

FY2009 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 11 full-time faculty members who serve approximately 110 undergraduate, 61 graduate majors and 2 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. Historically, several faculty’s primary teaching loads have been courses offered in China in support of our international partnerships. With the change in the BGS program in international partnerships, these faculty are now teaching virtually and on campus in our domestic programs. It is the department’s intention to develop an online master’s program in general communication to use these faculty’s experience in distance education with China. 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 three graduate teaching assistants each teach two sections of COMM 100, typically serving about 120 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 (this is ending due to the retirement of our communication education faculty member) 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.

C. Department Productivity and Distinctive Accomplishments

- Dr. Connie Eigenmann-Malik had two publications in peer reviewed publications.
- Dr. Scott J. Robson had one publication in a peer reviewed journal.
- Mr. Andy Stanton had one publication in a peer reviewed publication.
- Ms. Linn Ann Huntington was one of 10 winners in the national *New York Times* competition for up to \$1,000 in travel reimbursement to the American Democracy Project National Convention.
- 33 communication students, faculty win awards from Kansas Professional Communicators Association.
 - Faculty member Ms. Jennie Straight took first, second and third for speech writing.
 - Faculty member Mr. Andy Stanton took first in the manuals and handbooks category.
 - Faculty member Ms. Linn Ann Huntington took third for columns published in the Hays Daily News, and she received an honorable mention for a feature story published in ONE.
 - See the attached press release in section IV for further details on these faculty and student accomplishments.
- Andy Stanton received an award of first place from the National Federation of Press Women, Inc., for his entry in the handbook/manual category.
- Margaret Butcher received a 2nd place award from the Central States Communication Association – Instructional Resources Division Top Panel Competition.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Freshmen	9	25	13	26	17
Transfer Students	6	5	14	5	10
Undergraduate (first majors/second majors)	95/9	105/8	102/5	104/2	105/5
Graduate Majors	28	21	59	84	61
MLS Majors	4	6	7	6	2
Major Retention	60/91%	60.87%	60.19%	60.78%	62.14%
Undergraduate Student Credit Hours	7691	8708	8358	7930	6133
Graduate Student Credit Hours	640	570	1284	1531	880
Tenured or Tenure-track Faculty (Headcount)	7	7	7	7	6
Non Tenure-Track Faculty (Headcount)	5	6	6	5	5
Other Faculty (Headcount/Sections Taught)					5 FTE
[OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA;					5

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]					
Undergraduate Degrees	22	22	17	21	26
Graduate Degrees	8	8	9	25	35
Awards of both graduate and undergraduate degrees have been up for the last two years. Transfer enrollment has doubled In the last year. Number of majors is up slightly and major retention percentages have increased.					
Number of books, book chapters, and refereed articles published	3	4	1	2	4
Percent of faculty publishing refereed books, chapters, or articles	23%	31%	8%	15%	27%
Number of non-refereed articles and presentations	29	25	37	55	25
Percent of faculty publishing non-refereed articles or presentations	46%	62%	38%	69%	45%
Number of scholarly performances and other creative activities	5	4	24	6	17
Percent of faculty in scholarly performances or other creative activities	23%	15%	30%	15%	27%
Total number of external grant applications submitted/percent of faculty submitting	6/14%	1/7%	1/8%	0/0%	1/9%
Total number of funded external grants/percent of faculty funded	1/7%	1/7%	1/7%	1/8%	1/9%
The department has doubled its peer reviewed publication rate since the previous year. The percentages of faculty participating in all manner of scholarly and creative activities has increased.					
[NOTE: Each department MUST report 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 2005-2006)	99%	91%	Unknown	Unknown	Unknown
Current Direct Outcome 1 – First time pass of comprehensive exams Fall and Spring.				F07 2 of 5 S08 17 of 32	F08 5 of 11 S09 17 of 18
Past Direct Outcome 2 (Current scores held up at computer center) Pre/Post scores for COMM 100 as evaluated by a t test.				F07 $t(450) = 2.46, p = .001.$	F08 $t(262) = 30.25, p = .001$
Current Direct Outcome 2 Pre/Post scores for COMM 120 as evaluated by a t test.				S08 $t(422) = 2.597, p =$	S09 $t(188) = 23.44,$

