into the problem of 'groupthink', team members are encouraged to

- A. Assign a 'devil's advocate' or critical evaluator to identify flaws in the thinking process
- B. Establish a group criteria for evaluating decisions
- C. Seek information that supports an emerging agreement among members
- D. Take the time to do an outstanding job sharing information and considering the consequences of a group decision

ans: A,B,D

weight: 1.0

alignments: Knowledge, Communicat, Speaking, Listening, SmallGroup, History, Theory, Law/Ethics, CritThink

9. As it relates to interpersonal relationships and small groups, conflict is

- A. Always destructive
- B. A natural expectation
- C. An inevitable part of life
- D. Something we should seek to avoid

ans: B,C

weight: 1.0

alignments: Knowledge, Communicat, Speaking, Listening, SmallGroup, History, Theory, Law/Ethics, CritThink

10. The term 'hegemony' was first used in 1971, and it refers to

- A. The positive or negative aspects of power
- B. The unrecognized and often hidden power that presumes 'standard operating procedures'
- C. A power that often emerges in organizations such as families, religion, education, and government
- D. A power that can dictate our behavior often without our awareness

Version Date: Oct 2011

ans: B,C,D

weight: 1.0

alignments: Knowledge, Analyze, Writing, Speaking, Listening, SmallGroup, Media, History, Theory, Law/Ethics, CritThink

Signature Assignment Skills Paper Instructions for COMM 2110 HU

Directions:

At their discretion, Concurrent Enrollment teachers may choose from the following skills to assign for a paper (they may also assign multiple papers each focusing on one of the skills) or they may let their students choose from among the skills of: perception check, I-message, active listening, or assertive messages.

This writing assignment directly coordinates with the Humanities General Education Student Learning Outcome #2: "Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures." Their conversation and use of the skill becomes the "cultural artifact" that is analyzed in this paper. This writing assignment indirectly coordinated with the other Humanities Student Learning Outcomes as students "demonstrate knowledge of... key themes [and] terminology" and "communicate their understanding...in written...forms."

Instructions to students:

1. For the assigned or chosen skill, write a 3-4 page paper about your experiences using the skill as specified in class. Be sure that your paper focuses on a specific context (such as family, friend, romantic, or work/school relationship).
2. Practice using the skill in one of your interpersonal relationships. Be sure to focus on one of the contexts of family, friends, intimate, or work/school relationships. Your interactions must be face-to-face communication -- no telephone or e-mail conversations.
3. Write a 3-4 page description about your experience (typed-double spaced). Your paper should include the following sections with the appropriate information:

Introduction: This portion of the paper captures the reader's attention, states a thesis, and previews what is to come.

Context: This portion of the paper includes an explanation of the context for your interaction, including any background information that the reader might need to fully understand your attempts at using this technique.

Dialogue: This portion of the paper includes a re-enactment of exactly what you said to your partner and how she or he reacted.

Analysis: This portion of the paper is an analysis of your attempts at using the skill and the degree to which you see its usefulness in your personal and work relationships. How well did you follow the guidelines of using the skill? How did your experience compare to the benefits of using the skill as described in class? What did you learn about the use of this skill specifically, and about communication generally? How did this experience contribute to your development as a more competent communicator? Be sure to explain why you believe what you believe. This is the most significant portion of the paper.

Conclusion: This portion of the paper brings everything to a close, summarizes the essence of the paper and leaves the reader with a vivid appeal.

4. Your paper should meet college-level standards for spelling, grammar, and punctuation and submitted as instructed by your teacher.

Skills Paper Rubric

Skills papers will be evaluated using the following rubric. Each element will be evaluated relative to the stated expectation of the element.

Elements of the skill paper and their weights include:

Context (20%): Does the student provide appropriate/sufficient background information for the situation? Does the student provide a description of and explain the context of the relationship?

Dialogue (10%): Does the student include exact dialogue of what was said? Does the student appropriately or inappropriately use the skill given the circumstances of the situation?

Analysis (40%): Does the student analyze the use of the skill in this relationship? • competency of use • appropriateness for situation • insights gained in skill use • other person's reaction • personal reflections about use

Terminology (10%): Does the student use appropriate terminology in describing the communication interaction? Does the student utilize vocabulary learned in the course?

