FY2013 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Communication Studies
Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Department of Communication Studies at Fort Hays State University adheres to the university's state mission to serve Western Kansas, and to provide instruction in an area of study that can be traced back to the ancient Greeks and Romans. Aristotle's concepts of Ethos, Logos and Pathos permeate Western Civilization and higher education. Enabling and inspiring civic activity and engagement, such as Quintilian said "A good man (sic) speaking well" is an overarching goal of the discipline. These ideas are specifically touched upon in the Fort Hays State University mission statement where it states "Graduates are provided a foundation for entry into graduate school, for employment requiring well-developed analytical and communication skills, and for lives of ethical and civic responsibility to better understand global complexities and an American society of increasing diversity."

The Communication Studies department is one of the sixteen departments in the College of Arts & Sciences. The department consists of 8 full-time faculty members who serve approximately 90 undergraduate, and 30 graduate majors. In addition, the department serves a major "service" role by offering COMM 100, Fundamentals of Oral Communication, a required general education course; and we also offer three courses in the humanities distribution which have proven to be very popular student selections. The department's past experience with virtual education in China has led to participation in a proposal to work on a dual degree partnership with Northwest University for Politics and Law, in Xian, China. Completion of program review in FY2012 has led to ongoing review of both the undergraduate and graduate programs. Undergraduate program changes made effective in the Spring of 2012 continue and have received positive feedback from students. FY 2013 has seen the integration of two new tenure track faculty into the department after a national search in Spring of 2012. Both faculty have expertise in Organizational Communication and are working to grow that portion of the program.

The department employed five adjunct instructors and three graduate teaching assistants in 2012-2013. The five adjuncts were used to cover additional sections of COMM 100 both on campus and virtually, and to provide sections of COMM 322: American Cinema for an international partnership with Maxwell University. . Adjuncts taught courses serving approximately 250 students in FY 2013 . The three graduate teaching assistants each taught 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, and Organizational Communication. The Theatre program was part of the department, but it moved to the Department of Music and Theatre in fall 2010. We also offer an add on teacher certification endorsement in journalism. Teacher certification in speech/drama has ended due to the retirement of our communication education faculty member in the Spring of 2008. We offer a minor as well as certificates in Advertising, Organizational Communication, Public Relations, and Speech Communication. We also offer a Master of Science degree. 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 Department of Communication Studies 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.

This philosophy 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 and 5) Organizational Communication,. 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

- 8 of 8 faculty attended professional Conferences in the 2012-2013 academic year to keep current with new developments, present papers, represent FHSU, and participate in the internationalization initiative.
- Department faculty participated in more than 60 instances of scholarship/creative activities in FY 2013. This was 100% participation across department faculty.
- Department faculty participated in and hosted the Kansas Scholastic Press Association Regional Conference in the Fall 2012 semester and the Kansas Scholastic Press Association Regional Contest in the Spring 2013 semester.
- 100% of department faculty participated in some form of scholarship/creative activity for 2012-2013.
- Two department faculty nominated for the Pilot Award.
- Communication students win awards from Kansas Professional Communicators Association and the National Federation of Press Women annual competitions.
    - See the attached press release in section IV for further details on these student accomplishments.
- Linn Ann Huntington appointed to state board for "Multistate Standard Setting Study for the Praxis Journalism Test".
- Linn Ann Huntington was the Kansas Professional Communicators Association “Communicator of Achievement” for 2012.
- Hsin-Yen Yang – Vice President and founding member of Kansas Chapter for Multicultural Education.
- The department accomplished the following in FY 2013:
    - Review of the comprehensive exams process completed.
    - Investigation of master’s level media concentration ongoing.
    - Review of Journalism concentration and proposed revision for shared major/coursework with Dept. of Informatics.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Freshmen **[20TH DAY FALL SEMESTER, HEADCOUNT]**	17	19	13	11	8
Transfer Students **[20TH DAY FALL SEMESTER, HEADCOUNT]**	10	4	8	10	8
Undergraduate (first majors/second majors) **[20TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]**	105/5	93/4	80/2	66/2	65/2
Graduate Majors **[20TH DAY FALL SEMESTER, HEADCOUNT]**	61	27	18	35	33
MLS Majors **[20TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]**	2	0	2	0	0
Major Retention **[20TH DAY FALL SEMESTER, PERCENT OF FR MAJORS RETURNING TO UNIVERSITY]**	65.38%	82.35%	68.42%	69.23%	81.82%
Undergraduate Student Credit Hours **[TOTAL UNDERGRAD SCH]**	6133	6122	4707	5973	5570
Graduate Student Credit Hours **[TOTAL GRAD SCH]**	880	547	402	684	681
Tenured or Tenure-track Faculty (Headcount) **[FTE OCCUPIED FROM POSITION CONTROL]**	6	6	6	6	8
Non Tenure-Track Faculty (Headcount) **[FTE OCCUPIED FROM POSITION CONTROL]**	5	5	4	3	1
Undergraduate Degrees **[UNDERGRAD DEGREES AWARDED]**	26	24	23	12	11
Graduate Degrees **[GRAD DEGREES AWARDED, NOT MLS]**	35	19	4	12	17
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. Mentoring of new tenure track faculty. Review of recruitment letters and revision of promotional plan and items for the department to increase visibility and enrollment.					
Number of books, book chapters, and **refereed** articles published [TOTAL NUMBER PUBLISHED]	4	5	14	22	16
Percent of faculty publishing **refereed** books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]	27%	18%	42%	44%	44%
Number of **non-refereed** articles and presentations [TOTAL NUMBER COMPLETED]	25	22	35	20	11
Percent of faculty publishing **non-refereed** articles or	45%	64%	85.7%	88.8%	44%

