

**Weber State University  
Department of Communication  
Five-Year Program Review Self-Study**

Department/Program: Department of Communication

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# Introductory Statement

The Department of Communication at Weber State University is committed to providing an excellent education to about 450 Communication majors, 60 Communication minors, 50 Communication associate degree seekers, and to more than 1,500 general education students each semester. Our classes are taught by 23 full-time faculty members and about 25 adjunct instructors.

We offer three General Education classes:

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

In all, we offer 61 different courses:

- 16 lower-division
- 45 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
- Communication Teaching

Classroom learning is augmented by hands-on application in five co-curricular organizations and student chapters of professional organizations:

- The Signpost, the campus news organization
- KWCR Wildcat Radio, the campus internet radio station
- Studio 76, the campus audio-video production studio
- Ogden Peak Communications, a student-run PR firm
- WSU Debate and Speech, WSU's oldest and most competitive team and the new speech team
- Public Relations Student Society of America (PRSSA)
- Society of Professional Journalists (SPJ)
- National Association of Hispanic Journalists (NAHJ)
- National Association of Black Journalists (NABJ)

Students are heavily involved in service learning beginning with a General Education class and are all required to complete an internship at the end of their degree.

Since the last review five years ago, we have added four full-time, tenure-track faculty members. We have developed 10 new classes to primarily support two interdisciplinary degree programs (Associate of Workplace Communication & Writing, and Film Studies), and we are teaching substantially more General Education classes and graduating a dramatically increased number of students. The student news

organizations are working more closely together with a converged website (mywebermedia.com), and KWCR Wildcat Radio has moved from a broadcast station with a weak signal to internet radio, capable of being heard worldwide on the web and on its own app. Our students and student organizations are winning awards such as Utah PR Student of the Year, the General Excellence Award for The Signpost from SPJ, and the Cross Examination Debate Association's Tournament West Region title, just to name a few. Students are beginning to compete and show work in film festivals.

We have a number of goals. A few include:

- continuously improving teaching
- aligning course objectives to program learning objectives
- building interdisciplinary programs
- gradually increasing enrollment, number of majors and minors, and graduation numbers
- rolling out associate's/CTE degree in Digital Media Production
- developing first online degree in WSU's College of Arts & Humanities with Civic Advocacy emphasis
- developing Social Media/Data Analytics emphasis area with hire of additional tenure track faculty member next academic year
- establishing chapters of professional organizations for audio-video/film and radio students

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.

## Standard A - Mission Statement

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

**Since last program review:** *We updated our mission statement, which hadn't changed for several decades. We believe it better reflects our mission in a rapidly growing department with a rapidly changing discipline. We plan to add this information to our department website at [weber.edu/communication](http://weber.edu/communication).*

### **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 (previous mission statement)**

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.

### **Department of Communication (mission statement approved in October 2019)**

Communication is the most powerful force in the social world. Therefore, our mission is to (1) equip students with the communication resources and professional skills they need to change the world for the better; (2) contribute meaningfully to the creation and dissemination of creative and academic knowledge; and (3) serve the Department of Communication, the Telitha E. Lindquist College of Arts & Humanities, Weber State University, our community, and the communication discipline. We accomplish this mission through encouraging the free exchange of ideas, promoting and celebrating inclusivity, equity, and diversity of all kinds, maintaining the highest level of expertise in our fields, and committing to continuous improvement.

# Standard B – Curriculum

## Curriculum

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

### **Communication Major (BS or BA)**

Seven emphasis areas in Communication are offered with a choice of a bachelor of science degree or bachelor of arts degree. Students may declare a minor or pursue one of the associated interdisciplinary tracks. The emphasis areas with tracks include:

1. Civic Advocacy
  - Environmental Advocacy track
  - Ethnic Studies Advocacy track
  - Legal Advocacy track
  - Public Policy Advocacy track
  - Religious Advocacy track
  - Women's Advocacy track
2. Digital Media
  - Entertainment track
  - Digital Media Production track
3. Interpersonal & Family
  - Interdisciplinary track
4. Multimedia Journalism
  - General Assignment Reporting track
  - Literary Journalism track
  - Technical Writing track
  - Web Publishing track
  - Sports Journalism track (added since last five-year program review)
5. Organizational Communication
  - Technical Writing track
  - Training & Development track
  - Generalist track
6. Public Relations & Advertising
  - Copy Writing track
  - Health Care PR track
  - International PR track
  - Marketing track

- Visual Communication track

## 7. Communication Teaching

- Speech
- 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.

## **Associate of Science in Communication**

For an associate of science in Communication, students must complete 37 credits of General Studies credits, 12 credits of Communication core classes, and 12 credits of Communication electives.

## **AS or AA in Workplace Communication & Writing**

This is a new interdisciplinary associate's degree with the English Department. For an associate of science degree in Workplace in Communication & Writing, students must complete 36 credits of General Studies credits, 6 credits of writing (Communication and English), 3 credits of new technology and digital media (Communication and English), 6 credits of working in organizations (Communication and English), 6 credits of workplace skills (Communication and English), and 3 credits of professionalizing experience (Communication and English). For an associate of arts degree in Workplace in Communication & Writing, students must complete 36 credits of General Studies credits, 6 credits of foreign languages, 6 credits of writing (Communication and English), 3 credits of new technology and digital media (Communication and English), 3 credits of working in organizations (Communication or English), 3 credits of workplace skills (Communication or English), and 3 credits of professionalizing experience (Communication or English).

## **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.

## **Curriculum Updates**

The major curriculum updates since the last five-year program review include:

- Addition of Sports Journalism track in Multimedia Journalism
- Revised tracks in Digital Media with new Film classes listed as electives

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- New Digital Media classes and film classes offered as part of the college's new interdisciplinary Film Studies degree
- Addition of Associate of Workplace Communication & Writing with English Department
- Associated classes with Workplace Communication & Writing, including COMM 1140 Writing for Workplace Communication, COMM 2550 Communication in Professional Settings, and COMM 2999 Capstone in Workplace Communication & Writing.

Anticipated and immediate curriculum updates include:

- AAS/AS/AA in Digital Media Production
- Civic Advocacy emphasis offered all online
- Co-curricular classes for new speech team
- Classes to create Social Media & Data Analytics emphasis
- Updating and renaming of classes throughout the curriculum as needed

### **Curriculum Update Process**

The department Curriculum Committee meets as needed, sometimes as much as every two weeks. It typically consists of representatives from all 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 requires 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.

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

Communication has two classes that help students fulfill the requirements for the bachelor of science requirement:

- COMM 3000 Communication Theory
- COMM 3150 Communication Research Methods

COMM HU 2110 Interpersonal & Small Group Communication is offered as a Concurrent Enrollment class to seniors in 19 local high schools. More than 1,500 high school students receive General Education credit each year in this class.

### **Other Communication Classes**

Communication offers 61 different classes. Of these 16 are lower-division while 45 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 posted on [weber.edu/communication](http://weber.edu/communication) and is available in the department office.) The Public Relations & Advertising emphasis can be obtained by night and/or online classes.

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## Curriculum Map

**Since last program review:** We revisited the curriculum map for all classes offered in the department and added information for the 10 new classes. We also revised learning objectives for all courses to better align them to these program learning outcomes. The curriculum map and learning objectives for all 61 classes offered in the Department of Communication will be available to faculty as a Google Doc and to students and prospective students at [weber.edu/communication](http://weber.edu/communication). We believe that making the curriculum map and learning objectives more forward facing will keep our goals top of mind.

**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, minors, associate degree seekers, and General Education students are expected to apply their acquired knowledge and skills to advance their personal development and skills. Students are expected to participate in the exchange of ideas resulting in responsible personal and social change.

### **We use the following ratings:**

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

- Introduced: At least 80% of students will receive a rating of 2 (Developing Expectations), 3 (Approaching Expectations), 4 (Meets Expectations) or 5 (Exceeds Expectations)
- Emphasized: At least 80% of students will receive a rating of 3 (Approaching Expectations), 4 (Meets Expectations) or 5 (Exceeds Expectations)
- Mastered: At least 80% of students will receive a rating of 4 (Meets Expectations) or 5 (Exceeds Expectations)

## **Curriculum Map for Communication Department**

Core Courses in Department	Department/Program Learning Outcomes												
	Writing	Speaking	Listening	Interpersonal	Media	History	Research	Theory	Law/Ethics	Critical Thinking	Career Readiness	Diversity	Creativity
1020 Principles of Public Speaking	I	E	E		I		I			I			
1130 Media Writing	E		E		E		I		I	E	I	I	
1270 Analysis of Argument	E	E	E				E			E			
1140 Writing for Workplace Communication	E		E		I		E		I	E	I	I	

1500 Intro to Mass Media	I				I	E	E	I	I	E	I		
1560 Audio Production & Performance				I	E						E	I	E
2010 Mass Media & Society	I				E	I	I	I		E			
2110 Interpersonal & Small Group Comm	I	I	I	E			I	I		I	I	I	
2200 Multi-Camera Production & Performance	I	E	I	I	E						E	I	E
2210 Intercollegiate Debate	I	E	E				E			E			I
2250 Essentials of Digital Media	I				E				I		E	I	E
2270 Argumentation & Debate	I	E	E				E			E			
2550 Communication in Professional Settings	I			E			E	I			E		
2730 Digital Radio Production & Broadcast	I	E		I	E				I		E		E
2890 Cooperative Work Experience Signpost	E		E	E	E		E		I	I	I	I	I
2999 Capstone in Workplace Communication & Writing	E	E		E	I						M	I	I
3000 Communication Theory	E			I		E	I	E		E		I	
3050 Conflict Management & Negotiation	I		E	M				I		E	I	I	
3060 Listening & Interviewing	E	E	M	M	I			E	I	E	M	I	
3070 Performance Studies													
3080 Intercultural Communication	I		E	E	I	I	E	E		E	E	M	
3085 Family Communication	I		E	E				E		E	E	E	
3090 Gender & Communication	I		E	I			E	E	I	E	I	M	

3100 Small Group Facilitation & Leadership	E	E	M	M			I	I	I	E	M	I	
3120 Advanced Public Speaking	E	M	M		E		E			E			
3130 News Reporting & Writing	E		E		E		E		E	E	E	I	E
3150 Communication Research Methods	E						M		I	E	E		I
3200 Live Event Production		E	E	E	E						E		E
3220 Editing	E										I	I	I
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	M			
3730 Media Programming & Audiences	I	E			E	I	I			E	E	I	E
3740 Writing for Television & Screen	E	E	E		E					E	E	I	E
3751 Narrative Digital Filmmaking	E	E	E	E	E			I	I	E	E	I	E
3780 Broadcast News Writing & Production	E	E	E	E	E		E		E		E	I	E
3820 Persuasive Communication	E	E	E			E	E	E	E	E			
3850 Advertising	E	E		E			E	I	I	I	E		
3890 Advanced Co-Op Work Experience Signpost	E		E	E	M		I		I	I	M	E	E
3891 Advanced Co-Op Work Experience KWCR	I	E	E	E	M		E		E	E	E		
3892 Advanced Co-Op Work Experience PR	E	I	E	M	V		E	I		M	M	E	

3893 Advanced Co-Op Work Experience Studio 76	M	E		E	M		E		E	I	M	I	E
4130 In-Depth & Investigative Journalism	M		E		E		M		E	E	E	E	E
4150 Rhetorical Theory & Criticism								M					
4160 Contemporary Rhetorical & Comm Theories								M					
4210 Intercollegiate Debate	E	M	M				M			M			E
4400 Public Relations Media & Campaigns	M	M		M	V		E	E		M	M	V	M
4500 Topics in Communication (variable title)	V	V	V	V	V	V	V	V	V	V	V	V	
COMM 4740 Advanced Writing for Screen & Television	M	E	E		E					E	M	I	E
4750 Advanced Cinematography & Editing		E	E	E	M		I	E	I		M	I	E
4751 Advanced Narrative Digital Filmmaking	M	E	E	E	M			E	I	M	M	I	E
4760 Media Management & Distribution	M	E	E	E	M		I			E	M		E
4770 Digital Documentary Filmmaking	M	E	E	E	M		E	E	I	M	M	I	E
4800 Special Topics & Individual Projects	V	V	V	V	V	V	V	V	V	V	V	V	V
4840 Teaching Journalism & Advising Student Media	E	E	E	E	E						E		
4850 Teaching Speech & Directing Speech Activities	E	M					I			M	E	E	E
4890 Internships	V	V	V	V	V		V		V	M	M	V	E
4990 Senior Seminar	M	M	V	V	V					M	M	V	

**Note:** *I = Introduced, E = Emphasized, 3 = Mastered, 4 = Varies with course content*

- Introduced: At least 80% of students will receive a rating of 2 (Developing Expectations), 3 (Approaching Expectations), 4 (Meets Expectations) or 5 (Exceeds Expectations)
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- Mastered: At least 80% of students will receive a rating of 4 (Meets Expectations) or 5 (Exceeds Expectations)

## Standard C - Student Learning Outcomes and Assessment

**Since last program review:** *We adjusted the wording on the first 12 learning outcomes to ensure that these outcomes were clearer and more measurable. We also added a 13<sup>th</sup> learning outcome called “Creativity and Innovation.”*

**Note:** *Our learning outcomes are based on what we as a faculty want our students to learn and on the expertise areas that turn up on numerous employer surveys. For example, they align with the career readiness and competencies of the National Association of Colleges and Employers (NACE), which include (1) Critical Thinking/Problem Solving, (2) Oral/Written Communication, (3) Teamwork/Collaboration, (4) Digital Technology, (5) Leadership, (6) Professionalism/Work Ethics, (7) Career Management, and (8) Global/Intercultural Fluency. See <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>. They also align with numerous other employer surveys such as one conducted by the Graduate Management Admission Council that shows Communication competencies make the Top 20 skills: (1) Oral Communication, (2) Listening Skills, (3) Adaptability, (4) Written Communication, (5) Presentation Skills, (6) Value Opinions of Others, (7) Integrity, (8) Follow a Leader, (9) Drive, (10) Cross-cultural Sensitivity, (11) Quantitative Analysis, (12) Qualitative Analysis, (13) Innovation and Creativity, (14) Core Business Knowledge, (15) Ability to Inspire Others, (16) Strategic Vision, (17) Delegation Skills, (18) Negotiation Skills, (19) Technology, and (20) Specific language Skills. See <https://www.mba.com/articles-and-announcements/articles/your-career-path/employers-seek-communications-skills>.*

### **Measurable Learning Outcomes**

At the end of their study, WSU Communication graduates will:

1. **Writing:** Write at a level expected of a professional communicator in a selected emphasis area.
2. **Speaking:** Speak appropriately, effectively, and ethically 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 Communication:** Facilitate successful communication in interpersonal situations, small group settings, and within organizations.
5. **Media:** Use and produce media to appropriately and effectively to communicate messages and critically evaluate media messages.
6. **History:** Demonstrate knowledge of the history of the communication discipline and its societal and professional implications.
7. **Research:** Find and evaluate peer-reviewed or professional research studies, describe and utilize a variety of research methods, and interpret and analyze research data.

8. **Theory:** Explain how various communication theories have been developed, apply those theories, and evaluate them.
9. **Law/Ethics:** Demonstrate knowledge of communication law and ethics to enable legal and ethical communication.
10. **Critical Thinking:** Analyze information from a variety of perspectives for understanding, persuasive argument or problem solving.
11. **Career Readiness:** Demonstrate the skills required to enter a professional career or graduate school.
12. **Diversity:** Communicate competently across difference, identify, explain perceptual bias and discrimination, and know the value of diversity.
13. **Creativity and Innovation:** Devise new approaches to familiar problems or situations, resulting in original work.

