

DEPARTMENT OF SPEECH COMMUNICATION PROGRAM REVIEW 1994-1995

INTRODUCTION

The Speech Communication discipline is both one of the oldest and one of the newest academic disciplines. Its roots go back to ancient Greece, when rhetoric was an important part of the citizenry's education. The study of rhetoric led to the development of the five canons of rhetoric, or the five minor arts that made the major art: invention, disposition, style, memory, and delivery. Classical rhetoric emphasized the need for a student of the art to become familiar with logic, human psychology, literature, and performance. The study of rhetoric continued into the Roman era and beyond, when it was one of the original seven liberal arts considered necessary for a good education. Interest in the study of rhetoric--including public address, argumentation, and persuasion--was renewed early in the 20th century and has continued to this day.

In the 20th century the discipline expanded its focus to include oral interpretation, interpersonal communication, small group communication, and mass communication. Scholars noted that, as important as rhetorical communication is, there are other forms of human communication that are also important and deserving of study. Now, the discipline also encompasses intercultural communication, gender and communication, organizational communication, performance studies, educational communication, family communication, health communication, political communication, and the study of communication in other specific contexts.

People who are not completely familiar with the Speech Communication discipline often think it is only concerned with public speaking--that all we do is teach students to speak in front of an audience. That impression may come from the tradition created by over 2500 years of the study of rhetoric, from focusing on the word "Speech" while overlooking "Communication," or from a common exposure to the discipline in a basic public speaking class. While public speaking is a traditional and important starting point for understanding the discipline, both nationally and at HSU there is much more to Speech Communication. Often named simply Communication or Communication Studies, departments in our discipline across the country are concerned both with improving students' abilities to communicate in a variety of ways as well as with expanding knowledge of how people communicate and understanding the role communication plays in shaping lives.

PART 1: DESCRIPTION OF THE PROGRAM (courses and units required, options, etc.)

The major: From fall 1990 through Spring 1994 the major in Speech Communication consisted of a lower division core of 12 units, a choice of two out of six tracks consisting of 7 units each, an upper division core of 12 units, and 6 units of upper division electives, for a total of 44 units. That curriculum was created at a time of increasing enrollments and budgetary support, with the intent to allow students more choices of courses and the ability to focus on areas in which they are most interested. Unfortunately, shortly after that curriculum went into effect we were faced with the state budget crisis, which meant fewer students and fewer course offerings, which substantially reduced the options the department could actually provide.

Beginning in Spring 1992 and continuing through the 1993-94 academic year the department worked to revise the curriculum to provide a coherent major that could actually be offered with the resources we can realistically anticipate. In doing so we were guided by the department's focus on undergraduate education, by what students and the public can reasonably expect from college graduates with majors in Speech Communication, and the idea that our department's focus will be to prepare communication generalists who can apply communication principles and skills in a wide variety of situations. Thus, our majors would be prepared to succeed when studying communication more extensively in graduate school, when using their knowledge and skills in business, and when applying what they've learned in their interpersonal relationships.

The revised major in Speech Communication, which went into effect Fall 1994, consists of a minimum of 44 units, but could be more in individual cases because some of the courses that meet requirements can be taken for variable units. In revising the major fifteen three-unit courses listed as either part of the core or choices in the tracks were eliminated, and replaced with eight courses that consolidated the content.

While the new major allows options for completing some of the requirements there are no longer separate tracks for students to follow. The intent is to offer courses that meet requirements to complete the major on a two year schedule unless there is greater demand for the courses because they also fulfill requirements for students outside of the department or because they meet a programmatic need. Majors will be informed of the intended frequency of offerings and they will be advised to take the course that is offered at the earliest practical time when there are choices among courses to fulfill a requirement. If another course that meets the same requirement is offered at a later time, a student may take it as a free elective beyond the requirements of the major.

While the new major makes several changes, there are some aspects of the previous major that have been maintained. As the 1989-90 program review stated, the "theory courses are designed to maximize integrative treatment, and these courses require a degree of sophistication and preparation appropriate to the latter stages of undergraduate study. The new major therefore makes the theory component an integrating and culminating experience taught as senior seminars."

On the following page is the Speech Communication major as it should appear in the next catalog:

SPEECH COMMUNICATION MAJOR REQUIREMENTS

Introduction (3 units)

SC 205 Survey of Communication Studies

Workshops (3+ units): At least three of the following workshops, chosen from two different content areas, with at least one at the upper-division level:

SC 110: Forensics Workshop

SC 115: Workshop in Oral Interpretation

SC 155: Broadcast Workshop

SC 310: Advanced Forensics Workshop

SC 315: Advanced Oral Interpretation Workshop

SC 320: Intercultural Communication Workshop

SC 330: Interpersonal Communication Workshop

SC 355: Advanced Broadcast Workshop

Communication and Influence (6 units)

SC 102 Introduction to Argumentation **or** SC 214 Persuasive Speaking

and

SC 404 Theories of Communication Influence

Interpersonal Communication (6 units)

SC 213 Interpersonal Communication

and one of the following

SC 324 Nonverbal Communication **or** SC 407 Interpersonal Communication Theory

Organizational Communication (3 units)

SC 311 Business and Organizational Communication **or** SC 312 Group Communication

Performance Studies (3 units)

SC 108 Oral Interpretation

Mass Communication (6 units):

one of the following

SC 154 Radio Production **or** SC 156 Video Production

and one of the following

SC 316 Mass Media and Contemporary Society **or** SC 352 Broadcast Programming and Critical Analysis

Diversity in Communication (3 units): one of the following

SC 300 American Public Discourse **or**

SC 309b Gender and Communication **or**

SC 322 Intercultural Communication

Theory and Research (9 units)

SC 319 Communication Research

and two of the following

SC 414 Rhetorical Theory

SC 415 Communication Theory

SC 416 Mass Communication Theory

Culmination (a total of 3 units in any combination from the following variable unit courses)

SC 480 Seminar in Speech Communication

SC 495 Field Experience

SC 499 Independent Study

The Minor: The ubiquity of communication makes a minor in Speech Communication complementary to virtually any major offered at HSU. The minor has been revised to allow more flexibility for students wishing to minor in Speech Communication. It now consists of a total of 18 units, selected with the approval of an advisor in the department. Nine of the units must be lower division courses and nine must be upper division courses, with no more than nine units of activity courses. SC 100 (Fundamentals of Speech Communication) cannot be used for the minor.

