

FY2008 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 sixteen departments in the College of Arts & Sciences. The department consists of 13 full-time faculty members who serve approximately 106 undergraduate, 84 graduate majors and 6 MLS communication concentration graduate students. 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 loads are courses offered in China in support of our international partnerships. The department employs five adjunct instructors and three 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 State 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. Department Productivity and Distinctive Accomplishments

Andy Stanton recently placed first in the nation in an advertising competition. The National Federation of Press Women (NFPW) gave Stanton its highest award in color print media advertising, institutional or image.

Jennie Straight won first place for speech writing in the 2007 Kansas Professional Communicators Contest.

Linn Ann Huntington won first place, direct mail piece, in the 2007 Kansas Professional Communicators Contest.

Linn Ann Huntington, got honorable mention, for personal column in the in the 2007 Kansas Professional Communicators Contest.

Carrol Haggard coauthored the paper *Workplace violence hits home: The unthinkable occurs in Pleasantville*, that was presented at the International Academy of Case Studies where it received the Distinguished Research Award.

Produced 4 main stage theatre productions, plus participated with the Music department in the opera.

Continued relationship with the *Hays Daily News*. Two Faculty Linn Ann Huntington and William Shanahan wrote numerous columns.

Department Public Relations and Advertising students and faculty helped develop ads and campaign for the *Taste of Downtown Hays* event.

B. Department Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Freshmen	20	9	25	13	26
Transfer Students	10	6	5	14	5
Majors					
Undergraduate (first majors)	112	95	105	102	104
(second majors)	6	9	8	5	2
Graduate majors	18	28	21	59	84
MLS students		4	6	7	6
Major Retention				60.19%	60.78%
Student Credit Hour					
Undergraduate	7295	7658	8720	8349	7930
Graduate	469	592	528	1272	1531
Faculty					
Tenured or Tenure-track Faculty (Headcount)	6	5	6	6	6
Non Tenure-Track Faculty (Headcount)	7	8	7	7	7
Other Faculty (Headcount/Sections Taught)					4 - FTE 5 - Faculty 16 sections
Degrees					
Undergraduate degrees	23	22	22	17	21
Graduate degrees	6	8	8	9	25
MLS degrees			2	2	
Scholarly Activity (See Section IV for documentation requirement)					
Number of books, book chapters, and refereed articles published	2	3	4	1	2
Percent of faculty publishing refereed books, chapters, or articles	15%	23%	31%	8%	15%

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Number of non-refereed articles and presentations	24	29	25	37	55
Percent of faculty publishing non-refereed articles or presentations	46%	46%	62%	38%	69%
Number of scholarly performances and other creative activities	5	5	4	24	6
Percent of faculty in scholarly performances or other creative activities	23%	23%	15%	30%	15%
Total number of external grant applications submitted/percent of faculty submitting	1/7%	6/14%	1/7%	1/8%	0/0%
Total number of funded external grants/percent of faculty funded	1/7%	1/7%	1/7%	1/8%	0/0%
Service Activity					
Percent of faculty meeting acceptable standard of service activity [NOTE: this percent includes faculty meeting exceptional standard of service activity.]	100%	100%	100%	84.6%	100%
Percent of faculty meeting exceptional standard of service activity	77%	69%	92%	61.5%	76.9%
Assurance of Student Learning [NOTE: Each department should pick at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Past Direct Outcome 1 – Percentage of Graduates accepting positions in the discipline (Historical data 2004-2006)	99%	99%	91%	Unknown for 2007	Unknown for 2008
Current Direct Outcome 1 – First time pass of comprehensive exams Fall and Spring.					F07 2 of 5 S08 17 of 32.