### **General Education Outcomes**

This program supports General Education in the following area(s):

- |   |  |                             |                             |                             |
|---|--|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> AI             | <input type="checkbox"/> Comp          | <input type="checkbox"/> IL | <input type="checkbox"/> QL |                             |
| <input type="checkbox"/> CA             | <input checked="" type="checkbox"/> HU | <input type="checkbox"/> LS | <input type="checkbox"/> PS | <input type="checkbox"/> SS |
| <input checked="" type="checkbox"/> WSU | <input type="checkbox"/> DV            |                             |                             |                             |

#### **a. General Education**

##### **HU-Designated Classes**

The Department of Communication offers three General Education classes designed for Humanities (HU) credit:

- COMM 1020 HU Principles of Public Speaking
- COMM 2010 HU Mass Media and Society
- COMM 2110 HU Interpersonal and Small Group Communication

##### **COMM 1020 HU Principles of Public Speaking**

**Plan:** Full-time and adjunct faculty members were informed about the General Education Revitalization initiatives at the Basic Courses retreat in Summer 2018. We introduced the Big Question and Signature Assignment. We also discussed course content adjustments to help better align the curriculum to the four new General Education Learning Outcomes (GELOs). Faculty



members and Concurrent Enrollment instructors were updated at the Summer 2019 Basic Courses retreat. We formalized the Big Question and refined the Signature Assignment to address the GELOs. **Big Question:** How does public speaking prepare students to become leaders in workplaces, civic organizations, and society? This question focuses on the primary goal of this class and connects to all major assignments.

**Signature Assignment:** The outline for the personal relevance speech will be used as the Signature Assignment. The grading rubric was refined to assess the four GELOs.

**Number of Sections Offered in 2019: 56**

**Teaching Format:** face-to-face, online, hybrid, day, night, Saturday; taught on multiple campuses

**Measures of Teaching Quality:** student evaluations, peer evaluation of faculty, training sessions with full-time and adjunct faculty

**Assessment:** All sections are assessed in Fall and Spring semesters.

**Speech Showcase:** At the end of every Fall Semester and Spring Semester, each section nominates the best student to deliver a speech in an event called Selection Saturday. A panel of judges selects the five top speakers. These students deliver their speeches at an event called Speech Showcase. All participants are recognized. The Department of Communication also recognizes a community member with an award called Freedom through Rhetoric.

### **COMM 2010 HU Mass Media and Society**

**Plan:** A meeting was held with all full-time and adjunct faculty who typically teach this course. In this meeting, we finalized the Big Question and Signature Assignment as well as discussed course content adjustments to help better align the curriculum to the four new General Education Learning Outcomes (GELOs).

**Big Question:** What is the role of media in society? Most modules address this Big Question as a regular part of the content area. For example, the course discusses the role of social media in creating individual identities in today's world.

**Signature Assignment:** Currently, one assignment is used for assessment purposes. We adjusted the assessment rubric to align with the four new GELOs.

**Number of Sections Offered in 2018-2019: 9**

**Teaching Format:** face-to-face, online, day, night

**Measures of Teaching Quality:** student evaluations, peer evaluation of faculty, training sessions with full-time and adjunct faculty

**Assessment:** All sections are assessed in Fall and Spring semesters.

### **COMM 2110 HU Interpersonal & Small Group Communication**

**Plan:** Full-time and adjunct faculty members and the Concurrent Enrollment instructors were informed about the General Education Revitalization initiatives at the Basic Courses retreat in Summer 2018. We introduced the Big Question and Signature Assignment. We also discussed course content adjustments to help better align the curriculum to the four new General Education Learning Outcomes (GELOs). Faculty members and C.E. instructors were updated during the Summer 2019 Basic Courses retreat.

**Big Question:** How does service-learning aid students in understanding principles of interpersonal and small group communication? This question focuses on one of the primary goals of this class and connects to all major assignments.

**Signature Assignment:** The final group presentation of the service-learning project is used as the Signature Assignment. The grading rubric was refined to assess the four GELOs.

**Number of Sections Offered in 2018-2019: 46**

**Teaching Format:** face-to-face, online, day, night, Saturday; taught on multiple campuses; taught to traditional and Concurrent Enrollment students. This class was taught online for the first time in Summer 2019. Offering this class online makes sense as people do much of their interpersonal communication online and even work on group projects through technology. This is also meeting the needs of students who cannot get to campus to take a class face-to-face and programs such as Engineering who are requesting this format for their majors.

**Measures of Teaching Quality:** student evaluations, peer evaluation of faculty, training sessions with full-time and adjunct faculty

**Assessment:** All sections are assessed in Fall and Spring semesters.

**Celebration of Service:** Beginning in Fall 2019, the department will pilot an event to recognize the community service provided by students in COMM 2110. Students will line the halls of Elizabeth Hall with posters on the night of the Speech Showcase that recognizes best speakers in COMM 1020.

**WSU-Designated Classes**

Faculty members have taught offers three WSU-designated General Education classes where students receive General Education credit in two areas:

- **WSU 1450 Intersections of Art and Communication: Colleen Packer and Jeremy Stott (Visual Art & Design)**

The course will introduce students to and enrich student understanding of the nature of art and communication through studying the basic principles and elements of each and how they intersect in works of art and communication contexts. Emphasis is on message construction and relationships as evidenced in the intersections of art and communication. Through application of foundational elements to real life situations and experiences, it is hoped that you will become a more informed communicator and viewer of art.

- **WSU 1560 Research, Exploration, and Creativity among the Disciplines: Michael Ault and Therese Grijalva (Economics)**

The course is an interdisciplinary, team-taught course which will teach students about scholarship processes in social sciences, and arts and humanities. The instructors will invite instructors from the life, natural, and physical sciences to the class to provide an overview of research in these areas as well. Students will have opportunities to make connections between the various disciplines, and understand how research, exploration, and creative processes are intertwined. Humanities and the social sciences will be integrated by showing how culture, norms, and traditions frame institutions and individual and social behavior; and how social issues, scientific information, and behavior are communicated through writing and the arts. The class will be designed to breakdown the traditional model that scholarship is conducted in independent silos; scholarship is interdisciplinary, involving strong communication skills, and knowledge of scientific theories and social institutions

- **WSU 2350 Writing with Numbers: Jean Norman and Sandra Fital-Akelbek (Math)**

The course explores topics from mathematics that convey the beauty and utility of mathematics and illustrate its application to modern society. The course also provides language and develops communications skills to speak accurately about mathematical concepts in a way a layperson would understand and practice in writing about these concepts.

The topics from mathematics fulfill the quantitative literacy requirement that prepares students for real-life problems and conveys the beauty and utility of mathematics in modern society. The communication portion of the course helps students develop language to speak accurately about mathematical concepts in a way a layperson would understand and practice in writing about these concepts.

## **b. Concurrent Enrollment**

COMM 2110 is offered in 19 local high schools, including:

- Bonneville High School
- Bountiful High School
- Clearfield High School
- Davis High School
- Farmington High School
- Fremont High School
- Layton High School
- Leadership Academy of Utah
- Morgan High School
- Northridge High School
- NUAMES High School
- NUAMES North High School
- Ogden High School
- Roy High School
- Syracuse High School
- Viewmont High School
- Weber High School
- Weber Innovations High School
- Woods Cross High School

Concurrent Enrollment teaches the critically important skills of communication in interpersonal and small group settings to high school seniors. Increasingly, members of Gen Z who are digital natives struggle with in-person communication. It is important to intervene early to provide skills and knowledge that will help them succeed as they pursue higher education, find employment, and become involved in important adult relationships. They also need skills of working in small groups and teams. The learning objectives of this class align nicely with the four new General Education requirements. In addition, students become interested in the field of Communication, and may pursue the associate's or bachelor's degree at Weber State University.

The instructors of this course in the high schools are supervised by the Basic Course coordinator, a full-time Communication faculty member. The goal is to observe each teacher's class at least once during an academic year. These C.E. instructors are also evaluated by their high schools' processes. These C.E. instructors are strongly encouraged to attend a half-day summer training, and the majority do. The Basic Course director works hard to ensure the early-college students in these C.E. courses receive the same academic experience as regular college students in this class. Teaching and testing materials are provided on Canvas.

### **c. Other Interdisciplinary**

The Communication Department is involved in three other major interdisciplinary initiatives:

- Associate of Workplace Communication & Writing (AS, AA)
- Film Studies (BA)
- Faculty who teach classes in other departments

#### **Associate of Workplace Communication & Writing AA/AS (with the Department of English)**

This associate's degree, which includes classes from both Communication and English, teaches the knowledge and skills employers are looking for in employees. These include writing, speaking, interpersonal communication, group and team communication, new media and technology skills, information gathering, and document design. This program supplements the General Education requirements with instruction in writing, new media and technology, theory and applied knowledge about working in organizations, and a wide variety of workplace skills. It culminates with a capstone class where students prepare a cover letter, resume and portfolio, and participate in mock interviews among other activities that will prepare them to enter today's competitive workforce with the tools and confidence needed to succeed.

#### **Film Studies (in College of Arts & Humanities)**

The Film Studies program includes classes from all five departments in the College of Arts & Humanities, including Communication, English, Foreign Language, Performing Arts, and Visual Arts & Design. A director of Film Studies was hired in 2019 who is also a faculty member of Digital Media in the Department of Communication. The groundwork is being laid for this program with an expected rollout in Fall 2020.

#### **Classes in Other Departments**

Community faculty members are often sought after to teach in other programs such as Honors and in other departments such as Music. Here is a list, although it may not be comprehensive:

- HONORS 4920 Conflict Journalism, Jean Norman
- HONORS 1540 LGBT Identities in Popular Culture, Susan Hafen
- MUSC 3723 Field Recording/Sound for Picture, Andrea Baltazar

## **Five-Year Assessment Summary**

### **Assessment of Graduating Students**

Students graduating with a Bachelor of Art or Bachelor of Science in Communication are assessed in several ways listed below.

**Note:** We have not begun assessing graduates of the associate's degrees as these are fairly new, but a number of required classes for that degree are assessed.

Here are how Communication graduates with a bachelor's degree are assessed:

- **Internship:** All Communication students are required to complete an internship with a professional organization: COMM 4890 Communication Internship. This requires 180 hours of contact time. Internship supervisors are required to assess the intern's performance on a survey. Many of the program's learning outcomes are assessed through this survey. The results are reported as assessment data.
- **Exit Survey:** All Communication students are required to take COMM 4990 Senior Seminar. During this class, students are required to fill out an exit survey for the program. Students assess their ability in the program's learning outcomes. The results are reported as assessment data.
- **ePortfolio:** In COMM 4990 Senior Seminar, students are required to create an ePortfolio. This is assessed by instructors using a common grading rubric.
- **Professional Portfolio Review:** In COMM 4990 Senior Seminar, we strongly encourage and will soon require student portfolios be assessed by a professional in their emphasis area. We intend to call on members of our Advisory Board to help complete this task.
- **Culminating Classes in Emphasis Area:** The final 4000-level classes required in each emphasis area generally require professional-level work and/or work with a professional client. Examples include content created in COMM 4770 Documentary Film, COMM 4400 Public Relations Media & Campaigns, COMM 3550 Organizational Communication, and COMM 4130 Investigative & In-depth Journalism. The revised Curriculum Grid's Learning Objectives and updated Course Objectives will improve assessment and lead to data that can be reported.

### **Assessment Findings and Actions**

The internship surveys filled out by employers at the completion of a student's internship and the exit surveys filled out by students about to graduate are excellent barometers to look at assessment over the last five years. We intend to add questions to the internship survey and the exit survey to address all 13 student learning objectives for the program to get more complete and comparable data of performance of our graduating seniors. We also intend to assess all 13 learning objectives with the ePortfolio review by the faculty member and a professional in Senior Seminar.

Interestingly, data is remarkably consistent over the last five years from the internship surveys and the exit surveys. It is reported here for eight of program's learning objectives with the average score on a 5-point scale.

	2014-2015	2015-2016	2016-2017	2017-2019
<b>Writing</b>	Int.: 4.30 Exit: 4.29	Int.: 4.52 Exit: 4.33	Int.: 4.44 Exit: 4.42	Int.: 4.43 Exit: 4.47
<b>Speaking</b>	Int.: 4.50 Exit: 4.31	Int.: 4.57 Exit: 4.37	Int.: 4.42 Exit: 4.50	Int.: 4.54 Exit: 4.54
<b>Interpersonal</b>	Int.: 4.72 Exit: 4.33	Int.: 4.70 Exit: 4.36	Int.: 4.66 Exit: 4.44	Int.: 4.68 Exit: 4.51
<b>Media</b>	Exit: 4.28	Exit: 4.22	Exit: 4.15	Exit: 4.00
<b>Research</b>	Int.: 4.35 Exit: 4.04	Int.: 4.48 Exit: 4.29	Int.: 4.51 Exit: 4.35	Int.: 4.58 Exit: 4.33
<b>Critical Thinking</b>	Exit: 4.73	Exit: 4.25	Exit: 4.41	Exit: 4.44
<b>Career Readiness</b>	Int.: 4.61	Int.: 4.60	Int.: 4.52	Int.: 4.59
<b>Diversity</b>	Int.: 4.70	Int.: 4.78	Int.: 4.78	Int.: 4.85

Communication students graduate with extremely high marks from their internship providers on the internship survey and high, but slightly lower ratings, on their self-evaluation on the exit survey. This is to be expected as students are likely to be harder on themselves than internship providers because many are likely experiencing uncertainty about what the future holds and whether they are ready for the workplace or graduate school.

Overall, writing and media are the two lowest rated areas. These are skills that many people never feel adequate in, but the department will continue to emphasize these areas. Writing is a skill that employers believe is critically important and report difficulty finding employees with adequate ability. Faculty report that more and more students are entering college without the ability to write at the expected level, and therefore there is a high learning curve for many. Media is a constantly moving target with new concepts and formats always on the horizon, and many students feel like they cannot keep up.

According to this data, Communication students excel at speaking and interpersonal communication skills, which is not surprising since those who like these skills are attracted to the Communication major. They are also sensitive to diversity issues and are culturally aware. Communication students also do well in research and critical thinking, which mean they are ready for graduate school and/or the workplace. Internship providers believe they are career ready on graduation.

## Standard D - Academic Advising

### Number of Students

According to the Institutional Research numbers, the Department of Communication had 437 majors in the BA or BS as of Oct. 15, 2019. This compares to 425 in 2014, a 3.30% increase. The addition of associate's degrees is the biggest driver of the increase in Communication students and graduates.

**Note:** We are adding an AAS/AS/AA degree in 2020 that we expect to be popular. The students in the Digital Media emphasis could all declare this emphasis.

	<b>BA</b>	<b>BS</b>	<b>Total</b>
Civic Advocacy	8	11	19
Digital Media	32	56	88
Interpersonal & Family	11	28	39
Multimedia Journalism	22	29	51
Organizational Communication	12	37	49
Public Relations & Advertising	45	80	125
Communication Studies Teaching	1	2	3
Multimedia Journalism Teaching	0	3	3
Comm Major No Emphasis	23	37	60
<hr/>			
<b>GRAND TOTAL</b>	<b>154</b>	<b>283</b>	<b>437</b>

The department has offered an AS in Communication since 2014. It has offered an interdisciplinary associate's degree with the English Department since 2018. The number of students pursuing associate degrees, are:

AS in Communication	47
AS in Workplace Communication & Writing	10
AA in Workplace Communication & Writing	14
<hr/>	
<b>TOTAL</b>	<b>71</b>

The number of students pursuing a minor in Communication or a Bachelor of Integrated Science (BIS) degree with Communication as an emphasis area are:

Communication Minor	48
Communication Teaching Minor	4
BIS	10
<hr/>	
<b>TOTAL</b>	<b>62</b>

## **Advising Strategy and Process**

### **Majors/Minors/BIS/Etc.**

Majors and minors/BIS are assigned to a faculty member in Communication based on their emphasis area or minor/BIS. Most emphasis areas have two advisors with students assigned according to the first letter of their last name. Therefore, students are advised by faculty in their expertise area. All faculty have an advising responsibility.

