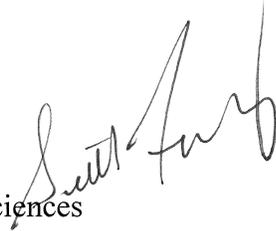




UNIVERSITY of WISCONSIN  
GREEN BAY

## MEMORANDUM

TO: Kaoime Malloy, Chair  
Academic Affairs Council

FROM: Scott R. Furlong, Dean  
College of Liberal Arts and Sciences 

DATE: November 15, 2012

SUBJECT: Request for Recommendation of Communication Self-Study Report

Attached for AAC review, is the Academic Program Review Self-Study Report for Communication.

A copy of the report has also been sent to Associate Provost of Academic Affairs, Andrew Kersten. He will provide the AAC with his evaluation of the assessment plan of the unit.

I look forward to receiving the AAC's recommendation regarding this report.

Thank you.

c: Andrew Kersten, Associate Provost for Academic Affairs  
Phillip G. Clampitt, Chair Communication (memo only)

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# **Communication Program Review Self Study**

Name of Program: Communication

Name of Program Chair: Phillip G. Clampitt

Date of Last Program Review: 2006

Date the Current Self-Study was approved by the Executive Committee:  
September 28, 2012

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## II Narrative

### Section A - Mission Statement and Program Description

#### *History*

The program is firmly established as an interdisciplinary major and minor and offers a separate minor in Corporate Communication. Communication majors and minors elect an area of emphasis (many students do more than one), but all must take several courses that are required regardless of area of emphasis. Students must have a 2.5 or higher overall grade point average and are required to submit an application to be signed into the major. This application asks students to think about the reasons they have for an interest in communication and to match those interests with the way in which our program is structured. For example, if a student does not like working in groups, Communication is not a good fit as a major. Students also submit a resume; a brief description of why they want to major in communication, including the area of emphasis that interests them most; a list of current skills they have, those they hope to develop, and how they will do this. Since our last program review, the total numbers of majors and minors attest to the program's continuing appeal to UWGB students (both prospective and enrolled). The number of formally declared majors has ranged from 164 to 195 (2007-2011), while the number of minors has ranged from 41 to 67 (including Corporate Communication).

Most Communication majors (about two-thirds of all majors) select either Public Relations or Electronic Media as their area of emphasis. Most of the remaining one-third opt for either Organizational Communication or Print Journalism. While faculty have been nearly equally distributed over the various areas of emphasis according to preparation, expertise, and interest, students have clearly favored either Public Relations or Electronic Media. This imbalance has routinely posed challenges for staffing the courses in the most popular emphases and has been the continuing source of enrollment pressure on these courses that students need for timely completion of their major.

#### *Mission*

The mission of Communication is to provide students with a program of study that allows them to meet the program's learning outcomes. The program resonates with the University's core mission and guiding principles with its emphasis on problem solving (in particular, solving communication problems or problems with a substantial internal or external communications component); developing communication skills (in particular, oral, written, and visual skills at basic and advanced levels); multiple perspectives (from the various disciplines that have informed and continue to inform communication and in which the various faculty are trained and have expertise); applied learning (in its emphasis on internships, independent studies, and case studies); and engagement (in its emphasis in many courses on collaborative learning through group projects).

## *Program Description*

As mentioned earlier, the Communication program includes six areas of emphasis, one or more of which must be selected by all majors: Public Relations, Electronic Media, Organizational Communication, Print Journalism, and Photography. The emphasis in Linguistics/English as a Second Language (ESL) has been eliminated within Communication and has now shifted to Humanistic Studies. Each area of emphasis requires supporting coursework, some of which is common to all areas of emphasis (oral, written, and visual competencies) and upper-division coursework, some of which is common to all areas of emphasis. A choice of either COMM 480 (Cases in Communications and Media Management) or COMM 445 (Human Communication Theory) serves as an appropriate required interdisciplinary capstone experience.