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Current Direct Outcome 2 – Pre/Post scores for COMM 100 as evaluated by a paired samples t test.					F07 $t(450) = 2.46, p = .001.$ S08 $t(422) = 2.597, p = .001.$
Indirect Indicator 1 – Departmental average scores on teacher evaluation overall effectiveness as a teacher.	4.18	4.09	4.05	4.06	4.07
Indirect Indicator 2 – Increase in the number of Public Relations and Advertising majors due to expansion of the program.	45	44	44	47	60
Other Department Key Performance Indicators (up to 3 additional measures, optional) [NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)] Outcome/Indicator 1 Outcome/Indicator 2 Outcome/Indicator 3					
Number of Faculty Visiting Foreign Campuses	XX	XX	XX	XX	3
Number of Students (majors) Participating in Study Abroad and Exchange Programming	XX	XX	XX	XX	1

C. Department Quality Initiatives and Results

FY2008 Quality Initiatives	Results
Not Available	None
Not Available	None

FY2009 Quality Initiatives	Responsible Party, Resources, and Plan
Dare to Dream Oral Competency Initiative – Design Element 7	Responsible party -Basic course director Resources – unknown at this time. Specific measurement – phase 1, institution wide identification of courses with oral components.

	Implementation Plan – submitted to President for approval.
Identification and measurement of departmental student learning outcomes.	Responsible party – All communication faculty. Resources required – faculty time and participation Specific measurement – to be developed related to each area. Implementation Plan – faculty retreat

D. Institutional Quality Results

FY2008 University Initiatives	Department Activities/Results
Improve undergraduate student’s writing abilities	Not measured
Develop mobile computing teaching and learning environment	Purchase of Mac Cart for use in desktop publishing, multimedia and other Public Relations and Advertising classes.
Internationalize the campus and curriculum	We had 74 international students in our MS program for 2007-2008. And 5 international undergraduate students.
Strategically manage new enrollment opportunities	We reallocated teaching faculty and hired adjuncts to manage 34 unanticipated graduate students.
Improve student learner outcomes in computing	Advised students to take MIS 101 as a freshman and require COMM 345 Desktop publishing for Public Relations, Advertising and Journalism majors.

III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

Current Strengths	Current Needs
<ul style="list-style-type: none"> • Large number of undergraduate majors. • Strong contribution to the general education curriculum both on campus and virtually. • Students do well in external contests validating the department expected learning outcomes. • We have drafted and will lead the campus wide Dare to Dream oral competency initiative. • Active role in international partnerships both here and abroad. • Major participant in campus internationalization initiative. • Collaborative relationships with student publications, Music Department, and the English Department. 	<ul style="list-style-type: none"> • Need to convert temporary positions to tenure track faculty. • Time management. • Need student publication opportunities to replace lose of Tiger’s Tale. • Office Space. • Need more Graduate faculty. • Standardized assessment of graduate applications. • Staff support for International Graduate student writing and research needs. • Clear Academic Honesty Guidelines enforced at the faculty, department and university level. • Better plagiarism detection software. • Growth of faculty participation in research and

	<p>scholarship.</p> <ul style="list-style-type: none"> • nVivo software and other software to support research and teaching activities in the department. • More faculty taking advantage of professional development opportunities. • More reasonable faculty workloads. • Upgrading of department computer lab.
Future Opportunities	Future Threats
<ul style="list-style-type: none"> • According to the National Association of College and Employers (NACE) <i>Job Outlook 2008</i> the top 5 skills sought by employers are taught in and are related to our field. • According to the US Department of Labor projections for communication related job growth range from 2% to 25% from 2006 to 2016. • Development of an online MS Degree to better serve the needs of domestic students such as rural native Kansans. • 94 people have expressed interest in an MLS in communication since January 2008. • Better oral and written communication skills in students. • Opportunities for accreditation in some concentration areas. • Broadening internship program opportunities. • Student play festival. 	<ul style="list-style-type: none"> • Instability of graduate program due to overwhelming reliance upon international partnerships for students. • Loss of domestic students due to overwhelming number of international students. • Possibility of continuing patterns of academic misconduct in student population. • Excessive turnover in the faculty. • Student understanding of what they can do with the major. • Students in financial situations prevented from taking advantage of internship opportunities. • Decline in private scholarship contributions. • Large number of graduate applications with limited number of faculty. • Not enough graduate faculty.

