

FY2006 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Communication Studies Fort Hays State University

I. Departmental Overview

The Communication Studies department is one of the fifteen departments in the College of Arts & Sciences. The department consists of 13 full-time faculty members who serve approximately 110 undergraduate and 30 graduate majors. In addition, the department serves a major “service” role by offering COMM 100, Fundamentals of Oral Communication, a required general education course; and we also offer three courses in the humanities distribution which have proven to be very popular student selections. Two of our faculty’s primary teaching load are courses offered in China in support of our international partnerships. The department employs five adjunct instructors and four graduate teaching assistants. The adjuncts are used to cover additional sections of COMM 100 both on campus and as a part of our participation in the concurrent enrollment program at Hays High School. Typically, they teach 2-4 sections a semester, servicing approximately 75 students per semester. One of adjuncts teaches at Pratt Community College providing service courses in support of the Technology Leadership program. This adjunct teaches one course a semester of approximately 10 students. The final adjunct teaches one course a semester of 25-30 students via our virtual offerings. The four graduate teaching assistants each teach two sections of COMM 100, typically serving about 160 students each semester.

The Communication Studies department is an umbrella department which houses programs in Advertising, Journalism, Public Relations, Speech Communication (including Organizational Communication), and Theatre. We also offer teacher certification in speech/drama and a journalism endorsement. We offer a minor as well as certificates in Advertising, Organizational Communication, Public Relations, and Speech Communication. We offer a Masters of Science degree and have a Communication emphasis in the Masters of Liberal Studies program. The department is committed to providing students with a high quality educational experience which will prepare them for success in graduate or professional school, their chosen profession in a variety of career fields and in life. This is achieved by offering high quality instruction in a broad-based curriculum. While quality teaching is the primary emphasis, faculty also have a strong commitment to service and research. All full-time faculty serve as advisors, aiding in the areas of program selection, course scheduling and career planning.

A. Departmental Mission and Vision Statements

The Communication Studies Department will operate in support of and harmony with the overall mission of Fort Hays University to be a regional university providing a liberal education in a computerized environment. That mission is further illuminated by the following:

Mission. The Communication Studies Department will be a leader in providing education and service as well as an innovator in communication education. Our mission is to improve continually our courses and services to our students and our region, allowing the department to prosper as a part of the overall university.

Values. How we accomplish our mission is as important as the mission itself. Fundamental to the success of our department are these basic values.

Faculty and staff. Our faculty and staff are the source of our strength. They provide the intelligence, determination, and vitality in achieving our goals. Every effort will be made to ensure that our faculty and staff are given opportunities for personal and professional growth through conventions, seminars, and in-service training. Recruitment to fill positions will be assertive and thorough and in keeping with university goals of affirmative action and equal opportunity. Teamwork, cooperation, and a win/win attitude (focusing on benefits for all) are at the core of departmental values.

Courses. Our courses, curriculum, and services are the result of our efforts and should be the best in preparing those who come to us for education, guidance, and help.

Achievements. Achievements are the ultimate measure of how efficiently and effectively we provide our students, patrons, and society with the best education and information for their needs. Accomplishments are necessary for survival and growth.

Guiding Principles. Quality comes first. To achieve student growth, patron service, and service to our region, state, nation, and the world, quality must be our number one priority.

Students are the focus of everything we do. Our work, teaching, advising, and research must be done with our students and the society they live in as the central aim. We must also be active and energetic in attracting quality students to our campus and our program.

Continuous improvement is essential to our success. We must strive for excellence in everything we do; our courses must be challenging, current and enriching, our research meaningful, and our service of value to the university community and the region. We must focus on human relations, personal growth, and being better than our competition.

Resources are an integral part of achieving our goals. In keeping with the university mission, the department will include computer technology and applications wherever appropriate. The department will also prudently develop library holdings which are consistent with achieving department goals. Resource acquisition and use will be guided by a well-developed sense of priorities and careful equipment use.

Faculty involvement in goal setting, planning, and implementation is a way of life. We are a team; we must work together with trust, respect, and mutual support.

Our university is our partner. We must work cooperatively with other departments and schools to advance the aims of the university.

Integrity is never compromised. The conduct of our department will be to pursue our mission in a socially responsible manner that commands respect and admiration.

Vision. Our department will be committed to the vision of a better region, state, nation, and world, and a vision of humanity as capable of peace, harmony, and understanding. Our students

will be called to share and promote this view with us while on campus, and, more importantly, as they take their place in society.

B. Departmental Goals, Objectives, and Strategic Priorities

The affinity diagrams (see IV. A.) set forth what the department has identified as the essential elements for the various undergraduate emphases in Communication Studies. The undergraduate emphasis tracks are 1) Advertising, 2) Journalism, 3) Public Relations, 4) Speech Communication (including Organizational Communication), 5) Speech Education and 6) Theatre. In addition, an affinity diagram for the graduate program in Communication Studies is provided. All goals selected for inclusion in the affinity diagrams meet the standards that departmental faculty feel are essential in producing a well-rounded communication major as well as those of the National Communication Association and the Kansas State Department of Education.

II. Departmental Highlights

A. Departmental Productivity and Other Distinctive Departmental Accomplishments

The Department of Communication Studies is productive in the areas of students served, service and scholarship. Data regarding the number of students served and scholarship can be found in the Departmental Highlights Section B. Data provided in this section describe Departmental Accomplishments and Service.