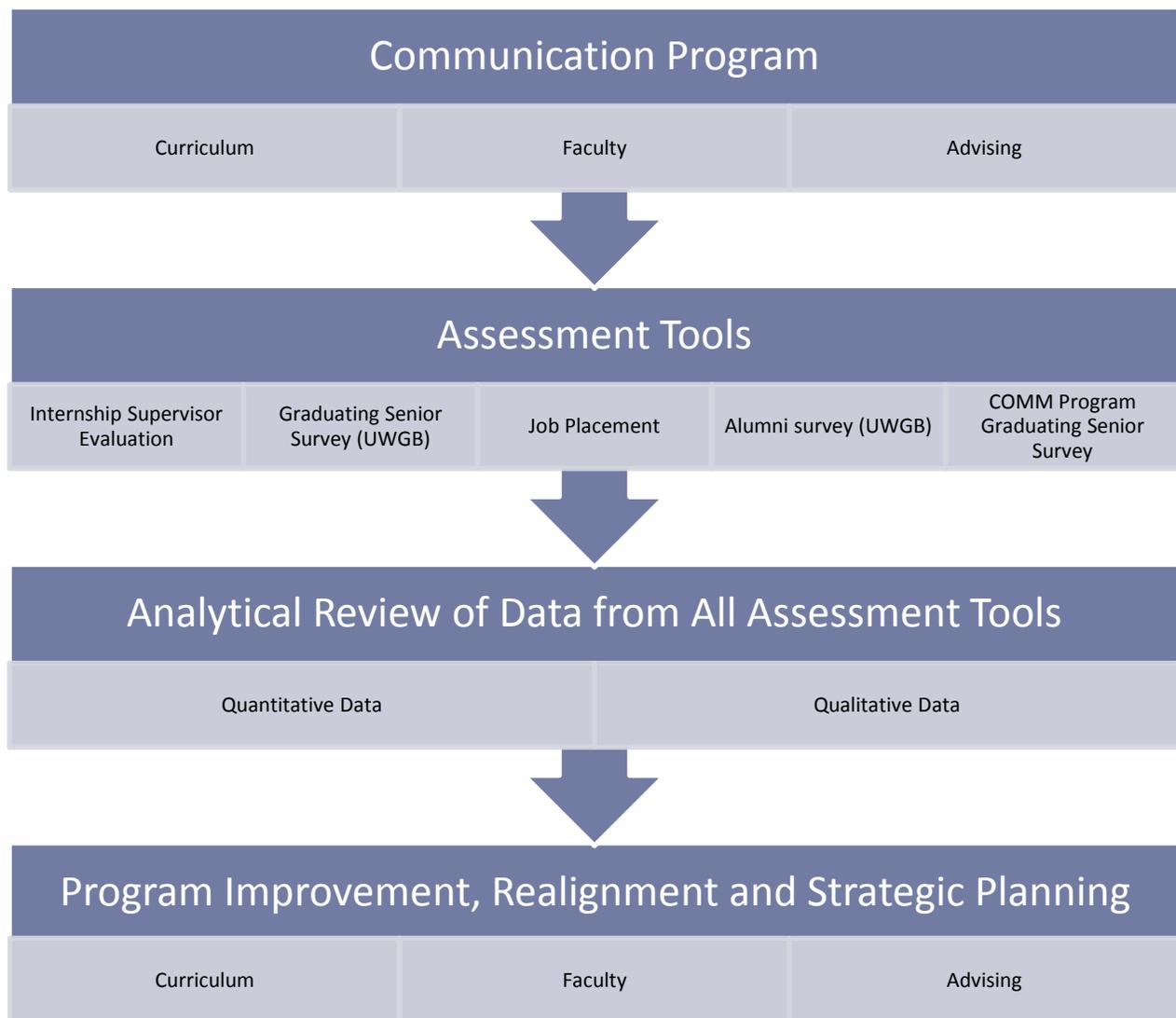
The program also offers a general minor that does not include areas of emphasis and a minor in Corporate Communication, a disciplinary minor offering a more specific focus. The Corporate Communication minor has been a popular choice of Business Administration majors, an interdisciplinary major which also requires a minor.

### **Section B - Program Changes Since Last Review**

- Established a research methods course
- Established new courses in conflict resolution
- Hired tenure-tracked professor (Adolfo Garcia) and lecturer (Danielle Bina)
- Converted many classes to an online or hybrid format for Adult Degree (e.g., Interviewing, Information Technology, Elements of Electronic Media)
- Professor Meyer announced his retirement
- Demand has drastically increased for Adult Degree courses

## Section C - Student Outcome Assessment

We view assessment as a tool to continually improve our program. We glean our insights about the program based on a number of different tools. We analyze and synthesize the findings from these tools in order to target specific improvements (or realignment) to our curriculum, faculty, and advising. After we implement the changes, we use the assessment tools to evaluate the impact (see model below). For example, two issues that surfaced in the analytic review phase since the last program review were problems with research skills of students and the large class size in our upper division classes.