B. Opportunities for Improvement

[NOTE: Short-term OFIs are meant to be low or no-resource quick changes that can favorably impact the department. If these simply replicate what you have declared as a FY2008 Departmental Initiative, then delete this section.]

Short-Term OFI	Resources Required	Expected Result and Completion Date
<ul style="list-style-type: none"> • Formalized presentations of undergraduate and graduate culminating projects. 	<ul style="list-style-type: none"> • Protected class time for all department faculty to allow for participation and attendance. 	<ul style="list-style-type: none"> • Synthesis and practical application of student knowledge, experiences, and skills to develop professional quality products. • Estimated first date of December 2008.
<ul style="list-style-type: none"> • Conversion of department 	<ul style="list-style-type: none"> • \$5000.00 to do multiple 	<ul style="list-style-type: none"> • Department would gain

temporary faculty positions to tenure track.	<p>searches and cover interview and search costs.</p> <ul style="list-style-type: none"> • Involvement of all faculty in the search process(es). 	<p>stability and leadership.</p> <ul style="list-style-type: none"> • Create increased organizational affiliation and identity within the faculty.
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[NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long-Term Strategic Initiatives	Resources Required	Expected Result
<ul style="list-style-type: none"> • Restructuring comprehensive exam process. 	<ul style="list-style-type: none"> • Complete faculty involvement in discussion of process revision for Fall 2008 with the understanding yearly evaluation for continued quality improvement and efficiency will occur. • Sufficient time for faculty to grade approximately 42 students' comprehensive exam answers. 	<ul style="list-style-type: none"> • Final decision for Fall made week before Fall Semester 2008. • Evaluation and Review December 2008. • Improved educational experience for faculty and students.
<ul style="list-style-type: none"> • Upgrade of departmental lab to reflect needs of students to enter the workforce and succeed in graduate education and research. 	<ul style="list-style-type: none"> • \$35,000 	<ul style="list-style-type: none"> • Increase and provide greater industry opportunities due to student familiarity with industry standard technology. • Increased development of critical thinking and research skills among students and faculty. • Students in core undergraduate and graduate research courses will have access to technology outside a classroom setting to research and production. • Action plan in Fall 2008 to provide for replacement and software purchases in Summer 2009.

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 align="center">CONTINUOUS QUALITY IMPROVEMENT</p> <p>Communicate an effort for constant improvement of skills & processes performed.</p> <p align="center">OPENNESS</p> <p>Exhibit tolerance, respect for & cross-cultural understanding of others in their diversity & communication styles.</p> <p align="center">WORKING COOPERATIVELY</p> <p>Work together to make decisions & effectively deal with problem-solving situations.</p> <p align="center">INNOVATION, CHANGE, & FLEXIBILITY</p>	<p 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 align="center">Goal</p> <p>To communicate openly with tolerance.</p> <p>Objectives: 1. To recognize diversity issues and communicate appropriately with all audiences.</p> <p>2. Recognize the unique relationship between communication and understand socially constructed nature of.</p> <p align="center">Goal</p> <p>To participate as team partner.</p> <p>Objectives: 1. To be able to identify interdependent nature within team.</p> <p>2. To demonstrate 'team' behaviors in decision-making and problem solving.</p> <p 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 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.</p> <p>2. To engage in communication behaviors that enhance successful communication in various social environments (e.g., home, play & work).</p>	<p 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 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</p> <p align="center"><u>Communication</u></p> <p>COMM 680 Seminar in Communication COMM 681 Readings OR 682 Problems OR 685 Internship</p> <p>Track 2 : Organizational Communication (24 hours) COMM 318 Intro to Organizational Communication (3</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 align="center"><u>Communication Core</u></p> <p>Presentation Case Studies Written Assessment Tech. Component/Research Skill Component</p> <p align="center"><u>Communication</u></p> <p>Case Study Approach (done in teams) Written Assessment Presentations Tech. Component/Research Skill Component</p> <p 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</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>

