

PROGRAM REVIEW SELF STUDY



February 1, 2002

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DEPARTMENT OF COMMUNICATION
PROGRAM REVIEW SELF-STUDY
2001-2002

INTRODUCTION

The Communication discipline is both one of the oldest and one of the newest academic disciplines. Its roots go back to ancient Greece, when rhetoric (the study of the available means of persuasion) was an important part of the citizenry's education. The study of rhetoric was considered a "major art" comprised of five "minor arts" which are also referred to as the classical canons of rhetoric. Those canons are:

invention (considering what appeals to use for a particular audience),
disposition (the organization of the appeals within the speech),
style (the use of verbal and nonverbal symbols to influence the audience),
memory (means of remembering what to say), and
delivery (effective use of the voice and body to convey the message).

Classical rhetoric emphasized the need for a student of the art of rhetoric 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 of literature, 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, instructional communication, family communication, health communication, political communication, technologically mediated communication, conflict and communication, and the study of communication in other specific contexts.

People who are not completely familiar with the 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 the discipline of Communication. 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 and society.

DEPARTMENT OF COMMUNICATION MISSION STATEMENT (source: Department of Communication web site)

Our general purpose follows that of our national organization: "To promote the study, criticism, research, teaching and application of the artistic, humanistic, and scientific principles of communication." (National Communication Association Strategic Plan, 1996)

Our specific purpose is to serve the university and community by advancing knowledge about human communication as well as promoting the critical analysis of communication contexts and the judicious application of communication skills.

DEPARTMENT OF COMMUNICATION VALUES STATEMENT (source: Department of Communication web site)

We value the centrality of human communication. Symbolic interaction is a peculiarly human ability. It is how we communicate and indeed, how we become the social beings that we are. The capacity to communicate symbolically is that which humanizes, and therefore, that which we must continue to study, explicate and articulate. Every human activity involves communication at some level.

"Communication, like knowledge itself, flowers in speech." - Walter J. Ong, S.J.

We value the development of the individual in interaction. One of the most important effects of a college education is personal development--of ethics, values and intellect. We recognize that a graduate of H.S.U., in order to 'give back to society,' must have something to 'give back.' The foundation for that gift is a solid sense of one's place in society as well as the intellectual skills and critical abilities one has gained. Acknowledging the centrality of communication to this humanizing process, we value student development. Not limited to skills and concepts, we expect and encourage our students to live what they learn. Our notion of student-centered instruction includes personalizing theory to student concerns, encouraging application and performance of concepts, and cultivating individual student potentials.

"Communication, self and culture are just different ways of talking about relationships, different points of view on the same phenomenon." - Alan Fogel

We value diversity of perspective and believe that the only acceptable vehicle to address social strife is communication that promotes dialogue. We recognize that the mission of the College of Arts, Humanities, and Social Sciences is to promote "a good and just society," and we take this rather specifically. We value not only the effect of a good liberal arts education on citizenship, but we value the effect of modeling the democratic process as it is constituted by human communication. That is, we recognize that diversity of thought, opinion and perspective is a natural and inevitable result of human communication. Further, we are dedicated to not only teaching students the skills to acknowledge and participate in that diversity, but to modeling those skills in the process of self-governance within the department and in the spirit of co-creation we bring to the classroom. Finally, we recognize that only individuals who are capable of realizing their own potentials, which capacity is largely mediated by communication, may move outward to contribute to the good and just society.

"Never doubt that a small group of thoughtful concerned citizens can change the world. Indeed, it's the only thing that ever has." - Margaret Mead

We value artistic, humanistic, and scientific perspectives on communication processes. We are somewhat unique among disciplines in the diversity of our approaches to our phenomena. Further, we are somewhat unique among departments of communication in the diversity of perspectives we foster in a small faculty. The history of our discipline is such that various approaches appeared over time, but none could ever be dismissed. It is undoubtedly the complexity of our phenomena that demands complexity of approach. In any case, we are in a position to understand and to accept a range of perspectives, although we start from the common position that communication is the primary phenomenon. Although we welcome opportunities to work across disciplines which must acknowledge communication as one of their concerns, our focus is clearly on the process of human communication itself, and our goal is to understand it in all of its complexity. Our faculty members are, variously, versed in social psychology, literature, women's studies, mediation, cultural studies, linguistics, theatre, and law, to name a few. Our unique contribution is that we understand communication process as it is constituted in a wide variety of contexts, from individual to interpersonal to public settings.

"The constriction of communication research was built on a spurious view of history. . . The center of research (shifted) from the established disciplines into departments for whom it really was the central subject matter of their concern. (It has become) a field . . . with a complex and varied past and manifold pathways to understanding its central phenomena." - Jesse G. Delia

"There would be no contradiction in thinking as a hermeneutician, a semiotician, a social theorist, or even a deconstructionist, and thinking as a communication scientist. There would, of course, be extraordinary tension. But only through such extraordinary tension do the extraordinary possibilities for communication science persist." - Thomas B. Farrell

CURRICULUM

DESCRIPTION OF THE MAJOR

In the years prior to the last program review the department changed the major to eliminate tracks required for graduation. If we offered all the courses required for each track regularly the enrollment in many of the classes would be too low, so we could not offer them regularly. Eliminating tracks also allowed us to ensure students could complete the major within two years when transferring in. The requirements of the major at the time of the previous program review were the following:

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 310: Advanced Forensics Workshop

SC 115: Workshop in Oral Interpretation

SC 315: Advanced Oral Interpretation Workshop

SC 155: Broadcast Workshop

SC 355: Advanced Broadcast Workshop

SC 320: Intercultural Communication Workshop

SC 330: Interpersonal Communication 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

Since the last program review a number of changes have been made to the major. Last year the name of the department was changed to "Communication," so all the course designations were changed from SC to COMM. The introduction to the major was changed from SC 205: Survey of Communication Studies to COMM 105: Introduction to Human Communication, and the course was approved to meet the requirements of General Education Area D, which allows us to make better use of resources by enrolling

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more students each time it is offered. All of the workshop courses except the Forensics Workshops were either eliminated or integrated into other courses, which better reflects what we can actually offer. Other areas and the courses that fulfill them were also altered since the previous program review to better reflect both current scholarship and what the department can actually offer.

We attempted to change the name of the major from "Speech Communication" to "Communication" after the name of the department changed. The process of changing the name of the major involves action by the Chancellor's office and the request was made in Spring 2001. The Chancellor's office has not yet acted, so the name of the major and the name of the department are not yet consistent.

Another significant change in the major was the elimination of the broadcasting component. By mutual agreement the broadcasting courses and faculty (Gary Melton) were moved to the Department of Journalism and Mass Communication. That allowed the Speech Communication major to focus more exclusively on human communication. There are inevitably some elements of mass communication in our classes since exposure to mediated communication affects critical thinking, gender identity, and other aspects of human communication, but Mass Communication is no longer the focus of any class in the department.

The other most important change since the last program review was changing the unit value of several of the courses from three units to four. That change allows the classes to either go into more depth in the subject matter or to include a service learning component to the class.

Many of the courses that can fulfill requirements of the major also serve as General Education courses. They include COMM 105, 108, 300, 309b, 400. All of those courses except 105 are offered for variable units. Students taking those courses for General Education usually take the course for three units and Speech Communication majors take the courses for four units. The additional unit taken by Speech Communication majors usually involves a special project or a service learning assignment.

A new course was also created and added as a requirement for the major. That course is COMM 490: Capstone Experience. That course meets the need to help the student bring together the varied subject matter from the different courses taught in the major, helping them to understand similarities and differences of the areas of study. It also serves as a way to assess the overall program (see the section on assessment in progress since the last program review section).

Following is the current configuration of the Speech Communication major:

CURRICULUM

Current Courses and Units Required (45 total units)

Introduction (3 units)

COMM 105: Introduction to Human Communication (3)

Practical Skills (4 units selected from following)

COMM 108: Oral Interpretation (4)

COMM 213: Interpersonal Communication (4)

COMM 214: Persuasive Speaking (4)

Communication Codes (4 units selected from the following)

COMM 324: Nonverbal Communication (4)

COMM 400: Communication & Human Integration (4)

COMM 422: Children's Communication Development (4)

Communication and Influence (4 units)

COMM 404: Theories of Communication Influence (4)

Interpersonal and Small Group Communication (4 units selected from the following)

COMM 312: Group Communication (4)

COMM 407: Relational Communication Theory (4)

Cultural Studies (4 units selected from the following)

COMM 309b: Gender and Communication (4)

COMM 322: Intercultural Communication (4)

Applied Communication (4 units selected from the following)

COMM 311: Business and Professional Communication (4)

COMM 411: Organizational Communication Theory (4)

Experiential Learning/Forensics (4 units selected from the following)

COMM 110/310: Forensics Workshop (1 to 3)

COMM 495: Field Experiences in Speech Communication (1 to 6)

Special Topics (4 units selected from the following)

COMM 300: American Public Discourse (4)

COMM 426: Adolescent Communication (4)

COMM 480: Seminar in Speech Communication (1 to 4)

COMM 499: Directed Study (1 to 4)

Research Methods (4 units)

COMM 319: Communication Research (4)

Senior Theory Seminar (4 units selected from the following)

COMM 414: Rhetorical Theory (4)

COMM 415: Communication Theory (4)

Culmination (2 units)

COMM 490: Capstone Experience (2)

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FORENSICS PROGRAM

The intercollegiate Forensics program is an important part of the Speech Communication major and the department's service to the general University student population. The Forensics program provides students the opportunity to further develop their critical thinking and public communication skills by preparing for and competing in intercollegiate speech and debate competitions. The preparation and competition create a variety of experiences and feedback opportunities that give the students a more intensive experience than possible in any other class. There is far more instructor contact with each individual student than is possible in other classes as the instructor helps students prepare for competition, discusses the results of the competition, and spends long hours traveling with the students. In addition to enhancing skills in public address, oral interpretation, and argumentation students develop other skills associated with being part of a dynamic organization, such as team-building, leadership, time management, preparation, interpersonal interaction, group processes, etc.

The experience of traveling to other campuses and competing against students from other institutions also provides a valuable educational experience. The time spent traveling creates many spontaneous teaching opportunities about topics that extend beyond how to present ideas better. The travel itself lends itself to talking about topics that include current events, interpersonal relationships, how to do well in school, etc. The instructor spends a great deal of time with the students and becomes their mentor. In addition, students gain from interaction with students of varying backgrounds and from instruction from a wide range of educators.

Forensics competition at HSU involves the two broad categories of Parliamentary Debate and Individual Events. Parliamentary debate requires participants to have a broad knowledge of current events and apply that knowledge to particular propositions as the get the specific topic they will debate is announced shortly before each debate. At most tournaments the students debate a minimum of six different times against different opponents, which means they debate on at least six different topics.

Individual events include limited preparation events (impromptu and extemporaneous speaking), platform speaking events (informative speaking, persuasive speaking, after dinner speaking, and rhetorical criticism), and oral interpretation events (oral interpretation of prose literature, of poetry, of dramatic literature, and dramatic duo interpretation). At most tournaments HSU students compete in three preliminary rounds of an event and the top students also compete in a final round. Most HSU students prepare and compete in debate or multiple individual events, and some compete in both debate and individual events.

Although the nature of the Forensics program is competitive the HSU program is first and foremost educational. The only requirements to be involved in the program are to be an enrolled student and be interested in participating. While involvement in Forensics fulfills a requirement for the Speech Communication major it also attracts students who are not our majors. In fall 2001 there were 26 students enrolled in the classes that make up the Forensics program (COMM 110 and COMM 310). Nine of those were Speech Communication majors and the others represented ten other majors.

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Enrollment in Forensics Workshops

AY	COMM 110			COMM 310			Both
	Fall	Spring	Year	Fall	Spring	Year	Year
92-93	20	12	22	7	10	17	39
93-94	17	14	31	7	6	13	44
94-95	9	10	19	4	5	9	28
95-96	10	9	19	3	4	7	26
96-97	16	14	30	6	10	16	46
97-98	16	12	32	10	17	27	59
98-99	15	14	31	9	6	13	44
99-00	25	18	41	9	12	13	54
00-01	9	15	24	15	10	25	49
01-02	16	17*	33	10	10*	20	53

*Enrollment figures on January 30, 2002

Enrollment in the Forensics program has been stable for the past few years, with some fluctuation. Since the classes associated with the program are workshops their enrollment is expected to be lower than those of other courses taught in the department. Moreover, even when the number of students enrolled is relative low, the time commitment of the Director of Forensics is huge. He meets with all the students during the time scheduled for the workshop. He meets with all students individually and in small groups at other times. He makes all the arrangements for each trip and does all the paperwork after each trip. He prepares the Instructionally Related Activities (IRA) budget for the following year and makes sure funds are spent in compliance with IRA guidelines. He also spends time six to seven weekends each semester traveling to tournaments and to coach's meetings. So, while the enrollment may look low to those unfamiliar with Forensics programs, it is appropriate for Forensics workshops.

The exact number of tournaments the Forensics team attends varies slightly from year to year. In 2000-2001 the team traveled to twelve tournaments in California, Nevada, Oregon, Idaho, Colorado (Parliamentary Debate National Championship), and Virginia (Individual Events National Championship).

The Forensics program also creates opportunities for the Department of Communication and the University. The Forensics team and the instructor serve as ambassadors for HSU when they travel to tournaments. They interact with students and faculty from other campuses and reflect well on the department and the university. They also serve as recruiters for the University. At most tournaments several junior colleges are represented and many of their students are looking for four-year institutions to attend. Some students come to HSU because we have an active Forensics program, even though they've never encountered our team at a tournament. Also, some students who get involved in Forensics decide to become Speech Communication majors or minors based on that experience.

The success of the student initiative to raise IRA fees has resulted in a 286% increase in the student travel budget since the previous program review, to a current total of \$23,000. That has created more opportunities for more students. Unfortunately, the travel budget for the Director of Forensics is only \$2000; the same amount as in 1987. The college augmented the budget this year, which is certainly a step in the right direction. However, for program stability that funding needs to be permanent. The Director of Forensics has supplemented his travel budget out-of-pocket since before 1987, which is especially unfair when the director is a temporary faculty member, as he has been since 1994.

There is also a need to have paid assistance for the program. The HSU program is the only program in the region that has more than ten students involved and no paid assistants. Programs at other schools typically have a student faculty ratio of 5-1 and HSU is at 26-1. The

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program used to have an assistant who was assigned 3 WTUs per semester, but that position was a victim of the economic downturn in the early 90's and has not been replaced. That means there is less opportunity for instruction and less reason to actively recruit more students to the program. This also creates a safety concern, as there aren't as many experienced drivers available to drive school vans on trips.

SPECIAL TOPICS COURSES

After the last program review the Department of Communication created a new special topics course: COMM 280. We already had a special topics course as COMM 480, but felt there was a need for a similar course at the lower division level. There were courses we wanted to offer that were appropriate for the lower division, but we believed the designation as a 400 level course discouraged some students from taking the courses by giving the impression a great deal of background in Communication was necessary.

Both the 280 and 480 courses are very important to our curriculum. They allow us to "try out" courses that might become future regular courses. They also allow us to offer courses on topics that don't fit our other course designations, and give the students the opportunity to learn about specialized areas of communication. Such offerings are especially important in a small department that cannot regularly offer a wide range of courses.

Since the last program review, the following Special Topics courses have been offered. The sources for enrollment statistics is the Web "Course Lookup" forms:

- 280: Communication and Social Advocacy (which is now COMM 315).
Offered twice, enrollments of 8 and 11.
- 280: Service Learning in Intercultural Contexts.
Enrollment of 10.
- 280: Introduction to Information research Skills. This course is offered regularly by library faculty to provide students with the opportunity to become "information literate." While it cannot be required of students in General Education classes it is recommended for students enrolled in COMM 100: Fundamentals of Speech Communication.
Enrollments of 5, 14, 8, 12, 7, 13, 3, 3.
- 280: Communication and the Environment.
Enrollment of 12.
- 280: Practical Experience in Organizational Communication.
Enrollment of 7
- 480: Communication in Organizations.
Enrollment of 19.
- 480: Exploring Social Advocacy.
Offered twice, enrollments of 11 (with 7 more cross listed in BSS 480) and 14.
- 480: Intercultural Communication Workshop.
Enrollment of 23.
- 480: Managing Conflict Through Communication.
Enrollment of 15.
- 480: Communication Consulting, Training and Outreach.
Enrollment of 9.

FIELD EXPERIENCE

COMM 495: Field Experience provides students with a valuable opportunity to apply what they've learned about human communication in "real world" settings.

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Field experiences are similar to internships but they are usually not full-time assignments. Students who want to do Field Experience have the responsibility to propose their project and make arrangements for their placement. They consult with the supervising faculty member to establish their work assignments, reporting methods, and final assessment expectations. Some of the Field Experience projects since the last program review include:

Writing a training manual on gendered communication for Caesar's Palace Hotels and Casinos.

Writing a document detailing how to put together a successful anti-drinking and driving campaign for high school students.

An ethnographic study of some of the negative effects of youth mentoring.

Researching the effects of home life on youth in the classroom.

Writing a training manual for adult workers who work with youth in church settings.

Writing a training manual for life guards at the Ukiah City Pools.

Some students earn Field Experience credit by serving as tutors for lower division courses such as Fundamentals of Speech Communication, Critical Thinking, and Oral Interpretation. Tutors are responsible for publicizing the availability of free tutoring, maintaining regular office hours for drop in tutoring, meeting students who want tutoring by appointment, keeping records of their tutoring, and writing a final paper describing what they did, what they learned from their experience, and how communication concepts and theory apply to tutoring.