- Jennie Straight won the Navigator award for outstanding advising.
- Sue Strohkirch and Chris Crawford received top three paper honors in the Organizational and Professional Communication division at the Central States Communication Association Convention. Last year, they had the top paper in this division.
- Linn Ann Huntington won first place in the Kansas Professional Communicators Newspaper General Column contest.
- Jennie Straight won first place in news or feature release and in research in the Kansas Professional Communicators contests.
- Andy Stanton won second place in the Kansas Professional Communicators four-color magazine contest.
- Fifteen journalism and public relations students received awards at the annual Kansas Professional Communicators Conference. Those 15 students received 4 first place awards, 3 second place awards and 2 third place awards. The first place awards are eligible to compete in the national competition sponsored by the National Federation of Press Women.
- Departmental faculty members attended state (12), regional (4), national (3) and international (5) conferences.
- Departmental faculty members presented papers at state (5), regional (5), national (3) and international (6) conferences.

- The following faculty members serve as division officers or as paper readers for regional or national professional associations (Margaret Butcher, Carrol Haggard, and Sue Strohkirch).
- Margaret Butcher, Howard Peters and Jennie Straight were nominated for the Pilot award.
- Dr. Sue Strohkirch serves as President of the Kansas Speech Communication Association.
- Two teams of three public relations students and three individual students attended a regional public relations contest hosted by Pittsburg State University. One team won a \$50.00 scholarship as a result of their 4th place finish.
- Produced four main stage productions, plus participated with the Music department in the opera.
- Continued the cooperative relationship with the *Hays Daily News* with two faculty members who write editorial columns (Linn Ann Huntington and Bill Shanahan).
- Continued our community connection by serving as a judge for the Hays Arts Council's Famous Figures contest, and worked with the Alzheimer's Association.
- Expanded our involvement in service learning by including additional students and classes utilizing this method of instruction.
- Increased the number of virtual college classes offered.
- Implemented action plan funding in order to mediate Felten-Start Theatre.
- Received a Grassroots grant from the Kansas Arts Commission to support the theatre program.

B. Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Number of New Freshmen	20	8	24	25
Communication	13	6	23	23
Journalism	4	0	1	1
Public Relations	3	2	0	1
Number of Transfer Students	9	8	8	10
Communication	2	6	6	8
Journalism	2	0	1	1
Public Relations	5	2	1	1
Number of Majors:				
Undergraduate (first majors/second majors)	106/6	95/10	108/9	120/10
Communication	46/6	43/7	55/6	66/6
Journalism	17/0	13/1	13/1	14/2
Public Relations	43/0	39/2	40/2	40/2
Graduate				

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Departmental majors	20	27	22	60
MLS students	2	4	6	8
Student Credit Hour Production				
Undergraduate	8697	8411	9274	9350
Graduate	450	553	495	1000
FTE Faculty (Headcount)				
Tenured or Tenure-track Faculty (Headcount)	6	5	6	7
NonTenure-Track Faculty (Headcount)	7	8	7	7
Other Faculty (Headcount/Sections Taught)	4/8 sections	5/9 sections Fall 2004 Dan Balman – 2 sections Oral Comm Kara Cunningham – 1 section Conflict Mgmt. Patty Griffin – 1 section Nonverbal Codes Diana Mason – 1 section Oral Comm Brenda Meder – 1 section Oral Comm Spring 2005 Dan Balman – 1 section Oral Comm Kara Cunningham – 1 section of Comm. in Human Org. Patty Griffin – 1 section Listening	7/17 sections Fall 2005 Dan Balman – 2 sections Oral Comm Kara Cunningham – 1 section Conflict Mgmt. Patty Griffin – 1 section Nonverbal Codes Diana Mason – 1 section Oral Comm Brenda Meder – 1 section Oral Comm Spring 2006 Dan Balman – 2 sections Oral Comm Kara Cunningham – 1 section Intro. to Organizational	5/9 sections

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
			Comm. Patty Griffin – 1 section Listening Diane Mason - 1 section Oral Comm Andrea Peck - 2 sections Oral Comm Michelle Selk 2 sections Intro. to Theatre & 2 sections Intro. to Motion Pictures	
Degrees Awarded				
Undergraduate degrees	23	23	24	25
Communication	5	8	9	10
Journalism	1	3	1	1
Public Relations	17	12	14	14
Graduate degrees				
Departmental degrees	6	8	8	8
MLS degrees	0	0	0	0
Scholarly Activity (See Section IV for documentation requirement)				
Number of books, book chapters, and refereed articles published	2	3	4	4
Percent of faculty publishing refereed books, chapters, or articles	15%	23%	31%	31%
Number of non-refereed articles and presentations	24	29	25	30
Percent of faculty				

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
publishing non-refereed articles or presentations	46%	46%	62%	62%
Number of scholarly performances and other creative activities	5	5	4	5
Percent of faculty in scholarly performances or other creative activities	23%	23%	15%	23%
Total number of external grant applications submitted/percent of faculty submitting	1/7%	6/14%	1/7%	1/7%
Total number of funded external grants/percent of faculty funded	1/7%	1/7%	1/7%	1/7%
Service Activity				
Percent of faculty meeting acceptable standard of service activity	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	77%	69%	92%	100%
Assurance of Student Learning				
Outcome/Indicator 1 Percentage of Graduates accepting positions in the discipline	99%	99%	91%	100%
Outcome/Indicator 2 Student satisfaction with instruction within the department as indicated by the mean score on the TEVAL evaluations. Using a 5 point scale with	4.18	4.09	4.05	4.15

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
a "1" rating as low and a "5" rating as high.				
Other Departmental Key Performance Indicators				
Outcome/Indicator 1 Contact with prospective students (new students and transfer) via departmental mailings	285	326	829	850
Outcome/Indicator 2 Increase in the number of Public Relations and Advertising majors due to expansion of the program.	45	44	44	45

C. Current Quality Initiatives and Results

FY 2006 Quality Initiatives	Results
Faculty will develop greater knowledge of how to use technology in teaching. This will include a study of how to use mobile computing in our classes.	This objective was partially fulfilled. While some faculty attended CTELT workshops and departmental workshops, not all did. While there was an increase in awareness of various software programs, there has not been widespread use of the software. This initiative will be continued.
Begin to develop an "electronic writing" program.	This program was put on hold due to the development of an Arts & Sciences convergence media task force. Planning in that area took precedence over this program. Once institutional decisions are made regarding convergent media, this program will be continued. However, the use of web-based activities was included in some of our classes.