The Speech Communication department is also involved in the Broadcasting minor, which consists of the following:

- SC 154 Radio Production
- SC 155 Radio Workshop
- SC 156 Video Production
- JN 234 Broadcast News Writing
- JN 328 Law of Mass Communication
- SC 355 Advanced Radio Workshop **or** JN 333 Broadcast News Workshop
- SC 353 History of Broadcast Communication **or** SC 352 Broadcast Programming & Critical Analysis
- SC 354 Broadcast Advertising & Sales **or** SC 450 Broadcast Station Management
- SC 460 Contemporary Broadcast Theory & Practice **or** SC 495 Field Experience in Speech Communication

General Education: The Department of Speech Communication has a strong commitment to General Education at HSU. The department offers the only course that meets the Oral Communication component of lower division Area A General Education. We also offer three courses that meet the Critical Thinking component of Area A and one course that meets part of the lower division Area C requirement. All of those offerings are usually fully enrolled. SC 300: American Public Discourse fulfills the requirements for Upper Division Area C, SC 309: Argument in Science, Law and Art and SC 309b Gender and Communication each fulfill the upper division Communication and Ways of Thinking requirement, and SC 400: Communication and Human Integration fulfills the Area E requirement. Some of those offerings consistently fill quickly, while others are not as consistent.

Electives: The activity courses we offer (Radio, Forensics, Intercultural Communication, and Oral Interpretation Workshops) all offer students the opportunity to further develop their communication skills. Although they don't fulfill requirements for majors outside this department, a substantial proportion of students enrolled in those courses each semester are majors in departments other than Speech Communication. In addition, all of the courses provide students from throughout the university opportunities to apply communication principles and develop their communication skills and knowledge.

Other: Speech Communication courses are often either required or fulfill an option for other departments or programs. Those programs include:

- Journalism emphases (SC 311, SC 313, SC 404, SC 154, SC 460, SC 352, SC 353)
- Media Studies Minor (SC 419, SC 353)
- Women's Studies minor (SC 309b)
- Teaching English as a Second Language minor (SC 320, SC 322)
- Cross-cultural Language and Academic Development certificate (SC 320, SC 322, SC 417)
- Multiple Subjects Teacher Preparation Option (SC 323, SC 422)
- English Single Subjects Major (SC 344, SC 426 and Speech Option)
- Peace & Conflict Studies Minor (SC 320)
- Natural Resources Interpretation (SC 108)
- Legal Studies certificate

Students also often select courses in Speech Communication when they design special majors.

PART 2: PROGRAM GOALS AND UNIVERSITY GOALS

Program Goals

At the time the department revised the major we based the decision and the resulting curriculum on the following goal statement:

We consider our mission to develop communication generalists, people who are proficient and familiar with communication in a variety of contexts and from a variety of perspectives. . . . communication generalists would have a familiarity with interpersonal, small group, public, mass, nonverbal, organizational, and intercultural communication. Generalists would have an understanding of the similarities among those contexts and perspectives as well as the differences, and would be ready to use that knowledge in the infinite variety of situations they will encounter throughout their lives. Generalists who go on to graduate school would have a sound, broad understanding of the discipline, and would be ready to choose an area of specialization.

The curriculum was designed so students would be exposed to a variety of aspects of communication by requiring them to take courses that focus on different contexts, including persuasion, interpersonal communication, organizational communication, performance, mass communication, and communication with people from diverse backgrounds. In general, the lower division courses are oriented toward the practical application of principles of communication and the upper division courses (especially the 400 level courses) are oriented toward theoretical understanding of human communication.

In addition to the goals of the major the program also has the goal to provide the opportunity for members of the general student body to improve their communication ability and knowledge. Our commitment to General Education helps develop students' oral communication and critical thinking skills, their appreciation of artistic communication, and their appreciation of communication diversity. Our other courses, which rarely have prerequisites, allow students from throughout the university to further their understanding of communication as well as improve their ability to communicate.

University goals (from the 1994-95 catalog, p. 23):

The Speech Communication major NURTURE(S) A GENERAL AND ENDURING CAPACITY FOR LEARNING, INTELLECTUAL GROWTH, AND DISCIPLINED EXAMINATION OF HUMAN EXPERIENCE through the development of students' skills as communicators (primarily in the lower division courses) and the exposure to theory in both lower division and upper division courses.

Students find the theory courses particularly intellectually challenging because they call for the students to think much more deeply about the nature of communication than they have before, and because they require students to struggle with difficult concepts. Students often are frustrated at the beginning of the upper division courses, but by the end feel much more confident in their mastery of the ideas in the particular course and their ability to understand difficult concepts.

Both lower and upper division courses also develop disciplined examination of human experience because the focus of the entire discipline is on the human experience of communication. In the lower division courses students are acquainted with the principles of communication that have evolved over 2500 years of the study of human communication. In the upper division classes students are familiarized with the thinking behind those principles, with the way knowledge of human communication has evolved and grown over time, and with methods of discovering new knowledge about human communication. The Speech Communication discipline uses both critical and social scientific methods of examining human experience, and students are required to learn about and apply both approaches as they complete their major requirements.