Since our last review, we have been using several different types of assessment. We developed and continue to use an internship supervisor evaluation form. Each student who enrolls in COMM 497, Internship, must file the supervisor's evaluation form prior to the end of the

semester to receive credit in the course. This form taps into the key learning outcomes identified above, many of which are applicable to the particular internship in question (ones that do not apply in a given case are indicated by the supervisor in the "unknown" box). This instrument is particularly appropriate in assessing the success of the major because more than 90% of all Communication majors do one or more internships. Internships are an integral part of the major in Communication. How to effectively manage the enormous burden posed by supervising the internships, checking out and developing prospective internship opportunities, and maintaining existing internship opportunities remain huge challenges for our program.

The second measure is our department-administered graduating majors' evaluations of the Communication program. This survey is based on our learning outcome areas and several other measures (see Appendix 1). This survey has been implemented since 2004 and provides us with an important tool to assess the program's effectiveness.

The third measure is the survey results from the Career Planning and Placement Service on the placement record and satisfaction of our graduates upon entry into the workplace or in graduate or professional schools, continuing their education beyond their undergraduate degree. We also consider feedback on the quality of our advising. Finally, we view institutionally collected data that compares our Communication graduates' evaluations of their experiences at UWGB to university-wide norms.

## **Assessment: Results**

### ***Internship Supervisor Evaluation Forms***

Since the number of internships varies tremendously among individual faculty, some faculty members receive a large number of supervisor evaluation forms, while others receive few, if any. Professor Meyer directed many more internships than the other Communication faculty. His analysis indicates that all internship supervisors from many different types of organizations over the years since the last program review are very satisfied with our interns, notably in the areas where the skills are directly aligned with the internship's responsibilities. In most cases, supervisors did not evaluate interns on the portfolio item or the synthesis item (mostly due to not completely understanding the concept). In some cases, however, the synthesis item proved particularly useful, especially those where interns were directly involved in putting together a publication (e.g., *Voyageur* magazine or an annual report).

One of the best indicators of satisfaction with the quality of work done by our interns is the continuing demand, not just generally, but from the same companies and organizations year-in and year-out. For example, all of the TV stations in the Green Bay market have come to rely on and to make excellent use of our Communication interns. Further testimony to their satisfaction is the fact that many of our interns were hired for part-time positions (or full-time in summer) prior to graduation and many were offered and/or accepted full-time employment

after graduation. Of those hired full time, many have advanced in their careers while staying in the local market or by moving to larger markets to positions with more responsibility. Major employers in the region have followed a similar pattern and include Kimberly-Clark, Schneider, Wisconsin Public Service, Schreiber, and others. Another example includes most of the major non-profit organizations that regularly provide our interns with invaluable experience and opportunities. Organizations like March of Dimes, Arthritis Foundation, Cerebral Palsy, On-Broadway, the Salvation Army, and others regularly welcome our interns and count on them to assist with their various promotional and public relations activities – activities that are crucial to their continuing success but ones that are typically woefully under-funded. Our interns have provided valuable input and have gotten to take advantage of wonderful opportunities. Demand for our interns remains very high, new organizations or companies come forward nearly every month. Existing internships continue or additional internship slots are provided to bring more students on board.

### ***Graduating Seniors' Assessments of Their Major (Communication Program Administered Assessment)***

This survey provides a useful complement to our other assessment methods (see Appendix 1). The survey consisted of 25 items, most of which were in the form of a 5-point rating scale, which ranged from "strongly agree" through "neutral" to "strongly disagree."

The Executive Summary of the Survey of Communication Graduates (20011-2012) is attached in Appendix 1. Major conclusions indicated a high level of satisfaction with most key aspects of the Communication program. Students believed that the best qualities of program included professors, case studies, group projects, and the relevancy of course work. (see Figure 2 and Appendix 1).

The major areas of improvement involved a) screening certain students out the program, b) improving the curriculum in specific ways, and c) shifting the style or roles of certain instructors. Resource constraints for the program and the University as a whole hinder or prevent real progress on the last two areas of concern.