FY 2007 Quality Initiatives	Responsible Party, Resources, and Plan
Learning to use Mobile computing. Since the majority of our faculty does not have laptops or tablets, this will be a planning	The chair will monitor progress. Faculty members will be encouraged to attend CTELT workshops on mobile computing

year for faculty members to learn about the possibilities mobile computing offers.	and departmental workshops will continue.
Promote our certificate programs. While we have developed certificates, they have not been promoted.	Howard Peters will take the lead in developing materials to promote our certificates. The goal is to use certificates as a means of making students aware of the ways that communication classes can compliment their major.

III. Strategic Plan and Opportunities for Improvement for FY2007

The department spent a one day retreat on May 27, 2005, focused on the departmental annual report. A large portion of that retreat was devoted to a discussion and completion of the SWOT analysis. That analysis was reviewed at an April 28, 2006 half day departmental retreat. That review resulted in several changes in the SWOT analysis.

A. Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats

Strengths	Weaknesses/Needs
<ul style="list-style-type: none"> • Students do well in competitive contests, a means of external validation of our programs. Success has been demonstrated in debate, PR team won 2nd in regional contest, 1st in state news writing, and numerous journalism awards. • Active role in civic engagement: Alzheimer’s group/Buffalo Bill group/Shack-a-Thon/co-sponsors. • Active role in International Partnership with the China program • Expanding Public Relations and Advertising curriculum. • Healthy collaboration with <i>Hays Daily News</i>. • Actively involved in Service learning. • Additions to the organizational communication curriculum. • A Leader in teaching soft skills (listening, conflict, etc.), the glue that holds hard skills together. 	<ul style="list-style-type: none"> • Over half of the faculty are not in tenure track lines. • There is limited refereed publishing. • There have been few grants written by faculty. • A limited number of our courses are offered virtually. • Loss of student publications as a laboratory for our department. • Necessity of rotating classes creates illusion they are not available. • Declining market for journalism graduates. • Faculty not up to date on use of technology in teaching
Opportunities	Threats
<ul style="list-style-type: none"> • Development and writing of grants to establish an Editor-in-Resident 	<ul style="list-style-type: none"> • Losing a theatre faculty member. • Possible encroachment from other

<p>program.</p> <ul style="list-style-type: none"> • Employers and business surveys consistently rank communication skills as being in the top three needed skills for employees. • Galvanize and unify the department under our new core curriculum. • Addition of a new PR/Advertising faculty member. • Once we have additional faculty in PR and Advertising we can get PRSA accreditation. • Significant expansion of the graduate program due to 52 applications from China 	<p>departments, but this opens up the opportunity for discussions with other departments.</p> <ul style="list-style-type: none"> • Lack of student realization of the importance and utility of communication skills (what do I do with a communication degree?). • Potential shift in the nature of the program due to potential influx of 52 Chinese graduate students.
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B. Opportunities for Improvement

Long Term Strategic Initiatives	Resources Required	Expected Outcome
<p>Upgrade Adobe Creative Suite software in MH108 & TH123. The current version of the software is 4 years old.</p>	<p>\$30,000</p>	<p>Students will learn the latest creative techniques in digital imaging, page layout, graphic design and web design. This program is the industry standard in Advertising, Public Relations and Journalism.</p>
<p>Replace (upgrade) 5 computers in MH 108 lab.</p>	<p>\$5,500</p>	<p>In order to run the new software, an upgrade of a portion of the computers in the lab is required. New Mac computers contain the Intel Duo Core processor, which run both the Macintosh OSX and Windows operating systems. This ensures that our students are computer flexible.</p>