In addition, many courses not only teach students principles of communication but also expose them to ideas from a variety of other disciplines as students prepare their speeches, engage in group discussions, and analyze literature for oral interpretation. Since the students in many of our classes come from throughout the university, they bring with them perspectives and information

from those other disciplines and other students are exposed to those ideas even though they are not specific parts of the course content.

The HSU mission to DEVELOP A FUNDAMENTAL UNDERSTANDING OF THE INTERDEPENDENT WEB OF LIFE is met because communication is the fundamental way the interdependent web of human life is established and fostered. Children enter the web when they're born and learn to communicate with their parents. Everyone communicates interpersonally and in small groups throughout their lives. Persuasion and various forms of public address are common human practices. Communication among culturally diverse groups is becoming increasingly common and important. Learning about others through the study and expression of literature is a way to better understand the interdependent web of human life. Mass communication both extends the reach of communication and affects the entire web. Small group projects, ensemble performances, and activity courses in which the class works as a "team" are experiential opportunities in this area. Students who complete the Major in Speech Communication are, therefore, extensively exposed to the interdependence of human life.

Almost all of the classes offered in the department CULTIVATE THE CAPACITIES OF INDIVIDUALS FOR SELF-INITIATIVE, SELF-FULFILLMENT, AND AUTONOMOUS AND RESPONSIBLE ACTION. Many of the lower division courses are skill oriented and students must take the initiative to keep up with the assignments, choose subjects for their presentations or group projects, choose literature for oral interpretations, or come up with ideas for broadcasting projects. The completion of all those assignments requires autonomous and responsible action from the students.

The upper division courses require the same sort of initiative and responsibility, but at a more advanced level. Students must struggle to understand and apply difficult concepts ranging from Aristotelian logic to postmodernism, or from semiotics to phenomenology. Most upper division courses have either a research/term paper or research/presentation requirement that further cultivates students' capacities for self-initiative, and autonomous and responsible action as they choose subjects and prepare to share their knowledge with others.

Capacities for self-fulfillment come in several different manners. Cultivating capacities for self-initiative and autonomous and responsible action also cultivates self-fulfillment as students learn they are capable of completing increasingly difficult tasks. Most students are reluctant to take a public speaking course, but often report they discovered they made public presentations better than they thought they could, which indicates a degree of self-fulfillment. Self-fulfillment is also cultivated in other performance classes as students learn they are capable, as they take advantage of opportunities to express their ideas, and as they learn skills that empower them as individuals.

Another opportunity for self-fulfillment comes in the activity courses. In those classes students build on the basic knowledge and skills they learned in other classes and pursue skills that are important to them. Moreover, the Forensics Workshops, Oral Interpretation Workshops, and Radio Workshops provide students with diverse opportunities to perform, to compete, to represent their school. As students participate in the workshops they must also demonstrate self-initiative as well as autonomous and responsible action.

Finally, most students who become Speech Communication majors don't enter college considering graduate school a viable option. However, many of our majors do go on to graduate school as a result of their experiences in the department, demonstrating that they feel more confident and believe they are capable of accepting challenges that they find self-fulfilling.

The Speech Communication curriculum is designed to PREPARE INDIVIDUALS FOR ENTRY INTO, AND SUCCESS IN, PROGRAMS FOR ADVANCED ACADEMIC OR PROFESSIONAL DEGREES by providing students with the background needed to succeed in graduate school, especially in the area of Speech Communication. The major provides students with knowledge of the field in general so students can enter graduate school with a sound foundation to take advanced courses. The major also provides students the opportunity to become acquainted with both research methods and theories fundamental to the discipline, so they are

prepared to study them in more depth and are ready to be exposed to other theory. Finally, the major develops students' ability to communicate both orally and in writing, so they're ready to do graduate level work.

The program has two features that have been particularly appealing to students interested in advanced study. First, we offer the "Undergraduate Instructional Assistant" opportunity to certain qualified students. Here students work as assistants to regular faculty teaching basic courses. The qualifications to enter this program are stringent and tightly controlled, and assistants do not have sole responsibility or grading authority, but they do gain experience in working with other students, learning about pedagogy, and gaining experience that can help them secure teaching assistantships when they apply to graduate school. The UIA is a nice addition for advanced students and the students taking classes with an UIA benefit from having additional instruction available. Second, we offer a free tutorial program for lower division, mostly general education, classes. Certain qualified upper division majors get independent study credit for working in this program. Again, this is an excellent opportunity for both tutors and tutees.

The courses offered in the Department of Speech Communication PROVIDE INDIVIDUALS WITH A QUALITY UNDERGRADUATE EDUCATION by offering rigorous courses that develop both knowledge and skills. The lower division courses introduce students to basic principles of communication and the upper division courses offer deeper understanding of the ways human beings communicate. In addition, almost all the courses emphasize both oral and written communication and many emphasize critical thinking.

The department has, at present, no graduate program.

The Speech Communication program helps PREPARE WOMEN AND MEN FOR POSITIONS OF LEADERSHIP AND PRODUCTIVITY IN OCCUPATIONS AND OTHER ENDEAVORS OF THEIR CHOICE by providing students with a variety of opportunities to develop as leaders. The study of communication in many of the classes develops the very communication abilities needed both to be productive and to be leaders. Students are also called upon to develop the kind of thinking habits and work habits necessary to function well in almost any endeavor. Moreover, many of the classes require students to work in small groups to design and complete projects, which is increasingly viewed as a necessary ability in the world of work. The activity classes add opportunities as students take leadership positions with the radio station or Forensics team.

