



### Program Review Self-Study Template

Academic unit: Elliott School of Communication \_\_\_\_\_

College: Liberal Arts and Sciences \_\_\_\_\_

Date of last review 2012 \_\_\_\_\_

Date of last accreditation report (if relevant) n/a \_\_\_\_\_

List all degrees described in this report (add lines as necessary)

Degree: B.A in Communication \_\_\_\_\_ CIP\* code: 999 \_\_\_\_\_

Degree: M.A. in Communication \_\_\_\_\_ CIP code: 999 \_\_\_\_\_

\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Faculty of the academic unit (add lines as necessary)

Name	Signature
Richard N. Armstrong, Ph.D. (Associate Professor) _____	_____
Deborah Ballard-Reisch, Ph.D. (Professor) _____	_____
Jessica Bertapelle, Ph.D. (Assistant Professor) _____	_____
Matthew Cecil, Ph.D. (Director and Associate Professor) _____	_____
Dan Close (Associate Professor) _____	_____
Amy DeVault (Visiting Assistant Professor) _____	_____
Patricia L. Dooley, Ph.D. (Professor) _____	_____
Philip Gaunt, Ph.D. (Professor) _____	_____
Kevin Hager (Associate Professor) _____	_____
Jeffrey Jarman, Ph.D. (Associate Director, Director of Debate) _____	_____
Kevin Keplar (Instructor and Director of Technology) _____	_____
Connie Morris (Instructor Emerita) _____	_____
Rebecca Nordyke (Lecturer) _____	_____
Lisa Parcell, Ph.D. (Assistant Professor) _____	_____
Sandy Sipes (Lecturer and Academic Adviser) _____	_____

Jennifer M. Tiernan, Ph.D. (Assistant Professor) \_\_\_\_\_

Eric Wilson (Lecturer, Director of Outreach, Academic Adviser) \_\_\_\_\_

Submitted by: Matthew Cecil, Director \_\_\_\_\_  
(name and title)

Date \_\_\_\_\_

In yellow highlighted areas,  
data will be provided

**1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).**

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

**Graduate and undergraduate mission**

The Elliott School of Communication seeks to develop well-rounded media and communication professionals with essential skills — including the ability to think critically, plan strategically and communicate effectively in multiple communication platforms.

**The mission of the Oral Communication Program** is to develop in students the essential speech competencies “for functioning in the classroom, in vocational pursuits, and in participation in society as enlightened, articulate citizens” (*Communication 111 Handbook, 2013*). It is also tied directly to the goals of the Wichita State University General Education Program and KBOR 2020 mandates for communication proficiency.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The Elliott School of Communication provides education in essential communication, speech, and media literacy skills to the broader university community through its general education courses. Graduates of the school’s academic degree programs are skilled, thoughtful, and strategic public communicators providing an essential service to their employers.

d. Has the mission of the Program (s) changed since last review? ☐ Yes ☒ No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

We believe the school’s mission is highly relevant to the university’s mission and updated strategic plan. The mission of Comm 111 has not changed and basic public speaking remains a key foundational skill for all WSU students.

- e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?

☐ Yes ☐ No

If yes, describe the changes in a concise manner.

The Elliott School of Communication, established in 1989, offers its more than 400 majors a professional and academic education that integrates the traditionally distinct fields of communication studies (speech communication) and mass communication. Students work towards a B.A. in Communication and choose from five emphases: Integrated Marketing Communication, Journalism, Broadcast Journalism, Strategic Communication, and Open Emphasis. Graduate students work towards an M.A. in Communication and may choose from thesis, project, or coursework tracks. The school's 15 full-time faculty include 9 Ph.D.s and 1 ABD in addition to several master's-prepared faculty members with extensive professional media experience. Major and pre-major populations vary and are difficult to track, but generally we believe there are approximately 400 pre- and declared communication undergraduate majors and approximately 30 graduate students enrolled in the program.

Here are the measurable goals and objectives of our programs:

1. ESC majors will demonstrate proficiency in communication writing styles, including writing for print, broadcast, advertising and public relations.
2. ESC majors will demonstrate proficiency in visual communication, including the use of appropriate visual communication technology.
3. ESC majors will demonstrate proficiency in public speaking within a professional context.
4. ESC master's degree graduates will demonstrate mastery of advanced topics in communication theory and practice.
5. Students in Comm 111, Public Speaking, will demonstrate proficiency in public speaking.