IV. Supporting Materials

A. Department Degree Program Affinity Diagram(s)

Department of Communication Studies Affinity Diagram for Undergraduate Program

Characteristics of Communication Studies Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>These graduates are committed to:</p> <p style="text-align: center;">CONTINUOUS QUALITY IMPROVEMENT</p> <p>Communicate an effort for constant improvement of skills & processes performed.</p> <p style="text-align: center;">OPENNESS</p> <p>Exhibit tolerance, respect for & cross-cultural understanding of others in their diversity & communication styles.</p> <p style="text-align: center;">WORKING COOPERATIVELY</p> <p>Work together to make decisions & effectively deal with problem-solving situations.</p> <p style="text-align: center;">INNOVATION, CHANGE, & FLEXIBILITY</p> <p>Analyze situations & problems from various points of view & use innovative strategies to handle communication challenges in a variety of contexts.</p> <p style="text-align: center;">AN INTEGRATED INTERDISCIPLINARY APPROACH</p> <p>Recognize the diverse forms of communication & be able to apply appropriate strategies to meet their needs.</p>	<p style="text-align: center;">Goal</p> <p>To demonstrate improvement/updating of comm. skills.</p> <p>Objective: 1. To demonstrate effective communication skills (oral, written, visual and listening).</p> <p style="text-align: center;">Goal</p> <p>To communicate openly with tolerance.</p> <p>Objectives: 1. To recognize diversity issues and communicate appropriately with all audiences. 2. Recognize the unique relationship between communication and understand socially constructed nature of.</p> <p style="text-align: center;">Goal</p> <p>To participate as team partner.</p> <p>Objectives: 1. To be able to identify interdependent nature within team. 2. To demonstrate 'team' behaviors in decision-making and problem solving.</p> <p style="text-align: center;">Goal</p> <p>To apply unique communication strategies in appropriate contexts.</p> <p>Objectives: 1. To be able to identify traditional and contemporary decision making and problem solving techniques.</p> <p style="text-align: center;">Goal</p> <p>To be able to identify the broad interdisciplinary nature of communication as well as the specialized fields within communication.</p> <p>Objectives: 1. To be able to identify how communication behaviors fit into the larger context of human interaction. 2. To engage in communication behaviors that enhance successful communication in various social environments (e.g., home, play & work). 3. To recognize how the immediate system affects the larger social and organizational systems.</p> <p style="text-align: center;">Goal</p> <p>To be able to identify the traditional and contemporary theories of human and mediated communication.</p> <p>Objectives: 1. To engage in positive relational development. 2. To demonstrate understanding of role & impact of perception, self-esteem, & active listening on effective communication. 3. To identify interpersonal, organizational, persuasive & group theories that explain human</p>	<p style="text-align: center;"><u>Communication Studies Core</u></p> <p>COMM 208 Communication & the Information Society COMM 300 Diversity & Communication COMM 350 Communication Research Methods. COMM 490 Issues and Applications of Communication</p> <p style="text-align: center;"><u>Communication</u></p> <p>Track 1: Communication (24 hours) Select 8 courses from the following: COMM 306 Argumentation & Debate COMM 318 Intro. to Organizational Communication COMM 322 Topics in Communication COMM 414 Business & Professional Speaking COMM 600 Nonverbal Codes COMM 601 Persuasion COMM 602 Intercultural Communication COMM 603 General Semantics COMM 604 Interpersonal Communication COMM 605 Small Group Communication COMM 606 Conflict Management Through Communication COMM 607 Listening COMM 627 Contemporary Problems in Mass Communication COMM 680 Seminar in Communication COMM 681 Readings OR 682 Problems OR 685</p> <p style="text-align: center;">Internship</p> <p>Track 2 : Organizational Communication (24 hours) COMM 318 Intro to Organizational Communication (3 Hours) <u>Choose 3 of the following: (9 hours)</u> COMM 414 Business and Professional Speaking COMM 600 Nonverbal Codes COMM 601 Persuasion COMM 602 Intercultural Communication COMM 604 Interpersonal Communication COMM 605 Small Group Communication COMM 607 Listening <u>Choose 4 of the following: (12 hours)</u> COMM 606 Conflict Management Through Communication COMM 611 Organizational Culture and</p>	<p>(Assessment items are part of a student's portfolio for the department to be submitted as part of the capstone course and kept by the department.)</p> <p style="text-align: center;"><u>Communication Core</u></p> <p>Presentation Case Studies Written Assessment Tech. Component/Research Skill Component</p> <p style="text-align: center;"><u>Communication</u></p> <p>Case Study Approach (done in teams) Written Assessment Presentations Tech. Component/Research Skill Component</p> <p style="text-align: center;"><u>Journalism</u></p> <p>Photographs Story and/or Layouts and/or Photographs Published tear sheets of stories and/or layouts and/or photographs News story Written test demonstrating knowledge & skills of Copy Editing/Headline Writing/Layout/Legal Issues Feature story</p> <p style="text-align: center;"><u>Public Relations</u></p> <p>Written test demonstrating knowledge & skills in desktop design/publication</p>	<p>This affinity diagram represents our new departmental core. This is the first year of implementation of that core, thus we are currently in the process of collecting this data. While some of the data has been collected as a part of course work, for example, stories published in the <i>Hays Daily News</i> as a part of the News Reporting class, most of the data will be contained in the student's senior portfolio.</p>	<p>This affinity diagram represents our new departmental core. This is the first year of implementation of that core, thus we are currently in the process of finalizing development of the program. As a result of development of the core classes, COMM 208 was taught for the first time this spring, all of our other classes are being evaluated to insure that they accomplish departmental goals.</p>

<p>Characteristics of Communication Studies Program</p>	<p>Expected Learning Outcomes</p>	<p>Curriculum</p>	<p>Assessment Approach and Methods</p>	<p>Results</p>	<p>Curricular and/or Pedagogical Changes</p>
<p>EFFECTIVE INTERPERSONAL SKILLS IN RELATIONAL MAINTENANCE Effectively use theories about the nature & behavior of communication & to understand that communication action is foremost relational & work to develop & sustain relationships in all contexts.</p> <p>TECHNOLOGICAL COMPETENCE Demonstrate knowledge of & the practical ability to communicate effectively using appropriate & varied communication technologies, while recognizing its consequences and limitations.</p>	<p>interaction. 4. To demonstrate effective skills in communicating through interpersonal and mediated channels of communication. Goal To be able to identify the role computers and presentational technologies play in networking of information for personal & organizational uses. Objectives: I. To be able to identify the interactive relationship between technology and effective communication. 2. To identify the consequences and limitations of the use of technology.</p>	<p>Climate COMM 612 Developing Human Resources through Communication COMM 613 Recruiting and Interviewing Techniques COMM 614 Organizational Coaching & Mentoring Communication COMM 685 Internship Track 3: Integrated Communication Studies (24 hours) With the assistance of your advisor and approval of the department chair select 8 advanced courses (300 or above) from the department. This option allows students to customize a program that meets their specific career goals. <u>Journalism</u> Track 1 Journalism (24 hours) COMM 128 Mass Media in a Free Society COMM 129 Elements of Photography COMM 240 News Reporting COMM 345 Desktop Publishing & Publication Design COMM 621 News Editing COMM 622 Feature Writing COMM 626 Communication Ethics & Law Track 2 Public Relations (24 hours) COMM 128 Mass Media in a Free Society COMM 345 Desktop Publishing & Publication Design COMM 348 Public Relations COMM 349 Public Relations Writing COMM 414 Business & Professional Speaking COMM 635 Multimedia Production COMM 641 Public Relations Management & Campaign Design COMM 642 Crisis Management & Strategies Track 3 Advertising (24 hours) COMM 128 Mass Media in a Free Society COMM 345 Desktop Publishing & Publication Design COMM 347 Advertising COMM 414 Business & Professional Speaking COMM 635 Multimedia Production COMM 656 Advertising Copywriting Strategy & Tactics COMM 657 Advertising Management, Media Analysis, & Planning COMM 658 Advertising Campaign Design & Analysis <u>Performing Arts Studies Core (9 hours)</u> COMM 122 Acting COMM 224 Stagecraft</p>	<p>Advertising/Public Relations/Principles of Organizations and Public Relations projects. <u>Theatre</u> Sample scene/character analysis Performance evaluation Sample of director's booklet Written test demonstrating knowledge of Drama literature/Theatre history/Scripts Lighting/Scene design projects/Evaluations</p>		