Another way students earn Field Experience credit is by serving as Undergraduate Instructional Assistants (UIAs) in Communication courses, under the supervision of the instructor of record. UIAs attend all class meetings, present some of the lessons, and provide individualized instruction for students who want it. They typically keep a journal and complete a final paper similar to those completed by tutors.

CURRICULUM AND PROGRAM STRENGTHS, WEAKNESSES, AND FUTURE DIRECTIONS

The strengths and weaknesses of the curriculum and the general program were identified by examining students' oral and written comments from the Capstone Experience course, by examining the results of a survey of Speech Communication alumni, and by discussing the topic in Executive Committee meetings devoted to program review. (The Department of Communication Executive Committee includes student representatives who were involved in the discussions.) The following are recurring themes, in no particular order of importance:

STRENGTHS

- Breadth of subject matter
- Balance study of public address and other forms of communication
- Balance of development of performance skills and theoretical knowledge
- Structure that allows students to complete their degree in a timely manner
- Reinforcement of key material through multiple courses
- Capstone course for integration
- Emphasis on theory
- Practical applicability of the discipline's material
- Small classes with varied methods
- Openness to artistic, humanistic, and social scientific perspectives on the study of communication
- Forensics program
- Special topics allow for greater variety and experimentation

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WEAKNESSES

- Not enough specific classes to meet student interests in areas such as
 - Technology
 - Consulting
 - Conflict
- Not enough platform speaking classes/opportunities
- Inability to enforce prerequisites
- Need for more clarification of assessment matrices
- Courses could be more challenging
- Special topics courses don't generate enough enrollment

FUTURE DIRECTIONS

The Department of Communication continually examines the program and the courses we offer to improve the program. As we do so we have to be aware of constraints related to the university budget, university enrollment, the number of our majors, and other factors that often cannot be predicted in advance. This is a difficult time to make plans for the future because of the uncertainty of funding for the University in the near future. The future plans indicated below are based on what we believe will improve the program, without trying to guess what resource changes we will face.

- Discuss possible changes in courses required in the major
- Discuss possibilities of increasing the number of specialized classes while maintaining strengths of program
- Continue to recruit majors
- Attempt to garner more funding for Forensics travel
- Attempt to assign Forensic assistant duties
- Discuss appropriateness of four unit courses and determine if changes should be made, particularly in the variable unit courses
- Consider the possibility of offering a graduate program

HOW THE DEPARTMENT'S OFFERINGS ACHIEVE OVERALL UNIVERSITY GOALS

NURTURE A GENERAL AND ENDURING CAPACITY FOR LEARNING, INTELLECTUAL GROWTH, AND DISCIPLINED EXAMINATION OF HUMAN EXPERIENCE

This goal is met through the development of students' skills as communicators 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 abilities 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

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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.

DEVELOP A FUNDAMENTAL UNDERSTANDING OF THE INTERDEPENDENT WEB OF LIFE

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. 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.

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, or choose literature for oral interpretations. 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. Course evaluations for COMM 100 show many students are reluctant to take a public speaking course because they fear they lack competence, but report they discovered they made public presentations better than they thought they could and have become more comfortable and confident, 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-initiative and self-fulfillment comes in the experiential learning courses. In Forensics Workshop and Field Experience 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 provide students with diverse opportunities to perform, to compete, and to represent their school. As students participate in the workshops they must also demonstrate self-initiative as well as autonomous and responsible action.

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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.

PREPARE INDIVIDUALS FOR ENTRY INTO, AND SUCCESS IN, PROGRAMS FOR ADVANCED ACADEMIC OR PROFESSIONAL DEGREES

This goal is met by providing students with the background needed to succeed in graduate school, especially in the discipline of human Communication. Our 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 and help teach 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 good 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 the students they tutor.

PROVIDE INDIVIDUALS WITH A QUALITY UNDERGRADUATE AND GRADUATE EDUCATION

This goal is met 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.

PREPARE WOMEN AND MEN FOR POSITIONS OF LEADERSHIP AND PRODUCTIVITY IN OCCUPATIONS AND OTHER ENDEAVORS OF THEIR CHOICE

This goal is met 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 businesses and government. The Department also develops special topic courses that promote student leadership. Courses such as Conflict Resolution, Consulting, Communication Week, and Field Experiences encourage students to take initiative in their application of curriculum to real world contexts. The Forensics program adds opportunities as students take leadership positions with the 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

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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.

The Department of Communication is also involved in the Leadership Studies minor, which has the explicit purpose of developing leadership abilities. Communication courses included in the minor are COMM 213 Interpersonal Communication, COMM 214 Persuasive Speaking, 311 Business & Professional Communication, COMM 312 Group Communication, and COMM 411 Organizational Communication Theory.

OFFER INSTRUCTION AND TRAINING SUFFICIENTLY VALUABLE IN AND OF THEMSELVES THAT THEY DO NOT NECESSARILY LEAD TO NOR REQUIRE ACQUISITION OF A TRADITIONAL DEGREE

All Communication courses 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 Communication course. That doesn't mean that student's would get the best education by taking only Speech Communication courses or by taking a single Communication course, but that they would gain valuable knowledge and abilities by taking Communication courses even if they didn't acquire a traditional academic degree.

PREPARE INDIVIDUALS FOR FULFILLMENT OF THEIR ROLES AS PRODUCTIVE AND RESPONSIBLE MEMBERS OF THE LOCAL, STATE, NATIONAL AND WORLD COMMUNITIES.

Courses in the Department of Communication teach students 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 as parts of assignments. 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.

The department's involvement in Service Learning also helps to fulfill this goal. Students involved in Service Learning both learn the subject matter of the course and make a difference in their communities. Many students choose to continue their involvement in the same or similar activities as a result of their experiences in Service Learning.

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MINORS

Speech Communication Minor (12 units)

Since communication is so central to human life the minor in Speech Communication is a valuable option for students in all other majors. The current requirements for the minor is 12 units of communication courses, with six units from upper division courses and no more than three activity units counted toward the minor. If used for general education, COMM 100, 101, 102, and 103 cannot be included in the 12 units for the minor.

The Department of Communication chose to leave the requirements for the minor very open-ended to provide students with flexibility. The Speech Communication minor is appropriate to accompany almost any major on campus and we believe students should be free to tailor the minor to their interests. Having a single, highly defined minor would not allow that, and a series of specific minors would be unwieldy.

Minors Awarded

(Source: Minors Awarded Summary By Academic Year)

AY	Degrees Awarded
91/92	unavailable
92/93	unavailable
93/94	3
94/95	2
95/96	1
96/97	2
97/98	8
98/99	7
99/00	10
00/01	8

SPEECH COMMUNICATION MINOR STRENGTHS, WEAKNESSES, AND FUTURE DIRECTIONS

The strengths and weakness of the Speech Communication minor were discussed in meetings of the department Executive Committee. The following were identified:

STRENGTHS

- Flexibility; students can take classes in which they are interested and their progress is not delay if they fail to take a particular course.
- Application to other disciplines; the knowledge and skills learned by Speech Communication minors are valuable to students in virtually every major. It is truly a "minor for every major."

WEAKNESSES

- Potential lack of coherence as students can design their own minor. This is not a significant concern, however, because there is valuable knowledge and skills to be learned in all the courses.
- Lack of advising prior to taking courses because students often come close to completing the minor prior to seeking advising. This is also not a significant concern because there is no practical way to force anyone to get advising about a minor prior to taking courses.

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FUTURE PLANS

- No changes in the design of the minor
- Expand the promotion of the minor with more specific groups of courses suggested

HOW THE SPEECH COMMUNICATION MINOR ACHIEVES OVERALL UNIVERSITY GOALS

The Speech Communication minor achieves overall university goals in the same ways the major achieves the goals. Naturally it does so to a lesser extent because it is substantially smaller than the major, but the same opportunities are available.

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Social Advocacy Minor (17 units)

Since our last program review the Department of Communication has been instrumental in implementing a new minor in Social Advocacy and is the “home” department for that minor. The minor was developed to provide an opportunity to better empower students to effectively advocate for causes they care about. Those causes range from environment, health, rights of minorities and women, educational reform, arts, domestic violence, consumer protection, peace, to many other specific causes. Although the students may have specific causes in mind as they take the minor they can apply the skills and knowledge they gain to a variety of other causes throughout their lives.

The Social Advocacy minor was developed and designed as an interdisciplinary program. Departments interested in the program were consulted in creating the structure of the minor. Their involvement indicates that a variety of disciplines believe the Social Advocacy minor is important. That importance is emphasized by the involvement of other departments in teaching the upper division core course. (The upperdivision core course is listed in the catalog as BSS 480: Seminar: Topics in Advocacy because that was the only appropriate designation available when the minor was created. Since that time AH 480: Special Topics in Arts & Humanities was created and is available, but the course is offered as COMM 480 in Spring 2000.) The first time the course was offered faculty from the following departments were involved in teaching the class: Communication, Journalism and Mass Communication, Philosophy, Ethnic Studies, Library, Sociology, and Social Work.

The Social Advocacy minor provides the opportunity for students to learn how various disciplines view advocacy and the ethics of advocating, how to effectively disseminate information about issues, and how communication influences social change. Students are encouraged to choose electives that compliment their major, or that extend their understanding of their chosen issue(s). The culminating experience challenges students to apply what they have learned to real work on that issue in the community beyond campus. Students will have the opportunity to develop both verbal and written skills to influence individuals and audiences, to become more aware of their own ethic of advocacy, and develop an understanding of how policy-making institutions work.

It is not possible to know how many students are involved in the minor because students often declare minors after they’ve taken the classes, and the minor is too new to get figures regarding how many students graduated with the minor. We are able to look at enrollment in the core classes to get a sense of student interest. Enrollment in those courses is growing: in Spring 2001 there were 12 students in COMM 280, in Spring 1999 there were 9 students in SC 280, and in Spring 2000 there were 18 students in COMM/BSS 480. The core course, Communication and Social Change has been given a permanent number—COMM 315: Communication and Social Advocacy—that will be listed in the catalog beginning Spring 2002.

The requirements of the Social Advocacy Minor are as follows:

Required courses (9 units)

COMM 315: Communication and Social Advocacy

JMC 323: Public Relations

AHSS 480: Seminar: Topics in Advocacy

Culminating Experience (2 or more units by advisement.) The experience **must** involve substantial involvement in practicing advocacy)

Such experience might include working on a specific campaign within a social change organization; public speaking or teaching on advocacy related issues; conducting original research on advocacy related issues; or other field work, internships, or service learning opportunities.

Examples: PSCI 471: Political Advocacy Internship

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COMM 495: Field Experience
JMC 338: Mass Media Internship

Electives (6 units by advisement). Suggested courses:

JMC 429: Advanced Public Relations
PHIL 302: Environmental Ethics
PHIL 391: Seminar: Environmental Activism
PSCI 316: Public Administration
PSCI 358: Political Advocacy
COMM 214: Persuasive Speaking
COMM 204: Theories of Communication Influence
COMM/WS 309b: Gender and Communication
SOC 311: Social Psychology
SOC 475: Political Economy of Community Development
THEA 307: Theatre of the Oppressed
WS 311: Feminist Theory and Practice
WS 480: Selected Topics: Lobbying Women's Issues

A core course in the minor is listed as BSS 480: Seminar in Social Advocacy. That course has been taught twice. The first time it was cross listed as BSS/SC 480: Exploring Social Advocacy. The course was truly interdisciplinary in that it was taught in small segments by faculty from seven departments. The second time it will be offered is in Spring 2002 as COMM 480: Exploring Social Advocacy. The first time it was offered there were 17 students enrolled and the second time enrollment is 14 (on January 30).

Development of a social advocacy program at HSU was seen as a priority by the Department of Communication. One of the faculty searches in 2000-2001 was for an individual with the background and interest to develop the program. We were able to hire Laura Hahn, who is now the minor advisor (taking over from Jay VerLinden). Part of her responsibilities is to develop the program by offering the classes, developing student interest, and developing community contacts.

SOCIAL ADVOCACY MINOR STRENGTHS, WEAKNESSES, AND FUTURE DIRECTIONS

STRENGTHS

- Breadth of subject matter
- Interdisciplinary approach
- Students can tailor the minor to meet their individual goals and interest
- Fits HSU well
 - Student Centered
 - Socially Conscious
- Diversity of involved faculty
- Opportunity for integrating community service

WEAKNESSES

- Lack of consistent offerings:
 - Students can't know when the classes will be offered
 - Positive word-of-mouth ineffective
- Difficulty in offering AHSS 480 because of lack of home department

FUTURE PLANS

- Offer COMM 315 every fall

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- Offer AH 480 every spring. To be able to reach its full potential the core classes (AH 480 and COMM 315) need to be offered on a once-a-year schedule. This will allow students to plan and integrate the classes more easily into their schedules.
- Explore making “Exploring Social Advocacy” a permanent COMM class or finding another way to make it a permanent, regular offering.
- Develop promotional material for the minor

HOW THE SOCIAL ADVOCACY MINOR MEETS UNIVERSITY GOALS

NURTURE A GENERAL AND ENDURING CAPACITY FOR LEARNING, INTELLECTUAL GROWTH, AND DISCIPLINED EXAMINATION OF HUMAN EXPERIENCE.

The issues that lend themselves to social advocacy are problems that will not be solved quickly or easily. To understand them well enough to advocate for **solutions** students must continually learn about them and expand their thinking beyond the preconceptions with which they may enter the program. To be successful advocates they must continually examine the human experience, both to understand the social problems and to understand the audiences for their advocacy.

DEVELOP A FUNDAMENTAL UNDERSTANDING OF THE INTERDEPENDENT WEB OF LIFE.

Involvement in the Social Advocacy program exposes students to a variety of social issues and different ways of addressing them. The interdisciplinary nature of the program helps students to understand that the issues about which they are most concerned are interrelated with other issues.

CULTIVATE THE CAPACITIES OF INDIVIDUALS FOR SELF-INITIATIVE, SELF-FULFILLMENT, AND AUTONOMOUS AND RESPONSIBLE ACTION.

The acts of doing Social Advocacy require a great deal of self-initiative. Advocates decide which social issues they will address. They gather information and make advocacy plans that often require them to be the initiators of action. The courses in the program both help the students understand that their advocacy will be no more successful than the efforts they initiate as well as require the students to take initiative to complete the classes.

The social advocacy program is the beginning of a path toward self-fulfillment. Students enter the program because they have a desire to make a difference in their world. The skills developed and knowledge gained through the program empower students to become more successful in their efforts to create positive social change, leading to self-fulfillment.

Autonomous and responsible action are at the heart of the Social Advocacy minor. While social advocates often do work with others, their work is autonomous in the sense that it is usually dependent on the individual deciding what to do rather than being told what to do. The program was initiated and designed to foster responsible advocacy for worthwhile causes and develop better ways to accomplishing needed social changes than are often undertaken.

PREPARE INDIVIDUALS FOR ENTRY INTO, AND SUCCESS IN, PROGRAMS FOR ADVANCED ACADEMIC OR PROFESSIONAL DEGREES.

The program is not specifically designed to prepare students for graduate school, but the courses included in the core of the Social Advocacy minor, as well as those that are electives, are rigorous academic courses that develop the same academic skills as other

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courses at HSU. The program is too young to tell if students who have gone through it go on to success in graduate school, and many of the students attracted to the program are more interested in getting in the field and doing good work than in pursuing graduate degrees.

PROVIDE INDIVIDUALS WITH A QUALITY UNDERGRADUATE AND GRADUATE EDUCATION.

The courses in the Social Advocacy minor meet the same standards of excellence as others at HSU. Many of the courses that can meet the requirements of the minor are classes that would be offered whether there was a Social Advocacy minor or not. The classes that are unique to the minor are designed and taught by faculty with a record of developing quality courses.

PREPARE WOMEN AND MEN FOR POSITIONS OF LEADERSHIP AND PRODUCTIVITY IN OCCUPATIONS AND OTHER ENDEAVORS OF THEIR CHOICE.

The skills and knowledge that are central to the Social Advocacy minor are the same skills and knowledge necessary for successful leadership and productivity in business, government, and other endeavors. Completion of the Social Advocacy minor requires skills in critical thinking, gathering information, working individually and with others, developing sound and persuasive arguments, speaking to individuals and groups, writing, time management, understanding others, adapting to new situations, etc.

OFFER INSTRUCTION AND TRAINING SUFFICIENTLY VALUABLE IN AND OF THEMSELVES THAT THEY DO NOT NECESSARILY LEAD TO NOR REQUIRE ACQUISITION OF A TRADITIONAL DEGREE.

The skills and knowledge developed in the Social Advocacy minor are clearly valuable in and of themselves. The courses promote independent, critical thinking about important topics. They develop students' abilities to communicate orally and in writing. They call for students to understand other perspectives and expose them to thinking about a variety of topics of which they might otherwise be unaware.

PREPARE INDIVIDUALS FOR FULFILLMENT OF THEIR ROLES AS PRODUCTIVE AND RESPONSIBLE MEMBERS OF THE LOCAL, STATE, NATIONAL AND WORLD COMMUNITIES.

As responsible members of their communities, Social Advocacy minors will be better prepared to recognize social problems that need to be addressed, and will be able to formulate and execute plans to address those issues. They will also be better prepared to carry out their advocacy ethically and respectfully.