				.001.	<i>p=.001</i>
Indirect Indicator 1 Departmental average scores on teacher evaluation overall effectiveness as a teacher. <i>*for 2008-2008 this reflects only Fall data as the computing center has not yet returned Spring information.</i>	4.09	4.05	4.06	4.07	4.08*
Indirect Indicator 2 Increase in the number of Public Relations and Advertising majors due to expansion of the program.	44	44	47	60	36
Senior students' Level of Academic Challenge			48.99	46.27	43.80
Senior students' Active and Collaborative Learning			51.70	51.02	51.70
Senior students' Student-Faculty Interaction			44.76	34.29	46.67
Senior students' Enriching Educational Experiences			31.63	30.78	38.76
Senior students' Supportive Campus Environment			63.89	52.38	54.76
Changes have been made to the graduate program to better prepare students for the comprehensive exam process through a series of informational meetings. Consistent scores on teacher evaluations indicate overall continuing positive attitude toward department faculty and curriculum.					

C. Department Quality Initiatives and Results

FY2009 Quality Initiatives	Results
Dare to Dream Oral Competency Initiative – Design Element 7	Implementation Plan – submitted to President for approval.
Identification and measurement of departmental student learning outcomes.	Specific measurement – Journalism/Public Relations/Advertising exit survey administered, only 9 students responded. Further revision needed. Ongoing development of Departmental level exit survey across all concentrations.

FY2010 Quality Initiatives	Responsible Party, Resources, and Plan
Revision of Journalism, Advertising and Public Relations concentrations to a more “Convergent Media” program to reflect changes in the marketplace.	Responsible party – All advertising, public relations, journalism and INT broadcast faculty. Resources required – faculty time and participation in developing new program of study. Specific measurement – increased enrollment and student job placement. Implementation Plan – 1. September – new curriculum committee, 2. November – new curriculum presented. 3. January – course planning for Fall 2010.
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 – committee and email brainstorming. Pilot test with 15 students by Nov. so is ready for F09 graduating seniors.
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D. Institutional Quality Results

FY2009 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	not measured
Increase the quantity and quality of K-12 teachers educated	Searched for new faculty member with Communication Education background. No hire made.
Improve undergraduate students' foundational skills	Teaching and testing over writing style rules (AP and APA).
Enhance physical wellness of students, faculty, and staff	Various faculty and staff participating in wellness initiatives. (Walk across Kansas, Lunch workouts, etc.)
Internationalize the campus and curriculum	We had 57 international students in our MS program for 2008-2009. And 5 international undergraduate students. Faculty member on internationalization team. Two faculty members on IEMG. Had faculty member assist with Confucius Institute Grant proposal development Faculty member on Women's and Gender Studies Steering Committee

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. • 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. • Faculty participation in scholarship and creative activities is up. • All faculty increased enrollment in virtual classes to help in budget crisis. 	<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. • Adobe CS4 software and other software to support research and teaching activities in the department. • More faculty taking advantage of professional development opportunities.

	<ul style="list-style-type: none"> • 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 2009</i> the 5 of the top 10 skills sought by employers are taught are related to our field. All ten are covered in some throughout our classes. • According to the US Department of Labor projections for communication related job growth range from 2% to 18% from 2006 to 2016. • Development of an online MS Degree to better serve the needs of domestic students such as rural native Kansans. • More than 50 people have called, emailed, or responded to the MLS survey that they are interested in an online masters degree in Communication Studies. • 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

Short-Term OFI	Resources Required	Expected Result and Completion Date
<ul style="list-style-type: none"> Conversion of department temporary faculty positions to tenure track. 	<ul style="list-style-type: none"> \$5000.00 to do multiple searches and cover interview and search costs. Involvement of all faculty in the search process(es). 	<ul style="list-style-type: none"> Department would gain stability and leadership. Create increased organizational affiliation and identity within the faculty. Search should be started by October 1, to ensure pool of candidates and allow for pre-screening interviews at the national convention in Chicago.