The advisors for 2019-2020 are:

- Civic Advocacy: Anne Bialowas
- Digital Media: Andrea Baltazar (A-M)
- Digital Media: Robin Haislett (N-Z)
- Interpersonal & Family: Sheree Josephson (A-M)
- Interpersonal & Family: Brent Warnock (N-Z)
- Multimedia Journalism: Jean Norman
- Organizational Communication: Mike Ault (A-M)
- Organizational Communication: Hailey Gillen Hoke (N-Z)
- Public Relations & Advertising: Nathan Rodriguez (A-G)
- Public Relations & Advertising: Leslie Howerton (H-O)
- Public Relations & Advertising: Nicola Corbin (P-Z)
- Minor/BIS: Ryan Cheek
- Teaching Major/Minor: Colleen Garside
- General Advising: Bobbi Van Gilder (A-M)
- General Advising: Alexander Lancaster (N-Z)
- Walk-Ins: Sheree Josephson, Sare Gardner
- Internships: Susan Hafen
- Debate/Speech: Ryan Wash, Mark Galaviz

### **General Education/Associate's Degrees**

The college's academic advisors handle advising for General Education requirements and associate's degrees. We typically have three advisors. The current advisors are:

- Debbi Murphy
- Nick Berg
- Vacant Position

### **Advising Information**

Students are encouraged to meet with their advisor upon admission to the major to receive assistance in planning individual programs of study. (Information about advisors is posted on [weber.edu/communication](http://weber.edu/communication) and is available in the department office.) Students can meet with their advisor as much as needed through graduation. If an advisor is not available, the department chair handles walk-ins. Instructors in COMM 3000 Communication Theory (usually the first upper-division class majors take) also spend part of a class period talking about academic advising issues and answering questions. The department has a PowerPoint of information that is distributed in Canvas. Instructors in COMM 4990 Senior Seminar (usually the last upper-division class majors take) do the same thing to help ensure students do not have loose ends.

Version Date: April 2019



New advising sheets for each emphasis area in the major, minors, and associate's degree are created for each academic year. They are available in the front office, from advisors or online at [weber.edu/communication](http://weber.edu/communication). Students like the checklist printed on department stationery. They can also access the CatTracks system, which essentially looks the same as the department's advising sheets.

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 affect advising. There is a required training before a faculty member can do tasks such as accepting or substituting classes.

Students are automatically signed off for graduation if all requirements are checked off in CatTracks. They are not required to attend a final advising session with an advisor. However, many students check with their academic advisor to make sure they are going to graduate. Students apply online for graduation and are notified of the deadline in their student portal and in a message from the department chair.

To further assist in advising, academic maps have been created by the college's academic advisors for each area of emphasis. They show students approximately when to take classes in order to graduate in four years. These are posted on the department website ([weber.edu/communication](http://weber.edu/communication)) for each emphasis area. A four-year plan about when classes are offered has been created by the department. This is also posted on the department website ([weber.edu/communication](http://weber.edu/communication)) and is available on paper in the department office.

Students can determine who their advisor is by clicking on the advisor link on the department website at [weber.edu/communication](http://weber.edu/communication) or by picking up a flier available at the front desk. A bulletin board just outside the department office includes faculty photos and contact information.

Finally, the department chair holds several walk-in advising appointments during the opening of registration to accommodate students at the last minute and to free up other faculty who are busy with end-of-semester tasks. A number of students take advantage of this opportunity.

### **Effectiveness of Advising**

According to the exit survey given to graduating seniors, 88.73% of students strongly agree or agree that they get good academic advising in the Department of Communication. However, 5.63% were unsure and 2.11% disagree or strongly disagree so there is room for improvement.

### **Past Changes and Future Recommendations**

The addition of college advisors 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 releases to fulfill this responsibility. Faculty members are swamped during registration time and at graduation deadlines.

## **Career Advising**

The department posts updated internship opportunities online at [weber.edu/communication](http://weber.edu/communication). Internships are also posted on a designated bulletin board outside of 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 Students**

In order to more effectively communicate with our current students, we do the following:

- Send a monthly email newsletter to Communication students with information such as announcements, calendar listings, student and alumni news, and faculty achievements. This is posted monthly on the department's news link at [weber.edu/communication](http://weber.edu/communication).
- Use a logo so that all promotional materials have the same look and feel. We have promotional materials, including a department brochure, bookmarks, advising sheets, and associate's degree card. These promotional materials are available in the department office. We also have other fun items to give students when they declare their majors or stop by our booths at Wildcat Block Party, etc.
- Update the department website at [weber.edu/communication](http://weber.edu/communication) to adhere to Weber State's updated look.
- Hold drop-in advising sessions during the first week of registration for each semester.
- Display information on bulletin boards and signage in Elizabeth Hall.

## **Communication with Potential Students**

We have been making strides in increasing the number of Communication majors and graduates. While number of graduates has increased dramatically in recent years from 71 five years ago to 102 last year, a 44.44% increase, the number of majors in the bachelor's degree programs has only increased about 3.3% since the last program review.

In addition, we:

- Hold a public speaking competition called Speech Showcase in both Fall and Spring Semesters to encourage friendly competition and introduce our major to the many General Education students in COMM 1020 Principles of Public Speaking.
- Involve the department as a client for Ogden Peak Communications and PRSSA.
- Get promotional materials into local high schools to encourage high school counselors to tell students about the Communication major.
- Meet with WSU's professional recruiters and student ambassadors to make sure Communication is a degree that they tell potential students about.

# Standard E - Faculty

## 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, computer lab work, guest speakers, hands-on projects, service learning, small group activities, and even 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. Our goal is to have 100% of Communication classes on Canvas.

### **Online Offerings**

Since the last program review, five more classes are offered online:

- COMM 1140 Writing for Workplace Communication
- COMM 2110 Interpersonal & Small Group Communication
- COMM 2550 Communication in Professional Settings
- COMM 3650 Communication Law
- COMM 4990 Senior Seminar

They join:

- COMM 1020 HU Principles of Public Speaking
- COMM 1500 Introduction to Mass Communication
- COMM 2010 HU Mass Media & Society
- COMM 3080 Intercultural Communication
- COMM 3090 Gender Communication
- COMM 3220 Editing
- COMM 3460 Public Relations & Social Media
- COMM 4990 Senior Seminar

We have just approved funding through Research, Scholarship and Professional Growth (RS&PG) to offer the Civic Advocacy degree online. This will involve putting COMM 3150 Communication Research Methods online, the last of the Communication core, and several required courses for Civic Advocacy. This will be the first online degree offered in the College of Arts & Humanities. It may even be offered as a degree in the Utah State Prison system. All courses offered in the Civic Advocacy degree will undergo review in WSU Online training. Faculty will receive instruction on how to better teach students through technology.

## **Faculty Qualifications**

### **Full-time faculty members**

• Michael Ault	Ph.D.	University of Oklahoma	Assistant Professor
• Andrea Baltazar	MFA	Pepperdine	Assistant Professor
• Anne Bialowas	Ph.D.	University of Utah	Associate Professor
• Ryan Cheek	ABD	Utah State University	Instructor
• Nicola Corbin	Ph.D.	University of Georgia	Associate Professor
• Mark Galaviz	M.A.	Boise State University	Instructor
• Aimee Gillette	MFA	New York University	Assistant Professor
• Hailey Gillen Hoke	Ph.D.	Univ. of West Virginia	Assistant Professor
• Susan Hafen	Ph.D.	Ohio University	Professor
• Robin Haislett	Ph.D.	Texas Tech University	Assistant Professor
• Leslie Howerton	ABD	University of Oregon	Instructor
• Becky Johns	Ph.D.	University of Utah	Professor
• Sheree Josephson	Ph.D.	University of Utah	Professor
• Alexander Lancaster	Ph.D.	Univ. of West Virginia	Assistant Professor
• James McAllister	B.A.	Utah Valley University	Instructor
• Jean Norman	Ph.D.	UNLV	Assistant Professor
• Colleen Packer	Ph.D.	University of Utah	Professor
• Nathan Rodriguez	Ph.D.	University of Kansas	Assistant Professor
• Ashkan Soltani-Stone	MFA	University of Utah	Assistant Professor
• Sarah Steimel	Ph.D.	Univ. of Nebraska-Lincoln	Associate Professor
• Bobbi Van Gilder	Ph.D.	University of Oklahoma	Assistant Professor
• Brent Warnock	M.A.	University of Utah	Instructor
• Ryan Wash	MPC	Weber State University	Instructor

**Note:** Web bios are posted for all full-time faculty members at [weber.edu/communication](http://weber.edu/communication). These link to their CVs.

**Note:** We are hiring a full-time faculty member to begin in Fall 2020 in Social Media & Digital Analytics. We anticipate adding classes and building a new emphasis area. This will bring the number of full-time faculty members to 24. We had 19 faculty members in the last five-year program review.

## Faculty Scholarship

### **Publications**

Faculty have produced more scholarship in recent years than at any other time in the history of the Department. They have published almost 50 scholarly journal articles and book chapters. Sheree Josephson has a book in press with Routledge, and Ash Soltani-Stone has a book forthcoming with University of Nebraska Press.

Here is the list of published scholarship in the last five years:

- **Ault, M. K.** (2018). "Being refined into a better form:" The structuration process of missionary identification. *Journal of Communication and Religion*, 41(2).
- Ness, A. M., Johnson, G., **Ault, M. K.**, Taylor, W. D., Griffith, J. A., Connelly, S., . . . Jensen, M. L. (2017). Reactions to ideological websites: The impact of emotional appeals, credibility, and pre-existing attitudes. *Computers in Human Behavior*, 72, 496- 511. doi:10.1016/j.chb.2017.02.061
- **Ault, M. K.**, Ness, A. M., Taylor, W. D., Johnson, G., Connelly, M. S., Jensen, M. L., & Dunbar, N. E. (2017). Ideological lens matters: Credibility heuristics, pre-existing attitudes, and reactions to messages on ideological websites. *Computers in Human Behavior*, 68(3), 315-325
- **Ault, M. K., Van Gilder, B.** (2016). Polygamous family structure: How communication affects the division of household labor. *Western Journal of Communication*, 80(5), 559- 580.
- **Ault, M. K., Van Gilder, B.** (2015). Polygamy in the United States: How marginalized religious communities cope with stigmatizing discourses surrounding plural marriage. *Journal of Intercultural Communication Research*, 44.
- Taylor, W. D., Johnson, G., **Ault, M. K.**, Connelly, S., Jensen, M. L., Dunbar, N. E. (2015). Ideological group persuasion: A within-person study of how violence, interactivity, and credibility features influence online persuasion. *Computers in Human Behavior*, 51, 448-460.
- **Bialowas, A., & Cheek, R.** (n.d. accepted). Funneling fatherhood, masculinity and the super-dad through a critique of Mr. Incredible and Ant-Man. In J. Lesson-Schatz (Ed.), *Parenting Through Pop Culture*. Jefferson, NC: McFarland.
- **Bialowas, A., & Steimel, S.** (2019). Less is more: Use of video to address the problem of teacher immediacy and presence in online courses. *International Journal of Teaching and Learning in Higher Education*, 31(2), 354-364.
- **Bialowas, A., & Corbin, N.** (2019). A failure to defend against cyberbullying: Examining the organization's competency in standing up for its members. In T. L. Rentner & D. P. Burns (Eds.), *Case Studies in Sport Communication: You Make the Call*. London: Routledge.
- **Cheek, R., & Bialowas, A.** (n.d. accepted). Deconstructing the hero-sidekick bromance: Foggy, Kato, and the masculine performance of friendship. In J. Lesson-Schatz & S. Parson (Eds.), *Superheroes and Masculinity*. Lanham, MD: Lexington Books.
- **Corbin, Nicola. A., and Bialowas, A.** (forthcoming). What did Ryan Lochte do? Bouncing back from an international crisis. In Terry Rentner and David Burns (Eds.) *You Make the Call: Case Studies in Sport Communication*. Routledge.
- Myers, S. A., Goodboy, A. K., Johnson, J. D., Vallade, J. I., Vela, L. E., LaBelle, S., Bryand, M.C., Sollitto, M., Thoma, J. R., Berkebile, T., **Gillen, H. G.**, & Odenweller, K. (in press). Developing a profile of the effective instructor: An initial investigation. *Southern Communication Journal*.

- **Gillette, A.** Primary Editor, “Chef Darren: The challenge of profound deafness” – airing on PBS channels nationwide late 2019 – directed by Academy Award-nominated director Dorothy Fadiman. Official selection, Oregon Documentary Film Festival; Winner, Spotlight Documentary Film Awards; Official selection, Dumbo Film Festival
- **Plec, E., & Hafen, S.** (2018.). Learning to howl: An exercise in internatural abduction. In A. Parish & K. Bjørkdahl (Eds.) *Rhetorical Animals: Boundaries of the Human in the Study of Persuasion* (pp. 171-196). Lexington Books: Lanham MD.
- **Josephson, S.** (2020 in press). *Handbook of Visual Communication: Theory, Methods, and Media* (Eds.) **S. Josephson, J. D. Kelly, & K. Smith.** Routledge.
- **Kelly, J. D., Josephson, S., & Smith, K.** (2020 in press). Introduction. In **S. Josephson, J. D. Kelly, & K. Smith** (Eds.) *Handbook of Visual Communication: Theory, Methods, and Media.* Routledge.
- **Tyler, S., & Josephson, S.** (2020 in press). Using eye tracking to see how children read interactive storybooks with supplemental or incidental digital features. In **S. Josephson, J. D. Kelly, & K. Smith** (Eds.) *Handbook of Visual Communication: Theory, Methods, and Media.* Routledge.
- **Josephson, S., & Myers, M.** (2019 in press). Mobile Augmented Reality through the lens of eye tracking. *Visual Communication Quarterly.*
- **Josephson, S.** (2016). “On not looking: the paradox of contemporary visual culture” edited by Frances Guerin, *Visual Communication Quarterly*, 23(2), 129-130.
- **Josephson, S. & Miller, J.** (2015). “Just state the facts on Twitter: Eye tracking shows that readers may ignore questions posted by news organizations on Twitter but not on Facebook,” *Visual Communication Quarterly*, 22 (2), 94-105.
- **Call, C., Lancaster, A. L., Sowerby, A., Stevenson, K., Asensio, I., & Gesteland, B. J.** (in press). Are we engaged? A college-level inventory of community engagement. *EJournal of Public Affairs.*
- **Lancaster, A. L.** (2018). Student learning with permissive and restrictive cell phone policies: A classroom experiment. *International Journal of Scholarship of Teaching and Learning*, 12 (1), 1-5. doi:10.20429/ijstl.2018.120105
- **Lancaster, A. L., & Rittenour, C. E.** (2017). Parishioners' and non-parishioners' perceptions of priests: Homilies informed by an intergroup perspective are linked to more positive perceptions. *Journal of Communication and Religion.*
- **Goldman, Z. W., Cranmer, G. A., Sollitto, M., Labelle, S., & Lancaster, A. L.** (2016). What do students want? A prioritization of instructional behaviors and characteristics. *Communication Education.* doi:10.1080/03634523.2016.1265135
- **Lancaster, A. L., Bowman, N. D., & Harvell, L. A.** (2016). “Death is coming, but I’m too scared to think about it”: Defining and distinguishing the roles of death and fear as motivators to cognitive, affective, and behavioral change. In L. A. Harvell, & G. Nisbett (Eds.), *Denying Death: An Interdisciplinary Approach to Terror Management Theory.* New York, NY: Taylor & Francis.
- **Lancaster, A. L., Dillow, M. R., Ball, H., Borchert, K. A., & Tyler, W. J. C.** (2016). Managing information about a romantic partner’s relationship history: An application of the theory of motivated information management. *Southern Communication Journal*, 81, 63-78. doi:10.1080/1041794X.2015.1089926
- **Cohen, E. L., & Lancaster, A. L.** (2016). Something to look forward to: Understanding the appeal of ritualistic television co-viewing events. In K. M. Ryan, D. Macey, & N. Springer, (Eds.), *Friends, Lovers, Co-workers, and Community: Everything I Know About Relationships I Learned from Television.* Lanham, MD: Lexington Press.