### ***Additional Measures of Program Success***

The chair of Communication asked Debbie Furlong to look for statistically significant differences between the Communication program and others on campus based on the Graduating Senior Survey and Alumni survey. Her summary comments are below:

1. Senior Responses to "Grade" your Major, by Major Areas.

Communication students give the program an overall grade of 3.49, which places it second highest of the 16 groups of programs ranked. The program ranks in the top quarter of programs on all dimensions included in the table except for the dimension dealing with course availability items, on which it ranks 7<sup>th</sup> (still above in the top half of programs, with an average almost equal the average

across all students). The average grade for Communications is statistically higher than the average grade for all programs for dimensions dealing with internships, quality of instruction and advising.

2. Senior Responses Evaluation of the Mission, by Major Areas.

Communication students give significantly higher scores than other students on the questions about thinking creatively and innovatively, receiving a strong, interdisciplinary, problem-focused education and having opportunities to apply their learning to real situations. Communication students give significantly lower scores on the question about becoming involved in community affairs. I just reviewed the mission statement for the Communication Department and see no references to community engagement. Perhaps it is “ok” for the Department to lag behind the campus average for this item as it does not appear to relate to the program’s core learning goals.

3. Senior Responses to Selected Skill Preparation, by Major Areas.

Communication students lead the university in their assessments for problem solving, writing and speaking, and have above-average ratings for the remaining items included on the table. The positive gap between the Communication program and other programs on the speaking item stands out in particular, although the positive gap for writing is almost as large.

4. Senior Responses regarding Participation in High Impact Practices, by Major Areas.

Communication students have significantly high participation in Internships, pre-graduation employment in their field and working with faculty members compared to other major areas. The Communication program may want to discuss whether the slightly below-average participation in Study Abroad is consistent with the program’s learning goals.

5. Alumni Evaluation of the Major, by Major Areas.

Communication alumni give the program an overall grade of 3.64, which places it fourth highest of the 16 groups of programs ranked and significantly over the average of 3.50 across all respondents. The program ranks in the top quarter of programs on all dimensions included in the table except “Knowledge and Expertise of Faculty” and “Importance of Major Courses to Goals”, and has higher than average scores on those two.

6. Alumni Evaluation of the Mission, by Major Areas.

Communication alumni give significantly higher scores than other students on the questions about thinking creatively and innovatively and having opportunities to apply their learning to real situations, and rank above average on items related to community engagement and interdisciplinarity. Communication alumni gave a slightly lower than average score to a question about the value of general education.

7. Alumni Evaluation of Selected Skill Preparation, by Major Areas

Communication alumni rate their preparation for speaking significantly higher than students in other programs, and post higher-than average ratings for writing and leadership development.

Although the Communication program has below-average ratings in the other areas, none of the deficits are statistically significant.

#### 8. Alumni Reported Employment Outcomes, by Major Areas

Although more likely to be employed full time, Communication alumni report significantly lower levels of job satisfaction than alumni in most other program areas and are significantly less likely to be working in a job that requires a bachelor's degree and is related to their major. Job satisfaction correlates significantly with having a job related to one's major for both Communications alumni (Pearson's  $r = .51$ ) and for other alumni (Pearson's  $r = .39$ ).

#### 9. NSSE results from UWGB Seniors 2011.

Results from 20 seniors in the Communication program who completed the NSSE in 2011 produced a significantly higher average on the Active and Collaborative benchmark compared to seniors in other programs. On two other benchmarks the Communications seniors' average is slightly above average and on one it closely mirrors the campus average.

## Section D - Program Accomplishments and Student Success

Our program in Communication has a long history of excellent placement following graduation and of successful career development. While alumni surveys are useful for obtaining feedback on entry-level positions for our graduates, the institution itself has not had the resources to systematically pursue the career progress of its graduates. The current full-time faculty members in Communication have all been at UW-Green Bay for many years; four of the five faculty members have more than 25 years of service. This longevity has enabled these faculty members to maintain contact with some of our graduates over the years. E-mail has no doubt facilitated such contact. Requests for references for promotions or new positions or for graduate or professional school admission have also provided opportunities for faculty to be updated on our graduates' career and life progress. The following representative examples speak to graduates' success beyond entry-level positions:

- A significant number of our graduates work in important positions at UWGB including in the Athletic, Advancement, and Advising programs.
- One recent graduate completed a Masters degree in Change Management and now works as a consultant with Accenture.
- One graduate from the early 1980s worked in the television industry in Green Bay and started his own media production company. This company has grown steadily over the years and has produced programs, videos, and commercials that have won numerous awards. This individual also taught our TV Production Techniques course for six years and has continued to serve as a liaison for student internships.
- Another graduate from the 1980s took an entrepreneurial turn and started a successful chain of businesses in Green Bay and Appleton. The chain was recently sold, but the graduate continues to actively manage the stores.
- One graduate from 1990 has advanced in her career to become the Vice President of Human Resources for a multi-national company based in Appleton.
- One graduate from the mid-1990s worked as a TV news producer for a Green Bay TV station, moved to a similar position in Minnesota, and returned to Green Bay as the Executive Producer for a Green Bay TV station. This individual has also added expertise to our curriculum through teaching as an ad hoc instructor.
- One graduate from the class of 2000 worked as a Marketing Associate for Shopko's corporate offices here in Green Bay. In 2004 he accepted a marketing management position with Kohl's corporate headquarters in Menomonie Falls.
- One graduate from 2004 went from an entry-level position in marketing and promotions to a management position in marketing communication with Nemschoff, Inc. in Sheboygan.
- One recent graduate completed a Master's degree in Communication and now heads up the training division of company with over 1,000 employees.
- One recent graduate now works as a videographer for ESPN
- Several recent graduates work in various media, PR, and communication positions around UWGB.
- Several recent graduates work at local television stations and newspapers.

- One recent graduate is in the process of completing a Ph.D. and will be applying for one of our new positions.

### **Section E - Program Enrollment Trends and Analysis**

Communication continues to be one of the more popular majors on campus. Enrollments have remained steady over the past 12 years with well more than 200 majors and minors. One hidden factor is the heavy and growing demand for Communication courses in the Adult Degree program. Most of these courses are taught either as faculty overload or by ad hoc instructors. Clearly the growing student demand is a positive, but the program's capacity to properly manage the demand is worrisome. In short, the supply of highly qualified faculty has not kept pace with the student demand.

## Section F - Conclusions and Vision for Future Development

Despite severe resource constraints, the students in the program appear to be achieving our learning outcomes. Our students report a high degree of satisfaction with a case-based and problem-solving approach used by most faculty members. Moreover, students value the collaboration opportunities and the rich feedback environment provided by most faculty members. Debbie Furlong's analysis suggests the program is in the top tier on most measures used at UWGB.

Several specific concerns emerged from the program review:

- Effectively managing the high demand for our courses from Adult Degree
- Recruiting and retaining high-quality faculty members given our salary and load constraints
- Managing uneven workloads within the faculty
- Effectively managing student demand for high-enrollment classes (many classes are only offered once per year)
- Effectively managing the internship program and advising after Professor Meyer's retirement
- Re-calibrating new graduate expectations about the job market and career pathing (addressing the "under-employed" issue)
- Keeping the curriculum current (e.g., Social Media)

While the road ahead is quite challenging, the department will seek to manage the issues above with our own "Top 10 List":

1. Hire two new faculty members
2. Re-visit the curriculum requirements (in particular the prerequisites)
3. Make better use of data generated from a) new student applications, and b) internship supervisor evaluations
4. Create more specific procedures and tracking for the internship program
5. Develop a new course on "Social Media Strategies"
6. Initiate discussions with Adult Degree leaders about future needs
7. Re-examine the role of our ad hoc faculty
8. Better educate employers about the potential of our graduates
9. Decrease the number of academic plan "work arounds" or course substitutions
10. Offer more sections of high-demand courses

### III Required Attachments

## 1. Tables supplied by Office of Institutional Research and Assessment

<http://www.uwgb.edu/oira/reports/ProgramReviewFiles/COMM.htm>

<b>Academic Plan: Communication</b>						
<i>Institutional Research - Run date: 26MAR2012</i>						
	Fall Headcounts					
	2007	2008	2009	2010	2011	
Declared Majors, end of term	164	175	195	194	187	
Declared Minors, end of term	41	51	54	60	67	

	Fall Declared Majors - Characteristics									
	2007	2008	2009	2010	2011					
Female	88	54%	108	62%	119	61%	118	61%	109	58%
Minority	11	7%	9	5%	12	6%	20	10%	19	10%
Age 26 or older	10	6%	12	7%	15	8%	10	5%	5	3%
Location of HS: Brown County	29	18%	37	21%	44	23%	43	22%	42	22%
Location of HS: Wisconsin	145	88%	158	90%	176	90%	178	92%	172	92%
Attending Full Time	153	93%	160	91%	182	93%	180	93%	172	92%
Freshmen	1	1%	1	1%	3	2%	1	1%	1	1%
Sophomores	19	12%	27	15%	25	13%	22	11%	24	13%
Juniors	56	34%	62	35%	78	40%	79	41%	69	37%
Seniors	88	54%	85	49%	89	46%	92	47%	93	50%