Organization (10%): Does the student include an introduction that gains attention, highlights the thesis, and provides a brief explanation of the skill? Does the student include a conclusion that summarizes the essence of the paper and has a vivid concluding appeal?

Conventions (10%): Does the paper meet university level writing requirements as specified in the module? Does the student sufficiently and appropriately cite the text book?

Points are awarded as follows:

Exceeds Expectations (5): the element is used in an exemplary and extraordinary manner

Meets Expectations (4): the element is used correctly, appropriately, and fluently

Approaching Expectations (3): the element is present, but not in a fluent or well adapted manner

Doesn't Meet Expectations (1): the element is present, but used incorrectly or inappropriately

Not Observed (0): There is no evidence of the element.

If more than five points are available for the element and the element seems to fall between standards, graders may enter a number of their own.

Appendix L: Assessment Materials for Major

COMM 4990 ePortfolio Rubric

University Core Mission Themes:

Access

-Graduates have “next step” success—(Connect to Career Readiness)

Learning

-Students achieve the learning goals of Major programs—(Connect to listed SLO)

Community

From my course:

Third, the course reinforces the university’s mission to develop civically minded graduates by providing you with an opportunity for community engagement.

Currently noted for 4990 Department/Program Learning Outcomes

Mastered level: Writing, Speaking, Listening, Interpersonal Small Group, Media, Research, Critical Thinking, Career Readiness, Diversity

Student Learning Outcomes: At the completion of this course, students will be able to:

Course Goal:	Method of Assessment:
Prepare for career or graduate school	E-portfolio, Resume, Cover Letter, Interviews
Develop presentation and listening skills	Interviews, Facilitated Discussion, Project/Portfolio Presentation
Develop interpersonal and small group skills	Facilitated Discussion, Class Discussion
Improve writing skills	Resume, Cover Letter, E-portfolio
Enhance mediated visual communication skills and critical thinking	E-portfolio

Draft of Rubric for E-Portfolio

Proposed Student Learning Outcomes to Measure:

Final Score of Rubric (Connect to Career Readiness)

1) Writing Quality (Connect to Writing)

- Description of artifacts
- Home page introduction

2) Writing Quality of Resume (Connect to Writing and Career Readiness)

- No errors
- Clear layout
- Omit home address

Version Date: Oct 2011

3) Appropriateness of Artifacts (Connect to Critical Thinking)

- At least three
- Variety to demonstrate range of skills
- Clarity in description (For example, what was your role if group project? Also clearly noted dates of social media management.)

4) Easy to Reference & Navigate (Connect to Media and Critical Thinking)

- Links work and attachments open
- Logical organization

5) Appearance (Connect to Media and Critical Thinking)

- Appealing layout
- Representative and consistent of personal brand/aesthetic

***Students will do a final presentation to report on portfolio and final project. This will be connected to Department outcome for Speaking and rated on the same 1-5 scale.

Now for the Rating Scale

1-Unsatisfactory	2-Developing	3-Good	4-Excellent	5-Exemplary
Little or no evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Limited and/or vague evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Meets all the requirements.	Clear evidence, analysis and reflection exist that the candidate excels for the particular student learning outcome cited.	Clear evidence, analysis and reflection exist that the candidate is exemplary for the particular student learning outcome cited. All required components are well-articulated with the utmost professionalism expected within the profession.
0-9 pts	10-14 pts	15-16 pts	17-18 pts	19-20 pts

***Threshold: 80% of students will perform at 3 or above for each category.

Rating Scale for E-portfolio

	1- Unsatisfactory (0-9 pts)	2- Developing (10-14 pts)	3-Good (15-16 pts)	4-Excellent (17-18 pts)	5-Exemplary (19-20 pts)
1) Writing Quality (Connect to Writing) - Description of artifacts -Home page introduction	Little or no evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Limited and/or vague evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Meets all the requirements.	Clear evidence, analysis and reflection exist that the candidate excels for the particular student learning outcome cited. Top 20%	Clear evidence, analysis and reflection exist that the candidate is exemplary for the particular student learning outcome cited. Top 10%
2) Writing Quality of Resume (Connect to Writing and Career Readiness) -No errors -Clear layout -Omit home address	Little or no evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Limited and/or vague evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Meets all the requirements.	Clear evidence, analysis and reflection exist that the candidate excels for the particular student learning outcome cited. Top 20%	Clear evidence, analysis and reflection exist that the candidate is exemplary for the particular student learning outcome cited. Top 10%
3) Appropriateness of Artifacts (Connect to Critical Thinking) -At least three -Variety to demonstrate	Little or no evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Limited and/or vague evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Meets all the requirements.	Clear evidence, analysis and reflection exist that the candidate excels for the particular student learning outcome cited.	Clear evidence, analysis and reflection exist that the candidate is exemplary for the particular student learning outcome cited.