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]					
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	17	20	21	11	35
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	27%	45%	85.7%	44%	100%
Total number of external grant applications submitted/percent of faculty submitting	1/9%	0/0%	0/0%	0/0%	2/12.5%
Total number of funded external grants/percent of faculty funded	1/9%	0/0%	0/0%	0/0%	2/12.5%
Total number students successfully completing an undergraduate research/creative project	No data	24	23	12	11
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. Increase in department spending for faculty support in research. Increase in department spending for faculty development and conference support. Expansion of participation in Undergraduate Research experiences.					
[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.]					
Direct Outcome 1 First time pass of comprehensive exams Fall and Spring.	F08 5 of 11 S09 17 of 18	F09 5 of 5 S10 9 of 9	F10 No exams S11 4 0f 4	F11 7 of 7 S12 6 of 6	F12 No Exams S12 16 of 16
Direct Outcome 2 Pre/Post scores for COMM 120 as evaluated by a *t* test.	F08 $t(262)=30.25$, $p=.001$ S09 $t(188)=23.44$, $p=.001$	F09 $t(248)=14.85$, $p=.001$ S10 $t(244)=17.56$, $p=.001$	F10 $t(265)=16.78$ $p=.001$ S11 $t(188)=12.33$ $p=.001$	F11 $t(222)=15.47$, $p<.001$ S12 $t(184)=13.74$ $p<.001$	F12 $t(241)=16.39$, $p<.001$ S13 $t(165)=12.31$ $p<.001$
Indirect Indicator 1 Departmental average scores on teacher evaluation overall effectiveness as a teacher. For Fy2011 question 15 "I would recommend this instructor…." Is reported.	4.08	4.12	4.0	4.2	4.33
Indirect Indicator 2 Increase in the number of Public Relations and Advertising majors due to expansion of the program.	36	29	22	25	34

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Dept senior students' Level of Academic Challenge **[FHSU LAC SCORE, DEPT LAC SCORE]**	54.65 43.80	55.9 57.41	56.4 58.70	56.2 53.37	58.5 57.06
Dept senior students' Active and Collaborative Learning **[FHSU ACL SCORE, DEPT ACL SCORE]**	45.34 51.70	46.1 60.44	43.9 58.61	44.5 59.03	45.1 71.59
Dept senior students' Student-Faculty Interaction **[FHSU SFI SCORE, DEPT SFI SCORE, N, %]**	45.34 46.67	41.00 50.85	38.5 47.09	38.4 49.17	38.6 62.67
Dept senior students' Enriching Educational Experiences **[FHSU EEE SCORE, DEPT EEE SCORE, N, %]**	34.72 38.76	34.0 44.05	32.9 46.18	32.7 39.97	34.0 58.45
Dept senior students' Supportive Campus Environment **[FHSU SCE SCORE, DEPT SCE SCORE, N, %]**	59.57 54.76	60.3 59.19	60.8 65.05	59.8 51.98	61.9 72.22
Number of NSSE participants **[NUMBER OF DEPT SR STUDENTS, PERCENT]**	7 23%	13 41%	13 43.3%	8 38.10	5 45.4%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. Increased department participation in Service learning. Revision of capstone materials and assignments to support student job searches.					
[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 Pre/Post scores for COMM 100 as evaluated by a *t* test.	Missing data	Spring and Fall combined *t(244)=* 3.17, p<.01	F10 *t(535)= 8.97* *p<.001* S11 *t(374)= 5.65* *p<.001*	F11 *t(573)= 5.78* *p<.001* S12 *t(455)= 7.56* *p<.001*	F11 *t(508)= 7.71* *p<.001* S12 *t(378)= 7.03* *p<.001*
Outcome/Indicator 2 Number of senior portfolios reviewed and passed	6 A's, 15 B's, 3 C's	7 A's, 13 B's	11 A's, 6 B's, 1 C, 1 D.	9 A's, 2 B's.	9 A's 3 B 's
Revision of online materials for COMM 100. Review of standardized exams for COMM 100. Addition of Service learning to senior capstone experience.					

B. Department Quality Initiatives and Results

FY2013 Quality Initiatives	Results
Continue/finish review of the department graduate curriculum. Development of Mass Media MS program of study.	Ongoing. Review of current programs in the state of Kansas completed.
Development of online master's program In General Communication as a cohort based program.	Proposed rotation of courses and 3 year launch plan developed.

FY2014 Quality Initiatives	Responsible Party, Resources, and Plan
Continue/finish review of the department graduate curriculum. Development of Mass Media MS program of study.	Responsible party – Graduate faculty with input from INT. Resources required – faculty time and participation in developing new program of study. Specific measurement – increased domestic enrollment and student job placement. Implementation Plan – 1. September – Media curriculum committee, 2. November – new curriculum presented. 3. January – course planning for Fall 2014.
Development of online master's program In General Communication as a cohort based program.	Responsible party – Department faculty, College and University administration. Resources required – faculty time and participation in developing new program of study. 2-3 faculty lines to cover increased course offereings. Specific measurement – increased domestic enrollment. Implementation Plan – 1. September – Committee to review cohort based 2-3 year online curriculum with course rotations, suggest possible implementation with no new resources. 2. November – new curriculum presented. 3. January – New online course development process begun with CTELT for Fall 2015 launch.

C. Institutional Quality Results

FY2013 University Initiatives	Department Activities/Results
Align Programs and Services with North Central Kansas Technical College (NCKTC)	Not measured
Increase Enrollment	Revised recruitment materials and added promotional items for mailing.
Improve Persistence and Retention	Increased service learning commitments.
Improve Student Learning	Attended "Red Balloon" series on technology in the classroom. Revised online resources for use in COMM 100 course.