**2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).**

**Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).**

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2011	7	3	12	11								6	3		2		
2012	4	2	14	5								10	2		1	4	254,500
2013	3	3	6	4								7	2		2	1	250,000

\* Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Overall, the faculty of the ESC are a productive, collegial group of individuals who are respected in their fields and both liked and respected by their students. Generally speaking, research productivity is acceptable, students perceptions of classroom performance are good to very good, and service productivity is in keeping with university standards. Faculty workloads typically include a three-course teaching load and a combination of research and service that varies by appointment. Tenured and tenure-track faculty are expected to maintain an active and productive research or creative/professional activity agenda while non-tenure track faculty generally have higher teaching and service workloads.

A 2005 study of faculty research productivity in mass communication programs by Fred Beard and Linda Morton that was published in *Journalism & Mass Communication Educator* (60): 176-189, provided some useful benchmarks for faculty research productivity in communication fields. According to Beard and Morton's analysis, faculty in mass communication programs with a similar Carnegie classifications to Wichita State University produced 0.88 peer reviewed scholarly publications annually along with 1.59 creative/professional activities (both juried and non-juried) annually. Those findings match, generally, with informal but widely accepted standards of a minimum of approximately five to six peer-reviewed publications as a basis for achieving tenure and promotion in our fields. By those standards, ESC faculty rank slightly below average for research productivity during the review period. There are some mitigating factors, however. First, the ESC tenured and tenure-track faculty during all but one semester of this review period included just seven faculty members and two of those tenured faculty members (Close and Hager) are journalism professionals without terminal degrees who focus essentially the entirety of their non-teaching or service agendas on professional activities. In the Fall of 2013, the ESC added three Ph.D. faculty members (one tenured and two untenured assistant professors) and research productivity should increase during the next review period.

With regards to teaching, annual reviews of student evaluations indicate that with just a handful of exceptions students are satisfied with the quality of instruction in their courses. Several ESC faculty members scored very high (between 4 and 5) in overall Student Perception of Teaching Effectiveness ratings.

It is possible that during the next review period, the ESC could see one or two faculty retirements. Without the likelihood of a mass exodus of faculty, the faculty has determined that future vacancies will be considered individually as opportunities to assess program needs and hire based on future strategic directions.

Student credit hour reports suggest that, given an average of 40.0 instructional FTEs (15 full-time faculty plus adjuncts and GTAs), the SCH generation per instructional faculty member in the ESC is lower than

for the university or the college. The most important mitigating factor to be considered in analyzing instructional productivity in the school is the nature of the pedagogy. The ESC is a professional school of communication. Many ESC classes, particularly in the upper divisions, are skills courses that involve significant one-on-one or small group mentoring along with access to limited technology resources. As a professional school that teaches concepts and skills, the nature of the coursework necessarily requires smaller courses to a larger extent than perhaps are typical in other fields. Several recent steps should alter the data slightly going forward by improving SCH production per instructional FTE. The faculty recently (Fall 2013) voted to eliminate all 2-credit courses from the undergraduate and graduate curricula. In that same round of curriculum revisions, the faculty approved the addition of another large lecture course, Comm 130: Communication and Society, and designation of that course as fulfilling an introductory general education requirement. All of those curricular changes were approved by Academic Affairs and the results should be evident in the next round of reviews.

**The ESC's foundational general education course, Comm 111, Public Speaking,** is led by a course director and assistant course director each with more than 20 years of experience in those or similar positions. Instruction in the course is provided primarily by graduate teaching assistants and is supplemented by lecturers and adjuncts. GTAs for the course receive training in a pre-session course in the fall supplemented by ongoing professional development throughout the school year. Course design is entirely centralized and is expressed in a Comm 111 Handbook, produced by the school and published by McGraw-Hill. The course handbook includes a common syllabus, common assignments and assessment rubrics that are used in all sections of the course. The course generates very few student complaints and, given the graduate teaching assistant leadership of many individual sections, course evaluations are lower than for full-time faculty but still in an above-average range.