Characteristics of Communication Studies Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<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;">EFFECTIVE INTERPERSONAL SKILLS IN RELATIONAL MAINTENANCE</p> <p>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 style="text-align: center;">TECHNOLOGICAL COMPETENCE</p> <p>Demonstrate knowledge of & the practical ability to communicate effectively using appropriate & varied communication technologies, while recognizing its consequences and limitations.</p>	<p>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.</p> <p>2. To demonstrate understanding of role & impact of perception, self-esteem, & active listening on effective communication.</p> <p>3. To identify interpersonal, organizational, persuasive & group theories that explain human interaction.</p> <p>4. To demonstrate effective skills in communicating through interpersonal and mediated channels of communication.</p> <p style="text-align: center;">Goal</p> <p>To be able to identify the role computers and presentational technologies play in networking of information for personal & organizational uses.</p> <p>Objectives: 1. To be able to identify the interactive relationship between technology and effective communication.</p> <p>2. To identify the consequences and limitations of the use of technology.</p>	<p>Hours)</p> <p><u>Choose 3 of the following: (9 hours)</u></p> <p>COMM 414 Business and Professional Speaking</p> <p>COMM 600 Nonverbal Codes</p> <p>COMM 601 Persuasion</p> <p>COMM 602 Intercultural Communication</p> <p>COMM 604 Interpersonal Communication</p> <p>COMM 605 Small Group Communication</p> <p>COMM 607 Listening</p> <p><u>Choose 4 of the following: (12 hours)</u></p> <p>COMM 606 Conflict Management Through Communication</p> <p>COMM 611 Organizational Culture and Climate</p> <p>COMM 612 Developing Human Resources through Communication</p> <p>COMM 613 Recruiting and Interviewing Techniques</p> <p>COMM 614 Organizational Coaching & Mentoring</p> <p>Communication</p> <p>COMM 685 Internship</p> <p>Track 3: Integrated Communication Studies (24 hours)</p> <p>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.</p> <p style="text-align: center;"><u>Journalism</u></p> <p>Track 1 Journalism (24 hours)</p> <p>COMM 128 Mass Media in a Free Society</p> <p>COMM 129 Elements of Photography</p> <p>COMM 240 News Reporting</p> <p>COMM 345 Desktop Publishing & Publication Design</p> <p>COMM 621 News Editing</p> <p>COMM 622 Feature Writing</p> <p>COMM 626 Communication Ethics & Law</p> <p>Track 2 Public Relations (24 hours)</p> <p>COMM 128 Mass Media in a Free Society</p> <p>COMM 345 Desktop Publishing & Publication Design</p> <p>COMM 348 Public Relations</p> <p>COMM 349 Public Relations Writing</p> <p>COMM 414 Business & Professional Speaking</p> <p>COMM 635 Multimedia Production</p> <p>COMM 641 Public Relations Management & Campaign Design</p> <p>COMM 642 Crisis Management & Strategies</p> <p>Track 3 Advertising (24 hours)</p> <p>COMM 128 Mass Media in a Free Society</p>	<p>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 Advertising/Public Relations/Principles of Organizations and Public Relations projects.</p> <p style="text-align: center;"><u>Theatre</u></p> <p>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
		<p>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</p> <p>Performing Arts Studies Core (9 hours) COMM 122 Acting COMM 224 Stagecraft 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</p>			

**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</p>	<p>Goal To demonstrate "advanced" knowledge and performance in the field of communication.</p> <p>Objective #1 To be able to identify the broad scope of communication theory.</p> <p>Objective #2 To be able to design and conduct advanced research.</p> <p>Objective #3 To demonstrate advanced skill in critical thinking and problem-solving.</p> <p>Objective #4 To demonstrate advanced</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>(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>Effectively use theories about the nature & behavior of communication to develop & maintain relationships 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>	<p>skill in personal and public communication activities.</p>	<p>COMM 800, 810, 817, 827/899 + Elective Courses</p>			