III. FY2013 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

Current Strengths	Current Needs
• 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. • Participation in URE initiatives. • Collaborative relationships with Informatics in development of new student media opportunities with merger of newspaper, TV and radio to the Tiger Media Network • Faculty creative activities are up. • Master's students performance on comprehensive exams continues to show quality improvement since 2008-2009. • Standardized assessment of graduate applications. • Department Computer lab and video resources up to date for desktop publishing and multimedia production.	• 4-5 additional faculty lines. We need people teaching anywhere from 8-10 additional sections of COMM 100: Fundamentals of Oral Comm., and additional faculty to support online expansion and internationalization. • Need student publication opportunities to replace Tiger's Tale, Leader, Reveille. • Need more Graduate faculty. • More faculty involvement in student collaborative research. • Staff support for International Graduate student writing and research needs. • Speech lab for students to get help for public speaking in COMM 100. • Clear Academic Honesty Guidelines enforced at the faculty, department and university level. • More reasonable faculty workloads.
Future Opportunities	**Future Threats**
• Development of an online MS Degree to better serve the needs of domestic students such as rural native Kansans. 60+ people have called, emailed, or responded to the MLS survey that they are interested in an online master's degree in Communication Studies. • Development of the MS Degree with a Mass Media focus. This should be on Media, cultural theory and effects and not production, with participation from Informatics. • According to the National Association of College and Employers (NACE) *Job Outlook 2010* 5 of the top 10 skills sought by employers are taught are related to our field. All ten are covered in some form 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. Broadening internship program opportunities	• Not enough domestic graduate students . • Lack of Mass Communication concentration at the graduate level. • 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. • Student understanding of what they can do with the major. • Students in financial situations prevented from taking advantage of internship opportunities.

B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
• Revision/expansion of the on campus master's program.	• Involvement of all faculty in the process. • Additional Faculty positions to to teach more graduate courses.	• Department would generate higher graduate sch. • Better placement and opportunities for master's graduates. • Committee review begins Fall 2013. Proposal for expansion revision due by December. Possible implementation for Fall 2014.
• Additional Faculty to support development of International Partnership with Northwest University for Politics and Law in Xian, China.	• $150,000 for salary and fringes. • Faculty release time to manage / develop course models for delivery of core courses in China to larger than domestic classes.	• Greatly increase department majors. • Increase internationalization. • Partnership with top tier international school. • Development of courses – FY2014. Launch and new faculty in place Fall 2014.

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

Affinity Diagram for Undergraduate Program

Characteristics of Communication Studies Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
These graduates are committed to: CONTINUOUS QUALITY IMPROVEMENT Communicate an effort for constant improvement of skills & processes performed. OPENNESS Exhibit tolerance, respect for & cross-cultural understanding of others in their diversity & communication styles. WORKING COOPERATIVELY Work together to make decisions & effectively deal with problem-solving situations. INNOVATION, CHANGE, & FLEXIBILITY Analyze situations & problems from various points of view & use innovative strategies to handle communication challenges in a variety of contexts. AN INTEGRATED INTERDISCIPLINARY	Goal To demonstrate improvement/updating of comm. skills. Objective: 1. To demonstrate effective communication skills (oral, written, visual and listening). Goal 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. Goal 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. Goal To apply unique communication strategies in appropriate contexts. Objectives: 1. To be able to identify traditional and contemporary decision making and problem solving techniques. Goal 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. Goal To be able to identify the traditional and contemporary theories of human and mediated communication. Objectives: 1. To engage in positive relational development.	**Department of Communication (48 hrs., includes 6 hrs. required Gen. Ed.)** ***General Education Required for all tracks:* (6 hrs.)** MATH 250 Elements of Statistics IDS 350 Multiculturalism in the United States **APPLIED COMMUNICATION (Communication and Organizational Comm.) 48 hrs. including 2 required General Education courses.** ***General/Organizational Communication Core (12 hrs.):*** COMM 208 Communication & the Information Society. COMM 304 Intermediate Interpersonal **OR** COMM 128 Mass Media in a Free Society. COMM 350 Communication Research Methods. COMM 490 Issues and Applications of Communication. **Track 1: Communication (General – 48hrs. total)** *General Education Required: (6 hrs. see pg. 1)* *Core (12 hrs. see General/Organizational Communication core above)* ***Communication Context and Skills Electives Choose 2 of the following: (6 hrs.)*** COMM 128 Mass Media in a Free Society (if not taken as a core class) COMM 240 News Reporting COMM 345 Desktop Publishing COMM 348 Public Relations COMM 347 Advertising COMM 642 Crisis Management ***Major Requirements (24 hrs., Select 8 courses from the following:)*** COMM 304 Intermediate Interpersonal (if not taken as a core course) 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	(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.) **Communication Core** Presentation Case Studies Written Assessment Tech. Component/Research Skill Component **Applied Communication (General and Organizational)** Case Study Approach (done in teams) Written Assessment Presentations Tech. Component/Research Skill Component **Integrated Communication (Advertising, Journalism and Public Relations)** *Advertising/Public Relations:* Written test demonstrating knowledge & skills in desktop design/publication Advertising/Public Relations/Principles of Organizations and Public Relations projects. *Journalism:* Photographs Story and/or Layouts and/or Photographs Published tear sheets of stories and/or layouts and/or photographs	This is the first year of implementation of changes. The previous core worked well based on student feedback, employment date and pursuit of graduate education, but the COMM 300 Diversity and Communication was seen to have overlap with IDS 350 Multiculturalism, thus the change to the core. Data for the next few years will be tracked to establish changes in the program caused by the new curriculum.	This affinity diagram represents our revision of programs in the Department of Communication Studies. 3 changes are part of this diagram. First a change in required General Education – IDS 350 has been added to the requirements, second, the department core (initiated in 2005) has been updated, and third, all of the tracks have been revised in consultation with departmental faculty during the Spring 2011 semester. This change reflects feedback from students and professionals in the field to meet the changing needs in the professional market place and to better prepare graduates for a variety of career paths.