- Cohen, E. L., Bowman, N. D., & **Lancaster, A. L.** (2016). R u with some 1? Using text message experience sampling to examine television covieing as a moderator of emotional contagion effects on enjoyment. *Mass Communication and Society*, 19, 149- 172.  
doi:10.1080/15205436.2015.1071400
- Cranmer, G. A., **Lancaster, A. L.**, & Harris, T. M. (2016). Shot in black and white: Visualized framing within ESPN's The Body Issue. *International Journal of Sport Communication*, 9, 209-228.  
doi:10.1123.ijsc.2015-0126
- **Lancaster, A. L.**, & Goodboy, A. K. (2015). An experimental examination of students' attitudes toward classroom cell phone policies. *Communication Research Reports*, 32, 107-111.  
doi:10.1080/08824096.2014.989977
- Smith, E.R., Hettinga, K., **Norman, J.**, and Payne, L.L. (2019). Understanding communities in student newsrooms. *Teaching Journalism and Mass Communication* (9):1, 1-11.
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### **Conference Presentations/Editorial Boards**

Other scholarship includes numerous conference presentations. One faculty member serves on the editorial board of an AEJMC journal, while 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. (See faculty CVs for detailed information at [weber.edu/communication](http://weber.edu/communication).)

### **Film/Digital Media**

With the creation of the interdisciplinary Film Studies program and the hiring of tenure-track faculty with extensive professional film and digital media experience, faculty have had films shown in film festivals or discussed their work at academic conferences. This is a new development in the department.

### **Research Support**

The department generally supports scholarly and professional development with a yearly allotment of \$400 for each full-time faculty member. The dean's office is now contributing \$1,250 in travel funds yearly to tenure-track faculty members actively pursuing scholarship. This is up from \$1,000 five years ago. Non-tenure-track faculty members receive \$750 from the dean's office. 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. Most faculty attend at least one conference annually. Meanwhile, some faculty have competed for and received research and scholarship monies from special accounts on campus such as the Research, Scholarship and Professional Growth (RS&PG) fund, and offices such as Teaching and Learning Forum (TLF), Center for Community-Engaged Learning (CCEL), the Presidential Teaching Scholarship, and the Brady Presidential Distinguished Professor award. The department also supports faculty who attend conferences by covering classes and other assignments.

### **Mentoring Activities**

The Department of Communication 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 also new. The dean's office also takes an active role in mentoring new faculty.

### **Diversity of Faculty**

The department's full-time faculty consists of nine men and 14 women. The four faculty members with the rank of full professor are women. The majority of faculty members identify as Caucasian or "white," but diversity is always a priority consideration in hiring. For example, in the five faculty hires for 2019-2020, the director of debate is a black man, the director of speech is a Latino, the film faculty member is a



Persian male, a Digital Media faculty member is a white female, and another Digital Media faculty member is a white male.

Here is the diversity breakdown for 2019-2020:

**Male**

• White	4
• Black	1
• Latinx	3
• Persian	1

**Female**

• White	12
• Black	1
• Filipina	1

The department also has diversity in academic disciplines, education, sexual orientation, marital status, parental status, religion, and various aspects of background.

**Ongoing Review and Professional Development**

Faculty members undergo 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 performance and accomplishments in the previous calendar year. The FAR is typically due in February. Department Chair Sheree Josephson writes a one-page, single-spaced review of each faculty member. 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.

Teaching in the department includes a peer review by three members of an Evaluation of Peer Instruction Committee (EPIC) for tenure-track and non-tenure-track faculty members.

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. This is followed by a formal third-year tenure review. Tenure-track faculty are considered for tenure in their sixth year. They again undergo the EPIC teaching review, followed with a review by the department committee, the college committee, the dean, and provost. Tenure and promotion are approved by the President's Council.

Once tenured, faculty members are evaluated as they seek promotion. Faculty members may seek promotion to full professor in their 10<sup>th</sup> 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 described above. Tenured faculty who do not seek promotion to full professor are reviewed every three 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. Performance compensation awards with \$5,000 salary bumps can be earned post tenure, but candidates must meet the same qualifications as in tenure and promotion reviews.

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

Teaching culture in the department means that every class is evaluated even though tenured faculty have the option of only having two classes reviewed per the university Policy and Procedures Manual (PPM). Tenured faculty almost never opt not to have a class evaluated by students.

### **Evidence of Effective Instruction for Full-Time Faculty Members**

#### **Student Evaluation**

At the end of each semester, the department administers online 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 as described above. Since the evaluations are administered online, instructors and the department must take steps to encourage students to participate. These evaluations are read each term by the department chair and the dean. The department chair writes an informal evaluation to each faculty member regarding the student evaluation every semester. Exceptional teaching receives high praise. If students report disappointment or problems with their class, the department chair meets with the faculty meeting and makes suggestions for improvement. The department is recognized by students as having exceptional teaching with an average teaching rating of 4.25 on a 5-point scale.

#### **Peer Evaluation**

Peer committees also evaluate faculty teaching during the various reviews. Peer Instruction Committees (EPICs) and the Department Tenure and Promotion Committee are organized at the beginning of each academic year at the department retreat. 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 to full professor. If faculty members do not stand for full professor, they are reviewed every three years by an EPIC and the department chair. Full professors 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.

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. The department encourages improvements and monitors teaching effectiveness based on recommendations from the various reviews.

## **Teaching Awards**

In the last five years, several faculty members have been recognized for exceptional teaching based on student recommendations, student evaluations, peer evaluations, and even professional organizations. The major awards include:

- Brady Presidential Distinguished Professor Award: Sheree Josephson
- Crystal Crest Master Teacher: Nicola Corbin
- Educator of the Year from Omega Psi Phi.: Nicola Corbin
- Presidential Teaching Excellence Award: Sarah Steimel
- Lowe Innovative Teaching Award: Jean Norman

## **Evidence of Effective Instruction for Adjunct Faculty and C.E. Teachers**

### **Adjunct Faculty**

The COMM 1020 and 2110 Basic Course coordinator mentors adjunct faculty members and monitors their teaching, including observation of instruction. A department committee sets standards for writing, assignments, and testing. A certain number of requirements are established to ensure that adjunct instructors are held to the same standards as full-time faculty. These requirements are explained and discussed in yearly retreats before the start of the school year and are documented in teaching materials. 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. The department chair returns a printed evaluation and a note to each adjunct faculty member about their performance. The chair and the Basic Course coordinator use the course evaluation information to help make retention decisions about adjunct faculty.

### **Concurrent Enrollment Teachers**

In addition to the adjunct faculty members, high school instructors teach Concurrent Enrollment sections of COMM 2110 HU Interpersonal & Small Group Communication to early-college students in surrounding school districts. These instructors attend a yearly retreat and go through extensive training before they teach these high school classes where college credit is awarded. 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 Basic Course coordinator, chair, and the university's Concurrent Enrollment director. In addition, the Basic Course coordinator, a full-time faculty member with an expertise in communication teaching, visits and observes each classroom at least once yearly.

## **Standard F – Program Support**

### **Support Staff, Administration, Facilities, Equipment, and Library**

#### **Adequacy of Staff**

The current office support staff of one full-time department administrative assistant and one part-time Work Study student is adequate. However, 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 and perhaps communication tasks such as updating the department website and posting social media messages. The Master of Professional Communication program has a part-time assistant who lends assistance to the department overall, especially when the main administrative assistant takes vacation or sick leave.

The department's administrative assistant attends on-campus classes and workshops to keep up to date on university systems and processes. In accordance with university procedures, classified staff will be reviewed via WSU's Performance Review and Enrichment Program (PREP) beginning in this academic year. Previously, they were reviewed with an annual Staff Annual Report process in the dean's office. The chair traditionally takes administrative staff to lunch at least once a year to discuss performance. The exceptional ability and commitment of our limited staff is not taken for granted. These staffers play an integral role in the success of the department.

#### **Adequacy of Administrative Support**

The dean's office is very supportive. Dean Scott Sprenger's door is always open, and he quickly response to phone calls, email or even texts. He is always willing to meet one-on-one with the chair and other faculty members. He has increased funding for faculty travel and research and works to nudge up starting salaries in the College of Arts & Humanities. He hired an additional college advisor for General Education and associate's degrees since the last five-year review. He works hard to find funding to send students to conferences and purchase technology. The rest of the dean's staff is supportive too. The professional staff is efficient and knowledgeable about university policies and procedures. They assist with budget questions and scheduling.

The Provost's Office and Continuing Education have been extremely supportive with providing additional instructional wage monies to help meet the dramatic increase in enrollment. If we can continue to increase SCHs and graduation numbers, the dean and provost have promised additional faculty lines. True to their word, we have been able to hire five additional tenure-track faculty members in the last five years. For example, in 2019-2020, we secured a tenure-track faculty line to develop an emphasis area in Social Media & Data Analytics, a position we are confident will be a popular choice for students who will be able to find jobs in this quickly growing area. Our next need is General Education instructors to handle the demand in COMM 1020 Principles of Public Speaking but especially COMM 2110 Interpersonal & Small Group Communication, a class that more and more programs are requiring, including Computer Science and Criminal Justice.

## **Adequacy of Facilities and Equipment**

The 11-year-old Elizabeth Hall provides a wonderful place for faculty and staff to work and for students to learn. Most faculty offices have good furniture and windows that afford magnificent eastern or northern views of the mountains. All classrooms are “smart” with the necessary equipment to support teaching and learning. Classrooms have comfortable seating for students.

While not ideal, we have course fees on a number of classes ranging from \$5 for COMM 1020 HU Principles of Public Speaking up to \$50 for Digital Media classes such as COMM 4750 Advanced Cinematography & Editing. The highest course fees are on the Digital Media & Film classes needed to purchase specialized equipment needed to teach audio-video skills. Course fees are the primary funding mechanism that allows us to support the technology in the classroom such as the teaching station computers and projectors. It allows us to update computer labs every four or five years. When we first moved into Elizabeth Hall in 2008, we only had a shared computer lab with the English Department. Since then, we have converted one of our classrooms into a computer lab solely for our use. We currently need another computer lab but do not want to convert a classroom because that space is needed for other classes. A department from the College of Engineering, Applied Science & Technology (EAST) occupies part of the hall on the third floor of Elizabeth Hall, including a computer lab. This space would be perfect to meet our needs and the increased needs of other departments in The College of A&H such as English and Foreign Languages. Even though it is unlikely, we hope this department might be accommodated in the new engineering building, but we have heard that it might not be. We need to have this discussion on campus.

Our co-curricular organizations have good facilities with the exception of Ogden Peak Communications/PRSSA, the student organization of the biggest emphasis area in the department. Since the last program review, we converted part of a space originally designed for adjunct faculty into a small meeting room for Public Relations & Advertising students working with clients. Part of adjoining classroom was converted into two offices for our 25 adjunct instructors. The Signpost has a lovely space in the newly renovated Student Union Building. KWCR Wildcat Radio also has a nice and highly visible space in the Union Building across from the popular bowling alley. Studio 76 has space in the lower levels of the library. These spaces have been newly remodeled. However, we are in need of money to build sets for the Digital Media, Film, and Multimedia Journalism students. When Elizabeth Hall was constructed, we requested space to house the three media organizations and PR firm, but that was not granted. At least they are housed in adjacent buildings—the library, Union Building, and Elizabeth Hall—in the center of campus. The Debate and Speech teams have a nice suite of offices in the basement of Elizabeth Hall. The co-directors both have offices in that area and there’s a nice squad room.

## **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.

# **Standard G - Relationships with External Communities**

## **Description of Role in External Communities**

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

- Well-established internship program
- Concurrent Enrollment communication courses taught in 19 local high schools
- Frequent use of working professionals as guest speakers and as clients for hands-on projects in classes and for co-curricular organizations
- Extensive service-learning component beginning in COMM 2110 HU
- Faculty members' service on community boards
- Co-curricular activities that reach a broad segment of the community
- Impressive and active Advisory Board

### **Internships**

The Department of Communication has had a strong student internship program for more than 35 years. We set the standard on campus in this regard. The 3-credit internship allows students to work 180 hours with industry professionals around the state. The department website ([weber.edu/communication](http://weber.edu/communication)) maintains a list of organizations and currently includes more than 150 community partners. A faculty member who receives a two-course release in the Fall and one in the Spring and Summer monitors interns' work through midterm 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. Dr. Susan Hafen currently is the internship director. She was asked to chair the university-wide committee on internships.

### **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 19 Utah high schools (up from nine in the last five-year program review), and the enrollment has grown each semester, until we now have about 1,500 students each academic year. 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.

### **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 2,250 students per semester between the WSU campus and the high school Concurrent Enrollment 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. In Fall 2019, the department plans to recognize the community service provided in this General Education class with a Service Showcase event paired with the successful Speech Showcase for another Gen Ed class Public Speaking. Posters will line the halls of Elizabeth Hall, and the grand total of hours provided will be emphasized.

### **Professional Contacts**

Faculty members also serve on national and local boards. For example, Colleen Packer is on the board of the Utah Council on Conflict Resolution and has served as the mediator co-coordinator for the Utah Alternative Dispute Resolution, Ogden Justice Court. Sheree Josephson is on the editorial board of Visual Communication Quarterly. Jean Norman serves as the secretary for the Utah Headliners chapter of the Society of Professional Journalists and is a founding organizer of the Utah College Media Alliance. Norman has also been a member of the College Town Marketing Committee since 2014, and she serves on the Ogden Civic Action Network's housing subcommittee. Sarah Steimel has done training on internal/employee communication for GoldenWest Credit Union and Wasatch Peaks Credit Union. Hailey Gillen-Hoke provided interpersonal communication training for the Davis County Health Department and interpersonal and conflict communication consulting for Wasatch Integrated Waste Management.

### **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:

- KWCR Wildcat Radio
- Ogden Peak Communications
- Studio 76
- The Signpost
- WSU Debate: Policy and Speech

**KWCR Wildcat Radio** is Weber State University's campus radio station. Since the last program review, it transitioned from a weak broadcast signal to internet radio with its own app and the potential of worldwide reach. KWCR provides an important service to the community by producing several shows in Spanish, with its news and entertainment programs, and by its introduction of new music, especially local bands. Students also frequently do live remotes at local events and locations. The faculty advisor is Robin Haislett.