GENERAL EDUCATION

The faculty of the Department of Communication take pride in our significant involvement in General Education. We believe communication is an important part of everyone's life and the skills developed and knowledge obtained in our classes are valuable additions for students in all other majors. We consider General Education courses to be of equal importance as our major courses.

Our commitment to General Education makes up a large portion of the department's offerings. Since the last program review in 1994-95 the percent of classes we offer that satisfy a GE requirement has ranged from 64.8% to 69.4% of the total WTU's offered by the department. The number of WTU's devoted to courses that do not meet General Education requirements has remained fairly stable since the last program review, as indicated by the chart below. The non-GE courses used to calculate the WTUs include those that fulfill requirements for the Speech Communication major but do not meet any GE requirements, as well as courses that serve other programs such as Teacher Preparation. The GE courses include those that only satisfy General Education requirements as well as those that satisfy both GE requirements and Speech Communication major requirements.

The amount of WTUs devoted to Non-GE courses has fluctuated very little during the past ten years because we have offered the minimum courses necessary—or fewer—each semester for our majors. We need to offer major courses regularly enough for students to graduate, so cannot replace those courses with General Education Courses. The same is true for courses that serve other programs. If we didn't offer at least as much as we do students would have to delay their graduation. The table below shows the changes in the amount of WTUs offered each academic year. Keep in mind that Non-GE WTUs includes courses serving other programs such as teacher preparation, in addition to major only courses.

	GE WTUs	Non-GE WTUs	TOTAL WTUs	% GE WTUs
AY 92-93	218	81	299	72.9
AY 93-94	156	77	233	66.9
AY 94-95	162	80	242	66.9
AY 95-96	189	83	272	69.4
AY 96-97	192	83	275	69.4
AY 97-98	167	79	246	67.8
AY 98-99	163	74	237	68.7
AY 99-00	172	83	255	67.4
AY 00-01	164	89	253	64.8
AY 01-02	159	83	242	65.7

The number of WTU's in the chart above have been adjusted to account for the elimination of the broadcasting component in 1998 and the courses offered on a volunteer basis by library staff starting in 2000.

Lecturers teach a substantial amount of our GE offerings instead of permanent faculty. While we realize having lecturers teach courses is somewhat inevitable and desirable, the amount taught by lecturers is unbalanced. As the chart below indicates, sections taught by lecturers has ranged from a low of 35.8% to a high of 62.3%. The ratio would be even more unbalanced if the number of WTUs offered by the department hadn't dropped over the years, primarily due to failure to replace retired faculty with either permanent faculty or lecturers.

GENERAL EDUCATION

	GE Sections Offered	Sections taught by lecturers	Sections taught by permanent faculty	% taught by lecturers
AY 94-95	65	25	40	38.5
AY 95-96	69	43	26	62.3
AY 96-97	67	36	31	53.7
AY 97-98	53	26	27	49.0
AY 98-99	53	26	27	49.0
AY 99-00	53	19	34	35.8
AY 00-01	56	22	34	39.2
AY 01-02	55	26	19	57.7

The permanent faculty in the Department of Communication cannot be shifted to teach more GE courses because they are needed to teach the more specialized courses for our majors and for other programs. Our pool of applicants for temporary positions is extremely small, and few have the expertise to allow them to teach anything other than lower division GE courses. That makes it critical that we hire faculty in permanent positions.

GENERAL EDUCATION

AREA A: Oral Communication

Oral Communication Area Goals: The Chancellor's Office Executive Order 595 (<http://www.humboldt.edu/~ugst/dcg/eo595.html>) says the following:

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Communication 100: Fundamentals of Speech Communication is the only course that is approved to satisfy the Oral Communication requirement at HSU. This is consistent with practices at other CSU institutions, which allow other courses to satisfy the requirement only in rare and exceptional cases.

Catalog Description

COMM 100: Fundamentals of Speech Communication. (3) Introductory course. Develop oral communication abilities for functioning effectively in various settings. Fundamental communication theory. (CAN SPCH 4)

Statistics

		Enrollment by class level						
Year	Total Sections	Fresh	Soph	Jun	Sen	Total	Percentage Upperclass students	Students per class
91-92	46	433	274	155	188	1050	32.7%	22.8
92-93	43	359	286	143	151	939	31.3%	21.8
93-94	29	265	219	63	139	686	29.4%	23.7
94-95	31	352	204	58	106	720	22.8%	23.2
95-96	36	385	292	91	75	843	19.7%	23.4
96-97	38	388	262	120	79	849	23.4%	22.3
97-98	33	323	258	110	113	804	27.7%	24.4
98-99	36	367	259	114	114	854	26.7%	23.7
99-00	33	367	268	86	104	825	23.0%	25.0
00-01	31	341	265	88	82	776	21.9%	25.0

As the table above indicates, the number of sections of COMM 100 offered per year has gone down by 5 sections since last program review. That is potentially 125 fewer students that can be served each year. That decrease is due to the reduction in allocation for temporary faculty over the years. At the same time, the average number of students per class has gone up 6.8% since last program review.

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We understand the UCC guidelines for Area A GE courses are that enrollment should be 25 students per section. Our department guidelines are to enroll 27 students in each section, in the hopes that two per section will withdraw. For several years, however, we have enrolled 28 (or more) in each section, and the students have not withdrawn at the rate expected. Since spring 1999 only 25 out of 91 sections of COMM 100 have had census enrollments less than 25 students. None of those had fewer than 20 students, and the majority of such sections were at unattractive meeting times (8 a.m. or after 3 p.m.)

The table also indicates that juniors and seniors have been an average of 23.7% of the students enrolled each year, demonstrating a need for more sections to serve more students when they are meant to take the class as freshmen. Added sections are not possible, however, without increased allocation for faculty to teach the classes.

Since the previous program review, 140 sections of COMM 100 have been taught by temporary faculty, and 99 by permanent faculty.

How COMM 100 meets GE Area A: Oral Communication goals

The faculty of the department of Communication recognize there are a wide variety of ways to legitimately meet the area goals described in Executive Order 595. Faculty are free to choose texts and design the course that best meet the GE and the faculty's pedagogic goals. Some choose to focus exclusively on public speaking, while others introduce units on other forms of communication such as interpersonal and small group in addition to public speaking. Nevertheless, all are expected to follow the department policy, which was specifically designed to meet the goals of the Executive Order (**see appendix A**). Through a combination of lectures, text readings, class exercises, and written and oral assignments the goals are met.

Most instructors base their courses on a neo-Aristotelian rhetorical approach to oral communication, dividing the instruction among the five classical canons of rhetoric. Invention includes research, audience analysis, argument development, and means of developing credibility. Organization includes the various ways a speech may be organized and how to choose among them. Style includes the use of language that is appropriate for the audience and the occasion. Memory includes instruction on how to effectively use notes to remember what to say next. Instruction in delivery includes the use of the voice, body, face, and visual aids. In addition, most instructors include units on managing communication apprehension, since that is the most common problem students must overcome to succeed in the course.

COMM 100 cannot enroll more students than it currently does, which is a maximum of 28 per section. To meet the area goals students must have multiple opportunities to orally communicate. To provide them with minimal opportunities, and to properly critique their performance, each student requires approximately 50 minutes of class time each semester. With enrollments of 28 students, even if three students withdraw, that leaves only 20 class sessions to provide instruction and take exams for a Monday-Wednesday-Friday class. Maximum enrollment of 20 students per section would provide for a better educational experience for the students. The Department has investigated other ways to offer the class several times to determine if it would be possible to increase FTES. Each time we concluded there would be no time or resources savings.

GENERAL EDUCATION

AREA A: Critical Thinking

Critical Thinking Area Goals: The UCC website (<http://www.humboldt.edu/~ugst/critthnk.html>) says the following:

Courses satisfying lower division, general education Area A critical thinking must comply with Chancellor's Office Executive Order 595 which reads as follows: Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

The Department of Communication offers three courses that satisfy the Area A Critical Thinking General Education requirement. The three courses are considered as one when making decisions of how many of each to offer. They have different titles and descriptions to offer students choices as to the type of course they will take. Each instructor has the choice of approaches to teaching the course and the text they will use, as long as they meet the Communication Department policy regarding teaching critical thinking courses which were specifically designed to meet Executive Order 338, which was in effect at the time the policy was made and has the same language as Executive Order 595 (**see appendix B**).

Catalog Descriptions

COMM 101: Critical Thinking and Small Groups: (3). Principles of reasoning, evidence, and critical evaluation. Case studies of small group problem solving.

COMM 102: Introduction to Argumentation: (3). Principles of reasoning, analysis, strategy, evidence, and delivery in presenting/evaluating arguments. (*CAN SPCH 6*)

COMM 103: Critical Listening and Thinking: (3). From listener's (consumer's) perspective, apply reasoned inquiry in evaluating marketplace communication.

Statistics regarding course enrollment is on the following pages.

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Critical Thinking Course Statistics

SC/COMM 101								
		Enrollment by class level						
Year	Sections	Fresh	Soph	Jun	Sen	Total	Percentage Upperclass students	Students per class
91-92	14	89	92	65	68	314	42.4%	22.4
92-93	12	80	108	58	45	291	35.4%	24.3
93-94	9	40	85	37	52	214	41.6%	23.8
94-95	10	92	78	36	29	235	27.7%	23.5
95-96	10	108	91	40	34	273	27.1%	27.3
96-97	10	84	115	58	29	286	30.4%	28.6
97-98	9	78	78	48	29	233	33.0%	25.9
98-99	5	23	57	31	22	133	39.8%	26.6
99-00	4	14	37	30	23	104	51.0%	26.0
00-01	4	23	42	25	20	110	40.9%	27.5

SC/COMM 102								
		Enrollment by class level						
Year	Sections	Fresh	Soph	Jun	Sen	Total	Percentage Upperclass students	Students per class
91-92	2	11	10	13	16	50	58.0%	25.0
92-93	2	12	10	14	19	55	60.0%	27.5
93-94	2	9	15	8	15	47	48.9%	23.5
94-95	2	11	8	8	16	43	55.8%	21.5
95-96	2	9	14	4	9	36	36.1%	18.0
96-97	2	16	14	11	7	48	37.5%	24.0
97-98	2	9	17	16	5	47	44.7%	23.5
98-99	2	12	16	11	9	48	41.7%	24.0
99-00	2	7	22	7	9	45	35.6%	22.5
00-01	3	15	30	18	11	74	39.2%	24.7

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SC/COMM 103									
		Enrollment by class level							
Year	Sections	Fresh	Soph	Jun	Sen	Total	Percentage Upperclass students	Students per class	
91-92	4	33	31	24	11	99	35.4%	24.8	
92-93	4	22	32	16	14	84	35.7%	21.0	
93-94	3	25	30	9	12	76	27.6%	25.3	
94-95	3	15	23	11	17	66	42.4%	22.0	
95-96	3	31	31	9	8	79	21.5%	26.3	
96-97	3	18	20	7	5	50	24.0%	16.7	
97-98	2	10	24	8	11	53	35.8%	26.5	
98-99	2	13	17	15	6	51	41.2%	25.5	
99-00	4	22	40	28	20	110	43.6%	27.5	
00-01	4	21	29	18	20	88	43.2%	22.0	

Spring 01 had one experimental section taught as a voluntary overload entirely on-line with 6 students. Average without that section: 27.3

Communication Critical Thinking Classes									
		Enrollment by class level							
Year	Sections	Fresh	Soph	Jun	Sen	Total	Percentage Upperclass students	Students per class	
91-92	20	133	133	102	95	463	42.5%	23.2	
92-93	18	114	150	88	78	430	38.6%	23.9	
93-94	14	74	130	54	79	337	39.5%	24.1	
94-95	15	118	109	55	62	344	34.0%	22.9	
95-96	15	148	136	53	51	388	26.8%	25.9	
96-97	15	118	149	76	41	384	30.5%	25.6	
97-98	13	97	119	72	45	333	35.1%	25.6	
98-99	9	48	90	57	37	232	40.5%	25.8	
99-00	10	43	99	65	52	259	45.2%	25.9	
00-01	11	59	101	61	51	272	41.2%	24.7	

The 00-01 students per class is 26.6 when adjusted for the experimental section taught as a voluntary overload.

The records since the previous program review show that six fewer sections of critical thinking classes are offered now, serving 116 fewer students. That is primarily due to the lack of resources to allow more sections to be offered. The number of students per section has risen 3.1%, when adjusted for the low enrollment in the experimental section is taken into account.

GENERAL EDUCATION

The area A Critical Thinking classes averaged 35.4% upperclass student enrollment since the previous program review. That upperclass enrollment increased almost 54% since AY 95-96. Since several other departments also offer critical thinking courses that trend indicates there are too few sections offered throughout the university to allow students to complete their critical thinking requirement in the freshman year as intended.

How COMM 101, 102 and 103 meet GE Area A: Critical Thinking goals:

The department of Communication policy regarding Critical Thinking courses stipulates that each course be designed to meet the criteria expressed in Executive Order 595. The policy is clear that each course is to be considered a critical thinking course first, and a communication course second. Each course includes units on logic, language, reasoning, advocacy, and argument criticism. Within those units inductive and deductive processes and fallacies are addressed. Each course includes assignments and tests that require students to demonstrate the skills described in the Executive Order.

GENERAL EDUCATION

AREA C

Area Goals: The UCC website (<http://www.humboldt.edu/~ugst/ucc/AreaCGoals.PDF>) says the following:

The Arts/Humanities area attempts to cultivate intellect imagination [sic], sensibility, and sensitivity. Arts/Humanities courses encourage students to respond subjectively to experience and to develop a sense of the integrity of emotional response. They assist students to cultivate and refine their affective as well as cognitive and physical abilities through studying and responding to the great works of the human imagination as well as through individual aesthetic, creative experience. Equally important, however, is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, drama, literature, and music. Involvement in these courses leads students to understand the interrelationships among the arts/humanities, other areas of scholarship, and themselves.

Lower Division

COMM 108: Oral Interpretation of Literature

Course description: (3-4) Perform prose and poetry. DCG. Majors must take 4 units; nonmajors may fulfill GE requirements with 3 units.

Statistics

**SC/COMM 108
Lower Division Area C**

Year	Sections	Fresh	Soph	Jun	Sen	Total	Percentage Upperclass Students	Students per class
91-92	4	20	27	31	24	102	53.9%	25.5
92-93	5	11	32	43	29	115	62.6%	23.0
93-94	5	14	27	34	22	97	57.7%	19.4
94-95	4	18	29	27	21	95	50.5%	23.8
95-96	4	19	28	17	26	90	47.8%	22.5
96-97	5	16	28	26	24	94	53.2%	18.8
97-98	4	17	27	22	29	95	53.7%	23.8
98-99	4	27	25	39	21	112	53.6%	28.0
99-00	4	27	23	19	28	97	48.5%	24.3
00-01	4	30	26	19	15	90	37.8%	22.5

COMM 108: Number of sections has remained steady
 Number of students has remained steady except for 98-99
 Students/section has remained steady except for 98-99
 Upperclass enrollment rose significantly for a time, then dropped
 Upperclass enrollment indicates there aren't enough LD Area C offered

GENERAL EDUCATION

How COMM 108 meets GE Area C Goals:

Oral Interpretation of Literature, achieves the goals of a Humanities General Education course by studying literature through performance. First, it stimulates the intellect. Students are taught to discriminate between writing and literature by using a simple three point analysis of a works universality, individuality and suggestion. That is 1) Does the work have Universal themes? 2) Was it written in a unique voice and insightful manner? 3) Does it leave room for interpretation; is it suggestive and subjective? Students are then taught to analyze literary selection, sharpening their critical skills. Throughout the semester, students are exposed to (and explore on their own) dramatic literature, poetry and prose. The course fully satisfies “studying and responding to the great works of the human imagination as well as through individual aesthetic, creative experience.”

Next, it stimulates the imagination. René Wellek and Austin Warren, in *the Theory of Literature* define it as a “potential cause of experiences.” In order to share an interpretation with an audience, students must reflect on their intertextuality with the literature, their subjective responses to the experiences within the literary selection, filtering those experiences through their own thereby gaining understanding of themselves in relationship to the ideas, characters and situations in the literature. Also considered for successful performance are the lives, experiences and needs of the audience. Critical acumen is further enhanced through the viewing of literature performed. Students as audience study the relationship of the listener in the literature to themselves, to the literary work itself and learn to understand their own responsibility in accepting and reconstituting the messages of literary selections.

Oral Interpretation also stimulates sensibility and sensitivity. It allows students to explore the panoply of human characters. Not limited by the literal representations of theatre, students explore race, gender or ethnicity through the characters in literature that they present without the trappings of theatrical spectacle. By choosing how to present the speakers in the literature, how to best represent them with their voices, their bodies and their bodies in space, they gain a greater understanding of not only themselves but of humanity itself. By inhabiting the shoes, as it were, of the characters in literature student performers explore what it is to be human from the admonishing mother of Langston Hughes *Mother to Son*, to the mountain boy who loses his hand in Robert Frost's *Out, Out* to the adolescent love of Romeo pining for Juliet to the millions of other women and men, strong and weak, young and old, religious and agnostic, caring and cruel, Ukrainian, Columbian, American and Armenian that inhabit the world's best literature.