**3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

The mean ACT score of Junior and Senior Communication majors has lagged slightly behind the university average by between 0.4 and 0.6 points annually according to the data provided. The most recent rolling 5-year average shows 146 Communication majors earned a mean ACT score of 22.3 versus a mean of 22.7 for the entire university. KBOR requires a minimum ACT score of 20 for admission to Kansas state universities.

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.

The mean application GPA of admitted Communication graduate students from 2007 to 2013 mirrored exactly the university's 3.5 average GPA.

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
ESC majors will demonstrate proficiency in communication writing styles, including writing for print, broadcast, advertising, and public relations	Measured through the comprehensive final exam in Comm 301: Writing for the Mass Audience. Rubric includes adherence to style, quality of writing, and use of research in the assignment.	70% of students will score at least 80% on the exam.	2012: 13/18, 72% 2013: 30/45, 66%	We suspect that low scores in 2013 reflect an inconsistency in instruction. One faculty member revised the course to include a project rather than a final exam.**  *Data for Spring and Fall 2012 is incomplete. We were unable to obtain the necessary data from two retired faculty members and one adjunct instructor.

ESC majors will demonstrate proficiency in visual communication, including the use of appropriate visual communication technology.	Measured through the comprehensive final exam in Comm 305: Visual Technologies. Rubric includes assessment of typography, contrast, alignment, proximity, editing and quality of meaning told through images.	70% of students will score at least 80% on the exam.	2012: 95/116, 82%  2013: 101/117, 86%	Assessment scores indicate a high level of proficiency in visual communication.
ESC majors will demonstrate proficiency in public speaking within a professional context.	Measured through the policy persuasive speech administered in Comm 325: Speaking in Business and Professions. Rubric includes assessment of organization, evidentiary support, logical reasoning, and quality of delivery.	70% of students will score at least 80% on the assignment.	2012: 76/95, 80%  2013: 77/123, 63%	We suspect that the poor scores in 2013 are reflective of a lack of consistency in instruction. Two faculty members were responsible for teaching those sections, and those two disagree completely on the content of the course. One of those faculty members has since retired.
M.A. in Communication graduates will demonstrate mastery of advanced topics in communication theory and practice.	Measured through a comprehensive exam. Students are required to write sections until mastery of content is demonstrated.	Results express percent of students who passed the exam.	2012: 13/13  2013: 8/8	These results are no surprise, given the recursive nature of graduate-level comprehensive exams.
Comm 111 students will demonstrate competency in basic public speaking.	Measured via student performance on a policy persuasive speech assignment.	Aggregate student average on the assignment of 80 percent or better.	Average for 2011-2013: 87 percent	The Comm 111 Basic Course committee is considering possible adjustments to the standard.



To date, the assessment results above have not triggered any specific program revisions. However, with new leadership in the school beginning in mid-2013, significant curriculum and program study and revisions have already begun and a faculty committee has begun studying the school's writing curriculum with a goal of improving student writing proficiency through additional curriculum revisions. In addition, the school's new administration will enforce the assessment standards set in 2011, asking instructors in Comm 301 and 325 to utilize a common syllabus and adhere to the requirements of the 2011 assessment standards.

The Comm 111 Handbook which contains a common syllabus, assignments and grading rubrics is currently being revised for Fall 2014.

Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

While student satisfaction data is only available for 2012 and 2013, in both years, Elliott School students report higher rates of satisfaction with their programs than the university average. Elliott School graduate students satisfaction in 2012 mirrored university averages. In 2013, student satisfaction rates dropped but given the extremely small sample (7 students) it is difficult to assess the significance of that decline.

- d. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

The school was under interim leadership during the 2011-2012 and 2012-2013 academic years. We cannot find any evidence of any specific data collected for the purpose of assessing outcomes for majors and non-majors in our several of our general education courses. We can report overall Comm 111 performance in the aggregate but not segregated by major/non-major.

Outcomes:	Results	
	Majors	Non-Majors*
<ul style="list-style-type: none"> <li>○ Have acquired knowledge in the arts, humanities, and natural and social sciences</li> <li>○ Think critically and independently</li> <li>○ Write and speak effectively</li> <li>○ Employ analytical reasoning and problem solving techniques</li> </ul>		
Comm 111 students will demonstrate competency in basic public speaking by scoring an average of 80 percent or better on a policy persuasive speech.		2011-2013: 87%

\*Results are not segregated by major/non-major.