e range of skills -Clarity in description (For example, what was your role if group project? Also clearly noted dates of social media management.)				outcome cited. Top 20%	outcome cited. Top 10%
4) Easy to Reference & Navigate (Connect to Media and Critical Thinking) -Links work and attachments open -Logical organization	Little or no evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Limited and/or vague evidence, analysis and/or reflection provided for the set of skills for the particular student	Meets all the requirements.	Clear evidence, analysis and reflection exist that the candidate excels for the particular student learning outcome cited. Top 20%	Clear evidence, analysis and reflection exist that the candidate is exemplary for the particular student learning outcome cited. Top 10%
5) Appearance (Connect to Media and Critical Thinking) -Appealing layout - Representative and consistent of personal	Little or no evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Limited and/or vague evidence, analysis and/or reflection provided for the set of skills for the particular student learning outcome cited.	Meets all the requirements.	Clear evidence, analysis and reflection exist that the candidate excels for the particular student learning outcome cited. Top 20%	Clear evidence, analysis and reflection exist that the candidate is exemplary for the particular student learning outcome cited. Top 10%

brand/aesthetic					
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***Threshold: 80% of students will perform at 3 or above for each category.

Exit Survey for Graduating Seniors**Demographics**

Gender: ☐ Male ☐ Female ☐ Transgender

Ethnicity: _____ Age: _____

Graduation: ☐ Summer 2012 ☐ Fall 2012 ☐ Summer 2013

Graduation year: _____ Year first enrolled at WSU: _____

Total years to graduate: _____ GPA at graduation: _____

Concentration:

- ☐ Civic Advocacy
- ☐ Digital Media
- ☐ Interpersonal & Family Communication
- ☐ Journalism
- ☐ Organizational Communication
- ☐ Public Relations & Advertising
- ☐ Communication Teaching/Speech
- ☐ Communication Teaching/Journalism

Current work status:

- ☐ Employed full time
- ☐ Employed part time
- ☐ Homemaker full time
- ☐ Unemployed
- ☐ Retired

Other, specify: _____

Career Preparation

1. Is your current job related to your Communication concentration?
☐ Yes ☐ No ☐ Somewhat
2. Are you planning to pursue a career in your concentration area?
☐ Yes ☐ No ☐ Uncertain
3. If Yes, what career are you planning to pursue?
4. If No or Uncertain, explain your career plans:
5. Do you feel prepared to pursue your career plans, based on your education in the Communication Department?
☐ Yes ☐ No ☐ Somewhat
6. If Yes, what courses and experiences were most beneficial in preparing you for your chosen career?
7. If No or Somewhat, what kinds of classes or experiences would have been beneficial?
8. Was your internship beneficial in helping you to apply your education to your career objectives?
☐ Yes ☐ No ☐ Somewhat

Explain

9. If asked to recommend the Communication Department to other students, what would you say?
10. Check all co-curricular activities you participated in and their benefit to your college experience.
 - ☐ The Signpost
 - ☐ KWCR 88.1 FM
 - ☐ Studio 76
 - ☐ WSU Debate
 - ☐ Ogden Peak/PRSSA