The program also has several non-curricular opportunities for students to develop leadership abilities. The Student Speech Association is run by student initiative and students get practical experience in originating, developing, and completing projects. In addition, the Student Speech Association elects three student members of the department's executive committee, who are voting members involved in department deliberations and planning.

Any of the courses offered by the department OFFER INSTRUCTION AND TRAINING SUFFICIENTLY VALUABLE IN AND OF THEMSELVES THAT THEY DO NOT NECESSARILY LEAD TO NOR REQUIRE ACQUISITION OF A TRADITIONAL ACADEMIC DEGREE. They all help students develop their understanding of human communication as well as their ability to communicate with others. Whether they're learning to express their ideas in speeches, discovering better ways to interact with individuals, gaining expertise in the use of electronic communication equipment, understanding how culture affects communication, or learning a variety of other communication principles, students can gain valuable knowledge from any single course in Speech Communication. That doesn't mean that student's would get the best education by taking only Speech Communication courses or by taking a single Speech Communication course, but that they would gain valuable knowledge and abilities by taking Speech Communication courses even if they didn't acquire a traditional academic degree.

Productive members of any community must be able to interact with others to both gather and disseminate information, so the Speech Communication program helps PREPARE

INDIVIDUALS FOR FULFILLMENT OF THEIR ROLES AS PRODUCTIVE AND RESPONSIBLE MEMBERS OF THE LOCAL, STATE, NATIONAL AND WORLD COMMUNITIES. They need to be able to critically evaluate the ideas they receive and the ideas they generate. They must be willing to express their own ideas when called on. And they need to be able to do all that in a variety of contexts, from interpersonal discussions to small group meetings, to face-to-face presentations, to the use of media. The major in Speech Communication is designed to prepare individuals to better engage in communication in various communities.

PART 3: EVIDENCE THAT GOALS ARE BEING MET.

The program goals of student's becoming communication generalists able to apply communication principles in a wide variety of situations is established first in the design of the major, which not only requires courses that cover a broad portion of the spectrum of communication but also requires practical experience through the activity courses. Further evidence that the goal is being met comes from the record of HSU students who have successfully gone on to graduate school in the discipline. Those students include:

- James Ameen (1991): completed a Master's degree in Speech Communication at CSU-Fullerton
- Phil Backlund (1971): completed a Ph.D. in Speech Communication at the University of Denver
- James Cantrill (1979) completed a Master's degree at HSU and a Ph.D. at the University of Illinois
- Cynthia Cassagranda : is working on a Master's degree at CSU-Northridge
- Kenneth Cissna: completed a Ph.D. at the University of Denver
- Joe Corcoran (1985): completed a Master's degree in Public Communication at CSU-Chico
- Bethami Dobkin (1985): completed a Ph.D. in Speech Communication at the University of Massachusetts
- Jolanta Drzewiecka (1992): completed a Master's degree and is now pursuing a Ph.D. at the University of Arizona
- Terez Eid (1991): completed a Master's degree in Speech Communication at San Diego State University
- Mindi Golden (1992): is currently in the MA program at San Jose State University, and is now applying to schools to pursue a Ph.D.
- Jennifer Hennessey (1991): completed a Master's degree in Speech Communication at the University of Maine and is now applying to schools to pursue a Ph.D.
- Jennifer Herrett (1991): completed a Master's degree in Speech Communication at the University of Wisconsin-Milwaukee
- Lisa Hummel (1990): completed a Master's degree in Speech Communication at CSU Fresno
- Rebecca Ann Lind: completed a Ph.D. at the University of Minnesota
- Lucas McQuillan (1981): completed a Master's degree in Speech at San Diego State University
- Sean O'Rourke (1982): completed a Ph.D. at the University of Oregon
- Richard Rogers (1988): completed an MA & Ph.D. in Speech Communication at Utah
- Judy Sims : completed a Ph.D. at the University of Minnesota
- Diane Smith (1982): completed a Master's degree in Speech Communication at San Diego State University
- Shawn Spano: completed a Ph.D. at the University of Indiana

Omar Swartz (1989): completed a Master's degree in Speech Communication at UC Davis; is now completing a Ph.D. in Speech Communication at Purdue University where he won the Monroe award for Outstanding Graduate Research

David Werling (1983): completed a Ph.D. at the University of Utah

Janis Wright: (1986) completed a Master's degree at the University of Texas at Austin

Greg Young (1982): completed a Master's degree in Speech Communication at San Diego State University and has completed course work for a Ph.D. at the University of Washington.

The generalist goal is also demonstrated by the comments received by graduates who completed a survey as part of the program review (see part 6). The comments indicate the students apply what they learned about communication at HSU to interpersonal communication, small group communication, presentational communication, media communication and in their businesses and professions.

The program's contributions to the university goals as stated in the mission statement are also apparent in a variety of ways. The goal to CULTIVATE THE CAPACITIES OF INDIVIDUALS FOR SELF-INITIATIVE, SELF-FULFILLMENT, AND AUTONOMOUS AND RESPONSIBLE ACTION is seen for the general student body by their response to taking Fundamentals of Speech Communication. Many students are initially reluctant to take the course, but come out admitting they gained a lot from it, indicating they have gained some self-fulfillment. Within the major, most students don't enter considering going on to graduate school but many decide to pursue an advanced degree as a result of their experiences at HSU. They feel more confident that they have the ability to succeed in an environment that requires autonomous and responsible action.