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

- e. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

The only concurrent enrollment courses related to the ESC are Comm 111 sections taught in high schools. Instructors for those courses are required to employ the same syllabus, assignments, grading rubrics, etc., as are used in on-campus sections of those courses. Those documents are contained in the Comm 111 Handbook provided to all instructors and students in the course.

- f. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

ESC programs are not accredited by a specialty accrediting body.

- g. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

All syllabi are reviewed for inclusion of the required credit hours statement. Course schedules are prepared by the ESC administration in keeping with the requirements of WSU policy 2.18.

- h. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

The ESC has a strong, continually updated graduate and undergraduate curriculum that integrates the traditionally distinct fields of speech and mass communication. Curriculum revisions in 2013-2014 will allow undergraduate students increased flexibility to choose a set of electives beyond the emphasis curricula that best serves their interests. A feature of our updated curriculum is an expansion of semester-long, experiential learning projects that provide students with an opportunity to participate in work that is meaningful for the campus and Wichita communities. At the graduate level, curriculum revisions have eliminated 2-credit courses. In addition, the Graduate Record Examination has been dropped as a requirement for admission to the program.

On SPTEs, students rate our core courses as being of significant value to them. They rate the experiential learning courses like the Flint Hills Media Project as among the most valuable experiences of their undergraduate careers. Annual exit data reveal agreement with expected learner outcomes, broad and positive participation in cooperative education and positive reviews of student portfolios conducted by area communication professionals.

Our students regularly showcase their work both in academic and professional settings. In addition to the Flint Hills Media Project, students in our capstone Integrated Marketing Communication course work with local non-profit organizations, our journalism students are working on a project with the *Wichita Eagle* this spring and our broadcast and electronic media students are engaged in a semester-long project documenting the first year of WSU's new baseball coach. Similar projects in the spring will include a sports journalism project course documenting WSU men's basketball taught by retired CBS Sportscaster Gary Bender and a video production project with the College of Liberal Arts and Sciences as the client. Early indications are that the expanded experiential offerings in our program will likely reflect well on the ESC's next review.

Our graduate students frequently participate in our media projects courses as well and several of our students are involved in the WSU Hunger Awareness Project and have presented their work with that project at academic conferences. Other graduate students presented their scholarly work at the American Journalism Historians Association annual conference, the Association for Education in Journalism and Mass Communication annual conference, and at the Popular Culture Association regional conference.


As mentioned above, the ESC faculty are in the process of a comprehensive review of the school's writing curriculum. Based on learning outcome data, the faculty are also engaged in a process to standardize the curriculum in our basic writing (Comm 301) and business speaking (Comm 325) core courses. The Comm 111 Handbook is currently being revised for Fall 2014.

**4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

Applicants and admits have held relatively steady from 2006 to 2012. The Elliott School outperforms WSU overall in percentages of URM students at the and undergraduate level and lags slightly behind in undergraduate URM percentages for the College of Liberal Arts & Sciences. At the graduate level, the ESC outperforms both the college and university for URM student enrollment percentages.

- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only
Year 1							
Year 2	Broadcast Journalism: \$32,000 Electronic Media: \$30,000 IMC: \$34,000 Journalism: \$27,000 Comm (General): \$30,300						
Year 3							
							PR/IMC professionals: +12% (our largest emphasis, more than half of ESC students) Media production: +9% Video editors: +3% Technical writers: +15% Editors: -2% Reporters: -13%;

\* May not be collected every year

\*\* Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Feedback from the 32 members of the ESC Professional Advisory Board, made up of Wichita-area media professionals, tells us that our graduates, at both the undergraduate- and graduate-levels, are valued as potential employees. An internship and employment fair held in February 2014 attracted more than 30 employers and nearly 200 ESC students and resulted in many offers of internships and employment. Members of our advisory board and other local employers tell us frequently that our students are in great demand as interns and our graduates are in demand as employees in media organizations in the region.

5. **Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

The Elliott School of Communication provides significant service to the larger university. Approximately two-thirds of the 12,000 student credit hours generated annually in the school are service hours. The school is responsible for one required university basic skills course, Comm 111: Public Speaking (approximately 1,500 students annually), two introductory courses, Comm 190: Introduction to Human Communication and Comm 130: Communication and Society (added Spring 2014), six further studies courses and one Issues and Perspective course. The school teaches courses on the main and west campuses and is responsible to the College of Education for two teacher licensure programs, speech & theater and journalism. The school has cross-listed courses with the College of Fine Arts and contributes to an interdisciplinary film studies certificate in LAS.