Liberal Arts Goals

11. My Communication courses developed my critical, analytical thinking.
 Strongly Agree Agree ₉ Unsure

- | | | | |
|--|----------|-------------------|--|
| | Disagree | Strongly Disagree | |
|--|----------|-------------------|--|
12. My Communication courses enhanced my ability to create and deliver an oral presentation.
- | | | |
|----------------|-------------------|--------|
| Strongly Agree | Agree | Unsure |
| Disagree | Strongly Disagree | |
13. My Communication courses enhanced my ability to communicate clearly in writing.
- | | | |
|----------------|-------------------|--------|
| Strongly Agree | Agree | Unsure |
| Disagree | Strongly Disagree | |
14. My Communication courses enhanced my ability to communicate interpersonally and in small groups.
- | | | |
|----------------|-------------------|--------|
| Strongly Agree | Agree | Unsure |
| Disagree | Strongly Disagree | |
15. My Communication courses developed my ability to understand and use media.
- | | | |
|----------------|-------------------|--------|
| Strongly Agree | Agree | Unsure |
| Disagree | Strongly Disagree | |
16. My Communication courses prepared me to live in a complex, intercultural, global environment.
- | | | |
|----------------|-------------------|--------|
| Strongly Agree | Agree | Unsure |
| Disagree | Strongly Disagree | |
17. My Communication courses provided me with service opportunities.
- | | | |
|----------------|-------------------|--------|
| Strongly Agree | Agree | Unsure |
| Disagree | Strongly Disagree | |
18. My Communication courses provided me with networking opportunities.
- | | | |
|----------------|-------------------|--------|
| Strongly Agree | Agree | Unsure |
| Disagree | Strongly Disagree | |
19. My Communication courses developed my ability to problem solve through research and inquiry.
- | | | |
|----------------|-------------------|--------|
| Strongly Agree | Agree | Unsure |
| Disagree | Strongly Disagree | |
20. My Communication courses prepared me to use computing and information technology.
- | | | |
|----------------|-------------------|--------|
| Strongly Agree | Agree | Unsure |
| Disagree | Strongly Disagree | |

21. Communication department faculty/staff were helpful in advising me to meet graduation requirements.

Strongly Agree

Agree

Unsure

Disagree

Strongly Disagree

Comments:

22. I plan to keep in touch with Communication faculty/staff after graduation because of the relationships developed during my education.

Strongly Agree

Agree

Unsure

Disagree

Strongly Disagree

23. Other comments:

COMM 4890: Internship Survey from Internship Supervisors

As part of our overall program assessment, the Department of Communication appreciates employer input in assessing program and student assessment. Please help us by completing and returning this survey.

Beginning date of internship:				Ending date of internship:				
Name of student intern:						Major concentration:		
Your name:					Your title:			
Organization :								
Address:								
Telephone:					Email:			

Pay compensation for Internship:							
Circle the numbers that represent your opinion of the student intern in the following areas:							
	Poor				Superior		Not Applicable
Overall job performance	1	2	3	4	5	N/A	
Writing skills	1	2	3	4	5	N/A	
Research skills	1	2	3	4	5	N/A	
Handling responsibility	1	2	3	4	5	N/A	
Working independently	1	2	3	4	5	N/A	
Presentation skills	1	2	3	4	5	N/A	
Punctuality	1	2	3	4	5	N/A	
Interpersonal and team skills	1	2	3	4	5	N/A	
Leadership qualities	1	2	3	4	5	N/A	
Tolerance for cultural differences	1	2	3	4	5	N/A	
Preparation for job market	1	2	3	4	5	N/A	
Comparison with other past interns	1	2	3	4	5	N/A	
If I had a position, I would hire this student	Absolutely		Possibly		Unlikely		
If applicable, compare this student to graduates of other universities	Bottom one-third		Middle one-third		Top One-third		N/A

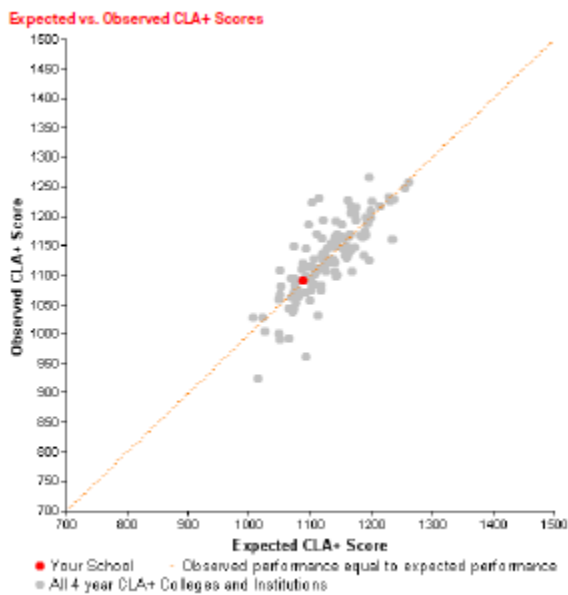
What skills do you feel are critical to success in today's job market in this field?