Characteristics of Communication Studies Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
APPROACH Recognize the diverse forms of communication & be able to apply appropriate strategies to meet their needs. EFFECTIVE INTERPERSONAL SKILLS IN RELATIONAL MAINTENANCE Effectively use theories about the nature & behavior of communication & to understand that communication action is foremost relational & work to develop & sustain relationships in all contexts. TECHNOLOGICAL COMPETENCE Demonstrate knowledge of & the practical ability to communicate effectively using appropriate & varied communication technologies, while recognizing its consequences and limitations.	2. To demonstrate understanding of role & impact of perception, self-esteem, & active listening on effective communication. 3. To identify interpersonal, organizational, persuasive & group theories that explain human interaction. 4. To demonstrate effective skills in communicating through interpersonal and mediated channels of communication. Goal To be able to identify the role computers and presentational technologies play in networking of information for personal & organizational uses. Objectives: I. To be able to identify the interactive relationship between technology and effective communication. 2. To identify the consequences and limitations of the use of technology.	COMM 604 Interpersonal Communication COMM 605 Small Group Communication COMM 606 Conflict Management Through Communication COMM 607 Listening COMM 611 Organizational Culture and Climate COMM 613 Recruiting and Interviewing Techniques COMM 627 Contemporary Problems in Mass Communication COMM 680 Seminar in Communication COMM 681 Readings **OR** 682 Problems **OR** 685 Internship **Track 2: Organizational Comm.** *General Education Required: (6 hrs. see pg. 1)* *Core (12 hrs. see General/Organizational Communication core above)* ***Communication Context and Skills Electives, choose 2 of the following: (6 hrs.)*** COMM 240 News Reporting COMM 345 Desktop Publishing COMM 304 Intermediate Interpersonal COMM 600 Nonverbal Codes COMM 602 Intercultural Communication COMM 604 Interpersonal Communication COMM 607 Listening ***Organizational Communication (24 hrs. from the following)*** *Required courses (15 hrs.)* COMM 318 Intro to Organizational Communication COMM 414 Business and Professional Speaking COMM 611 Organizational Culture and Climate COMM 613 Recruiting and Interviewing Techniques COMM 642 Crisis Management and Strategies *Choose 3 of the following: (9 hrs.)* COMM 601 Persuasion COMM 605 Small Group Communication COMM 606 Conflict Management Through Communication COMM 612 Developing Human Resources through Communication **OR** MGT 611 Human Resource Management COMM 614 Organizational Coaching & Mentoring Communication COMM 680 Seminar in Communication COMM 681 Readings **OR** COMM 682 Problems **OR** COMM 685 Internship **INTEGRATED COMMUNICATION STUDIES (Advertising, Journalism, Public Relations) 48 hrs. including 6 hrs. required general education.** ***Advertising/Journalism/Public Relations Core (12 hrs.):*** COMM 208 Communication & the Information Society COMM 128 Mass Media in a Free Society	News story Written test demonstrating knowledge & skills of Copy Editing/Headline Writing/Layout/Legal Issues Feature story		

Characteristics of Communication Studies Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
		COMM 350 Communication Research Methods. COMM 490 Issues and Applications of Communication **Track 3: Advertising (48 hrs. total)** *General Education Required: (6 hrs. see pg. 1)* *Core (12 hrs. see Advertising/Journalism/Public Relations Core above)* ***Applied Disciplinary Focus (6 hrs.)*** *Theoretical/Conceptual Focus (Select One)* INT 420 Social Issues and Information Networking COMM 602 Intercultural Communication COMM 600 Nonverbal Codes COMM 601 Persuasion COMM 604 Interpersonal Communication *Social Interaction Skills (Select One)* INT 250 Intro To Web Development ENG 303 Technical and Professional Writing INT 336 Electronic Newsroom Operation INT 346 Video Production INT 348 Beg. Audio Production COMM 606 Conflict Management COMM 607 Listening ***Advertising Major Requirements (24 Hrs.)*** COMM 240 News Reporting COMM 345 Desktop Publishing and Publication Design COMM 347 Advertising COMM 414 Business & Professional Speaking **OR** COMM 685 Internship COMM 635 Multimedia Production COMM 656 Advertising Copywriting Strategy & Tactics COMM 657 Advertising Management, Media Analysis & Planning COMM 658 Advertising Campaign Design & Analysis **Track 4: Journalism (48 hrs. total)** *General Education Required: (6 hrs. see pg. 1)* *Core (12 hrs. see Advertising/Journalism/Public Relations Core above)* ***Applied Disciplinary Focus (6 hrs.)*** *Theoretical/Conceptual Focus (Select One)* INT 420 Social Issues and Information Networking COMM 602 Intercultural Communication COMM 600 Nonverbal Codes COMM 601 Persuasion COMM 604 Interpersonal Communication *Social Interaction Skills (Select One)* ENG 303 Technical and Professional Writing INT 250 Intro To Web Development INT 336 Electronic Newsroom Operation INT 340 Media Performance			