We anticipate that the school's service component will continue to grow as Comm 130 increases in enrollment and with cohort scheduling and the general university growth driving expansion of Comm 111.

The ESC faculty provide substantial service to the institution and to the fields we serve. Faculty service productivity meets or exceeds expectations for tenure and promotion. In the case of our professional, non-terminal degree holding faculty members, service to their professions has become a particularly large part of their annual productivity.

**6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).\***

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome

\*There were no specific goals identified in the 2011 Program Assessment document. Instead, a bulleted "plan" for the ensuing years was offered. Several of the items in that plan were procedural, including the hiring of a new director, which was completed in 2013 (one year later than projected). None of the items included any assessment mechanism. And finally, the items in the 2011 plan reflect the strategic vision of the interim administration of the school and as such should not be assessed since they do not reflect the current administration's strategic vision.

## **7. Summary and Recommendations**

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

The Elliott School of Communication is one of the largest units, by number of majors, in the university. The school has emerged from several years of uncertainty in 2013 and we believe has a bright future, particularly given the changes that have been made during the current academic year.

### **The school's strengths include:**

A large and relatively diverse student body

A graduate program that, thanks to increased recruitment efforts, is poised for growth

A strong reputation among Wichita-area media professionals

Excellent facilities

An updated curriculum featuring expanded experiential offerings

A laptop requirement beginning in Fall 2014

The potential for growth in SCH through both increased service to the university and growth in population of majors

An experienced and capable faculty

### **Concerns include:**

Murky administrative procedures

Missing assessment data

Difficulties of meeting university needs under the cohort scheduling that begins in the Fall of 2014



Continuing enrollment pressure in coming years of expected university enrollment increases  
Looming retirements and other faculty shifts

#### **Procedural Goals:**

**Formalize administrative procedures within the school.** Current procedures reflect an ad-hoc approach to everything from scheduling to purchasing with no mechanism in place for evaluation or assessment of efficiency or inefficiency. In many cases, important institutional knowledge is unwritten and exists only in a specific employee or faculty member's memory. Achievement of success in this goal may be measured by the production of an ESC Operations Manual and, separately, an up-to-date ESC Faculty Handbook.

**Evaluate the effectiveness of cohort scheduling in Comm 111.** Associate Director Jeffrey Jarman and Basic Course Director Rick Armstrong have developed a research instrument to measure student perceptions of the cohort scheduled sections versus "normal" sections. In addition, we will employ an assessment tool based on a major speaking assignment in the course. In addition, two junior faculty members will use quantitative and qualitative data to analyze student perceptions in the course and will compare data from honors, cohort and "regular" sections.

**Implement and evaluate the effectiveness of the school's laptop requirement.** Beginning in Fall 2014, all ESC majors will be required to have a personal laptop computer when they enter the program. Associate Director Jarman has developed a research instrument to measure student perceptions of the laptop requirement. And we will implement an assignment-based program assessment tool in our Comm 305 and Comm 306 courses, two early classes that make extensive use of technology.

#### **Program Goals**

**Create and offer an online master's program with emphases in integrated marketing communication and journalism/communication education.** This program will require its own assessment protocol that will likely include pre- and post-testing, assignment-based assessments and an external portfolio review.

**Expand the ESC's service role within the university.** The growth in SCH generated by service will be driven both by the increasing enrollment of the university, by already adopted changes in the school's general education offerings, and by our efforts to provide tailored communication courses for other departments and colleges. Success in this area will be measured by monitoring SCHs based in service but will be most effectively assessed by breaking down service hours into three subsets: Comm 111, SCH from the other ESC Gen Eds, and SCH from tailored offerings.

**Grow overall SCHs.** General education courses will be a source of growth, but the school has taken steps to grow SCHs within the major as well. We have added a large-lecture introductory general education course with one goal of exposing more major-shopping freshmen or first-year transfer students to the communication field. We are stepping up our student recruitment efforts through the designation of an ESC Director of Outreach to work with WSU Admissions to recruit students. Once again, progress on this goal may be measured in SCH totals, most usefully by looking at SCHs in non-general education courses.