Long-Term Strategic Initiatives	Resources Required	Expected Result
<ul style="list-style-type: none"> Ongoing restructuring comprehensive exam process. 	<ul style="list-style-type: none"> Began Fall 2008 , ongoing evaluation for 2009-2010 for continued quality improvement and efficiency will occur. Sufficient time for faculty to grade a large number (15-30) students exams each semester. Time and rooms for informational sessions led by faculty or chair. 	<ul style="list-style-type: none"> Revisions made for Fall 2008 and Spring 2009. Projected review for August 2009. Evaluation and Review December 2009. 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"> Give students familiarity with current industry standard software such as Adobe CS4 since we currently have CS3. 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.
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III. 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</p>	<p style="text-align: center;">Goal</p> <p>To demonstrate improvement/updating of comm. skills. 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. 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. 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. 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. 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;"><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 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</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</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>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 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>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 style="text-align: center;">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>COMM 345 Desktop Publishing & Publication Design</p> <p>COMM 347 Advertising</p> <p>COMM 414 Business & Professional</p>	<p>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>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</p> <p>Performance evaluation</p> <p>Sample of director's booklet</p> <p>Written test demonstrating knowledge of Drama literature/Theatre history/Scripts</p> <p>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>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 <u>Plus one of the following tracks:</u> (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 Effectively use theories about the nature & behavior of communication to develop & maintain relationships at home, play & work.</p>	<p align="center">Goal</p> <p>To demonstrate "advanced" knowledge and performance in the field of communication.</p> <p align="center">Objective #1</p> <p>To be able to identify the broad scope of communication theory.</p> <p align="center">Objective #2</p> <p>To be able to design and conduct advanced research.</p> <p align="center">Objective #3</p> <p>To demonstrate advanced skill in critical thinking and problem-solving.</p> <p 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>TECHHNOLOGICALLY COMPETENT Demonstrate knowledge of & the practical ability to communicate effectively using appropriate and varied communication technologies.</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/	% Above(Below) Nat'l Average	Peer Average For Discipline/	% Above(Below) Peer Average
					Current Date				Rank ***		Rank	
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	Open rank	Ph.D.	Tenure-Track	56,589				
Gen. Comm	Eigenmann-Malik, C.S.	Intercultural		1	Associate	Ph.D.	Tenure-Track	50,000	56,564			
Advertising	Stanton, A	Advertising		1	Assistant	M.S.	Tenure-Track	44636	48,810			
Research	Open Position (Robson's old position)	-	-	1	-	Ph.D.	Tenure-Track	42,500	48,810	-	-	-
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 Theatre	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	Vacant (formerly Shanahan, W.)	Forensics		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			
Theatre	Rajewski, J.	Theatre		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

Number of books, book chapters, and refereed articles published (4)

- Eigenmann-Malik, C. S. (Spring 2009). Importing Chinese culture. *Research Matters: A Newsletter of Research and Creative Activity*. Also produced electronic photographs.
- Krukova, O., Eigenmann-Malik, C. S., & Minielli, M. (2009). Internationalization contributions to university education. In *Proceedings of 12th International Scientific and Practical Conference on the Issues of University Education*, Herzen State Pedagogical University of Russia, St. Petersburg, Russia.
- Wilson, S.R., Kunkel, A.D., Robson, S. J., Olufowote, J.O., Soliz, J. (2009) Identity implications of relationship (re)definition goals: An analysis of face threats and facework as young adults initiate, intensify, and disengage from romantic relationships. *Journal of Language and Social Psychology*, 28(1), 31-61.
- Kulmala, D., & Stanton, A. (2009) Blended Learning in a Digital World: Writing and Research for the Facebook Generation. *Journal of the Research Center for Educational Technology*, 5(1). 34-41.