Characteristics of Communication Studies Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
		INT 346 Video Production INT 348 Beg. Audio Production COMM 606 Conflict Management COMM 607 Listening ***Journalism Major Requirements (24 Hrs.)*** COMM 240 News Reporting COMM 129 Elements of Photography **OR** INT 346 Video Production COMM 345 Desktop Publishing and Publication Design COMM 621 News Editing COMM 622 Feature Writing INT 625 Electronic Journalism COMM 626 Communication Ethics and Law COMM 658 Internship **OR** COMM 635 Multimedia Production **OR** COMM 347 Advertising **OR** COMM 348 Public Relations **Track 5: Public Relations (48 hrs. total)** *General Education Required: (6 hrs. see pg. 1)* *Core (12 hrs. see Advertising/Journalism/Public Relations Core above)* ***Communication Context and Skills Electives, choose 2 of the following: (6 hrs.)*** INT 250 Intro To Web Development INT 346 Video Production **OR** INT 348 Beg. Audio Production INT 420 Social Issues and Information Networking COMM 601 Persuasion COMM 602 Intercultural Communication COMM 604 Interpersonal Communication COMM 606 Conflict Management COMM 642 Crisis Management & Strategies ***Public Relations Major Requirements (24 Hrs.)*** COMM 240 News Reporting COMM 318 Introduction to Organization Communication COMM 345 Desktop Publishing and Publication Design COMM 348 Public Relations COMM 349 Public Relations Writing COMM 414 Business & Professional Speaking COMM 635 Multimedia Production COMM 641 Public Relations and Campaign Design			

Affinity Diagram for Graduate Program

Characteristics of Communication Studies Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
CONTINUOUS QUALITY IMPROVEMENT Commitment to improve; communicate a commitment to efforts for constant improvement of their skills & the process they perform. COOPERATIVE/TEAM Work together to make decisions & effectively deal with problem-solving situations. CREATIVE/FLEXIBLE/ADAPTIVE Analyze situations & problems from various points of view; use innovative strategies to handle communication challenges in a variety of contexts. HOLISM Recognize the diverse forms of communication & be able to apply appropriate strategies as those strategies meet their needs in the "big picture." HUMANE/RELATIONAL Understand that communicative action is foremost "human" action & work to manage relationships in all contexts in interpersonally sound ways. KNOWLEDGEABLE Effectively use theories about the nature & behavior of communication	Goal To demonstrate "advanced" knowledge and performance in the field of communication. Objective #1 To be able to identify the broad scope of communication theory. Objective #2 To be able to design and conduct advanced research. Objective #3 To demonstrate advanced skill in critical thinking and problem-solving. Objective #4 To demonstrate advanced skill in personal and public communication activities.	Master of Science Degree in Communication COMM 800 Contemporary Theories in communication COMM 810 Organizational Communication & Leadership + Elective Courses COMM 817 Introduction to Graduate Study in Communication COMM 827 Seminar in Communication Research or COMM 899 Thesis COMM 800, 810, 817, 827/899 + Elective Courses COMM 800, 810, 817, 827/899	(Assessment items are part of a student's portfolio for the department and kept by the student's academic advisor.) Master of Science Degree in Communication 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	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.	On-going review of the program and courses.

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

B. Department Staffing Plan (2012-2013)

Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline Rank ***/
Administration	Robson, S	Research Methods/IPC	1/3/1972	0.5/0.5	Assistant	Ph.D.	Tenure-Track	66680**	55,161
Gen. Comm	Eigenmann, C.S.	Intercultural/Gen. Com.	6/3/48	1	Associate	Ph.D.	Tenure-Track	54989	66,059
Gen Comm	Haggard, C.	Instructional/Gen. Com.	11/9/1950	1	Associate	Ph.D.	Tenured	71725	66,059
Journalism	Huntington, L.	Journalism	2/22/1953	1	Full	M.A.	Tenured	70140	82,653
Journalism	Marez, M	Electronic Journalism/ Gen Comm	6/11/1976	1	Instructor	M.S.	Temporary	46151	41,058
Strategic Comm.	Yao, Q.	PR/Mass/Advertising	5/10/1971	1	Assistant	Ph.D	Tenure-Track	49997	55,161
Strategic Comm.	Yang, H.	PR/Mass Comm.	4/18/1973	1	Assistant	Ph.D	Tenure Track	49973	55,161
Org. Com./Org Development	Carlson, Gordon	Org.Comm and Media		1	Assistant	Ph.D	Tenure Track	47,500	55,161
Org. Comm./Computer Mediated/ Digital Comm.	Kelley, Katherine	Org. Comm	5/3/1978	1	Assistant	Ph.D	Tenure Track	47,000	55,161

Proposed Staffing Plan for 2013-2014

Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline Rank ***/
Administration	Robson, S	Research Methods /IPC	1/3/1972	0.5/0.5	Assistant	Ph.D.	Tenure-Track	66680**	55,161
Gen. Comm	Eigenmann, C.S.	Intercultural/Gen. Com.	6/3/48	1	Associate	Ph.D.	Tenure-Track	54989	66,059
Gen Comm	Haggard, C.	Instructional/Gen. Com.	11/9/1950	1	Associate	Ph.D.	Tenured	71725	66,059
Journalism	Huntington, L.	Journalism	2/22/1953	1	Full	M.A.	Tenured	70140	82,653
Journalism	Marez, M	Electronic Journalism/ Gen Comm	6/11/1976	1	Instructor	M.S.	Temporary	46151	41,058
Strategic Comm.	Emergency hire needed. Dr. Yao – resigned 6-27-2013	PR/Mass/Advertising	5/10/1971	1	Temporary – one year needed	Ph.D preferred/ MS required for emergency	Tenure-Track	49997	55,161
Strategic Comm.	Yang, H.	PR/Mass Comm.	4/18/1973	1	Assistant	Ph.D	Tenure Track	49973	55,161
Org. Com./Org Development	Carlson, Gordon	Org.Comm and Media		1	Assistant	Ph.D	Tenure Track	47,500	55,161
Org. Comm./Computer Mediated/ Digital Comm.	Kelley, Katherine	Org. Comm	5/3/1978	1	Assistant	Ph.D	Tenure Track	47,000	55,161

**Chair salary reflects 11 month salary with Chair stipend all other salaries 9 month.
***based on CUPA-HR's 2013 National Faculty Salary Survey