**Ogden Peak Communications** is the student-run PR firm established seven 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 coordinates visits to PR firms to network and learn about the industry. The faculty advisor for Ogden Peak Communications is Dr. Nicola Corbin while Leslie Howerton is the advisory to PRSSA.

**Studio 76** is a fully operational audio-video production studio run by students. Students create a variety of content, including digital media content, news programs, podcasts and short films—both narrative and documentary. Studio 76 has its own YouTube channels and Facebook followers where content can be viewed. The faculty advisor is Andrea Baltazar, but all Digital Media faculty members, including Ashkan Soltani-Stone, Aimee Gillette and James Mcallister keep offices in the basement of the library where they are often on hand for consultation.

**The Signpost** is WSU's multimedia news organization. With a 24-7 philosophy, The Signpost does not wait until the print editions of Tuesday 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 number of 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 about 2,500 Facebook followers. The faculty advisor is Dr. Jean Norman.

**Weber State Debate** now includes two teams: an almost 100-year-old policy debate squad and the inaugural speech team. The WSU policy debate team typically ranks in the Top 25 programs in the nation, often against the finest public and private universities. It has won the regional Cross Examination Debate Association title for a number of years in a row. WSU hosts numerous local, regional and even national tournaments. It has hosted the National Debate Tournament and the National Debate Coaches Association, both of which brought more than 500 competitors and coaches to town. It is directed by Ryan Wash. The speech team, new this year, specializes in events such as prose, extemporaneous, and persuasive. It is directed by Mark Galaviz.

### **Professional Organizations**

The department sponsors several chapters of professional organizations for students. They include:

- Public Relations Student Society of America
- Society for Professional Journalists
- National Association of Black Journalists (organized since last five-year program review)
- National Association of Hispanic Journalists (organized since last five-year program review)

We are discussing establishing organizations for our Digital Media students in both audio and video.

### **External Advisory Board**

Fifteen distinguished professionals are members of the Advisory Board for Communication (ABC). The advisory board was established in 2014 with rotating members. The advisory board members are instrumental in helping to improve and update the curriculum, obtain more internships and scholarships for students, among other things. We hope to involve advisory board members in reviewing ePortfolios of graduating seniors in COMM 4990 Senior Seminar.



## **Summary of External Advisory Committee Minutes**

We attempt to hold a meeting every Fall and Spring semester with our Advisory Board in Communication. We usually have a formal agenda. We often invite the dean of the College of Arts & Humanities and the development director for the college. However, we have not taken formal advisory committee minutes. We intend to involve the ABC in providing advice about our curriculum, networking for internships and jobs, reviewing ePortfolios of graduating students, talking to classes, helping to raise funding for scholarships and other needs in the department.

## **Community and Graduate Success**

The department is not satisfied with its contact with alumni. However, we don't have the personnel to do this, at the department, college or even university level. When the department's administrative assistants have time, they locate graduates on social media channels such as LinkedIn and Facebook. A big problem is the inadequacy of the email list provided by the university's Alumni Office, and the fact that that office doesn't like us to reach out. However, LinkedIn has been a good way of locating alumni based on the list of graduates. We had compiled a list of alumni for our website, but the Alumni Office asked us to take it down. We need to work with that office to get a list of alumni who have given us permission to list them on our website, even though alumni are public with information on LinkedIn. Contact with alumni will show our students what graduates do with a Communication degree. It also will provide names our development director can contact to help raise scholarship and other funding.

Finally, when an alum contacts a faculty member, especially the department chair, about what they're doing with their degree, we get permission to include it in our monthly email to Communication students, faculty, Advisory Board, and university administrators.

The following provides a glimpse into what some of our alumni that we've heard from recently are doing with their Communication degree:

- Shaquille Heath (PR&A, 2015): communications associate, Fine Arts Museums of San Francisco
- Skyler Jo Pyle (Multimedia Journalism, 2016): communications specialist, Ogden School District
- Haille van Patten (PR&A, 2016): marketing and communications coordinator, Ogden Downtown Alliance
- Aundrea Peterson (Digital Media, 2014): director of communication, Utah State Senate
- Morgan Saxton (Multimedia Journalism, 2013): news reporter, 2News This Morning (Emmy Award winner)
- Jason Carlton (PR, 2004): social media specialist: Intermountain Medical Center
- Jeff Haney (Journalism, 2005): director of communications, Canyons School District
- Pascal Friedman (PR&A, 2016): earned media director, Funded Today
- Jessica Miller (Journalism, 2009): criminal justice reporter, Salt Lake Tribune (Pulitzer Prize winner)
- Kylee Hallows (Interpersonal & Family, 2016): co-owner, Lavendar Vinyl
- Sasha Seegmiller Clark (PR): director of communications for 2016 Utah governor's campaign
- Camille Twitchell (PR&A, 2014): social media coordinator, GoldenWest Credit Union

The following are some alumni accomplishments we've been alerted to recently:

- Journalism graduate Morgan Briesmaster Saxton won an Emmy award for team news coverage reporting for 2News This Morning.
- Journalism grad Jessica Miller named in the Pulitzer Prize for local news reporting at Salt Lake Tribune.
- PR graduate Jason Carlton published a peer-reviewed journal article in Journal of Digital & Social Media Marketing.
- PR graduate Ben Taylor was featured in a story on CBS's Sunday Morning about how he helped a Liberian scammer turn his life around.
- Journalism graduate Mark Gray wrote a first-person account for Rolling Stone's website about the mass shooting in Las Vegas (Route 91 Harvest Festival).
- Carlee Hamblin Hansen published children's book "Peas are gross and other important insights about life."
- Randall Bennett, engineer at Facebook, received the alumni award at the AHA! Awards for the Telitha E. Lindquist College of Arts and Humanities. Bennett built a company Vidpresso that focuses on live streaming.

## **Standard H – Program Summary**

### **Results of Previous Program Review**

#### **ISSUE 1**

##### **Problem Identified**

Continue to develop a sustainable, long-term funding structure for co-curricular programs, including a model for debate and the Weber Media Group concept for the newspaper and electronic media

##### **Action Taken and Progress**

We will continue to work with the new development director for the College of Arts & Humanities on fund raising. He has spoken to a number of potential donors and helped us develop ways for donors to give out of their paychecks with automatic deductions. However, not much has happened yet.

#### **ISSUE 2**

##### **Problem Identified**

Continue to seek to increase course releases to allow faculty more time for scholarship

##### **Action Taken and Progress**

Because of large number of scholarships, the dean now pays for an additional course release for internship director each academic year. Three faculty members are receiving course releases for scholarship through the Center for Engaged Learning. However, this poses a challenge to getting General Education courses covered in primetime hours.

#### **ISSUE 3**

##### **Problem Identified**

Develop a written assessment plan and continue to extend assessment throughout the curriculum, increase “closing of the loop” of curricular revision based on assessment findings

##### **Action Taken and Progress**

We spent extensive time during the program review process, reviewing program learning objectives to update them and make them more obtainable with what happens in the classroom. We also added a 13<sup>th</sup> learning objective called “Creativity and Innovation” to reflect something very important in Communication. As part of this process, we are also reviewing the learning objectives for all 61 classes to ensure they align with the learning objectives in the curriculum grid. We also will work with the

Office of Institutional Effectiveness and Canvas to pull in rubrics for assessment purposes, especially for the Communication core classes.

#### **ISSUE 4**

##### **Problem Identified**

Continue to develop the Advisory Board for student networking, internship placements, alumni philanthropy, and portfolio reviewing

##### **Action Taken and Progress**

We reorganized the Advisory Board to jump start it and ensure we have representatives from all emphasis areas, the master's program and the interdisciplinary programs, such as Film Studies. We have begun drawing upon the board members to evaluate ePortfolios, provide internships, and talk to student groups. We need to get their assistance in alumni philanthropy.

#### **ISSUE 5**

##### **Problem Identified**

Build a framework for seeking increased external support for department programs and priorities, and to increase support staffing levels

##### **Action Taken and Progress**

The point about external support is addressed above. We have been able to hire an administrative assistant for the master's program who does help out with the undergraduate program. We could use administrative assistance for co-curriculars.

## **Action Plan for Ongoing Assessment Based on Current Self Study Findings**

### **Action Plan for Evidence of Learning Related Findings**

#### **ISSUE 1**

##### **Problem Identified**

Not all Communication core classes assessed. Improve and simplify assessment of all Communication core classes.

##### **Action to be Taken**

Assess all Communication core classes, including COMM 3150 Communication. Create rubric that aligns with curriculum grid to improve assessment of students at the completion of a Communication core class.

#### **ISSUE 2**

##### **Problem Identified**

Assess all 13 Communication program learning objectives in internship survey and exit survey as these are excellent assessment measures at the end of the program.

##### **Action to be Taken**

Revise internship survey and exit survey to align with 13 program learning objectives.

#### **ISSUE 3**

##### **Problem Identified**

Ensure that course learning objectives align with program learning objectives in the curriculum grid.

##### **Action to be Taken**

Revise any course learning objectives that do not align with the program learning objectives in the curriculum grid.

#### **ISSUE 4**

##### **Problem Identified**

Examine assessment used to measure four new General Education Learning Objectives (GELOs) to ensure our three General Education classes are being assessed in the way the university intends.

##### **Action to be Taken**

Experiment with assessment of Signature Assignment and Big Question.

## **Action Plan for Staff, Administration, or Budgetary Findings**

### **ISSUE 1**

#### **Problem Identified**

Need at least one more General Education instructor. It is becoming too challenging to find qualified adjuncts to teach General Education classes, especially on MWF mornings as demand increases for COMM 1020 HU Principles of Public Speaking and COMM 2110 HU Interpersonal & Small Group Communication

#### **Action to be Taken**

Continue to make argument with dean's and provost's office about this increased need. We have written an argument with data.

### **ISSUE 2**

#### **Problem Identified**

Need more release time for research, academic and/or co-curricular advising, General Education needs, etc.

#### **Action to be Taken**

Continue to make argument with dean and provost about this need.

### **ISSUE 3**

#### **Problem Identified**

Need more classrooms, a computer lab, and a home for the Film Studies program.

#### **Action to be Taken**

Continue to make this need known and lobby for space at the end of the hall.

### **ISSUE 4**

#### **Problem Identified**

Need staff to help with co-curricular organizations, social media, recruiting, etc.

#### **Action to be Taken**

Continue to make this need known.

**ISSUE 5****Problem Identified**

Can always use more money for various things, including faculty research, equipment, student travel, scholarships, etc.

**Action to be Taken**

Continue to make this need known.

## APPENDICES

### **Appendix A: Student and Faculty Statistical Summary**

(Note: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

	2014-15	2015-16	2016-17	2017-18	2018-19
Student Credit Hours Total	18,046	17,953	17,521	18,433	19,519
Student FTE Total	601.53	598.43	584.03	614.43	650.63
Student Majors					
Bachelor Degree-seeking	425	414	389	393	458
Associate Degree-seeking	1	8	12	15	15
Program Graduates					
Bachelor Degree	71	82	92	83	102
Associate Degree	1	6	7	9	13
Student Demographic Profile					
				221	257
				187	216
Female	231	225	200		
Male	195	197	201		
Faculty FTE Total	33.82	32.75	35.3	36.56	n/a
Adjunct FTE	11.9	11.46	13.13	14.95	n/a
Contract FTE	21.92	21.29	22.17	21.61	n/a
Student/Faculty Ratio	18.86	19.17	17.60	18.07	n/a



## **Appendix B:**

### **Faculty (current academic year)**

	Tenure and tenure- track	Contract	Adjunct
Number of faculty with Doctoral degrees	13	0	
Number of faculty with Master's degrees	3	6	
Number of faculty with Bachelor's degrees	0	1	0
Other Faculty			
Total	16	7	

### **Contract/Adjunct Faculty Profile**

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Dave Berg	Adjunct	None	MBA	5-plus	Comm Gen Ed
Ryan Cheek	Instructor	None	ABD	8-plus	Law, speech
David Collins	Adjunct	None	M.A.	5-plus	Comm Gen Ed
Christine Denniston	Adjunct	None	Ph.D.	5-plus	PR, Strategic Comm, Gen Ed
Brittani D'ewart	Adjunct	None	MPC	2	Comm Gen Ed
Catherine Diamond	Adjunct	None	MPC	1	Comm Gen Ed
Kathy Edwards	Adjunct	None	Ph.D.	25-plus	PR, Media
Bruce Frandsen	Adjunct	None	MPC	5-plus	Comm Gen Ed
Paul Gadd	Adjunct	None	MBA	2	Comm Gen Ed
Mark Galaviz	Instructor	None	M.A.	5-plus	Speech
Matthew Gerrish	Adjunct	None	MPC	3-plus	Comm Gen Ed

Jonathan Gochberg	Adjunct	None	MEd	1	Comm Gen Ed
Kayla Griffin	Adjunct	None	M.A.	1	Comm Gen Ed, Mass Media
Robin Haislett	Instructor	Coming	ABD	5-plus	VisCom, Radio
Jeff Haney	Adjunct	None	MPC	5-plus	Mass Media
Stephanie Heath	Adjunct	None	Ph.D.	5-plus	Comm Gen Ed, Performance Studies
Allison Hess	Adjunct	None	M.A.	25-plus	PR, Media
Ashley Hilton	Adjunct	None	MPC	1	Comm Gen Ed
Dalan Hilton	Adjunct	None	MPC	1	Comm Gen Ed
Leslie Howerton	Instructor	Coming	ABD	5-plus	PR,Advertising
Greg Larson	Adjunct	None	M.A.	3	Comm Gen Ed
James Mcallister	Instructor	None	BFA	1	Digital Media
Cathy McKitrick	Adjunct	None	B.A.	2	Media Writing
Stephanie Mouritsen	Adjunct	None	MEd	5-plus	Comm Gen Ed
Eva Oseguera	Adjunct	None	MPC	5-plus	Comm Gen Ed
Frank Richardson	Adjunct	None	Ph.D.	10-plus	Comm Gen Ed
Lisa Roskelley	Adjunct	None	MPA	3	Mass Media
Cami Sabin	Adjunct	None	MPC	2	Comm Gen Ed
Stephen Salmon	Adjunct	None	JD	1	Comm Gen Ed
Sam Sessions	Adjunct	None	MPC	1	Comm Gen Ed
Brooks Stevenson	Adjunct	None	MPC	1	Mass Media, Strategic Comm
Benjamin Taylor	Adjunct	None	MPC	3	Comm Gen Ed
Brent Warnock	Instructor	None	M.A.	20-plus	Comm Gen Ed
Ryan Wash	Instructor	None	MPC	2	Debate

### **Appendix C: Staff Profile**

Name	Job Title	Years of Employment	Areas of Expertise
Sareah Gardner	Administrative Assistant	1½ years in department	Budget, scheduling, registration, social media, website, etc.
Shari Love	Administrative Assistant/MPC	5 ½ years in department	Fills in as necessary for undergrad program. Budget, scheduling, registration, social media, website, etc.
Ronel Ah Yen	Work Study Student	2 months	Office coverage

Summary Information (as needed)

**Appendix D: Financial Analysis Summary**

(This information will be provided by the Office of Institutional Effectiveness)

Communication – Undergraduate					
Funding	14-15	15-16	16-17	17-18	18-19
Appropriated Fund	\$1,519,144	\$1,623,816	\$1,839,796	\$1,793,957	\$1,839,507
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	\$7,717	\$9,781	\$33,607	\$56,780	\$9,452
Total	\$1,526,861	\$1,633,597	\$1,873,403	\$1,850,737	\$1,848,959

### **Appendix E: External Community Involvement Names and Organizations**

Name	Organization
Morgan Breismaster Saxton	KUTV
Cody Craynor	The Church of Jesus Christ of Latter-day Saints
Chanel Flores	Utah Governor's Office
Marci Gibbons	Utah Film Commission
Kylee Hallows	Lavender Vinyl
Jeff Hawkes	Mingle Health
Colleen Henstra	Internal Revenue Service
John Kowalewski	Weber State University
Luis Lopez	Weber State University
Dillon Olson	HATCH Law
Virginia Pearce	Utah Film Commission
Lisa Roskelley	Utah Governor's Office/Weber State University
Michael Shackelford	Rowland High School
Dave Smith	Penna Powers Public Relations
Brooks Stevenson	Intermountain Healthcare

**Appendix F: Site Visit Team (both internal and external members)**

Name	Position	Affiliation
All full-time faculty and staff in Department of Communication		
Dr. Louise Moulding	Professor/Teacher Education	Weber State University
Dr. Todd Norton	Associate Professor/Chair/Communication & Media	Boise State University
Dr. Lawrence Mullen	Professor/ Communication in Public Policy & Leadership	University of Nevada-Las Vegas (UNLV)

## **Appendix G: Evidence of Learning Courses within the Major**

### **Assessment Plan for Communication**

The Student Learning Outcomes for Communication will be linked to a final assignment in Canvas, using a 5-point scale where instructors will evaluate each student's performance for a course on the relevant programmatic SLOs as noted in the curriculum grid. The 5-point scale will be as follows:

- 5=Exceeds Expectations
- 4=Meets Expectations
- 3= Approaching Expectations
- 2=Developing Expectations
- 1=Does Not Meet Expectations
- 0=Not Observed

Instructors have agreed-upon definitions for each level of performance on each SLO based on extensive conversation with instructors of this course and testing to establish inter-coder reliability of 70% or higher.