Because Oral Interpretation is a process of analysis, reflection, choosing performance analogues based on meaning, esthetics and intuition, it employs both the left and right cerebral hemispheres from planning to execution. The messages in literature are considered in terms of the author's relationship to the work, the speaker in the work's relationship to the listener, and the performer's relationship to the audience: what it means to them personally and how it can best be made meaningful to their classmates. The styles and rhythms of language are studied and employed in bringing the speakers in literature from the page to the stage. The knowledge gleaned through the process and the experience of performance help prepare students for success in many other academic disciplines including the obvious public speaking, literature courses and theatre. By becoming the speakers in literature and exploring the relationships between storytellers and listeners as well as between characters, Oral Interpreters gain less obvious crossover skills and insights in areas including psychology, social sciences, and interpersonal communication. Oral Interpretation embraces and extends tenets from throughout the Arts, Humanities and Social sciences.

GENERAL EDUCATION

Upper Division Area C

COMM 300: American Public Discourse

Course description: (3-4). Critique genres of discourse and their importance to American culture. DCG. Majors must take 4 units; nonmajors may fulfill GE requirements with 3 units.

Statistics

SC/COMM 300
Upper Division Area C

Year	Sections	Fresh	Soph	Jun	Sen	Total	Percentage Upperclass Students	Students per class
91-92	1	1	0	8	21	30	96.7%	30.0
92-93	2	2	1	16	21	40	92.5%	20.0
93-94	1	0	0	8	9	17	100.0%	17.0
94-95	0	0	0	0	0	0	0.0%	0.0
95-96	1	0	0	5	15	20	100.0%	20.0
96-97	1	0	0	5	11	16	100.0%	16.0
97-98	0	0	0	0	0	0	0.0%	0.0
98-99	0	0	0	0	0	0	0.0%	0.0
99-00	1	1	1	8	7	17	88.2%	17.0
00-01	0	0	0	0	0	0	0.0%	0.0
01-02	1	1	3	8	8	20	80.0%	20.0

How COMM 300 meets Area C GE Goals

American Public Discourse (COMM 300) cultivates the ability to critique genres of discourse and their importance in American culture. This dual emphasis on critique and culture matches the goals of General Education courses and, specifically, the goals of upper-division courses in Arts, Literature, Philosophy, and Foreign Language (Area C):

“Discourse” is broadly defined in COMM 300, to include language and other forms of public, symbolic expression (such as art, film, TV, and events). Students, therefore, are free to choose “artifacts” with which they have an emotional or intellectual connection. In the Fall 2001 semester, for example, students studied such diverse forms of public discourse as:

- Speeches by Tecumseh and Pushmataha (Native American debate over the War of 1812)
- The Gettysburg Address
- The film *Malcolm X*
- Judy Chicago’s *Dinner Party* (installation art piece)
- Nolan Ryan (baseball player as cultural icon)
- Rap music
- TV coverage of the Persian Gulf War
- *Moonlighting* (TV “Dramedy”)

GENERAL EDUCATION

Through these studies students (1) develop critical standards for the evaluation of their work and the work of others, (2) gain insight into scholarship in the arts/humanities, and (3) develop a better understanding of the relationship between facts/instances and principles/concepts. These three goals also are in line with objectives for Area C courses.

With respect to diversity, COMM 300 devotes considerable time to the artifacts created and the analyses done by women and diverse ethnic groups. Students learn Neo-Aristotelian, Cluster, Fantasy-Theme, Feminist, Genre, Ideological, Metaphor, and Pentadic approaches to criticism. Feminist and Ideological perspectives are particularly useful in exploring the connections between discourse and power, an issue that bears directly on diverse ethnic groups.

Finally, COMM 300 is a useful course in Area C, because students naturally develop linkages with their other studies. Student M.B., for example, recently expressed appreciation that COMM 300, an Art course, and a History course, taken together, provided new insight into the relationships between discourse and culture. J.A., another current student, reported that COMM 300 complemented her work in Women's Studies.

As a General Education course, COMM 300 brings together Communication majors and non-majors in fruitful interaction. Judging from these comments, essays, and class discussions, students in COMM 300 are meeting the learning objectives of Area C.

GENERAL EDUCATION

AREA D

Area Goals: The UCC website (<http://www.humboldt.edu/~ugst/ucc/AreaDLDGEGuidelines.PDF>) says the following:

The Social Sciences examine and order human experience. They attempt to provide an understanding of how human society has developed and how it functions today. In achieving this understanding the Social Sciences use certain conceptual perspectives. Taken together, the courses in the lower division Breadth Area D general education requirement must A. offer students appreciable knowledge about their minds, how human society has developed, how human society now functions, and the cultural endeavors and legacies of their civilization. B. deal with contemporary and historical issues, including Western and non-Western contexts. C. present the inextricably interwoven nature of human, social institutions and behavior, political institutions and behavior, and economic institutions and behavior.

COMM 105: Introduction to Human Communication

Course description: (3). Perceptual effects, verbal/nonverbal codes, and dynamics of interpersonal, group, and organizational communication. *GE area D.*

Statistics

**SC/COMM 105
Area D**

Year	Sections	Fresh	Soph	Jun	Sen	Total	Percentage Upper class Students	Students per class
99-00	1	6	0	6	6	18	66.7%	18.0
00-01	1	5	4	5	11	25	64.0%	25.0
01-02	1	10	15	6	2	33	24.2%	33.0

COMM 105 was added as a lower division Area D GE offering. Enrollment increased from 18 in 1999-200 to 33 in Fall 2001. That over-enrollment happened because new Speech Communication majors needed to take the class after it was fully enrolled in Spring registration. The number enrolled is expected to drop back to 25 in the future as we save some seats for majors.

How COMM 105 meets Area D GE Goals:

This course allows students to explore how communication influences their minds as related to their social and individual development by exploring the various applications of communication processes to personal and social contexts. It also demonstrates how human communication has shaped the development of society in various contexts (interpersonally, small groups, organizations, relationship, etc.) and the influences communication has on the ways we interact and function as communicative beings. COMM 105 offers an historical account of the study of human communication and its implications to Western, as well as non-Western, contexts. Finally, drawing on social scientific research, COMM 105 explores the influences of various aspects of human communication on humans as communicative participants in social, political, and economic institutions by exploring how humans use communication, and how communication influences humans, within various institutional contexts.

GENERAL EDUCATION

Faculty who teach COMM 105 employ a variety of pedagogical strategies. Through lectures, small group exercises, discussions, and hands-on experiential learning, students are able to educate themselves and one another, develop informed powers of learning and judgment, and find, examine, and think clearly and critically about a variety of information dealing with the influences of human communication.

Because the focus of COMM 105 is Human Communication, students will be required to put theory into practice through assignments that require them to perform oral and written forms of communication. Term papers as well as oral presentations are a requirement of the course as students learn how to apply human communication concepts to classroom experiences.

Human Communication implies in its title the inclusion of all those considered Homo Sapiens. With this in mind, this class explores the contributions of women and ethnic minorities in the development, influences, and functionings of human communication in its various contexts. Similarly, through individual and group work, students are encouraged to explore avenues of human communication that may or may not be presented during the course, including contributions of women and ethnic minorities in the development, application, and functionings of human communication processes.

The main focus of this class is to explore how we understand and investigate human interaction from a social scientific perspective. Because humans are social beings, it seems logical to proceed beyond the humanities aspects for the study of human communication (rhetoric, rhetorical analysis, communication performance) toward the behavioral and social implications of communication as a human phenomenon.

GENERAL EDUCATION

AREA E

Area Goals: The UCC website (<http://www.humboldt.edu/~ugst/ucc/AreaEguidelines.PDF>) says the following:

The objective of this area is to equip students for lifelong understanding and development of themselves as integrated physiological, social, and psychological entities. This area builds upon the base of scholarship and disciplined inquiry developed in the broad General Education areas of humanities, science, and social science. It can be contrasted with them in terms of focus and purpose. While other General Education offerings focus on specific disciplines as particular ways of understanding human experience, this area expands the learner's understanding of how various areas of disciplined investigation lead to the discovery of oneself as an integrated person, and further, how contributions from such disciplines can be effectively utilized to enhance purposeful, continued, self-directed personal growth and integration. It may also be synergic in bringing together several disciplines in order to come to a more complete understanding of oneself.

COMM 400: Communication and Human Integration

Course description: (3-4). How communication promotes or detracts from integration. *Majors must take 4 units; nonmajors may fulfill GE with 3 units.*

Statistics

**SC/COMM 400
Area E**

Year	Sections	Fresh	Soph	Jun	Sen	Total	Percentage Upperclass Students	Students per class
91-92	1	1	5	9	15	30	80.0%	30.0
92-93	1	0	1	2	7	10	90.0%	10.0
93-94	1	0	0	5	16	21	100.0%	21.0
94-95	1	0	0	3	9	12	100.0%	12.0
95-96	0	0	0	0	0	0	0.0%	0.0
96-97	1	0	0	2	9	11	100.0%	11.0
97-98	0	0	0	0	0	0	0.0%	0.0
98-99	0	0	0	0	0	0	0.0%	0.0
99-00	1	0	0	6	22	28	100.0%	28.0
00-01	0	0	0	0	0	0	0.0%	0.0

This course has only been offered twice since the last program review, so no real trend can be reported. Enrollment appears to be increasing since the previous program review, and students at the appropriate class level are enrolling in the course.

How COMM 400 meets Area E GE Goals:

This course examines the nature of symbolic communication, especially how the particular form of communication changes the ability of the human to integrate self, self with others, and self with society. The course examines human development, both as individuals and as a species, and the artificial divisions created in that process. It also examines human's

GENERAL EDUCATION

capacity for viewing and reconstituting the human condition more holistically. Students are encouraged to consider how their status as a speaking creature influences their other human characteristics. The course includes information about the development of communication from the disciplines of speech communication, psychology, cognitive science, speech science and psycholinguistics. The focus is on the evolution of speech and thought, with a particular emphasis on the effects of those changes on individual capacities and human culture.

The conceptual framework for the course is the dynamic self is articulated by means of the concept of the speaking, or articulate, being. The various aspects of self which are subject to integration are typically subjected to dichotomous categorization: e.g. rationality/intuition, scientific thought/artistic performance, thought/feeling, material/spiritual, silence/talk, male/female, self/other. The course examines a number of scientific as well as unscientific methods for moving toward integration, such as :

- Awareness of the disadvantages of dichotomous thought
- Observation of dichotomous thought/speech at work
- Exploration of alternative methods to integration: e.g. mediation, creative expression, alternative visions of community.

A main point of the course is to recognize the inherent tendency in the human to become entrenched in the perspective of one's culture and to contrast that with anything different. Students are encouraged to discuss these issues, write about them once a week, and do a term project about division in their own area of study. The range of applications is great and all students present their project to the classes.

GENERAL EDUCATION

COMMUNICATION AND WAYS OF THINKING

Area Goals: The UCC website (<http://www.humboldt.edu/~ugst/CWT.html>) says the following:

Courses which fulfill Communications and Ways of Thinking assist students to perceive the interrelatedness of learning across disciplines, to strengthen the generic skills of communication and critical thinking, and to develop the capacity for applying learning from one context to another.

COMM 309b: Gender and Communication

Course description: (3-4 units) Critique relationship of gender to communication as viewed from perspectives of science, social sciences, and arts/humanities. *CWT, DCG. Speech Communication majors must take 4 units; others may fulfill GE requirements with 3 units.*

Statistics

SC/COMM 309b
Communication and Ways of Thinking

Year	Sections	Fresh	Soph	Jun	Sen	Total	Percentage Upperclass Students	Students per class
91-92	2	1	0	1	18	20	95.0%	10.0
92-93	4	1	1	10	30	42	95.2%	10.5
93-94	0	0	0	0	0	0	0.0%	0.0
94-95	5	0	0	16	54	70	100.0%	14.0
95-96	5	1	0	17	68	86	98.8%	17.2
96-97	4	0	1	9	47	57	98.2%	14.3
97-98	4	1	2	16	63	82	96.3%	20.5
98-99	4	3	2	30	51	86	94.2%	21.5
99-00	4	3	6	23	67	99	90.9%	24.8
00-01	4	3	2	29	77	111	95.5%	27.8

Number of sections dropped by one since 95-96

Number of students/section has steadily risen from 17.2 to 27.8

Based on the number of students who try to get into the class on the first day, and the number of those who come to the department chair, there appears to be demand for one more section each year excluding the summer.

How COMM 309b meets GE CWT Goals:

COMM 309b emphasizes understanding gendered interaction from both theoretical and practical perspectives. Research and theory is drawn from multiple disciplines including sociology, communication, psychology, education, media studies, and cultural studies. The interdisciplinary approach of the course assists students to recognize the interrelatedness of learning across disciplines by analyzing gender and communication from various perspectives including social constructionism, ethnomethodology, feminist standpoint theory, biological essentialism, and psychodynamic theory of gendered development.

GENERAL EDUCATION

The class strengthens the generic skill of communication by encouraging students to be more self reflexive about their own gendered communication and helping them to identify the options available to communicate more effectively and redefine cultural gender expectations.

Most of the class meetings involve discussions and/or speaking activities in order to encourage students to develop their communication skills. In addition to the 2 page weekly reading guides that students are expected to complete, students are expected to write a 7-9 page research paper in which they research and analyze a significant area of gender and communication. Therefore, students develop skills in both oral and written communication.

The course strengthens the skill of critical thinking by encouraging students to identify the perpetuation of gender expectations in relationships, education, family, the media, and organizations. Because gender is central to social organization and individual identity, students become aware of hidden gender issues and the omnipresence of gender; this awareness heightens students' abilities to be critical members of society. Further, students understand how other socially constructed categories such as race, class, and culture affect gender and communication. This course develops the capacity for applying learning from one context to another by helping students see the contextual nature of gendered interaction; they cannot avoid "doing gender."

GENERAL EDUCATION

OVERALL GENERAL EDUCATION STRENGTHS, WEAKNESSES, AND FUTURE DIRECTIONS

STRENGTHS

- Faculty dedication
- Quality of instruction
- Class size (small classes allow students to gain experience communicating orally.)
- Involvement in Freshmen Interest Groups

WEAKNESSES

- Inability to offer enough sections to meet university needs
 - Can't offer enough sections to allow students to take the Area A courses when they should
 - Can't provide basic skills for other classes
 - Students often take Area A too late in their careers
- Can't add by cutting other classes because we're at the bare minimum right now.
- Partially mitigating problem with summer offerings but that isn't enough.

FUTURE DIRECTIONS

- Make up deficit in the number of offerings during summer sessions as much as possible. (This option is not preferred because is dependent on faculty availability in summer and summer budget, but unless resources are provided to hire more permanent or temporary faculty that is all we can do.)
- Proposal to require Area A by end of 60 units would require additional temporary faculty
- Add more sections of 100 when possible: 5+ per year (using the number offered before AY 2001-2002 cutbacks as the base)
- Add more sections of Critical Thinking when possible: 6+ per year (using the number offered before AY 2001-2002 cutbacks as the base)
- Add more sections of 309b when possible: 1 per year
- Add more sections of 105: 1 per year
- Review department policies for Area A and change if necessary
- Create department policies for other GE courses so new instructors can have clear guidance

SERVICE TO OTHER PROGRAMS

TEACHER PREPARATION

Liberal Studies Elementary Education (LSEE): Two communication courses are part of the core requirements for the LSEE major: COMM 340: Oral Interpretation in Instructional Settings (1-2 units) and COMM 422: Children's Communication Development (4 units).

COMM 340 provides students with opportunities to develop skills in the performance of literature, which helps them develop the ability to make reading to elementary students more dynamic and interesting, which helps to instill a desire to read among students. It also helps the future teachers become more dynamic and interesting as they deliver other lessons.

COMM 340 can be taken for either one or two units of credit. The second unit, which is optional, provides an opportunity for experiential service learning.

COMM 422 provides students with knowledge about the language and communication behavior of children from birth through early adolescence. This helps the future teachers to better know appropriate ways to communicate with students at different grade levels. The course also has a service learning component.

We offer a COMM 100: Fundamentals of Communication course for the LSEE students in the FIG program. This is a required course for LSEE students in the blended program. The course meets the GE requirements and has an instructional communication focus. In contrast to other COMM 100's, this course asks students to reflect on the ways in which public speaking is similar to and different from teaching. In addition, the students are assigned, as one of their informative speeches, to do a pro/con lecture on a controversial educational issue.

English Teacher Preparation: The Department of Communication offers two courses as part of the English Single Subjects Major. They are COMM 426: Adolescent Communication (which used to be called Communication Behavior in Adolescence) and COMM 340: Oral Interpretation in Instructional Settings (which used to be called "Oral Interpretation of Adolescent Literature and was combined with "Oral Interpretation of Children's Literature.") In addition, COMM 322: Intercultural Communication and COMM 417: Second Language Acquisition (which is cross-listed with ENG 417) are part of the Cross-cultural Language and Academic Development program for English majors and education majors. At the time of the previous program review COMM 320: Intercultural Communication Workshop was also part of the CLAD program. Since that time COMM 322 was changed from three to four units and the workshop was integrated into the class.

CLAD (Cross-cultural Language and Academic Development): COMM 322: Intercultural Communication and COMM/ENG 417: Second Language Acquisition are part of the ESL/CLAD Depth of Study. Although COMM 322 is not a core requirement, according to the LSEE Executive Committee, it is used by approximately 75% of LSEE students who elect to enroll in the ESL/CLAD Depth of Study.