In addition to the students listed above who have gone on to graduate school in the field of Speech Communication, several others have gone on to graduate or professional school in other fields, demonstrating the program's success in PREPARING INDIVIDUALS FOR ENTRY INTO, AND SUCCESS IN, PROGRAMS FOR ADVANCED ACADEMIC OR PROFESSIONAL DEGREES. They include:

Susan Andrews (1992) who is now pursuing a Master's degree in Psychology at HSU

Belinda Arge (1994) who is now in the University of San Diego paralegal program

Wendy Day (1990) who has completed a Master's degree in Teaching Writing at HSU

Hilary Gorham (1994) who is now in the teacher credentialing program at HSU

Randy Larsen (1985) who completed a Master's degree in Philosophy at Colorado State University

Kimberly Levers (1992) who completed the Multiple Subjects Credential program at Simpson College

Marcia Norton who has completed a Master's degree in Sociology at HSU

Vicky Paul (1989) who earned a Masters of Education in College Student Services Administration

Steve Rodeman (1982) who completed a JD at Willamette University

Tiffany Shultz (1994) who is now in law school

Jo'l Warren (1993) who is pursuing a Master's degree in Psychotherapy at Southwestern College in Santa Fe

The ability of the Speech Communication program to PROVIDE INDIVIDUALS WITH A QUALITY UNDERGRADUATE EDUCATION is demonstrated by the high ratings commonly received in course evaluations and by the success graduates have had in pursuing advanced degrees, either in the field of Speech Communication or in other fields. In addition, responses to the survey of alumni indicate graduates are well satisfied with the quality of education they received while in the department.

According to the results of a 1993 College Placement Service survey, six of eleven skills employers desire of candidates involve communication abilities taught in one form or another in Speech Communication classes. The skills employers desire include oral communication skills, interpersonal skills, teamwork skills, analytical skills, written communication skills, and leadership skills. (The other skills include proficiency in field of study, flexibility, computer knowledge, co-op experience, and internship experience, which are all involved in the Speech Communication program but are not focused upon as much.) The results of the CPC survey indicate the Speech Communication program does a great deal to PREPARE WOMEN AND MEN FOR POSITIONS OF LEADERSHIP AND PRODUCTIVITY IN OCCUPATIONS AND OTHER ENDEAVORS OF THEIR CHOICE. Other evidence includes the success students have had in graduate and professional education, as well as their success in other occupations after graduation from HSU. Within the academic community HSU graduates have gone on to become faculty members at CSU-Chico and Santa Rosa Junior College (Joe Corcoran), CSU-Hayward (Deborah Alexander), San Jose State University (Shaw Spano), University of San Diego (Bethami Dobkin), Vanderbilt University (Sean O'Rourke), Colorado State University (Greg Young), Mississippi State University (Jennifer Herrett), Northern Michigan University (James Cantrill), University of Illinois Chicago (Rebecca Ann Lind), University of Wisconsin Eau Claire (Judy Sims), Central Washington University (Phil Backlund), and the University of South Florida (Kenneth Cissna).

Outside of academics, Brian Miller was promoted to department supervisor in Montgomery Ward less than a year after he was hired as a management trainee and is now in charge of the Montgomery Ward insurance program for the Bay area. Patricia Boyce went from HSU to complete an Esthetician degree and is working in retail sales while she prepares to use a combination of her Speech Communication degree and her Esthetician degree to work in training and development. Jeff Whipple moved to Boston where he works as a video producer, director, and editor. Ted Oleari is an account executive for Cable Rep Advertising in Eureka. Peggy Molloy operates Molloy Marketing Design in Arcata. Craig Ott is an account executive for Digital Business Automation. Jean Elle is a news producer and morning anchor at a Eureka TV station. Steve Kurtz works for a computer software company in the Bay area. Chuck Lindemann is the Athletic Director at HSU and Vicki Paul is the Clubs Coordinator at HSU. A variety of other graduates are putting what they learned as Speech Communication majors to work in retail and service occupations.

Much of what is taught in Speech Communication courses concepts and skills people pay to learn from private sector seminars, which indicates that we OFFER INSTRUCTION AND TRAINING SUFFICIENTLY VALUABLE IN AND OF THEMSELVES THAT THEY DO NOT NECESSARILY LEAD TO NOR REQUIRE ACQUISITION OF A TRADITIONAL ACADEMIC DEGREE. It would be a mistake to think our classes offer no more than is offered in such seminars, because our courses go into more depth concerning the theoretical basis of the applied skills, but it is clear that the knowledge gained and abilities developed in the Speech Communication program are considered inherently valuable.

The goal to PREPARE INDIVIDUALS FOR FULFILLMENT OF THEIR ROLES AS PRODUCTIVE AND RESPONSIBLE MEMBERS OF THE LOCAL, STATE, NATIONAL AND WORLD COMMUNITIES is demonstrated by our graduates' ability to successfully pursue advanced degrees and educators and by their ability to successfully integrate into businesses.

PART 4: PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

The strengths of the Speech Communication program can be divided into six major categories which tend to overlap. First, is the **faculty**. When the program review was discussed at the executive committee meetings two of the three student representatives mentioned the relationship with faculty as one of the unique and valuable features of the department. Ten of the seventeen graduates who responded to the survey also mentioned the faculty as a strength of the department. From the student perspective the faculty's accessibility and involvement with students is considered a strength of the department. In addition, the permanent faculty have a minimum of 15 years experience as college teachers, bringing a great deal of experience to all the classes. The department faculty is particularly strong in the area of Rhetorical Communication because five of the ten permanent faculty have substantial expertise in that area. Other areas of expertise among the permanent faculty include Communication Theory, Performance Studies, Broadcasting and Media, Intercultural Communication, and Interpersonal Communication.

A second strength identified in the survey of Speech Communication graduates is the **size of the department and the classes**, which was mentioned by seven of the survey respondents. The students perceive the relatively small classes as an opportunity to learn course content better, compared to mass lecture classes they know they would find at other schools. In addition, the relatively small size of the department is credited with creating a sense of community within the department that the graduates believe is a strength of the department.