Number of non-refereed articles and presentations (25)

- Butcher, M. M., & Haggard, C. R., (November, 2008). Variations in Ethnocentrism Levels in University Students in China and the United States. Paper presented at the National Communication Association convention, San Diego.
- Butcher, M. M., & Haggard, C. R., (2009, April). Intercultural willingness to communicate in Chinese students. Paper presented to the Intercultural Communication Division, Central States Communication Association convention, St. Louis, MO.
- Butcher, M. M., & Heinemann, D. (2009, April). Connecting with digital natives in a language they know well. Paper presented to Central States Communication Association convention. St. Louis. (Awarded 2nd place, Top Panel Competition, Instructional Resources Division).
- Eigenmann-Malik, C. S. (2008). Communication majors ready to shoot. *TigerTalk Newsletter*.
- Eigenmann-Malik, C. S. (2009). Guest speakers sought for persuasion class. *TigerTalk Newsletter*.
- Marez, M. D. (2009). WeKan! Conference Presentation: How to Write a Good Speech. Salina, Kansas.
- Haggard, C. (2008, November). Respondent to the panel: Communicating to/with the “new” India: A cultural analysis of matrimonial websites, communication text books, and popular advertisements in contemporary India. National Communication Association convention, San Diego.
- Haggard, C. R., & Butcher, M. M., (2009, April). Intercultural Willingness to Communicate: A Chinese Study. Paper presented to the National Social Sciences Association convention, Las Vegas.
- Huntington, L.A. (2008, June 4). Has McCarthyism reared its ugly head again? *The Hays Daily News*.
- Huntington, L.A. (2008, June 18). The dangers of urban myths. *The Hays Daily News*.
- Huntington, L.A. (2008, July 2). What’s happening in Beijing hits close to home. *The Hays Daily News*.
- Huntington, L.A. (2008, July 16). My beautiful quilt of many colors. *The Hays Daily News*.

- Huntington, L.A. (2008, July 30). There's always a snake to ruin paradise. *The Hays Daily News*.
- Huntington, L.A. (2008, Aug. 13). An 85th birthday note for my mom. *The Hays Daily News*.
- Huntington, L.A. (2008, Aug. 17). Tips for success in, out of the classroom. *The Hays Daily News*.
- Huntington, L.A. (2008, Aug. 26). The old assumptions die hard. *Hays Daily News* Democratic National Convention website, HDNews.net/DNC08/
- Huntington, L.A. (2008, Aug. 26). Questions and answers about the class. *Hays Daily News* Democratic National Convention website, FHSU Convention Connection blogs, HDNews.net/DNC08/
- Huntington, L.A. (2008, Aug. 27). Oh, the places you will go, the things you will see. *The Hays Daily News*.
- Huntington, L.A. (2008, Aug. 28). Former Kansan finds meaning with group. *The Hays Daily News*.
- Huntington, L.A. (2008, Sept. 3). The long road to Barack Obama. *The Hays Daily News*.
- Huntington, L.A. (2008, Sept. 10). We're still search for that 'new normal'. *The Hays Daily News*.
- Huntington, L.A. (2008, Sept. 23). Where is Mr. Roosevelt when we need him? *The Hays Daily News*.
- Huntington, L.A. (2008, Sept.) People helping people in Ellis County. *ONE*.
- Huntington, L.A. (2008, Sept.). Presented at the Fall Kansas Scholastic Press Association High School Conference, Hays KS.
- Huntington, L.A. (2008, Oct.). Wichitan recounts political Experiences, *Active Aging*. (Also took accompanying photo)

Number of scholarly performances and other creative activities (17)

Bardwell, B. (2008-2009)

- 6 stage productions researched/sets developed.
- Direct the technical aspects of 2 Main Stage, 2 - 1 Act Festival dept. productions plus technical director for an opera (Music Dept.).

Eigenmann-Malik, C. S.

- Missions Banquet table displays for Asia, Europe, Africa, the Americas (March 2009). Liberty Christian Fellowship, Hays, Kansas. (4 hours research, artifact placement, textiles, labeling, talk)
- "Egyptian artifacts, language and culture" for exceptional students, Wilson Elementary, Hays, Kansas (Feb 2009). (60 minute teaching/demonstration)

Renard, E. (2008-2009)

- Participated in Hays Arts Council fundraiser, *Talking With...* (acted 4 performances + directed 2 monologues)
- Coordinated FHSU Theatre's production of "The 60's..." for Research and Creative Activities Week.
- Organized and presented at Fringe Theatre Company's full day presentation of "Walking Through the Ages" (written by FHSU students) to gifted high-school students at Northwest Kansas Educational Service Center, Oakley, KS

D. Department Program Assessment Results

Program Assessments are based on statistical analysis of the mean pre-test and post-test scores for COMM 100: Fundamentals of Oral Communication and the mean of pre-test and post-test scores for COMM 120: Introduction to Theatre. The mean scores for each semester are typically examined for significant differences using a *t* test.