C. Bibliography of Departmental Scholarly Activity

Book chapters and **refereed** articles published

Carlson, G. (2013). "Groupthink". In Gianpietro Mazzoleni (Eds.) *The International Encyclopedia of Political Communication*. New York: Wiley-Blackwell & International Communication Association. (editorial offer accepted, publication due Apr 2013)

Carlson, G., Sosnoski, J. (2013). Infectious Textbooks: How forcing thinking into print infects lively minds. *Zombies in the Academy: Living death in higher education* A. Whelan, C. Moore, R. Walker (Eds.). United Kingdom: Intellect Press. (accepted, in press, Apr 2013)

Dunbar, N.E., Jensen, M. J., Bessarabova, E., Burgoon, J. K., Bernard, D. R., Robertson, K. J., **Kelley, K. M.**, Adame, B., Eckstein, J. M. (2012). Empowered by persuasive deception: The effects of power and deception on dominance, credibility, and decision-making. *Communication Research.* doi:10.1177/0093650212447099

Eigenmann, C.S. (2013). Rub'al Khali Desert. In R. Warren (Ed.), *Biomes and Ecosystems: An Encyclopedia*. Croton-on-Hudson, NY: Golson Books, Ltd. and Pasadena, CA: Salem Press, pp. 1076-1078.

Eigenmann, C.S. (2012). Chinese electronic communication identity, diffusion and access (2003-2013). *The International Journal of Diverse Identities, 12,* 1-19. www.diversity-journal.com

Eigenmann-Malik, C. S. (2011 December*, 2012 July**). Voices from Oman: Functional discourse in the electronic age. *The International Journal of Technology, Knowledge and Society, 7*(3), 37-50. http://ijt.cgpublisher.com/product/pub.42/prod.774 (*electronic PDF file 785.494KB, **print)

Eigenmann-Malik, C. S., & Yao, Q. J. (2012 October). Air pollution. In Morris A. Pierce (Ed.), *Encyclopedia of Energy*. Croton-on-Hudson, NY: Golson Media and Salem Press (Accepted January 3, 2011). ISBN: 9781587658495

Eigenmann-Malik, C. S., & Yao, Q. J. (2012 October). US Department of Energy. In Morris A. Pierce (Ed.), *Encyclopedia of Energy*. Croton-on-Hudson, NY: Golson Media and Salem Press (Accepted January 3, 2011). ISBN: 9781587658495

Eigenmann-Malik, C. S., & Yao, Q. J. (2012 October). Wind resource. In Morris A. Pierce (Ed.), *Encyclopedia of Energy*. Croton-on-Hudson, NY: Golson Media and Salem Press (Accepted January 3, 2011). ISBN: 9781587658495

Yao, Q. J., & Eigenmann-Malik, C. S. (2012 October). BP. In Morris A. Pierce (Ed.), *Encyclopedia of Energy*. Croton-on-Hudson, NY: Golson Media and Salem Press (Accepted January 3, 2011). ISBN: 9781587658495

Yao, Q. J., & Eigenmann-Malik, C. S. (2012 October). China syndrome. In Morris A. Pierce (Ed.), *Encyclopedia of Energy*. Croton-on-Hudson, NY: Golson Media and Salem Press (Accepted January 3, 2011). ISBN: 9781587658495

Yao, Q. J., & Eigenmann-Malik, C. S. (2012 October). Communications. In Morris A. Pierce (Ed.), *Encyclopedia of Energy*. Croton-on-Hudson, NY: Golson Media and Salem Press (Accepted January 3, 2011). ISBN: 9781587658495

Yao, Q. J., & Eigenmann-Malik, C. S. (2012 October). Public relations. In Morris A. Pierce (Ed.), *Encyclopedia of Energy*. Croton-on-Hudson, NY: Golson Media and Salem Press ISBN: 9781587658495

Yao, Q. J., & Eigenmann-Malik, C. S. (2013). Truth or Confucian harmony in a CEO's resignation. In Mitchell Land, Koji Fuse and Bill W. Hornaday (Eds.). *Contemporary Media Ethics: A Practical Guide for Students, Scholars and Professionals in the Globalized World* (2nd ed.). Includes study and discussion guide. Spokane, WA: Marquette Books.

Yao, Q. J. & Eigenmann, C. (forthcoming). An ethical framework for covering disasters. *American Communication Journal*. The official peer-reviewed journal of the American Communication Association.

Yao, Q. J., Liu, Z., & Reeves, A. (2013). Presidential policies and discourses on the environment in the past decades: A social scientific analysis, in C. Rountree (Ed.) *Venomous speech and other problems in American political discourse* (Volume I, pp. 117-138). Santa Babara, CA: Praeger.

Non-refereed articles and presentations

Huntington, L.A.. "Habitat taking applications for nearly finished house, *Hays Daily News*, June 15, 2012, p. A5. This same article also ran in the July 2012 issue of *One*, p. 3.

Huntington, L.A. "Capuchins finishing training in Ellis Co., *Hays Daily News*, July 12, 2012, p. A3.

Huntington, L.A. "Capuchin postulants finish training in Victoria, Hays," *The Register, Catholic Diocese of Salina*, July 20, 2012, p. 8.

Marez, M. D. (2012). McDonald's corporation professional image training: appropriate verbal and written messages, body language, and visual messages. Hays, KS.

Marez, M. D. (2012). Peer Mentor Institute. It's not personal; it's always personal: interpersonal communication presentation.

Marez, M. D. (2012). Peer to peer mentoring training program: interpersonal communication and listening. Hays, Kansas.

Marez, M. D. (2012). Resident assistant training program: interpersonal communication and listening.

Robson, S. J. (2012). *Building your boat and surviving the flood: Conflict tips for peer mentors.* Fort Hays State University First Annual Peer Mentor Institute, Hays, KS August 25, 2012.

Robson, S. J. (2012). *What is mentoring?* Fort Hays State University First Annual Peer Mentor Institute, Hays, KS August 24, 2012. Hays, KS.