COMM 322 Enrollment since last program review
(Source: Enrolled Sections—Class Load *Census*)

AY	Number of Sections	Total Enrollment
95-96	3	85
96-97	3	86
97-98	3	90
98-99	3	92
99-00	4	119
00-01	4	120
01-02	4	121

SERVICE TO OTHER PROGRAMS

COMM 340 Enrollment since last program review

(Source: Enrolled Sections—Class Load *Census*)

AY	Number of Sections	Total Enrollment
95-96	6	114
96-97	5	101
97-98	4	90
98-99	4	90
99-00	4	68
00-01	4	94
01-02	4	95

COMM 417 Enrollment since last program review

(Source: Enrolled Sections—Class Load *Census*)

AY	Number of Sections	Total Enrollment
95-96	3	Unavailable
96-97	2	Unavailable
97-98	2	Unavailable
98-99	2	Unavailable*
99-00	4	57+10
00-01	3	40+9
01-02	3	46+19

COMM 417 is cross-listed with ENG 417 and has been offered through the English Department for the past several years. The total enrollment indicated above is the number enrolled in ENG 417 + the number enrolled in COMM 417. The figures come from the Class Schedule Lookup, which only goes back to AY 99-01.

COMM 422 Enrollment since last program review

(Source: Enrolled Sections—Class Load *Census*)

AY	Number of Sections	Total Enrollment
95-96	3	115
96-97	3	101
97-98	3	98
98-99	2*	98
99-00	3	89
00-01	4	123
01-02	4	121

*Included an experimental section with double enrollment, so it was the equivalent of three sections.

SERVICE TO OTHER PROGRAMS

COMM 426 Enrollment since last program review (Source: Enrolled Sections—Class Load *Census*)

AY	Number of Sections	Total Enrollment
95-96	1	15
96-97	1	31
97-98	1	35
98-99	1	28
99-00	1	13
00-01	1	24
01-02	1	29

SERVICE TO OTHER PROGRAMS

LEADERSHIP STUDIES

The Department of Communication uses the concepts and skills of our discipline to foster student leadership skills through various programs on campus. As part of the "Skill Application Phase" of the Leadership Studies Minor at HSU, students can take a variety of communication classes to fulfill this aspect of the minor. Students who minor in Leadership Studies are encouraged to enroll in Interpersonal Communication, Persuasive Speaking, Business and Professional Speaking, Group Communication, and/or Organizational Communication Theory to fulfill this aspect of the Leadership Studies Minor.

Not only are departmental courses offered as part of the Leadership Studies Minor, Communication faculty participate heavily in developing student leadership through various avenues on campus and in the community. Faculty routinely teach the core theory course in the Leadership Studies Minor, present workshops at the annual Student Leadership Conference held at HSU each fall, and lead the development of Social Advocacy Minor that develops students' competencies in initiating social change.

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.

FRESHMEN INTEREST GROUPS

The Department of Communication has been involved in the Freshmen Interest Group program since the time it was called Living and Learning. Each fall we dedicate several sections of COMM 100 to the program. Faculty design the classes, activities, and assignments in keeping with the theme for the interest group the class is part of.

SERVICE COURSES STRENGTHS, WEAKNESSES, AND FUTURE DIRECTIONS

STRENGTHS

- According to the LSEE Executive Committee (Memo dated November 13, 2001), COMM 322, 340, and 422 "have provided very valuable learning experiences for LSEE students. Four sections of each course per academic year (two in the fall and two in the spring) will accommodate the LSEE Program. Additional summer offerings are also helpful to students who are attempting to accelerate their graduation. Careful scheduling of these summer courses is important."

WEAKNESSES

- COMM 340 is taught exclusively by a single temporary lecturer, which makes it difficult to maintain the service learning component if that instructor is unavailable.

FUTURE DIRECTIONS

- According to the LSEE Executive Committee "the LSEE program is currently engaged in a major redesign to meet the new standards established by the California Commission on Teacher Credentialing for Elementary Subject Matter Programs. A major thrust of the redesign will be to ensure that students are knowledgeable about the K-8 academic content/challenge standards. It will also be essential for all courses in the program to demonstrate how the content/challenge standards and subject matter from the California

SERVICE TO OTHER PROGRAMS

- curriculum frameworks are incorporated into the program of study.” Thus, one future direction is to draft department policies that ensure each course meets the standards.
- Continue to participate in the Leadership Studies minor and the Freshmen Interest Group program.
 - Because of new standards issued by the California Commission on Teacher Credentialing, CLAD will be replaced by infusing English Language Learner content throughout the curriculum. When that happens we will have to evaluate the effect it will have on enrollment in COMM 322 and COMM 417.

MEETING UNIVERSITY GOALS

Evaluate the Degree to Which Each Separate Aspect of the Department's Offerings Meets University and Department Goals

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 an advanced degree in the discipline.

Our graduates have gone to graduate school at institutions such as:

CSU-Fullerton	University of Denver
University of Illinois	CSU-Northridge
University of Denver	CSU-Chico
University of Massachusetts	University of Arizona
San Diego State University	University of Utah.
University of Maine	University of Wisconsin-Milwaukee
CSU-Fresno	University of Minnesota
University of Oregon	University of Indiana
UC Davis	Purdue University
University of Texas at Austin	

The generalist goal is also demonstrated by the comments received by graduates who completed a survey as part of the program review (see Appendix F). The comments indicate the students apply what they learned about communication at HSU to interpersonal communication, small group communication, presentational communication, mediated 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 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 students who received advanced degrees in Psychology, Teaching Writing, Philosophy, Sociology, Education, and Law. Other students continued their education to get their teaching credentials.

The ability of the 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 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 2000 survey by the National Association of Colleges and Employers, five of eleven skills employers desire of candidates involve communication abilities taught in one form or another in Communication classes. The skills employers desire include communication skills, interpersonal skills, teamwork skills, analytical skills, and leadership skills. (The other skills include motivation/initiative, Academic Achievement/GPA, Flexibility/Adaptability, Technical Skills, Honesty/Integrity, and Work Ethic, which are all involved in the Communication program but are not

MEETING UNIVERSITY GOALS

focused upon as much.) The results of the CPC survey indicate the 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 (Shawn Spano), University of San Diego (Bethami Dobkin), Vanderbilt University (Sean O'Rourke), Colorado State University (Greg Young, Robert Margesson), 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, graduates of the HSU Communication program succeed in a wide variety of professions. A few of those graduates include:

- Molly Atkinson, Public Service Director, NCC Radio Group; Eureka, CA
- Roger L. Smith, Eureka High School (Math Department); Eureka, CA
- Courtland Geyer, Deputy District Attorney; Marion County, Oregon
- Vicky Paul, New Student Programs and Clubs Director, Humboldt State University
- Marnie Boothe, AFLAC insurance Agent; Eureka, CA
- Jennifer Resnick, Merchandise Coordinator, Bebe Clothing; Brisbane, CA
- Sara L. Stewart, Community Relations Director, Kodiak (Alaska) Chamber of Commerce
- Christy Cissel (Khattab), Sr. Human Resources Representative, Program Development/Training; Newport Corporation, Irvine CA
- Erin Chambers, Special Events Assistant, San Francisco Food Bank
- Jean Elle, News Reporter, KNTV-San Jose
- Clarke Gower, Sales Representative for Pitney-Bowes; Eureka, CA
- Jennifer Herritt (Skjellum), Executive Vice President, MPI Software Technology
- Jesse Feldman, Alameda Power and Telecommunications

Much of what is taught in 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 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 by their ability to successfully integrate into businesses.

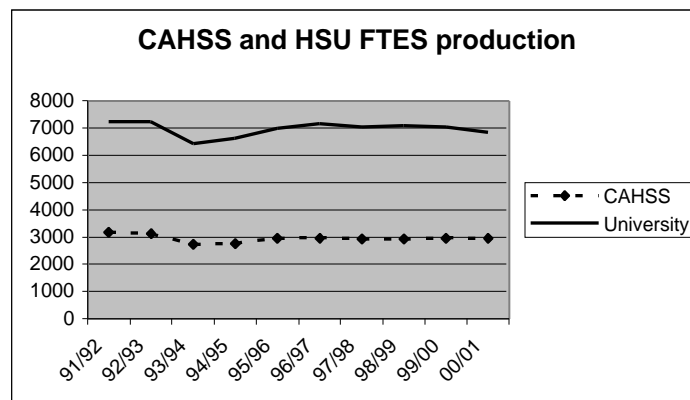
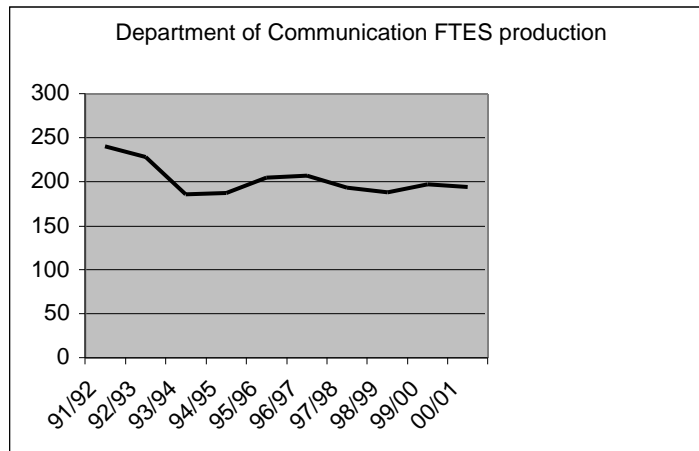
ANALYZE RESOURCES

ANALYZE AND DISCUSS THE INSTRUCTIONAL RESOURCES USED IN SUPPORT OF THE CURRICULUM, INCLUDING ENROLLMENT HISTORY, FACULTY AND STAFF USE, SUPPLIES AND SERVICES, EQUIPMENT, LIBRARY RESOURCES, COMPUTING, AND FACILITIES

FTES

(source: Historical Summary Academic Year Average FTES by Subject)

AY	Communication	CAHSS	University
91/92	240.6	3169.7	7220.5
92/93	227.9	3120.6	7215.7
93/94	185.75	2718.3	6420.0
94/95	186.85	2755.6	6627.0
95/96	204.75	2953.0	6989.1
96/97	206.65	2971.6	7158.0
97/98	192.8	2925.2	7030.5
98/99	187.65	2932.2	7091.5
99/00	197.05	2960.7	7019.6
00/01	194.55	2939.7	6838.5



The FTES production of the Department of Communication closely parallels that of the University as a whole. Given that so many upper division students take lower division GE courses, there appears to be an opportunity to offer more lower division courses and increase FTES for the department, the college, and the university. To do that, however, would require allocating resources for temporary faculty to teach the classes.

ANALYZE RESOURCES

FTEF

(source: Historical Summary Academic Year Average FTEF)

AY	Communication
91/92	12.25
92/93	12.59
93/94	10.15
94/95	10.06
95/96	10.62
96/97	10.45
97/98	9.47
98/99	9.33
99/00	9.03
00/01	10.31

FTES, FTEF, and Major Headcount

AY	FTES	FTEF	Majors
91/92	240.6	12.25	62.5
92/93	227.9	12.59	55.5
93/94	185.75	10.15	55.0
94/95	186.85	10.06	47.0
95/96	204.75	10.62	36.0
96/97	206.65	10.45	40.5
97/98	192.8	9.47	37.5
98/99	187.65	9.33	40.5
99/00	197.05	9.03	48.5
00/01	194.55	10.31	33.5

FTES/FTEF ratio

(source: Historical Summary academic Year Avg Student/Faculty Ratios)

AY	Communication	CAHSS	University
91/92	19.64	20.02	18.71
92/93	18.11	19.5	19.0
93/94	18.31	19.1	18.1
94/95	18.58	18.9	17.7
95/96	19.27	19.9	18.2
96/97	19.77	19.5	17.9
97/98	20.36	19.2	17.5
98/99	20.12	18.5	17.5
99/00	21.83	19.0	17.2
00/01	18.87	18.3	16.4

In CAHSS: 9 departments had higher ratios
 10 departments had lower ratios
 Among Humanities, only Philosophy and Religious Studies had higher ratios
 Communication Department ratio is 15% higher than University average
 We believe these statistics indicate the Department of Communication uses faculty resources efficiently.

ANALYZE RESOURCES

CSU System FTES/FTEF ratio for Speech Communication

(source: Data for Selected Disciplines)

AY	Humboldt	CSU System
91/92	19.64	22.3
92/93	19.7	21.6
93/94	19.6	21.7
94/95	22.8	20.6
95/96	20.7	20.7
96/97	19.8	21.1
97/98	19.8	20.8
98/99	22.4	21.4

NOTE: The Humboldt ratio on this chart differs from the FTES/FTEF ratio chart. The data in each chart was taken from different official documents and we have no explanation for the differences since we did not collect the data.

This comparison shows that the FTES/FTEF ratio for the Communication Department at HSU is in line with similar departments in the rest of the system for the years in which data is available. In some years we are slightly above the system-wide average, and in other years we are slightly below. Since GE classes generally have higher enrollment than major classes, allocation for more faculty to offer more GE courses would probably increase the ratio.

Major Headcount

AY	Majors	Degrees Awarded	Percent of Majors Graduated
91/92	62.5		
92/93	55.5	18	32.4%
93/94	55.0	15	27.2%
94/95	47.0	9	19.1%
95/96	36.0	13	36.1%
96/97	40.5	11	27.1%
97/98	37.5	9	24.0%
98/99	40.5	16	39.5%
99/00	48.5	10	20.6%
00/01	33.5	10	29.8%

ANALYZE RESOURCES

Faculty and Staff

Full Time Faculty and Staff Changes

FULL TIME FACULTY AT THE TIME OF THE LAST PROGRAM REVIEW	CHANGE SINCE LAST PROGRAM REVIEW	REPLACED BY*
Lewis Bright	Retired	Replacement needed
Peter Coyne	Retired	Tasha Souza
Charlotte Krolokke (Lecturer—replacement for Karen Foss)	Converted to permanent position, Resigned	Replacement needed
Stephen Littlejohn	Retired	Laura Hahn
Herschel Mack	FERP	Replacement needed when FERP is finished
Gary Melton	Transferred to JMC	Scott Paynton
Bonnie Mesinger	Retired	Michael Bruner
Armeda Reitzel	No change	
Jay VerLinden	No change	
Julie Yingling	No change other than DIP leave during AY 2001-02	Rob Margesson: 1 year full-time temporary faculty for DIP leave
Gregory Young (Lecturer)	No change	
Ronald Young	Retired	Replacement needed
Diane Eklund (ASC)	Retired	Teri Bronder-Lewis (ASC)
*Replacement needed are for positions, not necessarily to fill the exact same areas of expertise as the person who left.		

The consensus of the department is that there is a serious need for a Forensics assistant. The Forensics program is a crucial part of the department and provides valuable opportunities to students from a variety of majors. Since it involves a great deal of individualized instruction and travel it is very difficult for one person to do everything. The number of students currently involved is beyond what one person can reasonably be expected to work with, and an assistant is needed to maintain the program and to create a situation in which it can grow. It would be best if three units of assigned time could be allocated to a Forensics Assistant each semester.

There is also a need to replace 3.5 faculty (4 faculty when Dr. Mack fully retires). It would be preferable if at least three of those four were permanent, because that will allow the program to grow and develop with greater continuity than if the replacements were temporary. Even full-time temporary replacements, however, would help meet our commitment to General Education and other programs. Because of the small pool of temporary applicants in the area temporary replacements would need to be full-time so they could be recruited and move to the area.

BUDGETS

Operating Expenses: The department's operating expense budget is chronically low, with an allocation that covers supplies for the year and limited contingencies, but little more. It is sufficient to "get by," but insufficient to make any meaningful plans to begin new initiatives or provide professional support for faculty.

Travel: The general travel budget for faculty has been the same for the past ten years or longer. College policy has been that each faculty would be supported for one professional trip each year, for transportation only, up to a maximum of \$500. Some years there has been the possibility of an additional trip but commitments to travel have to be made far in advance of

ANALYZE RESOURCES

knowing if the funds will be available. Some faculty have been able to get limited support through foundation grants, but that is not something that can be relied upon.

Such allocations are inadequate for professional development and are a particular problem for junior faculty who are expected to attend conventions to be retained and promoted. The policy generally does provide enough to get people to an academic convention, but hotel expenses are usually several times the amount spent on transportation.

Forensics Travel: Travel expenses for the Forensics program come from two sources. Student travel is funded by the Instructionally Related Activities budget, and the amount allocated to Forensics has increased substantially since the last program review. Faculty travel associated with Forensics is funded by an allocation from the college to the department, and that amount has not increased in fifteen years. The allocation has been inadequate for the amount of travel necessary for the program, and the Director of Forensics has had to fund much of his travel out of his own pocket. The allocation was augmented in 2001-2002, and that augmentation needs to be made permanent.

There is no allocation for travel for anyone who assists the program. If the program is to maintain excellence travel funding for an assistant is also necessary.

Equipment

The equipment needs of the department are primarily computer workstations for faculty and staff and duplicating equipment. The current college policy regarding workstation replacement meets the needs of this department. The photocopy machine for the department is holding up well, but we must anticipate the need to replace it within the next few years.

After the previous program review two rooms in the Theatre Arts building were equipped with video and sound equipment to meet the technology needs of Communication classes at the beginning of the 21st century. The computer equipment in those rooms will probably need to be replaced soon. There is also the need to make some adjustment in the way the equipment is installed so it will work better for our needs. (ie. permanent internet connections, changing the cables so the computer stations can be moved to positions where speakers can stand behind them as they speak.)

Library Resources

The library resources generally appear to be adequate for the needs of this department. The library carries the major journals for this discipline and the book holdings are adequate.