Characteristics of Communication Studies Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
		COMM 361 Directing Plus one of the following tracks: (15 hours) Performing Arts (Acting/Directing) COMM 121 Voice, Diction & Interpretation COMM 326 Costume History & Design COMM 661 Advanced Acting COMM 662 Creative Dramatics/Children's Theatre COMM 667 Survey of Drama I OR 669 Survey of Drama II OR 226/670 Production/Performance/Project			

Department of Communication Studies Affinity Diagram for Graduate Program

Characteristics of Communication Studies Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>CONTINUOUS QUALITY IMPROVEMENT Commitment to improve; communicate a commitment to efforts for constant improvement of their skills & the process they perform.</p> <p>COOPERATIVE/TEAM Work together to make decisions & effectively deal with problem-solving situations.</p> <p>CREATIVE/FLEXIBLE/ADAPTIVE Analyze situations & problems from various points of view; use innovative strategies to handle communication challenges in a variety of contexts.</p> <p>HOLISM Recognize the diverse forms of communication & be able to apply appropriate strategies as those strategies meet their needs in the "big picture."</p> <p>HUMANE/RELATIONAL Understand that communicative action is foremost "human" action & work to manage relationships in all contexts in interpersonally sound ways.</p> <p>KNOWLEDGEABLE Effectively use theories about the nature & behavior of communication to develop & maintain relationships</p>	<p style="text-align: center;">Goal</p> <p>To demonstrate "advanced" knowledge and performance in the field of communication.</p> <p style="text-align: center;">Objective #1</p> <p>To be able to identify the broad scope of communication theory.</p> <p style="text-align: center;">Objective #2</p> <p>To be able to design and conduct advanced research.</p> <p style="text-align: center;">Objective #3</p> <p>To demonstrate advanced skill in critical thinking and problem-solving.</p> <p style="text-align: center;">Objective #4</p> <p>To demonstrate advanced skill in personal and public communication activities.</p>	<p>Master of Science Degree in Communication</p> <p>COMM 800 Contemporary Theories in communication COMM 810 Organizational Communication & Leadership + Elective Courses</p> <p>COMM 817 Introduction to Graduate Study in Communication COMM 827 Seminar in Communication Research or COMM 899 Thesis</p> <p>COMM 800, 810, 817, 827/899 + Elective Courses</p> <p>COMM 800, 810, 817, 827/899 + Elective Courses</p>	<p>(Assessment items are part of a student's portfolio for the department and kept by the student's academic advisor.)</p> <p>Master of Science Degree in Communication</p> <p>Theory Synthesis Paper Comprehensive Examinations (8 hours Research Option/4 hours Thesis Option) over coursework in masters program of study COMM 827 Research Paper or COMM 899 Thesis Oral Defense of Thesis</p>	<p>All students who have remained in the program have successfully passed both their comprehensive exams and their thesis or research project defense. This year, one person who started the program dropped out at the end of the fall semester, and one was dismissed from the program at the end of the spring semester for inadequate grades.</p>	<p>On-going review of the program and courses.</p>

Characteristics of Communication Studies Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>at home, play & work.</p> <p>TECHHNOLOGICALLY COMPETENT</p> <p>Demonstrate knowledge of & the practical ability to communicate effectively using appropriate and varied communication technologies.</p>					

B. Department Staffing Plan

College of Arts and Sciences
 Department Staffing Plan and Assignments (Current)
 Department of Communication Studies
 Date: 6-28-06 (2005-06)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank ***	% Above(Below) Nat'l Average	Peer Average For Discipline/ Rank	% Above(Below) Peer Average
Administration	Haggard, C.	Admin/Interpersonal	11-9-50	.50	Associate	Ph.D.	Tenured	69,775	55,221			
Gen Comm	Marez, M	Interpersonal		1.0	Instructor	M.S.	Temporary	36,720				
Gen Comm	Peters, H	Org Comm	12-6-46	1.0	Instructor	M.A.*	Temporary	43,051	33,841			
Gen Comm	Shanahan, W.	Forensics	6-29-61	1.0	Assistant	Ph.D.	Temporary	41,839	44,846			
Gen Comm	Strohkirch, S	Pedagogy	8-11-52	1.0	Professor	Ph.D.	Tenured	56,589	69,550			
Journalism	Huntington, L.	News Reporting	2-22-53	1.0	Associate	M.A.	Tenured	51,680	55,221			
Journalism	Jackson, J.	Photography	10-11-44	.5	Assistant	M.A.	Tenured	33,739	44,846			
Public Relations	Straight, J	Public Relations	5-30-50	1.0	Assistant	M.A.	Temporary	41,664	44,846			
Advertising	Stanton, A	Advertising		1.0	Assistant	Ph.D.	Tenure-Track	40,000	40,000			
Theatre	Bardwell, B.	Technical Thre	2-13-56	1.0	Assistant	M.A.	Tenured	52,453	44,846			
Theatre	Butcher, M	Film	8-20-59	1.0	Assistant	Ph.D.	Temporary	42,286				
Theatre	Miller, K	Directing		1.0	Instructor	Ph.D.	Temporary	39,975	33,841			
Theatre	Selk, M.	Film		.5	Instructor	M.A.	Temporary	19,504*				

*Currently enrolled in doctoral program.