Furthermore, the expectations as outlined in the curriculum grid will be defined as follows:

- Introduced: At least 80% of students will receive a rating of 2 (Developing Expectations), 3 (Approaching Expectations), 4 (Meets Expectations) or 5 (Exceeds Expectations)
- Emphasized: At least 80% of students will receive a rating of 3 (Approaching Expectations), 4 (Meets Expectations) or 5 (Exceeds Expectations)
- Mastered: At least 80% of students will receive a rating of 4 (Meets Expectations) or 5 (Exceeds Expectations).

#### Direct Measures (DM)

1. Assessment inside Canvas for instructors of all Communication core classes to assess student performance on the SLOs associated with that particular core class: COMM 1020 HU Principles of Public Speaking, COMM 1130 Media Writing OR COMM 1140 Writing for Workplace Communication (under development), COMM 2110 HU Interpersonal & Small Group Communication, COMM 3000 Communication Theory, COMM 3150 Communication Research Methods (under development), COMM 3650 Communication Law, COMM 4890 Internship, and COMM 4990 Senior Seminar. Assessment will also include COMM 2010 Mass Media & Society, a Gen Ed class.
2. Passage rate for grammar test administered in COMM 1130 Media Writing
3. ePortfolios submitted by majors in COMM 4990 Senior Seminar with common rubric
4. Survey of internship providers for majors (only questions that tie directly to SLOs) for COMM 4890 Internship
5. Review of ePortfolios in COMM 4990 Senior Seminar by members of Advisory Board for Communication (ABC) (long-term goal)

#### Indirect Measures (IM)

1. Exit surveys with graduating seniors in COMM 4990 Senior Seminar
2. Alumni surveys and information with data on job placement, graduate and professional school acceptance, other significant accomplishments (long-term goal)



## H. Report of assessment results for the most previous academic year

### Evidence of Learning Worksheet: Courses within the 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
<b>Learning Outcome 1:</b>  <b>Writing</b>	Measure 1: Results of grammar/punctuation test in COMM 1130 Media Writing or COMM 1140 Writing for Workplace Communication (DM)	Measure 1: Required to pass test with a score of 75% or above to receive grade in class	Measure 1: 95.00% passed test with a score of 75% or above. 84.50% 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: We will continue to emphasize writing.
	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, 94.33% of students scored a 4 or 5 on writing. Average score: 4.43	Measure 2: Comm students are likely doing better on writing than graduates in other majors. This score is about 6% higher than was reported in the last assessment report two years ago.	Measure 2: We will continue to emphasize writing.
	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, 94.37% of students answered Agree or Strongly Agree. Average score: 4.47	Measure 3: Comm students believe they have strong writing skills at graduation.	Measure 3: We will continue to emphasize writing.

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
	Measure 4: Review of ePortfolio in COMM 4990 Senior Seminar (DM)	Measure 4: On a scale of 1-to-5, 80% of students will score "good" (3 or above)	Measure 4: More than 80% of students were scored as "good" or better. Average score: 17.93 out of 20 or 4.70 out of 5	Measure 4: Student writing in ePortfolios is good but it can always be improved.	Measure 4: We will talk about the ePortfolios in COMM 3000, the first upper-division class Communication majors take to emphasize writing.
	Measure 5: Measure and evaluate results from signature assignment in COMM 2010 (DM)	Measure 5: On a scale of 1-to-5, 80% of students will score "good" (3 or above)	Measure 5: 75% of students were scored as "good" or better. Average score: 3.63	Measure 5: Students are effectively meeting this requirement.	Measure 5: We hope to gather data from even more students.
	Measure 6: Measure and evaluate results from term paper assignment in COMM 3650 (DM)	Measure 6: On a scale of 1-to-5, 80% of students will score "good" (3 or above) category	Measure 6: 94.74% of students were scored as "good" or better. Average score: 3.88 out of 5; 66.67% of students scored a 4 or 5	Measure 6: The expectations of writing are especially high in COMM 3650 Communication Law.	Measure 6: We will continue to work to writing for a class at this level.
<b>Learning Outcome 2:</b>  <b>Speaking</b>	Measure 1: Comments from internship providers about speaking ability of intern (DM)	Measure 1: On a scale of 1-to-5, 80% of students will score a 4 or 5 on writing	Measure 1: On a scale of 1-to-5, 94.25 % of students scored a 4 or 5. Average score: 4.54	Measure 1: Comm students exhibit strong public speaking skills in their internships. This is about 3% higher than was reported in last assessment report two years ago.	Measure 1: We 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, 95.77% answered Agree or	Measure 2: Students believe they have very	Measure 2: We will continue to emphasize

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
		will answer Agree or Strongly Agree	Strongly Agree. Average score: 4.54	strong public speaking skills at graduation.	speaking in all Communication classes.
	Measure 3: COMM 1020 students will answer common test questions (DM for Gen Ed SLO 1)	Measure 3: 70% of students will get 70% of questions correct	Measure 3: 78% of students got 70% or more of questions correct. Average score: 80.4%	Measure 3: Public Speaking students have a strong understanding of the key themes, concepts, issues, terminology and ethical standards	Measure 3: We will continue what we are doing because it is successful.
	Measure 4: COMM 1020 students will show application of public speaking skills in personal relevance speech (DM for Gen Ed SLOs 2, 3)	Measure 4: On a scale of 1-to-5, 70% of students will get an average score of "good" (3 or above)	Measure 4: More than 70% of students got a score of 3 or above. Average score: 73.8%	Measure 4: Public speaking students have a strong capability to deliver a speech. This also shows writing, listening, media, research and critical speaking outcomes.	Measure 4: We need to create a 5-point evaluation form to separately analyze department SLOs apart from public speaking.
<b>Learning Outcome 3:</b>  <b>Listening</b>	Measure 1: COMM 1020 students will show application of listening skills in personal relevance speech (DM for Gen Ed SLOs 2, 3)	Measure 1: On a scale of 1 to 5, 70% of students will get an average score of 3 or above	Measure 1: More than 70% of students got a score of 70% or more. Average score: 73.8%	Measure 1: Public speaking students have a strong capability to deliver a speech. This also shows writing, listening, media, research and critical speaking outcomes.	Measure 1: We need to create a 5-point evaluation form to separately analyze department SLOs apart from public speaking.

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
<b>Learning Outcome 4:</b>  <b>Interpersonal/ Small Group Communication</b>	Measure 1: Comments from internship providers about ability of interns to work in small groups and communicate interpersonally (DM)	Measure 1: On a scale of 1-to-5, 80% of students will score a 4 or 5	Measure 1: On a scale of 1-to-5, 96.30% of students scored a 4 or 5. Average score: 4.68	Measure 1: Employers are extremely pleased with students' ability to work with others.	Measure 1: We 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 will answer Agree or Strongly Agree	Measure 2: On a scale of 1-to-5, 95.77% of students answered Agree or Strongly Agree. Average score 4.51	Measure 2: Students are now feeling as though they have strong ability to work in small groups and communicate interpersonally	Measure 2: We will continue to ensure this continues to be a strength.
	Measure 3: COMM 2110 students will answer common test questions (DM for Gen Ed SLO 1)	Measure 3: 70% of students will get 70% of questions correct	Measure 3: More than 70% of students got 70% or more of questions correct. Average score: 73.8%	Measure 3: Interpersonal & Small Group students have a strong understanding of the key themes, concepts, issues, terminology and ethical standards	Measure 3: We will continue what we are doing because it is successful.
	Measure 4: COMM 2110 students will show application of interpersonal and small group communication skills in individual paper	Measure 4: On a scale of 1-to-5, 70% of students will get an average score of "good" (3 or above)	Measure 4: More than 70% of students got 70% or more of the questions correct. Average score: 79.1%	Measure 4: Interpersonal & Small Group Comm students are able to effectively reflect on their personal relationships.	Measure 4: We need to create a 5-point evaluation form to separately analyze department SLOs apart from interpersonal &

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 relationships speech (DM for Gen Ed SLOs 2, 3)				small group communication.
<b>Learning Outcome 5:</b>  <b>Media</b>	Measure 1: Use of new media in production of ePortfolio and its contents (DM)	Measure 1: On a scale of 1-to-5, 80% of students will score "strong" (4 or 5)	Measure 1: More than 80% of students scored "strong" or above (4 or 5). Average score: 18.51 out of 20	Measure 1: This measurement needs to better reflect students' ability to use media in the creation of the ePortfolio.	Measure 1: We need to refine what is being measured on the ePortfolios. We also want to have ePortfolios evaluated separately by working professionals and/or members of our advisory board.
	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, 89.44% of students answered Agree or Strongly Agree. Average score: 4.29	Measure 2: Students would like to feel even more confident with their use of media, but this score is about 6% higher than in last assessment two years ago. Technology is always changing, and there is much to learn.	Measure 2: We are hiring two new faculty members: one with expertise in social media/data analytics and another in digital media and film.
	Measure 3: Exit survey to graduating seniors (IM) about technology as opposed to media.	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, 78.57% of students answered Agree or Strongly Agree. Average score: 4.00	Measure 3: Students don't feel totally comfortable with their knowledge of and expertise in new technology.	Measure 3: We are hiring two new faculty members: one with expertise in social media/data analytics and another in digital media and film.

Evidence of Learning: Courses within the Major					
<b>Measurable Learning Outcome</b>  Students will...	<b>Method of Measurement</b>  Direct (DM) and Indirect (IM) Measures	<b>Threshold for Evidence of Student Learning</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Learning Outcome 6:</b>  <b>History</b>	Measure 1: Gather and evaluate results from signature assignment to assess knowledge of terms in COMM 2010 (DM)	Measure 1: On a 1-to-5 scale, students 70% or more of students will receive a score of 3 or above.	Measure 1: On a scale of 1-to-5, students averaged 3.79. Overall, students performed at a rate of 75%.	Measure 1: Students are effectively meeting this requirement, which aligns with Gen Ed SLO 1.	Measure 1: We hope to gather data from even more students.
	Measure 2: COMM 1500 students will answer common test questions (DM)	Measure 2: 70% of students will get 70% of questions correct	Measure 2: Working on this assessment measure	Measure 2: Working on this assessment measure	Measure 3: Working on this assessment measure
<b>Learning Outcome 7:</b>  <b>Research</b>	Measure 1: Comments from internship providers about research ability of intern (DM)	Measure 1: On a scale of 1-to-5, 80% of students will score a 4 or above on research	Measure 1: On a scale of 1-to-5, 97.06 scored a 4 or 5 on research. Average score: 4.58	Measure 1: This is about 7% higher than in assessment two years ago. Employers believe that students possess sufficient skills in research.	Measure 1: Continue to work on research skills in all Communication classes because it is paying off.
	Measure 2: Exit survey to graduating seniors (IM)	Measure 2: On a scale of 1-to-5, 80% will answer Agree or Strongly agree.	Measure 2: On a scale of 1-to-5, 89.44% students answered Agree or Strongly Agree. Average score: 4.33	Measure 2: About 10% of students are unsure or disagree. However, we have made major strides in this category in the last five years according to the student survey.	Measure 2: The addition of faculty qualified to teach research skills, especially quantitative, is likely the reason for this gain.
	Measure 3: Results of multiple-choice	Measure 3: 70% or more of students will get 70% or	Measure 3: Working on this assessment measure	Measure 3: Working on assessment measure	Measure 3: Working on assessment measure

Evidence of Learning: Courses within the Major					
<b>Measurable Learning Outcome</b>  <b>Students will...</b>	<b>Method of Measurement</b>  <b>Direct (DM) and Indirect (IM) Measures</b>	<b>Threshold for Evidence of Student Learning</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
	questions in COMM 3150 (DM)	more of the questions correct			
	Measure 4: Performance on signature assignment in COMM 3150 (DM)	Measure 4: On a scale of 1-5, 80% of students will score "strong" (4 or 5)	Measure 4: Working on assessment measure	Measure 4: Working on assessment measure	Measure 4: Working on assessment measure
	Measure 5: Measure and evaluate results from term paper assignment in COMM 3650 (DM)	Measure 5: On a scale of 1-to-5, 80% of students will score "good" or above (3 or above)	Measure 5: 89.47% of students were scored as "good" or better. Average score: 3.81	Measure 5: The expectations of research are especially high in COMM 3650 Communication Law	Measure 5: We will continue to work to research.
<b>Learning Outcome 8:</b>  <b>Theory</b>	Measure 1: Performance on signature assignment, the analysis of an artifact through the lens of a Communication theory in COMM 3000 (DM)	Measure 1: On a scale of 1-to-5, 80% of students will score "strong" or a rating of 4 or 5	Measure 1: More than 80% of students scored 4 or 5. In six sections, average score: 85.18%	Measure 1: Students are learning about Communication theories and can apply	Measure 1: Working on assessment plan
	Measure 2: Measure and evaluate results from signature assignment in COMM 2010 (DM)	Measure 2: On a scale of 1-to-5, 70% of students will score "good" (3 or above)	Measure 2: 75% of students were scored as "good" or better. Average score: 3.63	Measure 2: Students are effectively meeting this requirement.	Measure 2: We hope to gather data from even more students.
<b>Learning Outcome 9:</b>	Measure 1: Performance on	Measure 1: 70% of students will score "meets	Measure 1: Students scored an average of 75.37 on four exams.	Measure 1: Students are gaining an understanding difficult	Measure 1: We will continue to emphasize instruction in

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
<b>Law/Ethics</b>	exams in COMM 3650 (DM)	expectations" in this area		legal and ethical material.	Communication law and ethics.
	Measure 2: Measure and evaluate results from term paper assignment in COMM 3650 (DM)	Measure 2: 80% of students will score "good" in this category	Measure 2: 94.47% of students were scored as "good" or better. Average score: 3.77 out of 5; 73.68% of students scored a 4 or 5	Measure 2: This is the first and only class on law and ethics in the department, but students are doing well.	Measure 2: We will continue to work to teach legal and ethical principles.
<b>Learning Outcome 10:  Critical Thinking</b>	Measure 1: Appropriateness of artifacts in production of ePortfolio (DM)	Measure 1: On a scale of 1-to-5, 80% of students will score "strong" or 4 and above	Measure 1: More than 80% of students scored "strong" in this area. Average score: 18.53 on 20-point scale	Measure 1: Students do well on the ePortfolio because they get feedback throughout the semester	Measure 1: We will discuss if this is the best way to measure critical thinking.
	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, 96.58% of students reported they learned critical thinking. Average score: 4.44	Measure 2: These results have increased in recent years. This can probably be contributed to some revisions in classes and the addition of research-based faculty members.	Measure 2: We will continue to emphasize critical thinking in all Communication classes.
	Measure 3: Gather and evaluate results from signature assignment to measure analysis of cultural artifacts in COMM 2010 (DM)	Measure 3: On a scale of 1-to-5, students will be scored at 70% or higher on signature assignment	Measure 3: On a scale of 1-to-5, students, 88.30% students scored 3 or above. Average score: 3.44	Measure 3: Students get a good grounding of critical thinking in a General Education class.	Measure 3: We hope to gather data from even more students.