We do believe there is a need for a database for the Communication discipline. The National Communication Association produces CommSearch (3rd Ed), which allows the user to search a database by title, author, and keywords. The database includes bibliographic and keyword references to 26 journals in communication studies, abstracts of all journals published by NCA, and full text of NCA's six journals from 1991. Journals are indexed from their inauguration, and abstracts are included from their earliest appearance in journals. Full text retrieval of articles is available for NCA journals for the years 1991-97. The library cost for CommSearch is

Not networked, one user at a time with multiple users \$425.00

Networked for no more than 5 simultaneous users \$650.00

Networked for unlimited simultaneous users \$1,000.00

(More information at <http://www.natcom.org/pubs/CommSearch/default.htm>)

The Communication Institute for Online Scholarship offers an institutional affiliation that includes a Journals Index to search indexes for 30 key communication serials and other services.

ANALYZE RESOURCES

The basic institutional affiliation is listed at \$250.00 per year and includes all basic services for everyone at the institution. (More information at <http://www.cios.org/www/affiliat.htm>)

Facilities

Classroom Access: In the last program review we emphasized the need to have classrooms equipped to allow us to teach and model the use of technology to aid public communication, and to have those classes available to schedule our classes. TA 11 and TA 110 were equipped. This department had priority for scheduling those rooms for a while, but this semester that control was eliminated. See the next section of this review for more details.

House 54: In most respects we are happy to have House 54 as our “home.” Students and faculty alike feel it creates the proper atmosphere for this department.

Since the last review some improvements have been made to the building. The basement offices used to flood regularly during rainstorms and Plant Operations made changes to the drainage which solved the problem. The main office had new counters and cabinets installed, which improved both functioning and aesthetics. The main hallways both upstairs and in the basement were repainted, also improving the aesthetics.

Even so, there are several aspects of the building that need to be improved:

- The heating system is terrible, causing some faculty offices to become overheated while others are still cold. We regularly have to call plant operations during winter months because the heat isn't working at all.
- Windows in rooms 101 and 112 have been warped by storms so now do not open and close properly, creating both energy efficiency and security problems. Past requests to repair the problems have had unsatisfactory results and the windows need to be replaced. Other windows in the building have been painted shut.
- The restrooms in the basement are not ventilated, resulting in foul smelling offices and hallway.
- The main office is not handicapped accessible.

Permanent Faculty Offices: Many faculty offices are satisfactory and no significant changes are needed. However, two offices (rooms 3 and 5) were originally created as spaces as spaces for students to practice speeches and are much too small to adequately serve as office space. The problem of permanent faculty office space will be exacerbated in the future when additional permanent faculty are hired to replace those who have retired.

Temporary Faculty Offices: The university has made the decision to use temporary faculty to teach a large percentage of classes. Those faculty members require adequate office space as much as permanent faculty. However, temporary faculty offices are spread around campus instead of being located with the rest of the department. Those in House 53 have no reliable internet access and the building has a mildew odor that cannot be adequately described.

RECOMMENDATION: The needs of the faculty of this department, and of all the students we teach, would be better met if the space in the basement of House 54, which is now used for the math lab, were turned into offices for Communication faculty. In addition, the maintenance indicated above should be done.

CHANGES SINCE LAST PROGRAM REVIEW

EVALUATE AND DISCUSS SIGNIFICANT CHANGES, DEPARTMENT'S STRENGTHS AND WEAKNESSES SINCE THE LAST DEPARTMENT REVIEW AND WHAT IS NEEDED TO REINFORCE THE STRENGTHS AND CORRECT OR COMPENSATE FOR WEAKNESSES

CHANGES

The Department of Communication was very successful at completing goals of last review. They included:

Preparing for future faculty recruitment: The department was successful in recruiting and hiring four high quality permanent faculty members since the last program review. We were close to the number of permanent faculty that are needed when Charlotte Krolokke resigned to take a position in Denmark. We will continue to prepare to recruit permanent faculty in the future.

We have also been successful recruiting temporary faculty to fill while permanent faculty are on leave, have assigned time, or retire. The pool of part time applicants in this area is very limited, though, so we usually need some full-time temporary faculty.

Curricular development: As noted earlier, we revised the major, changed several courses from three to four units, combined COMM 320 and 322 into one 4-unit course, developed new courses, and led the way in creating the Social Advocacy minor. We believe we were quite successful in meeting this goal.

We also changed department name from Speech Communication to "Communication" to better reflect the breadth of study and to indicate to students that the department is about much more than public speaking.

Recruitment of majors: We were not as successful in meeting this goal as we would have liked. The number of majors dipped temporarily, and is now on the upswing again. The current increase is attributed to the efforts of the faculty on the Student Recruitment Committee.

Interdisciplinary offerings: The Social Advocacy minor clearly developed an interdisciplinary approach to some of our offerings, and many of our courses draw from the intellectual traditions of a variety of disciplines. However, our efforts in other areas prevented the development of other, more obvious, interdisciplinary offerings.

Classroom space: Since the last program review the Department was successful in attaining funding to equip two classrooms with hardware that allows for both computer aided presentations and the ability to video tape student presentations. Both capabilities are crucial to effectively teaching the content of many of our courses and to meet the chancellor's edict to increase the use of technology in teaching. Several faculty members spent a great deal of time and effort in creating lessons to make use of the technical capabilities of those rooms.

Since those rooms were specifically equipped to meet the pedagogic needs of our courses we were able to schedule classes into those rooms to make full use of the equipment for a short time. Both rooms were scheduled from 8:00 a.m. to at least 4:00 p.m. Monday through Friday with classes using the equipment.

This year, however, the university decided those two rooms must go back into Schedule 25. Some courses were awarded priority scheduling in those rooms, while others that make heavy use of the equipment, were not and have been scattered around campus.

CHANGES SINCE LAST PROGRAM REVIEW

That change has been very disheartening for the faculty who put forth great effort to redesign their teaching and their course assignments so they and their students can make use of the technology. There is little incentive for faculty to continue to develop their use of the technology when they can't be assured they will be able to use the material they create. Using media services to use portable technology is not a solution, because a projector and computer would have to be reserved and set up almost every class period, and that is not a reliable system. The portable projectors also take up seating space that is usually needed for students.

Going back to Schedule 25 also creates scheduling problems because we often want to schedule courses taught by the same instructor back-to-back in the same room, and are no longer able to do that. That creates a scheduling problem because we can't schedule the classes back-to-back if we cannot be assured they will be, at the very least, close to each other. In addition, we have found that having most of our courses in two rooms allowed us to use the bulletin board space in the rooms much more effectively than when multiple departments used the rooms and when our classes were scattered around campus. The change in scheduling has created a much worse situation for this department.

Opportunities for community service and service learning: One of the departmental goals of the last program review was "to explore means to better provide students with opportunities for community service related to their major." This goal was reiterated on p. 9 and p. 14 in our departmental strategic plan when we proposed a service learning pilot program.

We have exceeded our expectations in moving forward in the area of service learning. Definitions of service learning, which we use to guide our thinking, are found in Appendix D.

The mission of the College of Arts, Humanities, and Social Sciences includes the following objectives:

1. To help our students to acquire the skills necessary for personal success and responsible citizenship in the 21st century.
2. To encourage students to study with seriousness and a sense of purpose and to appreciate their potential and responsibility for service to others.
3. To encourage students to be active partners in the learning process; to participate in the life of the College, campus and community; and to foster a general and enduring capacity for learning, intellectual growth, and creativity.

The College's strategic plan includes the goal of assisting faculty members "in developing service-learning courses."

The Department of Communication helps the College meet these objectives through expanding the number and types of service-learning experiences that are available to students who are taking our courses. The Communication courses that include service learning are:

Gender and Communication - COMM/WS 309b - 3 or 4 units - requires a service learning component for students taking the course for a fourth unit. The learning site can be a school or organization relevant to issues in gender studies. The service learning assignment includes a 15-to-20 hour requirement and a report of activities or observations that incorporate a gender analysis.

Intercultural Communication - COMM/322 - 4 units - requires a 14-to-15 hour service learning project for all students. Many students choose to work with English as a second language speakers to complete this requirement.

Nonverbal Communication - COMM/324 - 4 units - requires 20 hours of service learning in the community. Students keep a personal communication journal that records their experience and interesting interactions and observations related to nonverbal communication. Students are expected to write an analysis paper as well as participate in reflection activities.

CHANGES SINCE LAST PROGRAM REVIEW

Oral Interpretation in Instructional Settings - COMM/340 - 1 or 2 units. requires students taking COMM/340 for 2 units to take their performances into local classrooms in groups of two or more. After their performances, they lead a discussion with their audience to determine their impact. They are also required to turn in a short paper of self evaluation.

Children's Communication Development - COMM/422 - 4 units - requires a 14-hour service learning project for all students. Opportunities for service include tutoring children, working with children's programs at the Natural History Museum or in after-school programs, serving as judges at History Day and Science Fairs, participating as workshop leaders for Cesar Chavez Day of Service grants, and assisting with youth organizations.

Adolescent Communication - COMM/426 - 4 units - involves 10-14 hours of service learning by the students. Activities include judging at History Day and working with junior high and high school students during classes and in after-school programs.

Special Topics: Service Learning in Intercultural Contexts - COMM/280 - 3 units - required students to engage in a service-learning project they developed for a minimum of 20 hours. The focus of the academic content was on diversity and issues of power in the community. This seminar course was offered fall semester 1999.

Special Topics: Communication Consulting, Training, and Outreach - COMM/480 – 4 units - required students to devote 20 hours on a service-learning project. As prospective trainers, students prepare for, design, implement, and evaluate a training session. This seminar course was offered fall semester 2001.

Faculty Involvement in Service Learning: Several of our Communication faculty members have been involved with service learning at various levels. During 2000-2001 two faculty members were selected to participate in the first cohort of Service Learning Fellows at Humboldt State University. Both of these faculty members were then chosen to serve as Service Learning Fellows Mentor Coordinators for the second cohort of Service Learning Fellows during the 2001-2002 academic year. In 1999 one of our faculty members was nominated by President McCrone for the Thomas Erlich Faculty Award for Service Learning, a national service learning award.

Because of a successful grant application, the Communication Department participated in the Engaged Department Institute sponsored by the National Campus Compact, California Campus Compact, and the California State University system in June 2001. "Campus Compact is a national coalition of more than 740 college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students' citizenship skills and values, encourages partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research. <<http://www.compact.org/about/about-content.html>>

A major goal of National Campus Compact is to promote practices that "reaffirm and realize the historic commitment of higher education to citizenship building and civic responsibility." Its programs emphasize the following three goals:

GOAL 1: Broaden and deepen institutional support for service-learning

GOAL 2: Support faculty practitioners at all levels: introductory, intermediate, and advanced.

GOAL 3: Explore the implications of the advanced practice of civic education, deepen the commitment of higher education, and define best practices of an engaged campus

CHANGES SINCE LAST PROGRAM REVIEW

The department team developed an Engaged Department Action Plan which the Executive Committee will consider for implementation in the future. This plan will assist us in developing our departmental definition of civic engagement and create an academically sound program of study that includes service learning as a critical component of the learning process.

Field Experience: In addition to service learning opportunities the Department of Communication also includes Field Experience opportunities to offer students the chance to apply the theory and skills they have learned and are learning in pursuit of their degree to "real world" contexts. The majority of students who do field experience to complete this part of the major apply content from their degree to the fulfillment of internships or paid positions and various for-profit or non-profit organizations.

Field experiences are directed by faculty and completed by taking COMM 495: Field Experience. Most work for field experience is completed in three phases. First, students are to enact and observe communication in the particular context they choose over an extended period of time through internships or paid positions. Second, students, from their participation and observations, pick a particular focal point related to the major to research. They then write a literature review detailing relevant literature in the field related to their area of field experience. Finally, they use both their experience and their research to develop a communication training manual and/or workshop for other members of the organizations they participated in. Not only does this allow our students to apply their major to outside contexts, it also promotes the importance of our field to those outside the university setting and the Communication discipline.

Field Experience credit can also be attained by serving as basic course tutor or as an Undergraduate Instructional Assistant (UIA). Tutors helps students in basic courses perform more successfully in courses such as Fundamentals of Speech Communication and the critical thinking courses by working with them one-on-one. UIAs assist faculty in teaching courses and gain experience as instructors. Tutors and UIAs are also expected to complete a final project that connects their experiences during the semester with concepts and theories they have learned in their other courses.

Assessment & Capstone course: Although it was not included as a goal in the previous program review, the department also developed a means of assessing the program through the use of a capstone course in the major. This 2 credit course (Comm 490) is designed to be the culminating experience of our majors' education process in communication. The course includes two major parts: retrospective (looking back, assessing the learning and accomplishment of objectives throughout the major and how it all fits together) and prospective (looking forward, thinking about life after graduation). The course assists students in completing their senior portfolio and guides them through their senior project. The portfolio is designed to encourage students to organize and synthesize what they have learned in the major. In addition, it requires students to assess their own strengths and weaknesses as a student of communication and assess the strengths and weaknesses of the major curriculum offered.

The course has been a successful vehicle for judging student achievement immediately prior to graduation. The course allows us to check our students' progress against the objectives within each of the area requirements to ensure they are learning everything we consider important. For each objective, students are expected to identify the assessment activity and offer the results of the activity (see matrices in appendix C). In their portfolio, students include assignments that support the objectives in each area requirement. For each area requirement, students are asked to provide feedback on the course and the objectives (e.g., Do they feel that they have demonstrated adequately their competence with all of the objectives identified?). The department retains a copy of all the student portfolios as an assessment tool. The faculty are to review the portfolios to determine areas of strength and weakness of our curriculum, in particular, and our department, in general.

The students from the capstone course provided feedback on the strengths and

CHANGES SINCE LAST PROGRAM REVIEW

weaknesses of the major. There were far more compliments on the department and major (strengths) than there were areas for improvement (weaknesses) and the feedback has been incorporated into other parts of this program review.

Based on the feedback, we feel as if some minor adjustments can be made to the curriculum to better enable students to meet our goals and theirs. In examining their objectives for the different core areas, students felt that they had met the majority of the objectives in their courses. They would have liked more assistance in clarifying the objectives within each particular course, however. They felt as if they had not been well prepared for the capstone course (which is largely due to the fact that it was so new to the major). In response to this, individual instructors have been asked to be attentive to the matrices during their courses and assist students in making connections. As a department, we are working to better prepare students for the capstone course with individual and group advising as well.

The course has been offered two times thus far. There were 7 students in the spring 2000 class and 12 students in the spring 2001 class. The course has been modified based on student and instructor feedback. The course has been changed from credit/no credit to a graded course due to the fact that students are expected to create new materials for their portfolio and for the course in general.

Appendix C includes the syllabus for the course when it was taught in Spring 2001 and the achievement matrices for the areas of the major.

Development of Web Site: Another aspect of the program that has changed since the previous review is the department web site. It has been continually updated and upgraded to make it a useful site for current students, potential students, and faculty. Students and faculty are able to use the site to check when we plan to offer courses in the future, to download the achievement matrices for the capstone course, and to download a copy of the major contract for graduation checks. Faculty can use the same material, and are able to download department policies and other documents when they wish.

DEPARTMENT STRENGTHS

The strengths of the curriculum have been addressed earlier, so will not be repeated here. The following are department strengths in addition to the curriculum. These strengths were identified by examining student portfolios from the capstone course, by examining the data collected in the alumni survey, and through discussions in Executive Committee meetings, which included permanent faculty and student representatives.

- Faculty
 - Positive interaction with students
 - Nonthreatening,
 - Desire to help students
 - Strong scholars
- Other students
- Small classes with varied methods
- Opportunity for students to do a variety of things (such as Forensics, tutoring, Undergraduate Instructional Assistants)
- Openness to artistic, humanistic, and social scientific perspectives on the study of communication
- Forensics program
- Current ASC

CHANGES SINCE LAST PROGRAM REVIEW

DEPARTMENT WEAKNESSES

- Need for more clarification of assessment matrices (which will be done in individual classes, during advising, and in the capstone course)
- Reliance on temporary faculty
 - Not as involved in department planning
 - Not as involved in recruiting students
 - Fewer faculty to serve on necessary committees
 - Small part-time pool makes planning less reliable

NEEDS

- Allow scheduling of TA 11 and TA 110 by department
- Upgrade equipment in TA 11 and TA 110, including cables
- Renovation of House 54, including windows, bathrooms, and faculty offices where math lab is
- Temporary and permanent faculty allocation sufficient to offer 5 additional sections of COMM 100, 6 additional sections of COMM 101/102/103, and one additional section of COMM 309b and 422 each academic year, beyond the levels of 2000-2001, exclusive of summer. Temporarily allocate more if the backlog is to be reduced so freshmen and sophomores can enroll in the Area A GE courses.

PROPOSED CHANGES

JUSTIFICATION FOR PROPOSED CHANGES OR NEW DIRECTIONS FOR THE NEXT FIVE YEARS, INDICATING CLEARLY THE PRIORITY OF THESE INITIATIVES, AND STATING SPECIFIC GOALS AGAINST WHICH PROGRESS MAY BE MEASURED.

The following proposed changes are listed in priority order, from the highest priority to the lowest.