** Fall semester appointment only

*** based on CUPA-HR's 2000-2001 National Faculty Salary Survey, October 1, 2000

Diversity Ratio = Tenure Density =

C. Bibliography of Departmental Scholarly Activity

- Butcher, M. M. (2005). Country Music Television. In H. Newcomb (Ed.) *Encyclopedia of Television*. (2nd ed.). Chicago: Fitzroy Dearborn. (pp. 1902-03).
- Butcher, M. M. (2005). The Red Green Show. In H. Newcomb (Ed.) *Encyclopedia of Television*. (2nd ed.). Chicago: Fitzroy Dearborn. (pp. 611-12).
- Butcher, M. M. (2005, July). *A distance education model used across cultures: An American degree in China*. Paper presented at the Twelfth International Conference on Learning, Granada, Spain.
- Butcher, M. M. (2005, September). *Maintaining international relationships*. Paper presented at the University Continuing Education Association Regional Conference, Chicago,
- Butcher, M. M. (2006, February). *Teaching (and learning) communication in China*. Paper presented at the Western States Communication Association, Palm Springs, CA.
- Bardwell, B. (2005-6). Researched and designed the opera and 4 departmental productions. FHSU Theatre productions.
- Bardwell, B. (2006, March). Directed *Complete Works of Shakespeare*. FHSU Theatre production.
- Elliott, C., Butcher, M. M., & Haggard, C. (2006, April). Bridging distance: Cooperating opportunities through educational partnerships. Paper presented at the U.S. - China Forum on Distance Learning. Troy, Alabama.
- Haggard, C. R., & LaPoint, P. (2005). An examination of subcultural effects: A comparison of faculty and administrative perceptions of organizational culture in a small, liberal arts, religious-affiliated university. *Journal of Organizational Culture, Communication & Conflict*. 9, (1), 105-114.
- Haggard, C. R., & LaPoint, P. (2005, October). ID Pro Systems: Disciplining off duty behavior. Paper presented at the Allied Academies International Convention. Las Vegas, Nevada.
- HuangFu, J., & Haggard, C. R. (2005, December). Education in an age of globalization: A study of the relationship between interaction and satisfaction in a Chinese joint distance education program. Paper presented at the Speech Communication Association of Puerto Rico. San Juan, Puerto Rico.
- HuangFu, J., & Haggard, C. R. (2006, April). Differences in eye contact between American and Asian students. Paper presented at the Central States Communication Association Convention. Indianapolis, Indiana.
- Huntington, L. A. (2005, September 21). Writing workshop. Presentation to the gifted high school students at the Northwest Kansas Educational Service Center, Oakley, KS.
- Huntington, L. A. (2005, September 26). Feature writing. Presentation to the Kansas Scholastic Press Association High School Fall Conference, Hays, KS.
- Huntington, L. A. (2005, December 5). Daddy, please leave the light on. *Hays Daily News*.
- Huntington, L. A. (2006, February 6). If you only see one movie this year . . . *Hays Daily News*.

- Huntington, L. A. (2006, February 15). Making hospital stay a little less scary. *Hays Daily News*.
- Huntington, L. A. (2006, February 29). You don't need to shield my eyes. *Hays Daily News*.
- Huntington, L. A. (2006, March 15). Students meeting the 'challenge.' *Hays Daily News*.
- Huntington, L. A. (2006, March 29). Go ahead, call me an April Fool. *Hays Daily News*.
- Miller, K. A. (2005, September). I presented at Kansas Speech Communication Association.
- Miller, K. A. (2006, March). I presented at the 15th Annual KSU Cultural Studies Conference.
- Miller, K. A. (2006, April). I will be presenting at the FHSU Research and Creativity Week.
- Shanahan, W. (2005). Twilight of the topical idols: Kritik-ing in the age of imperialism, *Contemporary Argumentation and Debate: The Journal of the Cross Examination Debate Association*, 25.
- Shanahan, W. (2005, November). Looking back at the 2004-05 CEDA resolution. Paper presented at the National Communication Association Annual Convention, Boston, MA.
- Shanahan, W. (2005-2006). My collected columns, various titles, "Local Voices," *Hays Daily News*.
- Stanton, L. A. (2005, September 26). Advertising Design: the good, the bad and the ugly. Presentation to the Kansas Scholastic Press Association High School Fall Conference, Hays, KS.
- Stanton, L. A. (2005, September). Consulted with the Kansas Motorcoach Marketing Alliance. Designed artwork for promotional flyer.
- Stanton, L. A. (2005, October). Consulted with Elmont Elementary School, Topeka, Kansas. Provided design of new letterhead.
- Straight J. (2005, September). Presentation to the Kansas Scholastic Press Association High School Fall Conference, Hays, KS.
- Strohkirch, C. S., & Crawford, C. B. (2006, April). *Communication in knowledge organizations: Communication apprehension as a predictor of knowledge acquisition, creation, and application*. Paper presented at the Central States Communication Association Convention, Indianapolis, IN. (Top paper panel)
- Strohkirch, C. S., & Haggard, C. R. (2005, November). What should we be assessing? Paper presented to the Basic Course Division at the National Communication Association Convention. Boston, Massachusetts.
- Xiao, X., & Haggard, C. R. (2005, December). Communication apprehension of Asian students' speaking English as a second language. Paper presented at the Speech Communication Association of Puerto Rico. San Juan, Puerto Rico.