Does this student possess the skills critical for success in this field? Please explain.

Do you have any comments or suggestions that would enhance the Communication major at WSU?

Do you have any comments or suggestions to improve the Communication internship program at WSU?

Results of Comprehensive Learning Assessment (CLA) Test Administered in COMM 4990 Senior Seminar



Spring 2014	Comm	Comm_adj	WSU	WSU_adj**	All			
Total n	23	19*	106	76				
PT_n	23	19	103	74				
PT_mean	1105.96	1155.63	1079.93	1144.47	1117			
PT_min	813	826	547	826				
PT_max	1414	1414	1687	1687				
Rel to Exp Well Above	4	4	12	12				
Rel to Exp Above	3	1	16	15				
Rel to Exp near	3	3	10	7				
Rel to Exp Below	3	3	16	12				
Rel to Exp Well Below	4	0	16	2				
Reported effort (1-5)	3.52	3.84	3.53	3.88				
SR_n	23	19	106	76				
SR_mean	1071.04	1101.95	1100.28	1131.79	1140			
SR_min	617	685	567	567				
SR_max	1385	1385	1483	1483				
Rel to Exp Well Above	6	6	16	13				
Rel to Exp Above	1	1	14	9				
Rel to Exp near	1	0	11	8				
Rel to Exp Below	4	3	12	10				
Rel to Exp Well Below	5	3	3.24	10				
Reported effort (1-5)	2.57	2.68	3.05	3.24				
Total_score_n	23	19	103	74				

Total_score_mean	1088.52	1128.84	1094.14	1142.27	1128		
Total_score_min	715	756	608	756			
Total_score_max	1375	1375	1563	1563			
Mastery_advanced	1	1	4	4			
Mastery_Proficient	13	13	53	45			
Mastery_Basic	3	2	25	16			
Mastery_Below_Basic	6	3	21	9			
* 6 eliminated for lack of effort (less than 20 min)							
** adjusted for students showing lack of effort (less than 20 min)							
<p>Interpretation and Key: Students completing the CLA are given two tasks; a performance task in which they write a response to a scenario for which they are given sources and data (60 minutes) and a set of selected-response questions with three foci; scientific and quantitative reasoning, critical reading and evaluation, and 'critique an argument' (30 minutes). The counts indicated in the rows labeled 'Rel to Exp [qualifier]' indicate how your students, for whom we had ACT or SAT scores, performed relative to expected performance based upon their ACT or SAT scores. Students performed well above, above, near, below, or well below what was expected based upon their ACT/SAT scores. The premise for this type of indication is that scores above or well above suggest 'value-added' in the time between taking the ACT/SAT tests and graduation. Similarly, scores below and well-below suggest 'value-lost' during their time at the university. The graphic to the right shows WSU (the red dot) in comparison to all other schools that participated in the CLA on the scale of observed versus expected.</p>							

COMM 1130 Grammar/Punctuation Sample Test Questions**1. Stop!**

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☒ complete sentence
- ☐ sentence fragment
- ☐ run-on sentence

2. When the party is over.

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☐ complete sentence
- ☒ sentence fragment
- ☐ run-on sentence

3. As soon as I can.

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☐ complete sentence
- ☒ sentence fragment
- ☐ run-on sentence

4. He runs.

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☒ complete sentence
- ☐ sentence fragment
- ☐ run-on sentence

5. I used to be a track star, but then I injured my ankle, so I took up basket weaving, but basket weaving is boring, so I started painting, however, I decided to take up track again.