The third area in which the department is strong is the department's strong **focus on undergraduate students**. The commitment to provide an excellent undergraduate education is reflected in the positive atmosphere noted by many students and in the opportunities students have to take leadership roles and apply what they learn in the classroom. Despite limited resources there are many opportunities for direct student involvement, ranging from activity courses to membership on the executive committee to the chance to be actively involved with two radio stations, to membership in the Student Speech Association.

The fourth departmental strength is the **curriculum**, both as it was for the past five years and as it has been redesigned. Despite the small size of the department the course offerings are quite broad, allowing students to become familiar with a wide range of communication practices and theory. The very fact that a department this size regularly offers Intercultural Communication and Gender and Communication classes is, in itself, remarkable. In addition to the breadth, the size of the major is also a strength. Not only can students complete the major and graduate in four years (two years, if the student is a transfer) but they can also broaden their scope by taking a second major, one or more minors, or a series of classes of his/her choice from other departments, or more Speech Communication classes. That gives all majors the opportunity to take classes that focus on their interests and prepare for their individual futures.

The fifth identified strength is the opportunity students have for **skill development in oral communication**. Lower division classes that require speeches and upper division classes that call for presentations all help our students and students from other majors graduate with better ability to share their ideas with others.

Closely related is the strength of our **activity courses**, which continue to be required in the new major. Two of the survey respondents specifically noted the value of their experience as part of the Forensics team. The development of the broadcasting activity courses since the last program review has created a similar opportunity for students to gain practical experience in audio production and on-air performance. Student demand for the Intercultural Communication

Workshop is regularly higher than we can accommodate. The activity courses remain a valuable way for students to put into practice the principles they learn in other classes.

Weaknesses:

The survey of graduates did not reveal a consistently perceived weakness in the program. While almost all the graduates had an idea of what could be done to make the program stronger none of the suggestions were shared by two or more respondents. The weaknesses that were identified are all noted by the department faculty.

A general weakness is a sense of decreasing morale brought on by a general lack of funding, increasing class loads, decreasing maintenance of facilities and equipment, and an overall feeling of being spread too thin to provide the excellent educational opportunities for students that had been provided in the past. We realize these conditions are not unique to this department and the faculty are committed to doing the best we can under the conditions, but it seems that each year conditions get worse throughout the university, and that takes a toll.

The faculty believes there are several problems associated with the **facilities** in which we teach. The last program review noted, "Our classrooms are getting older and are badly in need of refurbishment. The classroom furniture in most of the rooms assigned to this department are embarrassingly decrepit. The department also needs at least one classroom supplied with audio-visual equipment for use in speech assignments." The only changes in five years are the classroom furniture has become more decrepit and the way classrooms are assigned has changed, so some of our classes are now taught in rooms that have been refurbished. Since that time, however, an additional problem with the facilities has arisen: due to the way classes are now assigned to rooms, our classes are often assigned to rooms that don't match the content and activity needs of the courses. For example, Oral Interpretation classes, which can become somewhat noisy, are scheduled in rooms next to classes that are disrupted by the noise, and Group Communication classes are assigned rooms with fixed seating which is inappropriate for small group work (although it may not be as decrepit as the rooms we were assigned before). The radio broadcasting facilities are now adequate because facilities previously used by Speech and Hearing were assigned to broadcasting, but the space for video could be better. In addition, no classrooms are set up to take advantage of video technology to help students see and improve their own performances. Finally, there are no facilities that are designed to allow unobtrusive observation of people communicating, which is useful for instruction and necessary for some forms of communication research.

These weakness could be corrected by the following actions: (1) Assign two rooms in the Theatre Arts building to the Speech Communication to teach classes as had been done in the past, (we could easily schedule classes for those rooms from 8 a.m. to 5 p.m. five days a week). The weakness associated with the Oral Interpretation classes has recently been partly alleviated when SC 108 was placed on a higher priority for scheduling the classrooms in the Theatre Arts building. (2) Install and equip video taping booths in the rooms assigned to Speech Communication. (3) equip another room that could be used both as a classroom and as an observation room with a two-way mirror. (4) Refurnish TA 11 and TA 110 with better chairs and desks. (5) Remodel existing space specifically designed to meet the needs of the broadcasting program rather than making the broadcasting program adjust to the facilities available. (A "new addition to the Theatre Arts building that will house all of Humboldt's broadcasting facilities" was referred to in the last program review, and is on the master plan.)

Closely associated with the weaknesses of facilities is the weakness of **equipment** the department has to use to provide excellent, up to date instruction. There was a time when communication technology meant overhead projectors, tape recorders, and video tape recorders and

playback units. Now, computer aided presentations, including presentation graphics and multimedia, are becoming increasingly important and expected in business and, without the capability to incorporate such technology into our teaching we cannot provide instruction that meets the needs of our majors and other students. The department has no ability to teach students how to use the technology as a means of communication both because there is no equipment available in the classrooms we use with which to make the presentations and because there are no computers in the department with sufficient power to create the presentations.

The use of electronic communication is also becoming increasingly important to the future of our graduates, and the department has very limited ability to participate in its use because few offices are now able to be connected. Moreover, equipment used for the broadcasting program is generally the least expensive obtainable, which means its generally of low quality, outdated, too often in need of repair, and inadequate to fully support the needs of both Speech Communication and Journalism in both audio and video production. In addition, while rooms for students to practice their speeches are available in Telonicher house there is no equipment available for them to record what they do so they can improve. (At the time of the last program review OAA had promised \$3000 in lottery funds to equip the student practice rooms, but that funding never materialized.) Video taping student presentations in classes is hampered both because the classrooms aren't set up for such recording and because of the difficulty involved when an individual faculty member has to carry the necessary equipment (video camera and tripod) along with other class material to classrooms, which often means from Telonicher House to Founders Hall. To make matters worse, university support systems have been weakened to the point that they reduce instructional opportunities. (For instance, during fall 1994 the media center had only one working camcorder for class use.)