D. Department Program Assessment Results

Journalism/Public Relations Assessment Survey

Please respond to Questions 1-18 based on to coursework you have taken in Fort Hays State University’s Communication Department for your BA in Communication with an emphasis in Journalism or Public Relations. Please circle the number that best reflects your personal experience in taking this coursework: 1 Strongly Agree (SA); 2 Agree (A); 3 Not Sure (NS); 4 Disagree (D); 5 Strongly Disagree (SD). Please do NOT put your name anywhere on this form. Please return this form to Kathy Meier, Communication Studies Department Office Manager, Malloy 101.

My area of emphasis is _____Journalism _____Public Relations

The coursework I have taken in the Communication Department for my BA In Communication with an emphasis in Journalism or Public Relations:	SA	A	NS	D	SD
1. Has given me a better understanding of the historical development of the various mass media industries in the United States.	1	2	3	4	5
2. Has made me a more knowledgeable consumer of media products.	1	2	3	4	5
3. Has given me a better understanding of the way in which the various mass media operate in the United States.	1	2	3	4	5
4. Has given me a better understanding of the First Amendment and the protections it offers to all citizens, not just journalists.	1	2	3	4	5
5. Has given me a better understanding of the types of expression NOT protected by the First Amendment.	1	2	3	4	5
6. Has improved my writing abilities.	1	2	3	4	5
7. Has given me the opportunity to have my work published under my own byline or photo credit.	1	2	3	4	5
8. Has given me opportunities to develop a personal portfolio of work that I can take in and show to a prospective employer in a communication field.	1	2	3	4	5
9. Has given me a greater appreciation and knowledge of effective print design concepts	1	2	3	4	5
10. Has given me a greater appreciation and knowledge of effective visual communication concepts.	1	2	3	4	5

11. Has given me a greater awareness of the differences between personal communication and mass communication.	1	2	3	4	5
12. Has enhanced my understanding of the differences between informational communication and persuasive communication (such as opinion writing, public relations and advertising).	1	2	3	4	5
13. Has given me a greater appreciation of the role of persuasive communication in our society.	1	2	3	4	5
14. Has given me an appropriate overview of the current technology being utilized by the mass media.	1	2	3	4	5
15. Has enhanced my understanding of the convergence taking place in the mass media, as the lines between traditional print media and electronic media are being blurred.	1	2	3	4	5
16. Has helped me to develop my critical thinking skills.	1	2	3	4	5
17. Has helped me to learn about and explore the different job opportunities available in the mass media industries.	1	2	3	4	5
18. Has helped me to improve my own communication skills.	1	2	3	4	5

Please feel free to list here any comments you would like to make about your experiences in the Communication Studies Department at Fort Hays State University.

2006 Journalism/Public Relations Assessment Survey Results

Please respond to Questions 1-18 based on to coursework you have taken in Fort Hays State University's Communication Department for your BA in Communication with an emphasis in Journalism or Public Relations. Please circle the number that best reflects your personal experience in taking this coursework: 1 Strongly Agree (SA); 2 Agree (A); 3 Not Sure (NS); 4 Disagree (D); 5 Strongly Disagree (SD). Please do NOT put your name anywhere on this form. Please return this form to Kathy Meier, Communication Studies Department Office Manager, Malloy 101.

	My area of emphasis is <u> 0 </u> Journalism		<u> 7 </u> Public Relations		
The coursework I have taken in the Communication Department for my BA In Communication with an emphasis in Journalism or Public Relations:	SA	A	NS	D	SD
1. Has given me a better understanding of the historical development of the various mass media industries in the United States.	1 - 3	2 - 3	3 - 1	4	5
2. Has made me a more knowledgeable consumer of media products.	1 - 1	2 - 6	3	4	5
3. Has given me a better understanding of the way in which the various mass media operate in the United States.	1 - 2	2 - 5	3	4	5
4. Has given me a better understanding of the First Amendment and the protections it offers to all citizens, not just journalists.	1 - 1	2 - 5	3 - 1	4	5
5. Has given me a better understanding of the types of expression NOT protected by the First Amendment.	1 - 1	2 - 2	3 - 3	4 - 1	5
6. Has improved my writing abilities.	1 - 2	2 - 3	3 - 2	4	5
7. Has given me the opportunity to have my work published under my own byline or photo credit.	1 - 4	2 - 1	3 - 2	4	5
8. Has given me opportunities to develop a personal portfolio of work that I can take in and show to a prospective employer in a communication field.	1 - 4	2 - 2	3 - 1	4	5
9. Has given me a greater appreciation and knowledge of effective print design concepts	1 - 3	2 - 4	3	4	5
10. Has given me a greater appreciation and knowledge of effective visual communication concepts.	1 - 3	2 - 4	3	4	5
11. Has given me a greater awareness of the differences between personal communication and mass communication.	1 - 3	2 - 4	3	4	5

12. Has enhanced my understanding of the differences between informational communication and persuasive communication (such as opinion writing, public relations and advertising).	1 - 4	2 -3	3	4	5
13. Has given me a greater appreciation of the role of persuasive communication in our society.	1 - 4	2 - 3	3	4	5
14. Has given me an appropriate overview of the current technology being utilized by the mass media.	1 - 5	2 - 2	3	4	5
15. Has enhanced my understanding of the convergence taking place in the mass media, as the lines between traditional print media and electronic media are being blurred.	1 - 3	2 - 4	3	4	5
16. Has helped me to develop my critical thinking skills.	1 - 5	2 - 2	3 - 1	4	5
17. Has helped me to learn about and explore the different job opportunities available in the mass media industries.	1 - 3	2 - 2	3 - 2	4	5
18. Has helped me to improve my own communication skills.	1 - 6	2 - 1	3	4	5

Please feel free to list here any comments you would like to make about your experiences in the Communication Studies Department at Fort Hays State University.