B. Department Staffing Plan

-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	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
					Current Date							
Administration	Robson, S	Research Methods/IPC	1/3/1972	0.5/0.5	Assistant	Ph.D.	Tenure-Track	60,905	48,810			
Gen Comm	Open Position	Basic Course Director		1		Ph.D.	Tenure-Track	56,589				
Advertising	Stanton, A	Advertising		1	Assistant	M.S.	Tenure-Track	40,000	48,810			
Research	New Position	-	-	-	-	Ph.D.	Tenure-Track	-	-	-	-	-
Gen Comm	Haggard, C.	Interpersonal	11/9/1950	1	Associate	Ph.D.	Tenured	69,775	56,564			
Journalism	Huntington, L.	Journalism	2/22/1953	1	Associate	M.A.	Tenured	51,680	56,564			
Theatre	Bardwell, B.	Technical Thre	2/13/1956	1	Assistant	M.A.	Tenured	52,453	44,846			
Journalism	Marez, M	Electronic Journalism/ Gen Comm	6/11/1976	1	Instructor	M.S.	Temporary	36,720	41,058			
Gen Comm	Peters, H	Org Comm	12/6/1946	1	Instructor	M.A.*	Temporary	43,051	41,058			
Gen Comm	Shanahan, W.	Forensics	6/29/1961	1	Assistant	Ph.D.	Administrative	41,839	44,846			
Public Relations	Straight, J	Public Relations	5/30/1950	1	Assistant	M.A.	Temporary	41,664	41,058			
American Cinema	Butcher, M	Film	8/20/1959	1	Assistant	Ph.D.	Temporary	42,286	41,058			
Theatre	Renard, E	Theatre	12/15/1964	1	Instructor	Ph.D.	Temporary	39,975	41,058			

*Currently enrolled in doctoral program.

*** based on CUPA-HR's 2008 National Faculty Salary Survey

C. Bibliography of Departmental Scholarly Activity

Books, book chapters, and refereed articles published (2)

Haggard, C. R., & LaPoint, P. Workplace Violence Hits Home: Are You Ready? *Journal of the International Academy of Case Studies*. (Accepted for publication, March 24, 2008).

Huntington, L. A. (2007) I'm a Foot Washer. In L. Phillips and Friends, *Women and Success (a celebration of truth)* (pp. 32- 38). Jay, Fla.: Southern Story Telling Productions.

Non-refereed articles and presentations

Articles:(28)

Huntington, L.A. (2007, April 11). No more all-night tax sessions for me. *The Hays Daily News*.

Huntington, L.A. (2007, April 25). Comfort in the midst of tragedy. *The Hays Daily News*.

Huntington, L.A. (2007, May 23). The gift I never expected. *The Hays Daily News*.

Huntington, L.A. (2007, Nov. 21). Giving thanks for little greed bugs. *The Hays Daily News*.

Huntington, L.A. (2007 Dec. 5). What to do when you are lost. *The Hays Daily News*.

Huntington, L.A. (2007, Dec. 19). It is indeed a wonderful life. *The Hays Daily News*.

Huntington, L.A. (2008, Jan. 2). An anniversary to remember. *The Hays Daily News*.

Huntington, L.A. (2008, Jan. 16). Another saint goes marching in. *The Hays Daily News*.

Huntington, L.A. (2008, Jan. 30). The amazing power of one. *The Hays Daily News*.

Huntington, L.A. (2008, Feb. 13). A Valentine for every kid's sack. *The Hays Daily News*.

Huntington, L.A. (2008, Feb. 27). Moving day finally arrives. *The Hays Daily News*.

Huntington, L.A. (2008, March 12). What Easter means to me. *The Hays Daily News*.