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☐ complete sentence
- ☐ sentence fragment
- ☒ run-on sentence

6.		After having dinner, she kissed her child and went to bed.
		Is the above example a complete sentence, a sentence fragment, or a run-on sentence?
<input checked="" type="radio"/>		complete sentence
<input type="radio"/>		sentence fragment
<input type="radio"/>		run-on sentence

7. **She does not enjoy his company.**

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☒ complete sentence
- ☐ sentence fragment
- ☐ run-on sentence

8. **Reconsider your stance.**

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☒ complete sentence
- ☐ sentence fragment
- ☐ run-on sentence

9. **When should we leave?**

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☒ complete sentence
- ☐ sentence fragment
- ☐ run on sentence

10. **Never happened.**

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☐ complete sentence
- ☒ sentence fragment
- ☐ run-on sentence

11. **She is angry with me, but I really want her to get over it, we need to become good friends again.**

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☐ complete sentence
- ☐ sentence fragment
- ☒ run-on sentence

12. **Before the dance.**

Is the above example a complete sentence, a sentence fragment, or a run-on sentence?

- ☐ complete sentence
- ☒ sentence fragment
- ☐ run-on sentence

13. **For a moment, I thought that you were smarter than ____.**

Choose the correct pronoun from the list below.

- ☐ me
- ☒ I
- ☐ myself

14. **Between you and ____, I have a good chance of winning the election.**

Choose the correct pronoun from the list below.

- ☒ me
☐ I
☐ myself

15. **I have to pinch _____ to check if I'm dreaming.**

Choose the correct pronoun from the list below.

- ☐ me
☐ I
☒ myself

16. **Would you like to go to the game with Jim and ____?**

Choose the correct pronoun from the list below.

- ☒ me
☐ I
☐ myself

17. **When can you and ____ meet next week?**

Choose the correct pronoun from the list below.

- ☐ me
☒ I
☐ myself

18. **_____ can give me the answer wins a prize!**

Choose the correct pronoun from the list below.

- ☒ Whoever
☐ Whomever

19. **I will crush _____ stands in my way!**

Choose the correct pronoun from the list below.

- ☒ whoever
- ☐ whomever

20. **To _____ should I address this letter?**

Choose the correct pronoun from the list below.

- ☐ who
- ☒ whom

21. **_____ did this should be prosecuted to the full extent of the law.**

Choose the correct pronoun from the list below.

- ☒ Whoever
- ☐ Whomever

22. **_____ can stand the anticipation?**

Choose the correct pronoun from the list below.

- ☒ Who
- ☐ Whom

23. **Grab my coat over _____ and let's go to _____ house.**

Choose the correct word pair from the list below.

- ☐ their, there
- ☐ they're, their
- ☒ there, their
- ☐ there, they're

24. **_____ planning a big party.**


Choose the correct word from the list below.

- ☐ Their
- ☐ There

- ☐  They're


25. **I don't know when _____ planning on getting married, but I want to be in _____ wedding line.**

Choose the correct word pair from the list below. The first word in the pair should fill the first blank. The second word should fill the second.

- ☐  they're, their
- ☐ their, there
- ☐ there, there
- ☐ their, they're


26. _____ **only as good as** _____ **last success.**

Choose the correct word pair from the list below. The first word in the pair should fill the first blank. The second word should fill the second.

- ☐  You're, your
- ☐ Your, you're
- ☐ You're, you're
- ☐ Your, your

27. _____ **not going to get away with this!**

Choose the correct word from the list below.

- ☐ Your
- ☐  You're

28. _____ **a sad day when a dog must part with** _____ **bone.**

Choose the correct word pair from the list below. The first word in the pair should fill the first blank. The second word should fill the second.

- ☐ Its, it's

- ☒ It's, its
- ☐ It's, it's
- ☐ Its, its

29. **One must consider not only an act, but ____ consequences.**

Choose the correct word from the list below.

- ☐ it's
- ☒ its

30. **The car is missing ____ wheels.**

Choose the correct word from the list below.

- ☐ it's
- ☒ its

31. **____ so cold outside!**

Choose the correct word from the list below.

- ☒ It's
- ☐ Its

32. **Why don't you ____ your books down and ____ on the couch for a while.**

Choose the correct word pair from the list below. The first word in the pair should fill the first blank. The second word should fill the second.

- ☐ lie, lie
- ☐ lay, lay
- ☒ lay, lie
- ☐ lie, lay

33. **Now I ____ me down to sleep.**

Choose the correct word.

- ☐ lie
- ☒ lay
- ☐ lain
- ☐ laid

34. **He has _____ on the beach for three hours now.**

Choose the correct word from the list below.