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
	Measure 4: Measure and evaluate results from term paper assignment in COMM 3650 (DM)	Measure 4: On a scale of 1-to-5, 80% of students will score "good" or 3 and above	Measure 4: 94.73% of students were scored as "good" or better. Average score: 3.77 out of 5; 66.67% of students scored a 4 or 5	Measure 4: Most students are reaching the benchmark on critical thinking.	Measure 4: We will continue to work to teaching critical thinking
<b>Learning Outcome 11:</b>  <b>Career readiness</b>	Measure 1: Comments from internship providers about career readiness (DM)	Measure 1: On a scale of 1-to-5, 80% of students will score a 4 or 5 on career readiness.	Measure 1: On a scale of 1-to-5, 95.45% of employers said students were well prepared to enter the job market. Average score: 4.59	Measure 1: This is about 2% higher than in assessment two years ago. The Communication Department does an excellent job of preparing graduates to enter the workplace by requiring internships and work experience co-curricular activities.	Measure 1: We will continue to set the standard on campus.
	Measure 2: Exit survey to graduating seniors (IM)	Measure 2: On a scale of 1-to-3 (yes/somewhat/no), 95% of students will answer they are prepared or somewhat prepared to enter a career.	Measure 2: 97.89% of students said they were prepared or somewhat prepared to enter a career. 71.83% answered "prepared," 26.06% answered "somewhat prepared," and 2.11% answered "not prepared."	Measure 2: This 97.89% has been on a steady increase in the last five years. The percentage of students who said they were prepared or somewhat prepared is almost 9% higher than in the last assessment two years ago. We are striving to show students what they can	Measure 2: We will continue to do a better job of showing students what they can do with a Communication degree, help students see how they can apply what they are learning, and make connections between different content areas.

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				
				do with the knowledge and skills they are learning in the classroom. Our attempts appear to be much more successful than previously.	
	Measure 3: Review of ePortfolio in COMM 4990 Senior Seminar (DM)	Measure 3: On a scale of 1-to-5, 80% of students will score "good" (3 or above)	Measure 3: More than 80% of students were scored as "good" or better. Average score: 17.93 out of 20 or 4.70 out of 5	Measure 3: Student writing in ePortfolios is good but it can always be improved.	Measure 3: We will talk about the ePortfolios in COMM 3000, the first upper-division class Communication majors take to emphasize writing.
<b>Learning Outcome 12:</b> <b>Diversity</b>	Measure 1: Comments from internship providers about intercultural communication (DM)	Measure 1: On a scale of 1-to-5, 80% of students will score a 4 or 5	Measure 1: On a scale of 1-to-5, 100% of employers said students were well prepared to enter the job market. Average score: 4.85	Measure 1: The Communication Department does an excellent job of preparing students to be culturally sensitive. This number has jumped considerably in the last five years. We hope this can be attributed to both teaching and the hiring of diverse faculty.	Measure 1: We will continue to do this by making this a significant part of each class and attempting to hire diverse faculty.
	Measure 2: Exit survey to graduating seniors about	Measure 2: On a scale of 1-to-5, 80% of students	Measure 2: On a scale of 1-to-5, 86.62% of students agreed or	Measure 2: About 13% were unsure or disagreed so we will	Measure 2: We will discuss why this is happening. We have

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
	cultural awareness (IM)	will answer Agree or Strongly Agree.	strongly agreed they possessed cultural sensitivity. Average score: 4.30	continue to work on this.	hired more diverse faculty in recent years who may be able to help us address this issue. We have also formed a faculty committee.
<b>Learning Outcome 13:</b>  <b>Creativity and Innovation</b>	Measure 1: This SLO is new in 2019. We need to discuss how to assess it.	Measure 1: On a scale of 1-to-5, this SLO will be assessed in applicable Communication core classes.	Measure 1: On a scale of 1-to-5, this SLO will be assessed in applicable Communication core classes.	Measure 1: Under discussion	Measure 1: Under discussion

\*Direct and indirect: at least one measure per objective must be a direct measure.

**b. Evidence of Learning: High Impact Practices (HIPs)**

List the activities you have within your academic program that you consider to be high impact. For key elements of high impact practices, see: [Key Elements of High-Impact Practices](#).

- All students in the Gen Education class COMM 2110 Interpersonal & Small Group Communication are required to do a service-learning project in a small group. This is what is being used as the artifact to assess SLOs 2 and 3.
- Most students are required to participate with a co-curricular organization such as The Signpost, WSU Debate or Speech, KWCR Wildcat Radio, Studio 76, and Ogden Peak Communications. These are essentially on-campus internships advised by a faculty member with professional experience and under the direction of student leaders. Many activities involve actual clients and professional projects.
- All students are required to complete 180 hours of internship with a professional off-campus organization.
- Most upper-division classes require all students to complete real projects—professional or research-based.

c. **Evidence of Learning: General Education Courses**

**Assessment Plan for General Education Classes**

The three General Education classes in the Department of Communication include:

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

Beginning in Fall 2019, they will be assessed on the four new GELOs:

**GELO 1: Content Knowledge**

This outcome addresses students' understanding of the worlds in which they live and disciplinary approaches for analyzing those worlds. The knowledge is well defined in R470 and further refined by Core and Breadth area committees.

**GELO 2: Intellectual Tools**

This outcome focuses on students' use of and facility with skills necessary for them to construct knowledge, evaluate claims, solve problems, and communicate effectively. [Students will provide evidence of their ability to construct knowledge, evaluate claims, solve problems, and/or communicate effectively.]

**GELO 3: Responsibility to Self and Others**

This outcome highlights students' relationship with, obligations to, and sustainable stewardship of themselves, others, and the world to promote diversity, social justice, and personal and community well-being. [Students will provide evidence of their ability to relate course content to issues of responsibility in the context of a signature assignment requiring them to bring to bear course content to broader issues connected to the Big Question.]

**GELO 4: Connected & Applied Learning**

This outcome emphasizes how students' learning in general education classes can be connected and applied in meaningful ways to new settings and complex problems. [Students will demonstrate the integration and application of course content via a signature assignment that promotes meaningful use of the course content.]

## **COMM 1020 HU Principles of Public Speaking**

**Plan:** Full-time and adjunct faculty members were informed about the General Education Revitalization initiatives at the Basic Courses retreat in Summer 2018. We introduced the Big Question and Signature Assignment. We also discussed course content adjustments to help better align the curriculum to the four new General Education Learning Outcomes (GELOs). Faculty members and Concurrent Enrollment instructors were updated at the Summer 2019 Basic Courses retreat. We formalized the Big Question and refined the Signature Assignment to address the GELOs.

**Big Question:** How does public speaking prepare students to become leaders in workplaces, civic organizations, and society? This question focuses on the primary goal of this class and connects to all major assignments.

**Signature Assignment:** The outline for the personal relevance speech will be used as the Signature Assignment. The grading rubric was refined to assess the four GELOs.

**Assessment:** All sections are assessed in Fall and Spring semesters.

## **COMM 2010 HU Mass Media and Society**

**Plan:** A meeting was held with all full-time and adjunct faculty who typically teach this course. In this meeting, we finalized the Big Question and Signature Assignment as well as discussed course content adjustments to help better align the curriculum to the four new General Education Learning Outcomes (GELOs).

**Big Question:** What is the role of media in society? Most modules address this Big Question already. For example, the course discusses the role of social media in creating individual identities in today's world.

**Signature Assignment:** Currently, one assignment is used for assessment purposes. We adjusted the assessment rubric to align with the four new GELOs.

**Assessment:** All sections are assessed in Fall and Spring semesters.

## **COMM 2110 HU Interpersonal and Small Group Communication**

**Plan:** Full-time and adjunct faculty members and the Concurrent Enrollment instructors were informed about the General Education Revitalization initiatives at the Basic Courses retreat in Summer 2018. We introduced the Big Question and Signature Assignment. We also discussed course content adjustments to help better align the curriculum to the four new

General Education Learning Outcomes (GELOs). Faculty members and C.E. instructors were updated during the Summer 2019 Basic Courses retreat.

**Big Question:** How does service-learning aid students in understanding principles of interpersonal and small group communication? This question focuses on one of the primary goals of this class and connects to all major assignments.

**Signature Assignment:** The final group presentation of the service-learning project is used as the Signature Assignment. The grading rubric was refined to assess the four GELOs.

**Assessment:** All sections are assessed in Fall and Spring semesters.

### **Three-year schedule for all General Education classes in Communication**

**Note:** All three classes were unanimously renewed by GEIAC in September 2017.

General Education Class	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
COMM 1020 Principles of Public Speaking	Assess four new GELOs using big question and signature assignment. Re-evaluate as necessary.	Assess four new GELOs using big question and signature assignment. Re-evaluate as necessary.	Assess four new GELOs using big question and signature assignment. Re-evaluate as necessary.	Assess four new GELOs using big question and signature assignment. Re-evaluate as necessary.	Re-evaluate as necessary.	Re-evaluate as necessary.
COMM 2010 Mass Media & Society	Assess four new GELOs using big question and signature assignment. Re-evaluate as necessary.. Re-evaluate as necessary.	Assess four new GELOs using big question and signature assignment. Re-evaluate as necessary.	Assess four new GELOs using big question and signature assignment. Re-evaluate as necessary.	Assess four new GELOs using big question and signature assignment. Re-evaluate as necessary.	Re-evaluate as necessary.	Re-evaluate as necessary.
COMM 2110 Interpersonal & Small Group Communication	Assess four new GELOs using signature assignment	Assess four new GELOs using signature assignment. Re-evaluate as necessary.	Assess four new GELOs using signature assignment. Re-evaluate as necessary.	Assess four new GELOs using signature assignment. Re-evaluate as necessary.	Re-evaluate as necessary.	Re-evaluate as necessary.

## I. 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 and website
COMM 1020 Test Questions	Gen Ed Humanities SLO 1	Each semester/Chi Tester	Chi Tester
COMM 1020 Signature Assignment	Gen Ed Humanities SLO 2, 3	Each semester/Chi Tester	Chi Tester
COMM 4990 Presentation	Speaking	Each semester/Canvas	Canvas
COMM 2110 Test Questions	Gen Ed Humanities SLO 1	Each semester/Chi Tester	Chi Tester
COMM 2110 Signature Assignment	Gen Ed Humanities SLO 2, 3	Each semester/Canvas	Chi Tester
COMM 2010 Signature Assignment	Gen Ed Humanities SLO 1-3	Each semester/Canvas	Chi Tester
COMM 3000 Program SLO Assessment	See Curriculum Grid	Each semester/Canvas	Canvas
COMM 3150 Program SLO Assessment	See Curriculum Grid	Each semester/Canvas	Canvas
COMM 3650 Program SLO Assessment	See Curriculum Grid	Each semester/Canvas	Canvas
COMM 4890 Program SLO Assessment	See Curriculum Grid	Each semester/Canvas	Canvas
COMM 4990 Program SLO Assessment	See Curriculum Grid	Each semester/Canvas	Canvas
COMM 4990 ePortfolio	See Curriculum Grid	Each semester/Canvas	Chi Tester
COMM 3650 Signature Assignment	See Curriculum Grid	Each semester/Canvas	Canvas
COMM 3650 Test Questions	See Curriculum Grid	Each semester/Canvas	Canvas



## **J. 2019 Strategic Programming Report (SPR)—LEZ Form**

- Department: Communication
- Degree Program(s) Addressed in the Report: BS/BA, AS/AA in Communication
- Date Submitted: May 15, 2019
- Report Author: Sheree Josephson, department chair
  
- Contact Information:
  - Phone: 801-626-6164
  - Email: [sjosephson@weber.edu](mailto:sjosephson@weber.edu)

## **COMMUNICATION DEPARTMENT**

### **BS/BA, AS/AA**

**STRATEGIC GOALS:** The Department of Communication is committed to the mission of the Telitha E. Lindquist College of Arts & Humanities and the goals of the Office of Academic Affairs at Weber State University.

#### **Department of Communication**

The Communication Department's mission is to provide excellent and engaging instruction to help students live vital and successful lives in an ever-changing world. We believe communication is central to a democratic society and the free exchange of ideas. Communication is also essential to succeeding in the workplace. Our mission is the same whether students take just one of our General Education classes, complete an associate's degree, minor in Communication or graduate in one of the seven emphasis areas offered in Communication: Civic Advocacy, Digital Media, Interpersonal & Family Communication, Multimedia Journalism, Organizational Communication, Public Relations & Advertising, and Communication Teaching.

#### **College of Arts & Humanities**

The College has established seven priorities:

1. Student access and recruitment with an emphasis on diversity and inclusion
2. Student retention
3. College-specific career resources, services and strategies
4. Continuous development and updating of curriculum (major, General Education and interdisciplinary)
5. Faculty/staff recruitment and retention
6. Public image of arts & humanities
7. Technology, space and infrastructure

#### **Office of Academic Affairs**

Academic Affairs is focusing on three goals:

1. Value/Quality
2. Affordability

### 3. Access/Growth

The Strategic Goals for the Department of Communication will be organized under the three goals of Academic Affairs with references to the seven priorities of the College of Arts & Humanities.

**1. VALUE/QUALITY:** AA explains this goal address questions such as the following: How will the unit's plans contribute to the academic value/quality of WSU as an institution? What roles will the unit play in the many initiatives taking place across campus? Will the department have an effective curriculum in instilling program and course-related student learning outcomes? Will the program produce high-quality graduates who find their place in careers or in further education? Will it support high-quality teaching, scholarship, service of unit faculty?

1A: Highlight Service Learning in COMM 2110 HU Interpersonal & Small Group Communication  
(Connects to A&H 7: Public image of arts and humanities)

To celebrate the service students provide in COMM 2110 Interpersonal & Small Group Communication, we plan to recognize the best service-learning project in each section (approximately 25 each in Fall and Spring semesters) during a public event similar to the Speech Showcase for COMM 1020 Principles of Public Speaking. This will also stress the application of interpersonal and small group communication skills essential to successfully meeting the requirements of the service learning component. We will likely do this by requiring the small groups formed in this class to create posters showing the service provided. The best project from each class will be displayed in Elizabeth Hall.