Huntington, L.A. (2008, March 26). The tie that binds can sometimes choke. *The Hays Daily News*.

Huntington, L.A. (2008, Spring) A Mother's Day Bouquet. *The Lutheran Digest*, pp. 55-58.

Shanahan, W. E. (2008, June 23). Candidates compromise, should you? *The Hays Daily News*.

- Shanahan, W. E. (2008, June 10). Hillary Clinton still churning behind the scenes. *The Hays Daily News*.
- Shanahan, W. E. (2008, April 15). Did General Petraeus betray us? *The Hays Daily News*.
- Shanahan, W. E. (2008, March 17). The times that try men's souls. *The Hays Daily News*.
- Shanahan, W. E. (2008, March 8). Say what you will: Nader sticks to his guns. *The Hays Daily News*.
- Shanahan, W. E. (2008, February 18). Another modest proposal. *The Hays Daily News*.
- Shanahan, W. E. (2008, February 4). Obama instills optimism, confidence. *The Hays Daily News*.
- Shanahan, W. E. (2007, December 24). Season's greetings from the edge. *The Hays Daily News*.
- Shanahan, W. E. (2007, December 10). Casualties of the culture wars. *The Hays Daily News*.
- Shanahan, W. E. (2007, October 29). Looking at it from the other side. *The Hays Daily News*.
- Shanahan, W. E. (2007, October 15). Unexceptional classrooms. *The Hays Daily News*.
- Shanahan, W. E. (2007, September 10). Heeding the call to action. *The Hays Daily News*.
- Shanahan, W. E. (2007, August 27). Cheney's wager with history. *The Hays Daily News*.
- Shanahan, W. E. (2007, July 16). New thought needed on Africa. *The Hays Daily News*.

Presentations:(27)

- Butcher, M. M., & Haggard, C. R. (2008, May). *The social impact of ethnocentrism: A cross-cultural comparison*. Paper presented at the International Communication Association convention. Montreal, Canada.
- Butcher, M. M., & Haggard, C. R. (2008, April). *Examining and exploring behavior: Ethnocentrism in the United States and China*. Paper presented at the Central States Communication Association convention. Madison, Wisconsin.
- Butcher, M. M., & Haggard, C. R. (2008, April). *Ethnocentrism in university students in China and the United States: A comparison*. Paper presented at the National Social Science Association convention. Las Vegas, Nevada.
- Butcher, M. M., & Haggard, C. R. (2007, November). A comparison of ethnocentrism in university students in China and the United States. Paper presented at the National Communication Association. Chicago, Illinois.