	Fall Declared Majors - Characteristics				
	2007	2008	2009	2010	2011
Average HS Cumulative G.P.A.	3.20	3.14	3.12	3.08	3.11
Average ACT Composite Score	22.0	21.4	21.6	21.9	21.9
Average ACT Reading Score	23.3	22.5	22.8	23.1	22.9
Average ACT English Score	21.9	21.5	21.5	21.9	22.1
Average ACT Math Score	21.2	20.2	20.4	20.6	20.7
Average ACT Science Score	21.9	21.6	21.8	22.1	22.0

<b>Academic Plan: Communication</b>						
<i>Institutional Research - Run date: 26MAR2012</i>						
	Fall Declared Majors - Characteristics					
	2007	2008	2009	2010	2011	
Percent started as Freshmen	59%	51%	48%	54%	57%	
Percent started as Transfers	41%	49%	52%	46%	43%	
Percent with prior AA degree	10%	11%	11%	10%	7%	
Percent with prior BA degree	4%	2%	2%	1%	1%	

	Calendar Year Headcounts				
	2007	2008	2009	2010	2011
Graduated Majors (May, Aug. & Dec.)	61	70	77	66	59
Graduated Minors (May, Aug. & Dec.)	8	12	13	18	10

	Characteristics of Graduated Majors									
	2007	2008	2009	2010	2011					
Graduates who are... Women	40	66%	37	53%	43	56%	47	71%	36	61%
... Students of Color	3	5%	3	4%	6	8%	1	2%	7	12%
... Over 26 Years Old	6	10%	8	11%	20	26%	13	20%	10	17%
Graduates earning Degree Honors	14	23%	10	14%	14	18%	11	17%	16	27%

	Characteristics of Graduated Majors				
	2007	2008	2009	2010	2011
Average Credits Completed Anywhere	127	130	129	127	127
Average Credits Completed at UWGB	112	119	102	100	107
Average Cum GPA for Graduates	3.11	3.12	3.20	3.10	3.15

			Headcount Enrollments, Credit-bearing Activities					
			2007	2008	2009	2010	2011	
LECTURES	1-Lower	1-Spring	270	211	286	278	271	
		2-Summer	67	40	34	37	37	
		3-Fall	484	501	483	426	418	
	2-Upper	All	821	752	803	741	726	
		1-Spring	432	440	483	459	489	
		2-Summer	23	22	22	21	24	
	3-Fall	All	338	330	381	387	368	
		All	793	792	856	867	881	
		All	1614	1544	1689	1608	1607	
	ISTIFEX	1-Lower	1-Spring	18	13	31	34	22
			2-Summer	-	-	-	-	1
			3-Fall	22	22	31	37	29
2-Upper		All	40	35	62	71	52	
		1-Spring	78	81	72	86	74	
		2-Summer	8	4	9	7	8	
3-Fall		All	59	58	82	65	66	
		All	145	133	163	158	148	
		All	185	218	225	229	260	
All		All	1799	1762	1914	1837	1807	

### Budgetary Unit: ICS

Institutional Research - Run date: 26MAR2012

	Instructional Staff Headcounts and FTEs				
	2007	2008	2009	2010	2011
Full Professors (FT)	3	3	4	2	2
Associate Professors (FT)	3	3	3	3	4
Assistant Professors (FT)	1	2	2	2	1
Instructors and Lecturers (FT)	3	2	2	2	2
<b>Total Full-time Instructional Staff</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>9</b>
Part-time Instructional Staff	7	5	4	9	7
FTE of Part-time Faculty	1.3	0.8	0.7	1.5	1.4
<b>Total Instructional FTE</b>	<b>11.3</b>	<b>10.8</b>	<b>11.7</b>	<b>10.5</b>	<b>10.4</b>

	Student Credit Hours per Faculty FTE				
	2007	2008	2009	2010	2011
SCH per Full-time Faculty FTE	291	343	326	344	334
SCH per Part-time Faculty FTE	732	1042	945	473	663
<b>SCH per Faculty FTE</b>	<b>343</b>	<b>395</b>	<b>350</b>	<b>362</b>	<b>372</b>