Other Assessments are from frequency counts on student performance on comprehensive exams.

Under revision for higher response/return rate is the following instrument (with current responses noted) for advertising, journalism and public relations.

Instrument and responses:

Journalism/Public Relations/Advertising Assessment Survey

Please respond to Questions 1-18 based on to coursework you have taken in Fort Hays State University's Communication Studies Department for your BA in Communication with an emphasis in Journalism , Public Relations or Advertising. 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, Department Office Manager, Malloy 101, by Friday, May 15.

My emphasis is	<u>4</u> Journalism	<u>4</u> Public Relations	<u>1</u> Advertising			
	SA	A	NS	D	SD	
The coursework I have taken in the Communication Studies Department for my BA in Communication with an emphasis in Journalism , Public Relations, or Advertising:						
1. Has given me a better understanding of the historical development of the various mass media industries in the United States.	1 6	2 3	3	4	5	
2. Has made me a more knowledgeable consumer of media products.	1 5	2 2	3 2	4	5	
3. Has given me a better understanding of the way in which the various mass media operate in the United States.	1 3	2 5	3	4 1	5	
4. Has given me a better understanding of the First Amendment and the protections it offers to all citizens, not just journalists.	1 5	2 2	3 1	4 1	5	
5. Has given me a better understanding of the types of expression NOT protected by the First Amendment. (libel, obscenity, etc.)	1 5	2 3	3	4 1	5	
6. Has improved my writing abilities.	1 3	2 6	3	4	5	
7. Has given me the opportunity to have my work published or utilized by a client.	1 5	2 3	3 1	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 4	3	4 1	5	

9. Has given me a greater appreciation and knowledge of effective print design concepts	1 4	2 1	3 3	4 1	5
10. Has given me a greater appreciation and knowledge of effective visual communication concepts.	1	2	3	4	5
	4	2	2	1	
11. Has given me a greater awareness of the differences between personal communication and mass communication.	1	2	3	4	5
	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
	3	6			
13. Has given me a greater appreciation of the role of persuasive communication in our society.	1	2	3	4	5
	2	4	2	1	
14. Has given me an appropriate overview of the current technology being utilized by the mass media.	1	2	3	4	5
	2	2	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
	4	2	2	1	
16. Has helped me to develop my critical thinking skills.	1	2	3	4	5
	2	5	2		
17. Has helped me to learn about and explore the different job opportunities available in the mass media industries.	1	2	3	4	5
	1	4	2	1	1
18. Has helped me to improve my own communication skills.	1	2	3	4	5
	6	3			

Results for items 1-18 in bold.

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.

- More print design and a web design course requirements would be helpful. More writing courses – specifically devoted to online reporting/in-depth reporting/opinion writing, etc. maybe those courses could be addressed through a special topics class each semester. I would just hope the journalism requirements would be more well-rounded in an ever-changing & converging media industry.
- I have enjoyed my years at FHSU! Jennie Straight, Andy Stanton and Linn Ann Huntington are excellent professors! Thanks!

- The Intro. to Electronic Media and Normal and Pathological Communication classes were pointless. I do not see a need for them to be part of the curriculum(sic). Also, I didn't learn much from Andy or Marcella. I think they know a lot but don't stimulate the students to learn about the subject. I was disappointed with these classes but thought the others were good, especially all of Howard Peter's classes.
- Since I switched to Communication Studies everything in my life has improved!
- Overall, I think it is a great program. However, I think there needs to be a greater emphasis on technology. In today's world, marketable employees must have more skills, because they are often expected to multi-task. Cooperation with the INT department classes like broadcast and web site design would be very beneficial.
- Some courses seemed to cover the exact same material as other courses.
- I feel there could be more classes geared toward design only. Desktop publishing isn't enough.