- Butcher, M. M., & Haggard, C. R. (2007, July). *A cross cultural examination of ethnocentrism: A comparison of university students in China and the United States*. Paper presented at the Diversity Conference, Amsterdam, The Netherlands.
- Danner-Kuhn, C., Kulmala, D. & Stanton, A. (2007, May). *Research for the YouTube Generation*. Paper presented at the Third Annual Conference on Research at Predominantly Undergraduate Institutions. Parkville, MS.
- Griffin, P. (2007, October). *Navigating Privacy in Practice*. Paper presented at the NACADA National Conference. Baltimore, MD.
- Haggard, C. R., & LaPoint, P. (2008, April). *Workplace violence hits home: The unthinkable occurs in Pleasantville*. Paper presented at the International Academy of Case Studies. Tunica, Mississippi. Received the Distinguished Research Award.
- Huntington, L. A. (2007, September). What Do You Mean I Can't Say That in My Column? Presentation at Kansas Scholastic Press Association Fall Conference. Hays, KS.
- Huntington, L. A., with Straight, J., Stanton, A., and Marez, M.. (Dec. 5, 2007) Writing News Releases That the Media Will Actually Run. Presentation at the Kansas Association of Public Affairs Officers quarterly meeting. Hays, KS.
- Huntington, L. A. (Feb. 1, 2008). Writing News Releases. Presentation at the Winning the PR Game: Public Relations Strategies for Non-Profit Organizations Seminar, sponsored by TigerComm. Hays, KS.
- Miller, K. (2007, May). *Macabre Revelations: Eugenics and the Grotesque in the Works of Glaspell and MacKaye*. Paper presented at the American Literature Association Conference.
- Shanahan, W. E. (2007, November). *A Certain Debate Encyclopedia: Debate's (Dis)Ordered Thinking Spaces*. Paper presented at the National Communication Association. Chicago, Illinois.
- Shanahan, W. E. (2007). *Settler Colonialism, 'Peopleless Spaces,' and Geography as Biopolitics*. Paper presented at the Association of American Geographers Conference.
- Shanahan, W.E. (2007, Fall). *Times Talk*. The American Democracy Project.
- Stanton, A. (2007, April). *Flock of Dodos*. Panel discussion at FHSU Sternberg Museum.
- Stanton, A. (2007, May). *PRacademics*. Presented to Kansas Professional Communicators. Dodge City, KS.
- Stanton, A. (2007, May). *Blogs, Vods and Pods*. Presented to Kansas Professional Communicators. Dodge City, KS.
- Stanton, A. (2007, May). *Customer Service Conversations*. Presented to KansasWorks regional offices. Hays, KS.

Strohkirch, C. S., & Haggard, C. R. (2008, April). *Addressing speech anxiety in the online basic communication course*. Paper presented at the Central States Communication Association convention. Madison, Wisconsin.

Straight, J. (2007, May). *Feature writing*. Presented to Kansas Professional Communicators. Dodge City, KS.

Straight, J. (2007). Writing news releases. Presented work shop at the Communication Seminar for Non-Profit Professionals sponsored by TigerComm. Hays, KS.

Straight, J. (2007). *Writing news releases*. Conducted workshop at Kansas Association of Public Information Officers meeting. Hays, KS.

Scholarly Performance or other creative activities

Griffin, P. (2007, June). Faculty Member, NACADA Summer Institute. Burlington, VT.

Griffin, P. (2007-2008). Content Review Panel, NACADA, *Handbook of Career Advising*. Hoboken: NJ. Jossey-Bass.

Griffin, P. (2007). Content Review Panel, NACADA, *Academic Advising: A Comprehensive Handbook (2nd Edition)*. Hoboken: NJ. Jossey-Bass.

Shanahan, W.E. (2007, Summer). *Decoloniality and African Diaspora*. Dartmouth Debate Institute. Hanover, NH.

Shanahan, W.E. (2007, Summer). *Free Your Mind*. Dartmouth Debate Institute. Hanover, NH.

Shanahan, W.E. (2007, Summer). *The End of Education: Disciplin-ing the Youth*. Dartmouth Debate Institute. Hanover, NH.

D. Department Program Assessment Results

Insufficient data available as a result of departmental overload. The report contains indirect indicators in the form of department overall teaching evaluation results.

E. Other Departmental Information

Faculty

Andy Stanton recently placed first in the nation in an advertising competition. The National Federation of Press Women (NFPW) gave Stanton its highest award in color print media advertising, institutional or image.

Jennie Straight won first place for speech writing in the 2007 Kansas Professional Communicators Contest.

Linn Ann Huntington won first place, direct mail piece, in the 2007 Kansas Professional Communicators Contest.

Linn Ann Huntington, got honorable mention, for personal column in the in the 2007 Kansas Professional Communicators Contest.

Students

Jayna Montoia, Katie Weigel, Alicia Donovan, and Danielle Windholz, Victoria special student won first place in the nonprofit division from the National Federation of Press Women for 2007. They created a campaign with collateral materials for Crossroads Pregnancy in Jennie Straight's public relations campaign class.

20 additional students, both graduate and undergraduate won honors in the 2007 Kansas Professional Communicators Contest.

F. Special AQIP Report