1. Consider the unit value of four unit courses and the variable unit courses to determine if changes should be made and, if so, what those changes should be. Progress will be measured by the consensus of the Executive Committee about what, if any, the changes should be and making the changes through the curriculum process.
2. Consider making changes in the requirements for the major in Speech Communication (or "Communication" if the Chancellor's office approves the name change). Progress will be measured by the consensus of the Executive Committee about what, if any, the changes should be and making the changes through the curriculum process.
3. Explore ways to better support the Forensics program. Progress will be measured by the degree to which assistance is provided to the Director to instruct the students and the degree to which funding for the Director's and Assistant's travel is increased.
4. Revise, if necessary, current policies and develop policies for all GE (100, 101, 102, 103, 105, 108, 300, 309b, 400) and Teacher preparation (322, 340, 422, 426) courses similar to those for Oral Communication and Critical Thinking. Progress will be measured by the establishment of the policies by the Executive Committee.
5. Re-examine department assessment procedures to determine if they should remain as they are, if they need refinement, or if they need to be significantly changed. Progress will be measured by a reaffirmation or revision of the current policy by the Executive Committee.
6. Develop Engaged Department Action Plan to assist us in developing our departmental definition of civic engagement and create an academically sound program of study which includes service learning as a critical component of the learning process. Progress will be measured by the adoption of an action plan by the Executive Committee.
7. Explore the possibilities of a "Communication Across the Curriculum" program. Such a program builds on the Oral Communication GE requirement by helping faculty in other departments design oral communication assignments appropriate for their classes help them create appropriate means of evaluating those assignments. Experience in CAC programs at other institutions indicates such a program can create substantial benefits but requires significant resources to support. Thus, we cannot say we definitely will adopt such a program. Progress will be measured by an Executive Committee decision to either support or not support such a program.

INVOLVEMENT IN SELF-STUDY

The Department of Communication Program Review Self Study was discussed in Executive Committee meetings every week but one during the Fall 2001 semester. The Executive Committee is composed of all permanent faculty in the department, two student representatives, and the department Academic Support Coordinator. Temporary faculty were invited to participate and submit material for inclusion. Students also participated through their capstone portfolios, which were examined as part of the self study. Alumni participated through a survey that was mailed to all alumni for which we had addresses.

The following people were involved in the discussions of the program review: Signatures indicate support for the self study.

Teri Bronder-Lewis (ASC)

Michael Bruner (Associate Professor)

Christine Graves (Student Representative)

Laura Hahn (Assistant Professor)

Herschel Mack (Professor)

Scott Paynton (Assistant Professor)

Armeda Reitzel (Professor)

Tasha Souza (Assistant Professor)

Jay VerLinden (Professor)
Department Chair

Julie Yingling is on a Difference-In-Pay leave during AY 2001-2002 and had limited participation in the program review. James Floss (Lecturer) and Greg Young (Lecturer and Director of Forensics) contributed material related to their areas of expertise and had other, limited participation. Daerielle Culver (Student Representative) was very involved in the deliberations during Fall 2001 but could not continue as a Student Representative so did not vote on the final document.

APPENDIX A

Note: These guidelines have not been updated since the change in the department name.

FUNDAMENTALS OF SPEECH COMMUNICATION Official Teaching Guidelines Approved 1997

Purpose: SC 100: Fundamentals of Speech Communication is the primary course meeting the Basic Subjects, Oral Communication requirement at Humboldt State University. Certain qualified students can advance place into SC 214 (Persuasive Speaking), SC 312 (Group Communication), or SC 213 (Interpersonal Communication). Otherwise all native students at Humboldt are required to take SC 100.

Catalog Description: An introductory course designed to help develop the oral communication abilities needed to function effectively in a variety of communication contexts. Includes exposure to fundamental communication theory and skill building exercises in public speaking and other communication contexts.

Mode of Instruction: This is a three semester unit course. The class size is limited to 27. The course is approved as "lecture-discussion-recitation," meaning that in addition to lecture and discussion, substantial time must be devoted to student performances and critique.

Course Goals: This course is designed to meet the Oral Communication element of Executive Order 595, which states: "Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written and oral communication."

Minimum Assignments: All sections must require the following assignments: (1) at least two graded communication exercises that emphasize the public, one-to-many format, including at least one informative speech and one persuasive speech; (2) at least one written analysis of a formal spoken message. As the second of these assignments implies, students are required to do some writing in addition to their speech assignments. Individual instructors may structure these assignments any way they wish, and beyond these minimum exercises other assignments in interpersonal, group, public, or other aspects of communication may be required.

Text: Each instructor will be free to select any text that provides a coverage of the fundamental concepts and skills that are the focus of this course.

Challenge-by-Examination: Qualified students may challenge this course by examination. A rigorous method of screening and examination has been developed by the department, and interested students may get a copy of the challenge guidelines from the department secretary.

APPENDIX B

Note: These guidelines have not been updated since the change in the department name.
SPEECH COMMUNICATION DEPARTMENT POLICY ON
CRITICAL THINKING COURSES FOR GENERAL EDUCATION
(Dated October, 1993)

Drafted by Speech Communication Department
Subcommittee with Professors Bright, Coyne, and Mack

Chancellors Executive Order #338.

Instruction in critical thinking is designed to achieve an understanding of the relationship of language to logic which should lead to the ability to analyze, criticize and advocate ideas, to reason inductively and deductively, and to reach conclusions based on sound inferences drawn from unambiguous statements based on sound knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, belief from knowledge and skills in elementary deductive and inductive processes including an understanding of the formal and informal fallacies of language and thought.

In the firm belief that the discipline of argumentation provides the basis for meeting both the letter and spirit of the Chancellor's guidelines for critical thinking, our subcommittee recommends the following policy for all of the critical thinking courses sponsored by the department:

That the Chancellor's Executive Order #338 describing the nature of critical thinking courses be placed in a prominent place in the syllabus of each course and each of our course offerings be designed to meet those guidelines in the eyes of the students taking the classes, the subcommittee in our department reviewing the courses and any and all review bodies considering the nature of critical thinking and how it is achieved in required course offerings in general education offered by our department.

1. That a textbook in argumentation (as opposed to specialized books in small groups, debate, speaking or writing) be selected and utilized in each course offering.
2. That two thirds of each course be devoted to the discipline of argumentation as it pertains to rational thought processes in general.
3. That one third of each course be devoted to a practice of argumentation in a specialized sense. Specifically that small group excursions should emphasize the aspects of rational decision making processes, and not psychological or sociological aspects of small group theory, that debate should be viewed as an outgrowth of solid theoretical argumentative theory and not an end in itself, and that critical processes in speaking, listening, and writing be an outgrowth of the theory of argument or logic and not ends in themselves.

We further wish to measure each of our critical thinking courses by this standard: that the course(s) in critical thinking are not to be considered speech, debate or small group speech communication courses but courses in the critical thinking component of general education offered by the Speech Communication Department.

It is our wish to be true to the letter and spirit of Executive Order #338 and invulnerable to any implication otherwise from any source whatsoever.

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ASSESSMENT

Instructor: Dr. Tasha J. Souza
Spring 2001
Class Times: W 5:30-7:20
E-mail: tjs16@humboldt.edu

Office: House 54 Rm. 3
Office Hrs: MWF 9:00-9:50
M 11:00-12:00 & by appt.
Phone: 826-3462

CAPSTONE EXPERIENCE/SC 490

Required Reading:

A reading packet might be necessary after collaborative course decisions are made.

Course Description

SC 490 is the 2 *credit* capstone course of the communication major; as such, it is intended to be taken during a student's final year of the major. The course is designed to be the culminating experience of your education process in communication. The course will assist you in completing your portfolio and guide you through your senior project. It includes two major parts: retrospective (looking back, thinking about your learnings throughout the major and how it all fits together) and prospective (looking forward, thinking about life after graduation). By the end of the semester, you will have had the opportunity to review, synthesize and demonstrate what you have learned in your communication courses. In addition, you will become better prepared to enter the professional workplace. This is the second time this course is offered; as a result, feedback and flexibility will be appreciated.

COURSE POLICIES AND EXPECTATIONS

My Expectations

I teach best when students are actively involved in the learning process and the co-creation of meaning. In other words, students engage in lively discussions, complete all assigned work by the due date, and take full responsibility and ownership for their course-related actions. I encourage and expect an environment that is supportive, sensitive, and respectful of all the members of the class. Our satisfaction with the learning atmosphere in this class will depend largely on the extent to which you honor these expectations to the best of your abilities.

Your Expectations

I believe that you have the right to have expectations of me and I will do my best to honor those. In order to do this, please make your expectations clear to me so that I may address their feasibility, clarify them, and meet the agreed upon expectations to the best of my ability. There are no hidden agendas in the course expectations. I will give you explicit requirements for all assignments and encourage you to ask questions.

Course Requirements

Involvement

Class discussion, group activity,
volunteering, home learning, etc.

Communication Week Participation

Senior Project Abstract

Portfolio

Assessment Cover Letter
Matrices and Assignments
Senior Project and Reflection Paper
Senior Project Presentation

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Attendance /Involvement

Please call me or e-mail when you are absent. If you might have difficulty attending class on a regular basis, it would be in your best interest to drop. Extended absences for medical reasons will be excused with a doctor's note. If you might have difficulty getting to class on time, reorganize your schedule so that you can be prompt.

Your attendance and active involvement are essential to the success of this class.

Most of our class meetings involve discussions, speaking activities or assignments on which you will be graded. Therefore, excessive absences and frequent tardiness will result in a lower grade.

Involvement includes (but is not limited to) your regular and on-time class attendance, how well/completely you are prepared for the class session, how "present" you are in class, how readily you volunteer for in-class activities, how well you generally project respectful involvement -- in terms of supportive listening, nonverbal feedback, and thoughtful verbal contributions which allow space for your own and others' thoughts as well (i.e., being an active part of, but not monopolizing, the discussion), your completion of the assignments, and the quality and relevance of your participation in class discussion. Your contributions should contribute to the learning of other students in class.

Portfolio/Senior Project

Guidelines for each of these assignments are provided in the major packet. I will provide additional guidelines in class. Be sure to respond to all of these expectations in order to get a satisfactory grade.

Written Work

All assignments will be graded on both content and style and must be **typed, double-spaced**. It is my expectation that the writing will be clear, specific, solid in substance, coherent, and free of grammatical/spelling errors. Please proof all written work. On time assignments will be handed in at the beginning of class. **Late assignments will be penalized** one full letter grade. An assignment will not be accepted if it is more than one week late.

Missed Assignments

It is your responsibility to obtain any missed information or handouts if you are absent. As a general rule, makeup work **will not** be allowed. I am aware that emergencies do arise and that on rare occasions there may be other legitimate reasons for missing class or an assignment. As soon as you become aware you will be missing class or an assignment, LEAVE A MESSAGE FOR ME. Should you convince me that your absence was truly unavoidable, I will do my best to accommodate you. The more advance notice I am given, the more accommodating I will be.

Open Topics for Workshops

Throughout the semester we will dedicate class sessions to topics that will help prepare you to enter the professional workplace. As a class, you will decide the topics and be expected to read the material provided and do additional assignments for each topic. For each of these topics, you will complete assignments that will contribute toward your involvement grade. Ideas for open topics include:

interviewing skills	resumes	references and recommendation letters
cover letters	networking	career center presentation
getting into graduate school		

Community Orientation

This class is a community because you are learning and engaging with other people who are striving for the same goals as you are, in a situation that involves challenge and choice-making. Because you will be working with this same community for the entire semester, it is

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important that we not only build community, but learn about the community we will be speaking with. The class sessions are set up to help people learn from each other (through discussions, activities). **Everyone** has useful and insightful information to offer to the class.

Learning Disability

Should you have a learning disability that prevents you from fulfilling the course requirements, please see me.

Feedback

I will be available outside of class for any of you who seek additional help or would like me to review your work and give you feedback before it is turned in. If you have comments or suggestions about the class or my teaching methods, please share them with me. I welcome the feedback and will try to improve the class in any way that I can.

PORTFOLIO ASSIGNMENT

Purpose: The portfolio is a way to demonstrate to you, me, the department (and to anyone else) what you have learned in the communication major. The completed portfolio is to be reviewed by the communication faculty. Therefore, you will need to **turn in two copies**.

Content: A portfolio is an assemblage of evidence accumulated over several years. It includes the following:

1. A table of contents (be sure to list on your table of contents the courses from which your examples are taken).
2. An assessment cover letter (5-10 page essay) analyzing the following:
 - a. Your own strengths and weaknesses as a student of communication. Refer to data gathered for the matrices. In addition, assess your skills in writing, speaking, and critical thinking.
 - b. The strengths and weaknesses of the major curriculum offered. Take this opportunity to think about your major as a whole and what you have learned,
3. A matrix for each cluster you completed in the major (you may not have done them all, depending on when you started the new major).
 - a. Include assignments which support the objectives in the cluster, when possible.
4. Your senior project in whatever format is appropriate. As part of your senior project, you must also include a Reflection Essay (3-5 pages) which describes the following:
 - a. Why you chose this “piece” for your senior project.
 - b. What changes you made to the product.
 - c. The ways in which your senior project demonstrates that you have integrated theory, research, and practice in an area of communication.

Physical Format: Portfolios are to be professional looking, organized, and polished. You should take pride in presenting your portfolio to others. Take efforts to make the cover page attractive and to design unique section dividers. As with course papers and assignments, your cover page should mention your name, my name, the semester, the course, and some title, such as the obvious and bland yet accurate “Senior Portfolio.” Consider your choices of fonts, colors, graphic images as part of your design; make these deliberate rather than using whatever is closest to hand, so that this portfolio shows off what you are able to do visually as well as in terms of your writing.

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Portfolios should be physically compact and portable. Thus a large binder or zippered case is recommended (but not required if you have a better idea). I need to be able to write comments on what you are turning in, so please do not put a separate plastic cover on each page. Leave me a blank page at the front or back, so I have an appropriate place to write comments.

Some students have chosen to use a metaphor as a vehicle for describing their current view of what they have learned. Some prior examples (where I used to teach) include each of the matrices as a puzzle piece, which when put together make a complete picture; the world of communication as a map, and each instructor or course a particular island, with the student on a journey from island to island in an attempt to learn the territory; the competencies as a deck of cards, useful primarily when they are all put together rather than individually. Think about whether a metaphor will help you describe what you know currently, your journey in getting to this point, and your progression to the future.

In sum, these requirements translate to having something like a binder with an interesting cover, a table of contents, an assessment cover letter, a matrix for each cluster you completed in the major, assignments which support the objectives in each cluster, and your senior project and reflection essay. Realize that although the final document often looks like a large book, you are not writing the majority of it now. Assuming that you have kept your past coursework and will revise a past assignment for your senior project, you should only be writing 8-15 pages for this assignment (not including matrices). The bulk of the work you do for the portfolio should be synthesis (putting existing pieces together to form a new whole), reflection, and revision.

The portfolio is designed as a vehicle to encourage you to organize and synthesize what you have learned in the major. If you can't tell me what you have learned, how will you be able to convince those who would hire you for a job of what you have learned? Think of this as a place to practice explaining what you know.

APPENDIX C

ACHIEVEMENT MATRIX Practical Skills

Course taken to fulfill area requirement: COMM 108 COMM 213 COMM 214

Objectives: Upon completion of the practical skills requirement the student will be able to:	Assessment Activity(s)	Description of Results
1. Demonstrate awareness of audiences’/partner’s needs/expectations.		
2. Analyze critically messages delivered to an audience/partner.		
3. Express thoughts and emotions effectively and appropriately.		
4. Demonstrate understanding of the effects of nonverbal behavior.		
5. Support ideas appropriately and sufficiently for the chosen message and audience.		
6. Advocate one’s own position & respond non-defensively to another’s position.		
7. Evaluate the ethical implications of communication practice.		
8. Evaluate his/her own performance(s) for the purpose of self-improvement.		

Student Feedback:

Do you feel that you have demonstrated adequately your competence with all of the objectives identified above?

If your answer is no, would you have liked more or better opportunities to display your competence? With which of the objectives?

Do you feel you excelled in any one objective? Which one?

Did you get something out of the class that was *not* covered by the stated objectives?

APPENDIX C

ACHIEVEMENT MATRIX

Communication Codes

Course taken to fulfill area requirement: COMM 324 COMM 400 COMM 422

Objectives: Upon completion of the communication codes requirement the student will:	Assessment Activity(s)	Description of Results
1. Be able to articulate the nature of symbolic communication and the principles governing the use of symbols in verbal & nonverbal systems.		
2. Be able to apply principles of symbolic communication to interpret & construct messages		
3. Understand how symbols are used to construct ideas and values; that is, how symbolic interaction is creative & developmental.		
4. Understand how people use symbols to form identities, construct social realities, create unique thought processes, and connect with one another.		
5. Be able to recognize how symbol systems vary in different contexts, appreciate their diversity, and understand how they are used to enact culture.		

Student Feedback:

Do you feel that you have demonstrated adequately your competence with all of the objectives identified above?

If your answer is no, would you have liked more or better opportunities to display your competence? With which of the objectives?

Do you feel you excelled in any one objective? Which one?

Did you get something out of the class that was *not* covered by the stated objectives?

APPENDIX C

ACHIEVEMENT MATRIX

Communication and Influence

Course taken to fulfill area requirement: COMM 404

Objectives: Upon completion of the communication and influence requirement the student will be able to:	Assessment Activity(s)	Description of Results
1. Show how theories of communication influence may be applied in explaining the outcome of “real world” events.		
2. Recognize the key variables in communication influence situations (i.e. source, message, channel, receivers) and show how altering one or more of these variables changes the outcome.		
3. Show how research related to communication influence theory is used to extend and modify initial theoretical formulations.		
4. Show how a variety of theories may be reconciled to illustrate how both central & peripheral routes to the use of influence are used.		
5. Evaluate whether controversial methods of influence really work.		