- I was very pleased with all my experiences as a COMM Studies major. Especially with all the professors I had in my Communications classes.
- I liked the program but I feel it would be more effective if worked more with the graphics department.
- I have really enjoyed myh classes in the COMM Department. Jennie Straight, Jack Jackson and Andy Stanton are wonderful teachers and I feel that my experience would not have been this great if they had not taught me.
- I was very disappointed in COMM Club and wish we had actually done activities/learning activities/heard speakers related to communication rather than spending entire time planning fundraisers.
- All journalism and public relations courses taken helped open my mind to new ideas.
- I will miss Linn Ann’s wonderful “stories” and lectures.
- Would be nice to see more interaction with other departments (i.e. INT or graphic design). We have lots of technology in department computer lab but most of us have no idea about how to use it. Perhaps hold a couple of workshops to teach students how to use the technology so that the lab reaches its maximum potential for a learning tool.

Theatre Assessment Survey

Please respond to these questions based on the coursework you have taken in Fort Hays State University's Communication Studies Department for your BA in Communication with an emphasis in Theatre. Please circle the number that best reflects your personal experience in taking this coursework: 1 Strongly Agree (SA); 2 Agree (A); 3 Not Sure (NS); 4 Disagree (D); 5 Strongly Disagree (SD). Please do not put your name anywhere on this form. Please return this form to Kathy Meier, Communication Department Office Manager, Malloy 101.

The coursework I have taken in the Communication Department for my BA in Communication with an emphasis in Theatre:	SA	A	NS	D	NS
1. Has improved and expanded my knowledge and appreciation for dramatic literature	1	2	3	4	5
2. Has helped me to become a more knowledgeable and appreciative audience member.	1	2	3	4	5
3. Has expanded my familiarity with the role of the theatrical director	1	2	3	4	5
4. Has increased my awareness of the need for collaboration and teamwork in theatre.	1	2	3	4	5
5. Has increased my knowledge of technical theatre and design.	1	2	3	4	5
6. Has helped me to improve my awareness of the business and managerial aspects of theatre	1	2	3	4	5
7. Has helped me to become a better communicator.	1	2	3	4	5
8. Has helped me to become a better performer.	1	2	3	4	5
9. Has provided me with opportunities to participate in theatrical productions.	1	2	3	4	5
10. Has helped me to appreciate the function of theatre in society.	1	2	3	4	5
11. Has helped me to prepare for auditions and/or	1	2	3	4	5
12. Has helped me to be aware of career opportunities in theatre.	1	2	3	4	5
13. Has helped me to develop my critical thinking skills.	1	2	3	4	5

Please feel free to list here any comments you would like to make about your experiences in the Communication Studies Department at Fort Hays State University.

2006 Theatre Assessment Survey Results

There were no Communication Studies Graduates in 2006 with an emphasis in Theatre, thus this data was not available.

E. Other Departmental Information



Fort Hays State University

Department of Communication Studies

Mission

Our Mission is to teach, enhance and cultivate the development of effective communication skills.

Vision

We are committed to improving individual and societal relationships and understanding through communication. The 21st century will demand a broad range of communication skills at home, work, and play. Therefore we offer programs that improve oral messages and relational communication skills, foster creative dramatic events and develop journalistic expertise.

Guiding Principles

Quality is our number one priority.

Student Focus

Students are the focus of everything we do. Our teaching, advising, and research are done with our students and the society in which they live in mind.

Continuous improvement

Continuous improvement is paramount. We strive for excellence in everything we do. Our faculty stays aware of current developments in their fields to make our courses challenging and enriching, our research meaningful, and our service valuable.

Use of Technology

We make extensive use of computers in our teaching and research. Computer assisted design is applied in our advertising, journalism, speech and theatre classes.

Faculty involvement

Faculty involvement is a way of life. We are a team; we work together with trust, respect, and mutual support.

Core Values

How we accomplish our mission is as important as the mission itself. Fundamental to the success of our department are these basic values.

Faculty and staff

Our faculty and staff are the source of our strength. They provide the intelligence, determination, and vitality in achieving our goals. Our faculty and staff are highly qualified and stay current in their area of expertise. Teamwork, cooperation, and a win/win attitude (focusing on benefits for all) are at the core of departmental values.

Courses

Our curriculum, based on research, continuing education and work experience, provides the knowledge and skills necessary to be successful in the 21st century.

Achievements

Achievements are the ultimate measure of how efficiently and effectively we provide our students, patrons, and society with the best education and information for their needs. Accomplishments are necessary for survival and growth.

Strategic Priorities

Our priorities focus on student development.

Career Preparation

Provide a strong liberal arts undergraduate major in Communication Studies as pre-professional preparation for graduate study or for success in a career.

Prepare secondary teachers of journalism, speech communication and/or theatre.

Skill Development

Develop oral communication competencies.

Develop research skills in message preparation and skills in the analysis of messages.

Develop skill and knowledge in written and oral discourse, critical thinking, and the ability to discover, interpret, process and logically organize information.

Develop an appreciation of the aesthetics of film and theatre.

F. Special AQIP Report