Yang, H.-Y. (August 24, 2012). Model UN: An intercultural sensitivity activity, *College Student Peer Mentor Institute*. Fort Hays State University, Hays, KS.

Yang, H.-Y. (August 24, 2012). Social Media: What's public, what's private, what's right. *College Student Peer Mentor Institute*. Fort Hays State University, Hays, KS.

Scholarly performances and other creative activities (Includes in process publications)

Carlson, G.,& Sosnoski, J. (2012). The Conceptual Logistics Project: Creating a Multimodal Environment For Communication Research. *Communication Education*. (developed and revised for submission)

Carlson, G. (2013, April). *Conceptual Blending in Communication Classrooms*, Central States Communication Association, Kansas City, MO.

Carlson, G. (2013, April). *Electronic Versus Print Reference Works in Communication Theory*, Central States Communication Association, Kansas City, MO.

Carlson, G. (2013, November). *Rethinking Television Learning: A Narrative Framework for Edutainment Television*, National Communication Association Annual Conference, Orlando, FL.

Carlson, G. (2012, October). *The Conceptual Logistics Project: Creating a Multimodal Environment for Communication Research*, Ubiquitous Learning Conference, Urbana-Champaign, IL.

Dunbar, N. A., Jensen, M. L., Burgoon, J. K., **Kelley, K. M.**, Robertson, K. J., Bernard, D. R., & Adame, B. (revise & resubmit). Cheating and credibility: How modality and sanctioning affect credibility assessments and deception detection by professional interviewers. *Communication Research*.

Eko, L., Kumar, A., & **Yao, Q. J.** (2012). *To digitize or not to digitize: The Google digital books universal library initiative and the excpetionalist intellectual property law regimes of the United States and France*. Paper presented to present to the 2012 International Communication Association (ICA) Annual Conference, Phoenix, AZ.

Eigenmann, C.S. (2013, April). *Electronic usage in developing countries*. Presentation of book idea, FHSU Faculty Research Association. (Oman, Pakistan, China, Thailand, Brazil, India, Russia, Uganda). *Technology, knowledge and society series*. Urbana, IL: Common Ground. (scheduled)

Eigenmann, C.S. (2013, January). Internet and cellular telephone usage in Pakistan (2002-2012), a challenge to social dichotomy. Paper presented at the 9th Annual Conference on Technologies for Human Use, Technology, Knowledge, and Society/ Organize, Challenge, Re-Imagine: New Media and Social Movement, January 13-14, 2013 (UBC Robson Square; Vancouver, Canada).

Eigenmann, C.S. (2012, June). Chinese electronic communication identity, diffusion and access (2003-2013). Paper presented at the 12th Annual Conference on Diversity in Organizations, Communities and Nations, June 11-13, 2012 (University of British Columbia, Vancouver, Canada). Virtual Presentation ID D12P0542, http://www.youtube.com/watch?v=45nac-u3vAI

Eigenmann, C.S. (2013). Internet and cellular telephone usage in Pakistan (2002-2012), a challenge to social dichotomy. *International Journal of Technology, Knowledge and Society*. www.technology-journal.com [under review].

Eigenmann, C.S., & Robson, S. (2013). Cellular telephone and internet usage in Thailand (2005-2007). [in revision]

Haggard, C.R., & Yao, Q.J. (2013, June). *How National Identities Are Built: An Empirical Test of the Theory of 'Imaged Communities' Among Selected Developing (BRICS) and Developed Countries.* Paper presented to present to the 2013 International Communication Association (ICA) Annual Conference, London, England.

Haggard, C. R. (2013, April). Great Ideas for Teaching: Nonverbal line up. Presented to Central States Communication Association, Kansas City, MO.

Haggard, C. R. (2013, March). *Predicting Intercultural willingness to communicate scores in Chinese students.* Allied Academies Conference, Las Vegas, NV.

Haggard, C. R., & Butcher, M. M. (2012, June). Ethnocentrism: A barrier to diversity. Paper presented at the Diversity Conference, Vancouver, British Columbia.

Huntington, L.A. (September 22, 2012). Attended a 4-hour workshop by Steven Elliott, Director of Digital News and Head of the Cronkite News Service. *"Thinking Digitally: Hands-On Workshop"*, Phoenix, AZ.

Johnson, A. J., **Kelley, K. M.**, Liu, S., Averbeck, J. M., & King, S. (under review). Family serial arguments: Beliefs about the argument and perceived stress from the argument. *Communication Reports*.

Johnson, A. J., **Kelley, K. M.**, Liu, S., & Averbeck, J. M. (2012, November). *Family serial arguments: Beliefs about the argument and perceived stress from the argument*. Presented at the National Communication Association Conference for the annual meeting, Orlando, Florida.

Kelley, K. M., & Bisel, R. S. (revise & resubmit). The Leader-to-Member Trust Model (LMTM): Effective leaders'narrative sensemaking of who and when to trust. *Communication Monographs*.

Kelley, K. M., & Bisel, R. S. (2012, November). *The Leader-to-Member Trust Model (LMTM): On the pervasiveness of doubt in effective leadership communication*. Presented at the National Communication Association Conference for the annual meeting, Orlando, Florida.

Kelley, K. M. (2013, April). *Mission possible: Media in the Basic course panel discussion*. Central States Communication Association, Kansas City, MO.

Lapoint, P. A., & **Haggard, C.R**. (2012, October). Design Prototypes Inc.'s Alpha C306 project: Selection of the project team. Paper presented at the Allied Academies International Conference. Las Vegas.

Robson, S. J. & Ma, S. (2013) Family communication patterns and conflict styles of Chinese young adults. 2013 Southern States Communication Association Annual Conference, Louisville, KY, April 2013.