E. Other Departmental Information

i. Press Release on Kansas Professional communicators conference:

Contact: Linn Ann Huntington
 Director of Journalism/Public Relations/Advertising
 Fort Hays State University
 785-628-4018
 lhunting@fhsu.edu

33 communication students, faculty win state awards

Thirty-three Fort Hays State University faculty, students and alums received awards at the annual Kansas Professional Communicators Conference, held April 18 in Wichita.

Michelle Ireton, Brookville senior, received a \$500 scholarship from the organization. Ireton, who is majoring in Communication Studies with an emphasis in journalism, is currently editor of the University Leader student newspaper and will graduate in December 2009.

In individual contest categories, faculty and graduate students competed in the professional division. Undergraduate students competed in the collegiate division. All categories were judge by media professionals in Nebraska.

Public relations instructor Jennie Straight, assistant professor of Communication Studies, swept the speeches category, winning all three places.

Advertising instructor Andy Stanton, assistant professor of Communication Studies, took first in the manuals and handbooks category. His entry, "Speaking the Truth With Our Youth," is a handbook produced for the Southeast Kansas Education Service Center - Greenbush.

Journalism instructor Linn Ann Huntington, associate professor of Communication Studies, took third for columns published in The Hays Daily News. She also took an honorable mention for a feature story about First Call for Help, published in ONE, a monthly publication spotlighting the Ellis County Ministerial Alliance.

All of the student awards were for service learning projects done as part of class work in the Communications Studies Department.

"We are firm believers in the value of civic engagement and providing opportunities for our students to network with people in the community," said Huntington, director of the Journalism/Public Relations/Advertising Area.

"So the faculty in this area develop service learning projects that require students to put into practice the theories they learn in the classroom, while at the same time providing valuable services to

businesses and groups in the community. Many times this leads to internships and full-time jobs for the students.”

Dr. Scott Robson, interim chair of the Department of Communication Studies, said, “Speaking on behalf of the department, I am proud that our faculty and students continue to shine.”

Hays graduate student Dawne Leiker took two firsts, feature writing for the Web and commentary writing for the Web. Leiker was one of the students in Huntington’s Political Reporting class that traveled to Denver last August and covered the Democratic National Convention for The Hays Daily News.

In the category of radio advertising, a group comprised of Jack Huang, Ashley Jarboe, Leo Jin, Tiffany Lovelady, Annie Miller, Josh Roemer, Beyond Sun, Jane Sun, and Mark Yang took first place for their ad campaign, TigerSpring H2O.

In the category of public relations campaign for a non-profit organization, a group comprised of Justine Horinek, Peter Wu, Xu Yang, Jessica Bitner, Sophia Zhao and Ke Chen (Kevin) took first for a campaign developed for the See 'N' Sell Arts and Craft Show for the Girl Scouts of Kansas Heartland.

Taking second place in that same category were Kaci Davignon, Justine Horinek, Xu Yang, Ke Chen (Kevin), Edicus Zhang. Their campaign was for the United Way of Ellis County.

In the category of public relations campaign for a for-profit organization, Amy Nimz took first for a crisis communication plan she developed for Lewis Chrysler Automotive of Hays.

Second place in the same category went to Chanel Hand for a crisis communication plan she developed for Choitz Brothers' Equipment Company and Federated Auto Parts Store in Ellsworth.

In journalism categories, Faryn Beam won first for news writing for the Web.

Kaley Lyon, took first in news writing and honorable mention in feature writing for newspaper, magazine or special supplement. Lyon, Gorham junior, is a full-time reporter for the Hays Daily News.

Journalism alum Gayle Weber took first place in collegiate feature writing for newspaper, magazine or special supplement and second in collegiate feature writing for the web. Weber, who graduated in December 2008, also won three firsts in the professional division for her work as a reporter at The Hays Daily News. She took firsts in news reporting for a daily newspaper, feature story for a daily newspaper and special articles-social issues. She took second for continuing coverage

Nicolene VanSittert captured third in both feature writing and column writing for the Web. Lyon, VanSittert and Weber were all members of the political reporting class.

Josh Roemer took second in feature writing for newspaper, magazine or special supplement.

Hayley Charles took third and honorable mention in the same category.