Correcting these weaknesses would involve upgrading faculty computers, buying laptop computers and projection equipment, buying presentation software, connecting all faculty offices to the electronic communication system (which has already begun), replacing and adding broadcasting equipment, and buying video equipment for classrooms dedicated to speech communication and at least one practice room. While faculty access to computers is much better than it was at the time of the last program review there are still great strides to be made before our department is reasonably current.

The department's inability to integrate current technology in the educational program is exacerbated by the **budget related losses** experienced in the past few years. The department has dropped from offering classes totalling 183 WTUs as recently as Fall 1992 to offering 123 in Spring 1995. We are unable to consistently offer special topics courses or workshops which would expose our students and faculty to new or specialized areas of the discipline, and some argue we don't offer a sufficient range of courses to adequately represent the discipline. The Readers Theatre program has been virtually discontinued, which limits our students' exposure to that area of the discipline. The Forensics program lost the assistant coach's position, which means either less instruction for the students involved or involving fewer students. And the department's operating budget is one-half what it was in 1990-91.

The course offering weakness (including loss of Readers Theatre) may be corrected by carefully planning offerings so the courses can be offered, and the redesigned major attempted to do that, although regular offerings are dependent on funding. The Forensics assistant can only be added when the department's allocation is enough to meet the other obligations and fund the assistant on a consistent basis. Improving the operating budget is probably dependent upon operating budgets across campus increasing.

Inability to recruit new faculty is also considered a weakness of this department. While the faculty we do have are all high quality their cultural background is quite similar, which makes it harder for the department to prepare students for a multicultural environment or attract multicultural students. Since we've not been in a position to recruit any permanent faculty for several years we've not been in a position to recruit diverse faculty.

At the time of the last program review we anticipated hiring a probationary faculty member with specialization in organizational and business communication and another specializing in developmental and educational communication. The hiring of Julie Yingling meet the need for developmental and educational communication, but we have been unable to hire a tenure-track person for organizational and business communication and have filled the gap with temporary faculty and with current faculty. In the meantime, Karen Foss' resignation has created a gap in the area of Gender and Communication which is also being filled with temporary faculty. Although the faculty who have filled those gaps are excellent their temporary status prevents them from developing those areas as well as they (or others) could if they were permanent faculty. While the department is strong in the area of Rhetorical Communication due to the number of faculty with expertise in that area, some members believe that is also a liability because it prevents the department from expanding into other areas.

The weakness related to diversity may be addressed when the department can next offer a tenure track position and if a qualified candidate who brings cultural diversity to the department is appointed. The organizational and business communication gap will be filled when Ron Young uses his leave of absence to prepare to teach in that area and rejoins the department in Spring 1996.

Another weakness in the department is the inability to provide a **course rotation** that allows students to consistently take courses in their intended sequence unless they want to spend several extra years at HSU. Since most of the upper division courses can only be offered every two years, most students have to take them when they are offered, so they may take an advanced course prior to taking the introductory course, or take the advanced course during the same semester they take the introductory course.

To some extent this weakness cannot be corrected because students can become Speech Communication majors at any time. The weakness can be substantially alleviated, however, if the department can grow to the size that offering courses that meet the requirements of the major every year can be justified. When that happens courses meeting the requirements will be offered often enough that students will be able to take them in sequence.

For the past several years **work study** funding has been adequate to provide help staffing the office. The problem is there haven't been enough qualified students applying for work study positions in the department to make the best use of the funds. The department intends to study how to better use work study.

PART 5: NEW DIRECTIONS.

The faculty in the department agree that considering new directions and new initiatives is difficult in an environment that has seen us losing ground in the past few years. The department is desperately trying to maintain what we have in the face of constantly eroding resources. Even so, there are several ideas we're interested in pursuing.

Preparing for future faculty recruitment will be our top goal in the coming five years. Before or soon after our next program review, this department may see as many as six retirements, over half of the faculty. These are individuals who have already been at Humboldt twenty to thirty years. Their departure will create a void but also an extremely important opportunity. We must solicit the cooperation of the administration now to begin the curricular planning that will guide this recruitment effort when it must be carried out. Despite the contrary pressure of funding formulas, we can no longer afford, as a department or university, to continue to fill positions piecemeal on the basis of historical need. We must look forward to where the discipline is headed in the next century and find the faculty who can serve us well in those areas for many years into the future. These faculty will need a broad foundation in the liberal arts tradition of our field, and they must be able to contribute to the clearly established service commitment of the department. But they must also be prepared to advance the major by innovating in the direction of increasing intercultural diversity, technology, and human systems.

Members of the department intend to begin discussing what the department and the curriculum should look like at the beginning of the 21st century, starting in fall 1995. We will discuss directions the study of communication is taking, directions General Education may take, pedagogical methods, and the needs of the constituents of a public university as we try to formulate our plans for the future.