Sosnoski, J., & **Carlson, G**., Stalker, J. (2012). Comparing the Approaches of Print & Electronic Encyclopedias of Communication Terminology. *International Journal of Communication*. (Reviewed, Under Revision)

Yang, H.-Y. (2012). The un-civic pop culture?: Online fan networks and youth consciousness in post-authoritarian Taiwan. *International Journal of Cultural Studies*. Under review.

Yang, H.-Y. (2012). Cute politics!: The *kawaii* aesthetic and Taiwanese presidential elections," *Popular Communication*. Revision and resubmission. Under review.

Yang, H.-Y. (November 2012). Developing a NAME State Chapter: a Case for Creating Partnerships. *National Association for Multicultural Education (NAME)*, Annual Conference, Philadelphia.

Yang, H.-Y. (November 2012). Animated Communities: Japanese Pop Aesthetics, Gendered Performance and Language Politics, *National Communication Association* Annual Conference, Orlando, FL.

Yang, H.-Y. (November 2012). When the Cute Becomes Political and the Political Becomes Cute" in the Asian/Pacific American Communication Studies Division, *National Communication Association* Annual Conference, Orlando, FL.

Yao, Q. J. (2013). Environmental issues. In K. Harvey (Ed.) Encyclopedia of social media and politics. Thousand Oaks: Sage. (contracted and submitted pare number unknown yet)

Yao, Q. J. (2013). Global warming and climate change In K. Harvey (Ed.) Encyclopedia of social media and politics. Thousand Oaks: Sage. (contracted and submitted pare number unknown yet)

Yao, Q. J. (2013). Rumors. In K. Harvey (Ed.) Encyclopedia of social media and politics. Thousand Oaks: Sage. (contracted and submitted pare number unknown yet)

Yao, Q. J., Robson, J., Coverdale A., Mishra, I., Sorenson, K., & Wies, A. (2012, June). What Are Communication Students Learning for the Digital Age?: An Analysis of the Digital Communication Courses in the U.S. Mass Communication Programs. Presented the 26th Visual Communication Conference, Salt Lake City, Utah.

Yao, Q. J. (2012, May). *Social capital in China: An explorative comparison of influences of Internet, print, broadcast, and interpersonal communication in an emerging civil society*. Paper presented to present to the 2012 International Communication Association (ICA) Annual Conference Preconference & The Fifth Global Communication Forum, Phoenix, AZ.

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. Pre and Post tests are also in the works for COMM 318 and COMM 125.

Other Assessments are from frequency counts on student performance on comprehensive exams as well as department mean scores on student assessments of teaching.

The department also completed Program Review for KBOR in FY 2012 and all results were satisfactory.

E. Other Departmental Information

FHSU students, professor garner KPC awards

5/12/2013

Special to The Hays Daily News

Thirty-one students and one faculty member in the Department of Communication Studies took home contest awards at the Kansas Professional Communicators Conference, which took place April 27 in Manhattan.

Additionally, Dakoka Tucker, St. John junior and media studies major, was the recipient of the $500 KPC scholarship given annually to an FHSU student. Tucker, who has been active in KFHS Radio and Television, said he plans a career in broadcast journalism.

There were 117 total entries in professional and collegiate divisions. Entries were judged by communication professionals in Colorado. Those earning first place in the state competition will advance to the National Federation of Press Women Communications Contest. Winners in the national contest will be recognized at the national conference Aug. 22 to 24 in Salt Lake City, Utah.

Linn Ann Huntington, professor of communication studies, took two second-place awards in news or feature release -- single release, and personal opinion columns. She also took third in personal opinion columns for a separate entry.

Winning students produced their work in journalism, public relations, advertising and desktop publishing classes taught by Huntington and Qingjiang Yao and Hsin-Yen Yang, both assistant professors in the communication studies department.

Student winners, listed in order of contest placement, are listed below, along with the title of their winning entry. In some categories, the winning entry was the result of a group project.

* Wendy Avila and Samie Pfeifer, first place, advertising poster/billboard/banner, "Heartland Community Theatre."

* Ashlee Fox, first place, collegiate writing/news, "Students Raise Funds." She also received an honorable mention for a marketing program or campaign for a new or existing product or service, "Big Brothers/Big Sisters."

* Liz Brack, second place, collegiate writing/news, "FHSU Students Raising Awareness."

* Courtney Moran, Anna Sweeney and Alfredo Ceron, advertising campaign, "Cancun Mexican Grill."

* Jayde Boyer, Brandi Wright, Nicole Hulteen and James Younger, second place, community/institutional/internal relations, "Community Involvement in Multicultural Education." Younger also received a third place for collegiate writing/news for "New Domestic Violence Advocate."

* Michael Iman, Erin Weathers, Tiffanee Heinzen and Ali George, second place, public service, "Student Memberships -- KS Name." George also received a third place in advertising poster/billboard/banner, "Peruvian Connection."

* Megan Colson, Jami Carlson, Kayla Dreiling and Danielle Stroud, second place, marketing program or campaign for new or existing product or service, "Habitat ReStore."

* Drew Waechter, Amanda Basye and Christina Smith, third place, advertising campaign, "KS-Name Campaign." Waechter also took third place in advertising poster/billboard/banner, "Peruvian Connection."

* Sydney Flock, Jamison Green, George and Waechter, third place, advertising poster/billboard/banner, "Peruvian Connection."

* Brytani Arnberger, Jamie Sproul and Kelcie Hamilton, third place, public service, "KS-Name Faculty Involvement Campaign."

* Adriana Wortley, Charles Guo, Vernon King Jr. and Fox, honorable mention, marketing program or campaign for new or existing product or service, "Big Brothers/Big Sisters."

* Tyler Parks, honorable mention, collegiate writing/news, "FHSU Students Plan Concert."