- ☐ lay
- ☐ laid
- ☒ lain
- ☐ lied

35. **After she _____ down, she felt much better.**

Choose the correct word from the list below.

- ☐ laid
- ☐ lain
- ☐ lied
- ☒ lay

36. **The _____ toys were far less exciting than my toys used to be.**

Depending upon the context of the above sentence, choose either the plural or possessive form of the word.

- ☐ childrens'
- ☒ children's
- ☐ childrens
- ☐ children

37. **The _____ romped around the African savannah.**

Depending upon the context of the above sentence, choose either the proper plural or possessive form of the word.

- ☐ hyena's
- ☒ hyenas

38. **When my _____ husband showed up, dinner became a bit more intense.**

Depending upon the context of the above sentence, choose either the proper plural or possessive form of the word.

- ☒ sister's
- ☐ sisters
- ☐ sisters'

39. **The man had ____ lunch on the park bench.**

Depending upon the context of the above sentence, choose either the proper plural or possessive form of the word.

- ☒ his
- ☐ his'
- ☐ hi's

40. **_____ books are expensive!**

Depending upon the context of the above sentence, choose either the proper plural or possessive form of the word.

- ☐ Students
- ☐ Student's
- ☒ Students'

41. **The bill was approved by the committee.**

Is the above sentence in active or passive voice?

- ☐ active voice
- ☒ passive voice

42. **After the trial, the family members broke down in tears.**

Is the above sentence in active or passive voice?

- ☒ active voice
- ☐ passive voice

43. **Mistakes were made.**

Is the above sentence in active or passive voice?

- ☐ active voice
- ☒ passive voice

44. **Twenty birds were found in the oil spill today.**

Is the above sentence in active or passive voice?

- ☐ active voice
- ☒ passive voice

45. **Investigators arrested 30 people suspected of being part of a drug ring.**

Is the above sentence in active or passive voice?

- ☒ active voice
- ☐ passive voice

46. **The team lost _____ game against the Angry Banana Slugs on Tuesday.**

For the sentence above, choose the correct pronoun.

- ☒ its
- ☐ their

47. **The jury members deliberated for more than an hour on _____ case.**

For the sentence above, choose the correct pronoun.

- ☐ its
- ☒ their

48. **An actress should thoroughly read ____ scripts.**

For the sentence above, choose the correct pronoun.

- ☒ her

☐ their

49. **The committee revealed_____ findings on the wooing rituals of the Tasmanian devil.**

For the sentence above, choose the correct pronoun.

☒ its

☐ their

50. **Once you are a part of our family, you cannot leave ____.**

For the sentence above, choose the correct pronoun.

☐ us

☒ it

51. **Try as they might, the Mighty Baboons could not snap their _____ streak.**

Choose the correctly spelled form of the word.

☒ losing

☐ loosing

52. **The poison had a disastrous _____ on his nervous system.**

Choose the correct word.

☐ affect

☒ effect

53. **The new software has really _____ employees' ability to complete their tasks on time.**

Choose the correct word.

☒ affected

☐ effected

54. **This is _____ a difficult exam.**

Choose the correctly spelled form of the word.

- ☐ definately
- ☒ definitely

55. **I cannot _____ that she did this to me!**

Choose the correctly spelled form of the word.

- ☐ beleive
- ☒ believe

56. **She had to admit that she exhibited some poor _____ last night.**

Choose the correctly spelled form of the word.

- ☐ judgement
- ☒ judgment

57. **I hope that I do not _____ this word.**

Choose the correctly spelled form of the word.

- ☒ misspell
- ☐ misspell

58. **She thought that Jan was going to be better _____ that.**

Choose the correct word.

- ☐ then
- ☒ than

Appendix M: Advisor List

See weber.edu/communication for advisor assignments and receive originals during on-site visit.

Appendix N: Academic Maps

See weber.edu/communication for academic maps for each emphasis area and receive originals during on-site visit.

Appendix O: Monthly Email to Majors

See weber.edu/communication for news and events and receive originals during on-site visit.

Appendix P: Promotional Brochures and Video

See weber.edu/communication for promotional video and receive original brochures during on-site visit.

Appendix Q: Communication Website

See weber.edu/communication for new Communication website.

Appendix R: Faculty Bios

These will be posted as a link with the electronic report. They are also posted at weber.edu/communication.