We also hope to market the total number of service hours provided by Communication students, which probably adds to more than 15,000 hours annually. We typically offer about 50 sections of COMM 2110 yearly with approximately 30 students in each section. We also support additional sections offered in 10 local high schools through Concurrent Enrollment. Our goal is not only to increase the quality of learning in this class but to contribute to the university's overall commitment to service learning. This initiative will be furthered by two Communication faculty selected to serve as researchers for the Center for Engaged Learning.

Timeline: Pilot in Fall 2019.

**2. AFFORDABILITY:** AA explains this goal address questions such as the following: How will this program keep costs (instructional and direct costs assessed to students) low and thereby help ensure affordability? Within constraints of varying costs associated with varying needs of different programs, how will this program use data to encourage cost-effective scheduling? Cost reductions for students would be realized by creating more efficient degree pathways. How will the unit use data to move students efficiently toward graduation (e.g., post-90 credit graduation rates)? How will it allocate full-time and adjunct faculty resources (teaching load, reassigned time, etc.)?

**3. ACCESS/GROWTH:** AA explains this goal address questions such as the following: How will this program contribute to enrollment growth at WSU? This growth may be associated with recruiting new students; retaining enrolled students; offering concurrent enrollment, summer programs, flexible course delivery and location options; providing service courses for high-demand programs; being a high-demand program; responding to local or regional work-force demands, creative scheduling, and attentive advising; and so on.

### 3A: Continue to Build Enrollment in General Education Classes

*(Connects to A&H 4: Continuous development and updating of curriculum: Major, General Education and Interdisciplinary)*

Communication offers three General Education classes: COMM 1020 Principles of Public Speaking, COMM 2010 Mass Media & Society, and COMM 2110 Interpersonal & Small Group Communication. In the last 10 years, the average annual growth in enrollment for these three classes has been 2.1 percent. In 2017-2018, G.E. enrollment accounted for almost 63 percent of Communication's full-time enrollment (FTE) and student credit hours (SCH). We will strive to maintain this healthy enrollment and fulfill this important service role on campus.

### 3B. Offer COMM 2110 HU Interpersonal & Small Group Communication Online

We will pilot offering COMM 2110 Interpersonal & Small Group Communication online in Summer 2019. This will increase student access and will teach important principles of communicating interpersonally and working in groups through technology, important skills in today's digital age.

Timeline: Pilot in Summer 2019 and Fall 2019.

### 3C. Provide excellent and engaging educational experience

The main thing we can do to increase the value of a student's education in Communication is to provide excellent and engaging instruction to help ensure students can live rich lives and can find good opportunities in the workplace or attend graduate school. The better our instruction, the more value students receive.

We hope everything we do in Communication contributes to quality, but *new* initiatives we plan to enact that connect to the AA objective of Value/Quality include:

1. Surveying current and prospective students to see what we can do to improve
2. Better connecting student learning objectives to life and workplace skills
3. Renaming classes to make them reflect new content and sound more interesting to students
4. Talking about professionalizing experiences such as involvement with co-curricular organizations, internships, and creation of ePortfolios sooner to improve the experiences
5. Involving the professionals on the Advisory Board in Communication to participate as guest speakers to talk about the latest trends in the field, to provide job shadow opportunities and internships, to do mock interviews, and to review resumes and portfolios.

To help increase enrollment, COMM 1020 and COMM 2010 are both offered online every Fall, Spring and Summer semester. Online classes fill up quickly and are popular.

### 2. AWARD MORE ASSOCIATE'S DEGREES AND CREATE CERTIFICATES

Communication offers an Associate of Science degree in Communication and has partnered with English to offer an Associate of Science/Arts degree in Workplace Communication & Writing. Communication awarded its first associate's

degree in 2015. In 2018, nine of the 114 Communication degrees awarded were associate's degree. We hope to increase these numbers.

Communication currently offers no certificates. We hope to establish at least one certificate in 2019-2020.

#### INITIATIVE: Increase Number of Associate's Degrees

We hope to increase the number of associate's degrees earned by doing three things:

1. Work with college's General Education advisers to get more students to sign up to receive the Associate of Science degree in Communication.
2. Increase awareness and market the Associate of Science/Arts degree in Workplace Communication & Writing by working with the English Department and college advisers.
3. Create an Associate of Science/CTE degree in Digital Media Production.

Timeline: We are working on the first two initiatives already. We will create the Digital Media Production degree in 2019-2020.

#### INITIATIVE: Create Certificates

We hope to build our graduation numbers with certificates. We have the following ideas:

1. Create a certificate of Communication Leadership with existing Communication classes.
2. Explore creating an interdisciplinary Corporate Training certificate.
3. Explore creating a certificate in Event Planning and/or Media Literacy.

Timeline: We will create the Communication Leadership certificate in 2019-2020. The other certificate completion timeline is uncertain.

### 3. INCREASE NUMBER OF MAJORS AND GRADUATES

Communication has 603 majors in Fall 2018, up from 329 in Fall 2009, almost twice as many as 10 years ago. Enrollment in upper-division Communication classes is up an average annual amount of 7.1 percent in the 10-year period. Communication awarded 99 bachelor's degrees in 2017 and 92 in 2018, up from 65 in 2009. While the number of Communication majors and bachelor's degree graduates is on the upswing, we want to increase these numbers because Communication is usually a big department on many college campuses. We also have concerns about the impact that the new interdisciplinary Film Studies program will have on the number of majors and graduates, since Digital Media has historically been one of our biggest emphasis areas, often accounting for about one-fourth of our numbers in majors and graduates.

We believe we are doing a good job of regularly offering classes at times majors need them. Almost all classes have sections offered at least once every academic year. In fact, most classes are offered multiple times every year, including in a variety of times and format: day, night, online. We also are now offering several upper-division classes during Summer Semester. The schedule is put together with the student in mind. We put ourselves in the place of students and determine whether we could take all needed classes regardless of emphasis area. We also publish graduation maps and a chart detailing when we offer classes. We stick to this schedule with the exception of offering classes more often. We are also basically out of physical class space between 8 a.m. and 1:30 p.m. and between 5:30 and 8:30 p.m. We are also at the limits of lab space and covet the labs down the hall from the department. Physical space could inhibit increasing the number of Communication majors.

INITIATIVE: Build number of majors and graduates an average of 3 percent a year

We hope to build the number of majors and graduates in Communication by pursuing seven ideas:

1. Conduct a survey of prospective Communication students in COMM 3060 Listening & Interviewing or COMM 3150 Communication Research Methods. (2019-2020)
2. Create an emphasis in Social Media. We could use many existing classes, but we hope to convince the dean or the provost to let us hire an additional faculty member with data analytical skills. We think this faculty line can be justified with our growth in the last 10 years and with the market demand for graduates with expertise in social media. (2020-2021)

3. Offer more classes online, including COMM 1130 Media Writing, COMM 1140 Writing for the Workplace, COMM 2250 Communication in Professional Settings, and COMM 3650 Communication Law. As we do this, we need to employ best practices for online instruction, instead of merely putting face-to-face classes online.
4. Offer one emphasis totally online. We do promise PR & Advertising students that they can obtain this emphasis totally at night combined with online classes. Offering a Social Media emphasis totally online is an interesting idea. (2021-2022)
5. Offer a Digital Media class as Concurrent Enrollment in local high schools to build that emphasis area. (2019-2020)
6. Work on ways of explaining what graduates can do with a Communication degree. Even though we have links on our websites and videos of alumni, we could still better communicate this. We try to ensure that this message gets out in all General Education classes. (Ongoing)
7. Consider a Health Communication track. With the emphasis on Health Professions at WSU and the market demand for health communicators, this makes sense. (Within five years)

Timeline: See above in parentheses.

#### 4. UPDATE LEARNING OBJECTIVES AND CONNECT TO WORKLACE/LIFE SKILLS

Communication will undergo its five-year program review in 2019-2020. This will be the opportune time to review and update curriculum. We will review our department's curriculum map, learning objectives on the programmatic and course levels, and assessment processes for General Education and Communication core classes. We will seek input from experts in the field, faculty and students on how to improve. We want to ensure that our learning objectives are being met in each class by reviewing course descriptions, course names, syllabi, textbooks, assignments and other student assessment measures.

INITIATIVE: Use five-year program review to review learning objectives in courses

We will update and clarify learning objectives for the department and for individual courses to ensure they connect to the theory and skills students need to succeed in today's workplace and world. To do this, we will consult national surveys of employers and graduate schools. We will likely rename several classes to make them sound more interesting and relevant to students and revise course descriptions to address any updates in the field. We also need to ensure classes build upon each



other and that course content does not overlap. We also need to make sure sections of the same course have similar minimum requirements.

Timeline: 2019-2020

## 5. CONTINUE TO BE CAMPUS LEADER IN PROFESSIONALIZING EXPERIENCES

Communication has historically been one of the campus leaders in what the dean of the College of Arts & Humanities terms “professionalizing experiences.” All Communication majors are required to complete an off-campus internship. Most Communication majors are also required to get on-campus professional experience with one of the department’s co-curricular organizations: The Signpost, Ogden Peak Communications, KWCR Wildcat Radio, Studio 76, and WSU Debate. In addition, many upper-division class projects involve real work or undergraduate research often for clients or in partnership with faculty. Certainly, projects are produced that can become part of a student’s ePortfolio that can help a student get a job or be accepted into graduate school.

Communication has an Advisory Board consisting of 15 prestigious members, many alumni of the department. This group is committed to working with students. They participate in reviewing resumes, conducting mock interviews, providing internships and jobs, assessing ePortfolios, providing job shadows and networking opportunities.

INITIATIVE: Talk about these professionalizing experiences earlier

While we do an excellent job in this area, we can improve by talking about these opportunities earlier, certainly in the first upper-division class required of all Communication majors (COMM 3000 Communication Theory) or even in the three General Education classes. As the first step, we have created a PowerPoint presentation in Canvas about what Communication students need to know about the major and these required professionalizing experiences.

Timeline: Pilot in Fall 2019.

INITIATIVE: Use Expertise of the Advisory Board for Communication (ABC)

A reconstituted ABC met in Spring 2019 and committed to working with students. They participate in reviewing resumes, conducting mock interviews, providing internships and jobs, assessing ePortfolios, providing job shadows and networking opportunities.

Timeline: Fall 2019

## 6. EMPHASIZE DIVERSITY AND COMMUNITY

Diversity and community are two hallmarks of Communication. However, we could always improve in these areas. For example with diversity, we have established chapters of organizations for black and Hispanic journalists. With community, we have strengthened student participation with professional organizations such as the Public Relations Student Society of America (PRSSA) with social activities, field trips, service projects, and conference attendance. Another example is that the Digital Media students have volunteered at VidSummit in Los Angeles, competed in film festivals, and received Production Assistant certification through the Utah Film Commission. We are doing a better job all of the time, despite the challenges we often face on a commuter campus with working students many with families.

INITIATIVE: Complete one of the following ideas yearly

Ideas we have discussed to improve in the areas of diversity and community include things such as:

1. Making halls and building feel like many things are happening
2. Creating a film series and/or summer film camp
3. Re-establishing a summer debate camp
4. Trying a Study Abroad again
5. Teaching workshops on communication skills free to public at Downtown Weber State University
6. Printing promotional materials in Spanish and having a section on website in Spanish
7. Doing an audit of online classes to ensure they are accessible for audiences
8. Brainstorming ways not to lose students after first year

Timeline: As we find time and faculty take initiative

Obviously, the cost of tuition and student fees is beyond our control, but we consider the AA objective of Affordability by doing these things among others:

1. Working to ensure students graduate on time by offering classes in a variety of formats, days and times.
2. Posting graduation maps at [weber.edu/communication](http://weber.edu/communication) to show students can graduate in four years or in two years when they transfer in with an associate's degree
3. Using free open-source textbook materials in General Education classes such as COMM 1020 Principles of Public Speaking and COMM 2010 Mass Media & Society
4. Not raising existing Student Fees in a number of years, despite the fact that costs have increased
5. Keeping time to graduation one of the lowest on campus

## 2. ACCESS/GROWTH

One of the main things we can do to contribute to this AA initiative of Access/Growth is by better communicating what students learn in Communication classes and what they can do with a Communication degree. We also have ideas about programmatic additions we can make and degrees that can be better promoted. We also have thoughts about how we can make Communication more accessible to diverse audiences such as the Latino community. Our plans include:

1. Communicating better about what students can do with a Communication degree
2. Offering COMM 2110 Interpersonal & Small Group Communication online
3. Offering all Communication core classes online
4. Promoting the Associate of Science in Communication
5. Increasing awareness about the new interdisciplinary degree called Associate of Science/Arts in Workplace Communication & Writing and offering more of the required classes online
6. Creating an Associate of Science/CTE degree in Digital Media Production
7. Creating a certificate of Communication Leadership with existing Communication classes
8. Exploring other certificates
9. Creating an emphasis in Social Media and/or an emphasis in Health Communication

- 10.**Offering one emphasis totally online
- 11.**Printing some promotional materials in Spanish
- 12.**Doing an audit of online classes to ensure they are accessible to all audiences

#### **A. RESOURCES REQUIRED**

We have been lucky in recent years to get additional faculty as enrollment in Communication classes has steadily grown. To maintain this steady growth, we will need additional faculty lines. In the last two years, we also moved into Elizabeth Hall with nice classrooms and offices, but we are out of classroom space in primetime hours. We are offering more online classes and are experimenting to see if students will take classes in the late afternoon. However, despite the fact that we share a computer lab with the English Department and have a lab of our own, every time slot is filled. The College of Arts & Humanities could use the space occupied by the department outside of our college. We hope when the new engineering/computer science building opens, we will get this space. The lab space would be perfect for media classes, especially for the new interdisciplinary film program. We may not be able to offer classes because of classroom and lab availability.

Here are resources we need:

- 1.** Tenure-track faculty member for new Social Media and/or Health Communication track: \$55,000 plus benefits
- 2.** Another computer lab: location and \$50,000 (We may have lab computer fees, but a location is required. We do not have space to convert.)
- 3.** Space down the hall from Communication Department when new engineering/computer science building is complete
- 4.** Camera and related equipment for Digital Media emphasis and new interdisciplinary film program: to be determined by new director
- 5.** Course release funding for faculty working on extensive new initiatives: \$6,000 yearly
- 6.** More travel funding for faculty and students: \$10,000
- 7.** Higher faculty and staff salaries: impacts recruitment and retention
- 8.** Money for promotional materials

## **B. METRICS TO MEASURE SUCCESS**

Obviously, we will use university metrics to measure success on enrollment, number of majors, graduates, etc. However, here is a summary of a timeline for the major initiatives in the next three years:

### **2019-2020**

- Highlight service learning in COMM 2110 Interpersonal & Small Group Communication
- Offer COMM 2110 online
- Create CTE/associate's in Digital Media Production
- Create Communication Leadership certificate
- Undergo five-year program review
- Review learning objectives, course names, course descriptions
- Introduce professionalizing experience in COMM 1130 Media Writing and/or COMM 1140 Writing for the Workplace and COMM 3000 Communication Theory
- Make better use of expertise of Advisory Board members
- Increase SCHs by 3 percent

### **2020-2021**

- Offer all Communication core classes online
- Offer classes required in associate's of Workplace Communication & Writing online
- Pilot offering beginning Digital Media class as Concurrent Enrollment in local high schools
- Create new emphasis in Social Media and/or Health Communication and hire additional faculty member
- Increase SCHs by 3 percent

### **2021-2022**

- Offer one emphasis area totally online
- Create new emphasis in Social Media and/or Health Communication and hire second additional faculty member
- Increase SCHs by 3 percent