Student Feedback:

Do you feel that you have demonstrated adequately your competence with all of the objectives identified above?

If your answer is no, would you have liked more or better opportunities to display your competence? With which of the objectives?

Do you feel you excelled in any one objective? Which one?

Did you get something out of the class that was *not* covered by the stated objectives?

APPENDIX C

ACHIEVEMENT MATRIX Interpersonal and Small Group Interaction

Course taken to fulfill area requirement: COMM 312 COMM 407

Objectives: Upon completion of the interpersonal and small group interaction requirement the student will:	Assessment Activity(s)	Description of Results
1. Be familiar with process and functional models of interaction, including developmental models which address changes in the nature of interaction among consistent interactants over time..		
2. Be able to recognize roles that may be assumed by interactants including those roles which are constituted by power or its lack.		
3. Be able to recognize tensions played out in interaction, including the negotiations of decision and the interactive nature of conflict.		
4. Be able to identify the dynamics of interactive influence, including the effects of trust, disclosure and dominance on compliance		
5. Be able to identify ways in which communicative interaction constitutes and transforms personal identities as well as the climate or culture in which interaction occurs.		

Student Feedback:

Do you feel that you have demonstrated adequately your competence with all of the objectives identified above?

If your answer is no, would you have liked more or better opportunities to display your competence? With which of the objectives?

Do you feel you excelled in any one objective? Which one?

Did you get something out of the class that was *not* covered by the stated objectives?

APPENDIX C

ACHIEVEMENT MATRIX

Cultural Studies

Course taken to fulfill area requirement: COMM 309b COMM 322

Objectives: Upon completion of the cultural studies requirement the student will:	Assessment Activity(s)	Description of Results
1. Be able to recognize and articulate how power affects the shaping of cultural and individual identity.		
2. Understand how identities affect communication and vice versa.		
3. Understand how culture influences verbal language.		
4. Understand how culture influences nonverbal communication.		
5. Understand ways of thinking, perceptions and interpretations.		
6. Understand cultural adjustment strategies in contexts.		
7. Understand how culture develops and perpetuates stereotypes and how these stereotypes affect communication.		
8. Identify elements of common ground among diverse cultures.		

Student Feedback:

Do you feel that you have demonstrated adequately your competence with all of the objectives identified above?

If your answer is no, would you have liked more or better opportunities to display your competence? With which of the objectives?

Do you feel you excelled in any one objective? Which one?

Did you get something out of the class that was *not* covered by the stated objectives?

APPENDIX C

ACHIEVEMENT MATRIX Applied Communication

Course taken to fulfill area requirement: COMM 311 COMM 411

Objectives: Upon completion of the applied communication requirement the student will:	Assessment Activity(s)	Description of Results
1. Understand that communication is essential for the development and maintenance of organizations.		
2. Understand the effects of new communication technologies on modern, complex organizations.		
3. Be familiar with the various theories for understanding communication in applied settings.		
4. Recognize the various contexts and applications of applied communication.		
5. Understand the role of globalization and diversity in the development and maintenance of organizations.		
6. Be able to assess communication in organizations and suggest recommendations to improve communication climates.		
7. Learn the skills necessary for communicating in organizational settings, including interviewing, small group/team work, conflict, and professional presentations.		
8. Understand how other areas (interpersonal, small group, public speaking, gender, intercultural, and theory) apply to institutional settings.		

Student Feedback:

Do you feel that you have demonstrated adequately your competence with all of the objectives identified above?

If your answer is no, would you have liked more or better opportunities to display your competence? With which of the objectives?

Do you feel you excelled in any one objective? Which one?

Did you get something out of the class that was *not* covered by the stated objectives?

APPENDIX C

ACHIEVEMENT MATRIX Experiential Learning and Forensics

Course taken to fulfill area requirement: COMM 110 COM 310 COMM 495

Objectives: Upon completion of the experiential learning and Forensics requirement the student will:	Assessment Activity(s)	Description of Results
1. Students will identify strengths and weaknesses in an applied area of communication.		
2. Students will gain a working understanding of how principles of communication operate in an authentic context.		
3. Students will evaluate their progress in developing their communication skills.		

Student Feedback:

Do you feel that you have demonstrated adequately your competence with all of the objectives identified above?

If your answer is no, would you have liked more or better opportunities to display your competence? With which of the objectives?

Do you feel you excelled in any one objective? Which one?

Did you get something out of the class that was *not* covered by the stated objectives?

APPENDIX C

ACHIEVEMENT MATRIX Communication Research

Course taken to fulfill area requirement: COMM 319

Objectives: Upon completion of the communication research requirement the student will:	Assessment Activity(s)	Description of Results
1. Be familiar with the similarities and differences among research methods in the communication discipline.		
2. Be familiar with the kinds of research questions and results generated by each type of research.		
3. Recognize strengths and weaknesses in completed research.		
4. Be able to design a simple communication research project.		
5. Be conversant with the vocabulary of communication research.		

Student Feedback:

Do you feel that you have demonstrated adequately your competence with all of the objectives identified above?

If your answer is no, would you have liked more or better opportunities to display your competence? With which of the objectives?

Do you feel you excelled in any one objective? Which one?

Did you get something out of the class that was *not* covered by the stated objectives?

APPENDIX C

ACHIEVEMENT MATRIX Senior Theory Seminar

Course taken to fulfill area requirement: COMM 414 COMM 415

Objectives: Upon completion of the senior theory requirement the student will be able to:	Assessment Activity(s)	Description of Results
1. Recognize the concepts of key historical and contemporary theories of communication/rhetoric		
2. Identify differences and similarities among theoretical explanations of communication/rhetoric.		
3. Understand that various conceptualizations of communication influence both the enactment of communication and the kinds of research questions likely to be posed about communication.		
4. Analyze communication behavior through a theoretical frame.		
5. Evaluate communication theory, research and practice in terms of their ethical implications for human interaction.		

Student Feedback:

Do you feel that you have demonstrated adequately your competence with all of the objectives identified above?

If your answer is no, would you have liked more or better opportunities to display your competence? With which of the objectives?

Do you feel you excelled in any one objective? Which one?

Did you get something out of the class that was *not* covered by the stated objectives?

APPENDIX D

DEPARTMENT OF SPEECH COMMUNICATION STRATEGIC PLAN 1998

Background: The Department of Speech Communication at Humboldt State has a history of commitment to providing knowledge of and skills in communication to all students at the University as well as to students choosing to focus in the discipline as majors or minors. Courses have been designed to serve students in a number of areas of the General Education program, those preparing to be teachers, and those in other majors (such as Business and Natural Resources Planning and Interpretation) who choose to enhance their knowledge and/or communication skills to increase their attractiveness for employment and advancement and to better serve their communities. The department provides a coherent major curriculum and flexible possibilities for student minors.

Foundations: While we do not wish to change our basic commitments, we recognize that circumstances have changed and will continue to change, probably at an accelerating pace. We must meet the demands of contemporary students in a changing university environment and a changed and changing world. We need to review our goals and objectives. We need to abandon any which are to be judged to be obsolete, further define and focus those which best meet current needs, add those which are not presently included but are necessary for the present and future, and develop strategies to best meet the goals and plans which will help to provide the resources necessary to realize the strategies. This will require review of the various department curriculums and improvements where necessary. We need to develop plans to maintain what has been and is now a very high level of teaching, scholarship, and service by the department faculty. It will be necessary to initiate plans to provide faculty development support for existing faculty. In those areas judged central to the best programs for contemporary students but for which present faculty do not have adequate expertise or demand exceeds our present faculty resources, we will certainly need to plan, define, and seek support for additional full-time tenure track faculty positions to meet the changing demands.

ASSUMPTIONS

5. Pressures to become “more efficient” (educate more students at a lower cost per student will continue).
6. Pressures for the university to enroll a larger proportion of students at the upper division and graduate level (rather than as freshmen) will continue.
7. Education for social responsibility, which has always been a concern in our discipline, will continue to be important and will probably result in more sub-disciplines in our field in specific applied areas.
8. Diversity will continue to be a priority in the culture and on this campus.
Communication will continue to be in a unique position to address the dynamics

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of diversity in individual relationships, groups, and public communication contexts.

9. Accountability will continue to be required of and inside all educational institutions. Documented student learning will have to be demonstrated to justify costs. We believe that learning outcomes depend upon both faculty and students; the nature of education is clearly relational.
10. The demand for and study of the effects of electronic technologies will increase. Our field has traditionally been the focus for the study of communication dynamics. We must address these dynamics in technologically mediated contexts, and to incorporate what we learn into the theory of the discipline.
11. Students will continue to desire fields of study with clearly defined relevance to careers (majors, minors, or electives).
12. Pressures for greater interdisciplinary teaching and learning will (and we believe should) continue. Human communication is an especially effective area in which to develop such offerings. The discipline exists as much or more in social science scholarship as in Arts and Humanities. It can serve as a bridge between scholarly areas as well as a network with many of the areas of the new college and with departments in outer colleges.

GOALS

- A. Demonstrate our commitment to a student centered environment and our accountability for students' academic progress.
 1. Curriculum
 - Develop and continue to revise curriculums for majors, minors, and general students which best meet contemporary needs.
 - a. Majors: Program should reflect the discipline in the 21st century, including the basic principles of the discipline while offering a major which is unique to our campus environment and contrasts with other programs offered in the CSU system sufficient to attract students in competition with the other opportunities available to the California student.
 - b. Minors and General students: A variety of programs should be available that are designed to make the students as effective as possible in their chosen professions and as members of society. Systems should be designed to inform HSU students regularly about the options and of the benefits of effective communication to their future success (e.g. workshops, guest lecturers).
 2. Student-Faculty Joint Projects

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Maintain a commitment to joint research and other projects. Success in this area will require a continued commitment of funds for the dissemination of such projects, expansion to community as well as scholarly efforts, and a development of the student base to accomplish even more quality work.

3. Opportunities for Close Student-Faculty Contact in Classes.
Maintain relatively low student-teacher ratios in appropriate classes (e.g. performance, seminars), and adjust enrollments in other classes to meet budget realities.
 4. Assessment Procedures
Develop procedures to assess student achievement in all parts of our curriculum (e.g., projects, portfolios, capstone courses, etc.).
 5. Course Evaluations
Revise procedures used by students to evaluate courses to reflect current research.
- B. Continue to reflect the content and principles of the Speech Communication discipline consistent with national and regional associations in the field.
- The department needs to consider the following actions in light of this goal.
- change the name of the department to reflect more clearly the focus and scope of the discipline (e.g., Communication, Communication Studies, Human Communication).
 - adjust the content of the basic courses to reflect the breadth of Communication Studies. (The courses should, of course, continue to fully accomplish their primary program purposes).
- C. Maintain and develop programs which make our major unique from those offered in other communication departments in the system and the state.
1. Consider the need to be different from other departments in specific elements of the major while remaining within the frameworks of the discipline.
 2. Consider proposing a distinctive program for advanced study with a focus not currently available at other CSU campuses. This program should be designed to best support the needs and strengths of the Humboldt State academic offerings and of the Humboldt County area. The department should consider an MA degree in applied communication (perhaps interdisciplinary) which supports local community needs and draws upon

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the strength of other departments in the college and university (e.g., communication in education, professional communication, health communication, communication education, communication in the helping professions, communication in not-for-profit organizations).

- D. Develop emphasis programs which contribute to HSU's existing strengths by interdisciplinary links. Courses or programs in areas such as communication and technology, social advocacy, cultural studies, relational processes, and professional communication should be considered.
- E. Develop a range of minors for students which allows and encourages non-major students to graduate from Humboldt with communication skills and knowledge which can support the other strong departments on campus to have their students uniquely attractive for potential hiring organizations or for graduate schools.
- F. Maintain and develop a faculty which can accomplish these goals. This will require not only the careful hiring of new faculty to meet department and university needs, but opportunities for continued development of both new and present faculty.
1. Adjust faculty workloads, with the guidance of the dean, to balance productivity in research, teaching and professional activity.
 2. Make the necessary arrangements to schedule more of our classes during prime-time hours. Although we do our best, at this time faculty often have to teach the first and last class periods of the day. This not only puts our classes at a disadvantage in attracting students, it makes for very long days for faculty members, and almost precludes any open times for faculty to meet, either informally or for department business.
 3. Involve faculty, especially those assigned collateral duties, in the development of the department and college. For example:
 - establish a separate faculty development fund (for seed money for projects, travel to disseminate work, etc.) especially for untenured, permanent faculty.
 - establish a mentoring program within the department for new faculty.
 - establish a consistent outlet for sharing our achievements with each other. With current individual workloads and time commitments to personal projects, we rarely know what our colleagues are doing, which decreases the opportunity for collaboration and/or support. (e.g., portion of one faculty meeting a month devoted to a 20-30 minute report of current innovative teaching projects, research or creative activity).

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STRATEGIES

What immediate actions should the department take to move toward achievement of the goals as quickly and expeditiously as possible?

- A. Select those elements which are necessary pre-conditions to full achievement of the goals, (the following list is undoubtedly incomplete)
 - 1. How do we recruit more students to provide the numbers necessary to offer classes on a regular basis?
 - 2. What kinds of expertise do we need to add to the faculty for the development and implementation of curriculum changes and maintenance of present curricular strengths.
 - 3. How can we develop sources of revenue beyond the regular operating budgets and accomplish the goals as quickly as possible (including funds to accomplish the items on this list (such as seed money for additional fundraising, pooling resources with other departments, etc.).
 - 4. How can we make changes immediately (or take other actions) to accomplish or move toward realization of the goals while the above two efforts are proceeding? (Simplified minor? Pilot Programs? Others?)
- B. Appoint or select working groups (or individuals) to develop proposals or narrow the available options or suggest an order of priority among action items.

Some of the issues could probably best be addressed by standing committees (such as the curriculum or personnel committees). Others could be considered by special ad hoc committees. Probably some reports could be prepared most expeditiously by an individual.

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SERVICE LEARNING DEFINITIONS

The Humboldt State University service-learning website at <http://www.humboldt.edu/~slee/html/faculty.shtml#def> provides a detailed definition of what service learning is.

"A service-learning program provides educational experiences: Under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with school and community; That are integrated into the students' academic curriculum or provide structured time for a student to think, talk, or write about what the student did and saw during the actual service activity; That provide a student with opportunities to use newly-acquired skills and knowledge in real-life situations in their own communities; and... enhance what is taught by extending student learning beyond the classroom and into the community and help to foster the development of a sense of caring for others." Adapted from the CSU Community Service Learning Webpage.

The National Communication Association, our discipline's major professional organization, actively supports service learning. On its website entitled "Service-Learning and Communication: A Disciplinary Toolkit," the association provides an overview of the benefits of service learning in the field of communication. According to the site, service learning:

- Connects theory and practice
 - Helps students gain a sense of community, responsibility for others
 - Promotes active learning
 - Teaches students to problem solve and to think critically
 - Promotes collaborative learning
 - Increases student motivation for learning
 - Helps colleges be true to their mission
 - Helps faculty keep abreast with current real-world applications of theory
 - Increases student ability to be reflective
 - Increases student ownership of learning
 - Provides students with concrete experiences which may enhance their resumes
- (http://www.natcom.org/ComProg/sl/toolkit_files/Brief%20Overview.htm)

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ALUMNI SURVEY

1. Month and year you graduated from HSU?
2. If you continued your formal education after you graduated from HSU, where and what did you study?
3. If you continued your formal education after HSU, how do you feel your major in Speech Communication has helped you in your other studies?
4. where do you currently work? (If available, please attach your business card at the end of the questionnaire.)
5. In what ways do you feel your major in Speech Communication at HSU helped you in the workplace?
6. In what ways has your major in Speech Communication at HSU helped you in your life outside of work?
7. What do you think were the strengths of the Communication Department at HSU when you were here?
8. What do you think were the weaknesses of the Communication Department at HSU when you were here?
9. In your opinion, why should someone consider getting a degree in Communication at HSU?
10. what do you think could be done to strengthen the Communication Department at HSU?
11. If there is anything else that you would like to express beyond what you have written above, please add your comments here:
12. (optional) Full Name, Mailing Address, Telephone Number, and E-Mail address.

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ALUMNI SURVEY SUMMARY REPORT

Strengths	Weaknesses
Forensics program; Faculty members	You could graduate without being an effective speaker***
The professors, who were helpful, kind, supportive, and informative	-----
Strong scholars who exposed us to theory and research	Very little exposure to understanding and doing research*
The instructors/professors; classes tied together	Telonicher House should be exclusively for Communication; More funding for Forensics
Access—students could do a variety of things (tutoring, Forensics, etc.)	The link to KHSU seems weak**
Student to professor ratio; Wide variety of perspectives	-----
Many opportunities for students; Faculty open to helping students	Lack of interest/motivation from students. Faculty too tolerant of this apathy. Some faculty overworked.
Speech anxiety workshops were great	Too much theory; need to put skills to use more often***

* This seems to contradict the results under strengths. The discrepancy may be due to surveying students who went through the program at different times, and those who graduated earlier did not take the Communication Research class. It may also be that some students simply wanted to do more original research than the program calls for.

** The broadcasting element of the program was transferred to the Department of Journalism and Mass Communication since the last program review, so this weakness is no longer relevant.

***As a result of this survey and other discussion the Department of Communication Executive Committee reaffirmed the value of a balance between skill and theory.