Second, and closely associated with the first, is **curricular development**. We intend to improve some of the areas in which we are now involved, to offer new content, and to integrate other content. In the Broadcasting area we want to improve the offerings related to video, improve the technical support for both radio and television, and investigate the development of KRFH from a carrier current to an over-the-air station. We are interested in integrating intercultural communication more in the range of courses offered in the department and expand the number of classes offered in intercultural communication, particularly to meet the increased demand for CLAD certificates. We would like to reestablish the level of support for activity classes and develop more opportunities for practical experience, experiential learning, internships and field experiences. We would like to develop the offerings in organizational communication and enhance our ability to offer instruction in communication technology. We are also interested in creating an activity course in Gender and Communication similar to the Intercultural Communication Workshop and a course in Communication and Conflict. Some of the curricular changes are dependent on financing to provide, upgrade, or repair equipment. Others are dependent on faculty expertise and determining how to include the courses in the course rotation.

Faculty recruitment and curricular development must go hand-in-hand. Although existing faculty are prepared to begin the curriculum-development process, reforms cannot be completed in advance of hiring. This means that we will be engaged in a tricky process of setting the stage for innovation, but leaving final arrangements open. This problem will require the help and cooperation of the administration. We will seek moral and fiscal support for innovation as we begin to define our future vacancies.

Our third goal, is to improve **recruitment** of majors. A combination of several factors has resulted in the number of majors declining from 75 to 50 majors in the past five years. During the late 1980's and early 1990's the department had a healthy number of majors without needing to make special recruitment efforts. The department has a tradition of gaining majors from undeclared students and students changing majors after taking a Speech Communication course. The overall reduction in the number of students in the university, combined with a greater reduction in entering

freshmen (who, unlike transfer students, have not yet taken their oral communication course and are more likely to change majors) diminished the pool of students from which our majors come. In addition, for the past several years we have had to rely on part-time and temporary faculty to teach many of the sections of lower-division General Education courses which might encourage students to major in Speech Communication. While the part-time and temporary faculty generally teach the courses very well they are less likely to recruit students to become majors and, when they are not reappointed students who they might have recruited may decide not to enter the program. The drop in the number of majors has also had serious effects on the course offerings.

We are already in the process of producing new recruitment material and are planning to do more to attract Speech Communication majors to HSU, as well as continue to attract majors on campus. Increasing the number of majors could help us offer upper division courses often enough that students can take them in the intended sequence, as well as offer some new courses because there would be enough students for the classes to make. The goal is to increase the number of Speech Communication majors to between eighty and one-hundred, which would be enough to improve our offerings without sacrificing the benefits of a relatively small department.

Fourth, we are interested in exploring the possibility of **interdisciplinary offerings** among Speech Communication, Journalism, Theatre Arts, English and other departments.

Fifth, we intend to pursue the designation of **classroom space** dedicated to the department, outfitted for what we do. This would include space for performance classes with moveable seating in areas where noise would not disrupt other classes, facilities for video taping student performances, facilities for computer aided presentations, and a room with a two-way mirror for communication research, and facilities designed for the broadcasting program.

Sixth, we want to explore means to better provide students with opportunities for **community service** related to their major.

PART 6: FACULTY INVOLVEMENT.

In 1993, due to the impact of budget cuts and enrollment decline the department decided to reexamine the requirements for the major which resulted in a redesign of the major. The previous major had a lower division core, and upper division core, and six "tracks," each of which had options of courses to take and an associated activity. The curriculum committee designed a new major during the spring of 1993, and the entire department discussed and revised the recommendation in a series of meetings in the fall of 1993. The work done in redesigning the major involved the faculty in discussing many of the issues contained in the program review.

In the fall of 1994 other specific issues in the program review were the subjects of discussions in several of the weekly department executive committee meetings. All the permanent department faculty were involved in those discussions, with the exceptions of Lewis Bright and Stephen Littlejohn, who were on leaves of absence. Also involved in those meetings were the two full-time temporary faculty and the three student members of the executive committee.

In addition to soliciting information from the faculty, audio tapes of exit interviews conducted with graduating seniors in the spring of 1990 and 1994 were consulted.

Finally, in the fall of 1994 a survey was sent to 38 graduates of the department chosen from addresses provided by Alumni Affairs. Those selected were mostly recent graduates who would be most familiar with the current program, although some had been out of college longer and could provide more perspective. Initially there were fourteen responses, and a follow-up survey was sent to those who didn't respond, which resulted in three more responses. There were also two surveys returned as undeliverable because the address was outdated. The survey questions were:

1. When did you graduate from HSU?
2. If you continued your education after you graduated, where did you go to school and what degree(s) have you earned?
3. If you continued your education after graduating from HSU, how do you feel your major in Speech Communication has helped you?
4. What jobs have you had since graduating (or in the past five years)?
5. In what ways do you think what you learned from your major in Speech Communication has helped you in your work?
6. In what ways do you think what you learned from your major in Speech Communication has helped you in your life outside of your work?
7. What do you think are the strengths of the Speech Communication Department at HSU?
8. In your opinion, why should someone consider getting a degree in Speech Communication from our department?
9. What, if anything, do you think could be done to strengthen the Speech Communication Department at HSU?

A draft of the program review was presented to the executive committee for comment and revision in January 1995. Suggestions for revision were offered in writing and orally during a series of executive committee meetings. A second draft was presented to the executive committee in March 1995. That draft was discussed and revised and the final version was passed by the executive committee on April 5, 1995.

The following people were involved in the discussions of the program review:

Peter Coyne, Professor

Stephen Back, Student Representative

Diane Eklund, Department Secretary

Stephen Littlejohn, Professor

Herschel Mack, Professor

Gary Melton, Professor

Bonnie Mesinger, Professor

Armeda Reitzel, Professor

Sam Sattler, Student Representative

Jay VerLinden, Associate Professor
Department Chair

Julie Yingling, Associate Professor

Gregory Young, Lecturer

Lewis Bright (Professor) did not participate because he was on leave for the academic year.
Charlotte Krolokke (Lecturer) did not participate because she had a class at the same time as the department executive committee meetings.