UW System Cost per Credit by Major, Fall IAS Data	
2007	
1-Lower	459
2-Upper	604

### Budgetary Unit: ICS

Institutional Research - Run date: 26MAR2012

	Instructional Staff Headcounts and FTEs				
	2007	2008	2009	2010	2011
Full Professors (FT)	3	3	4	2	2
Associate Professors (FT)	3	3	3	3	4
Assistant Professors (FT)	1	2	2	2	1
Instructors and Lecturers (FT)	3	2	2	2	2
<b>Total Full-time Instructional Staff</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>9</b>
Part-time Instructional Staff	7	5	4	9	7
FTE of Part-time Faculty	1.3	0.8	0.7	1.5	1.4
<b>Total Instructional FTE</b>	<b>11.3</b>	<b>10.8</b>	<b>11.7</b>	<b>10.5</b>	<b>10.4</b>

			Average Section Size of Lectures				
			2007	2008	2009	2010	2011
Lectures	1-Lower	1-Spring	33.8	30.1	31.8	30.9	30.1
		2-Summer	22.3	13.3	17.0	9.3	12.3
		3-Fall	44.0	45.5	48.3	42.6	41.8
		All	37.3	35.8	38.2	32.2	33.0
	2-Upper	1-Spring	16.6	27.5	26.8	27.0	25.7
		2-Summer	23.0	22.0	22.0	7.0	24.0
		3-Fall	13.5	19.4	19.1	19.4	26.3
		All	15.3	23.3	22.7	21.7	25.9
	All	All	21.8	28.1	28.2	25.5	28.7

		Unique Lecture Courses Delivered in Past Four Years				
		2007	2008	2009	2010	2011
1-Lower		10	10	10	9	8
2-Upper		23	23	25	24	22

		General Education as a Percent of all Credits in Lectures				
		2007	2008	2009	2010	2011
1-Lower		0%	3%	0%	0%	0%
2-Upper		0%	0%	0%	0%	0%

### Academic Subject: COMM

Institutional Research - Run date: 26MAR2012

			Student Credit Hours, Credit-bearing Activities					
			2007	2008	2009	2010	2011	
Lectures	1-Lower	1-Spring	810	633	658	634	813	
		2-Summer	201	120	102	111	111	
		3-Fall	1452	1503	1449	1278	1254	
		All	2463	2256	2409	2223	2178	
	2-Upper	1-Spring	1296	1320	1432	1377	1487	
		2-Summer	69	66	66	63	72	
		3-Fall	1012	990	1143	1161	1104	
		All	2377	2376	2681	2601	2643	
	All	All	4840	4632	5070	4824	4821	
	IST/IFEX	1-Lower	1-Spring	54	39	93	102	66
			2-Summer	-	-	-	-	1
			3-Fall	66	66	93	109	87
			All	120	105	186	211	154
		2-Upper	1-Spring	301	323	265	315	269
			2-Summer	32	19	31	27	27
			3-Fall	215	364	320	233	242
All			548	706	616	575	538	
All		All	668	811	802	786	692	

## 2. Current Catalog description

<http://catalog.uwgb.edu/undergrad/communication>



UNIVERSITY OF WISCONSIN  
GREEN BAY

Home Maps A to Z Departments

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# 2012 - 2013 UNDERGRADUATE CATALOG

- About UW-Green Bay
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- Planning an Academic Program
- Undergraduate Programs**
  - View all Programs
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  - Overview
  - Major Requirements
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## Communication

**Interdisciplinary Major or Minor**  
(Bachelor of Arts or Bachelor of Science)

**Professors** – Clifford Abbott (linguistics), Philip Ciampiti (chair) (organizational communication, public relations), Timothy Meyer (electronic media, public relations)  
**Associate Professors** – Jeffrey Benzon (graphic communication), Sarah DeWaller (photography), Victoria Goff (print journalism, public relations)  
**Assistant Professor** – Adolfo Garcia (communication)  
**Lecturers** – Daniele Zina (electronic media, public relations), Jeanne Lynn Schwarzenbach (public address, interpersonal communication)

The interdisciplinary program in Communication offers contemporary communication studies emphasizing comprehensive understanding of communication in traditional and new media and in-depth study of particular forms of communication. Students come to understand how communication happens, how messages are put into visual and verbal codes, how messages are filtered through various media, how messages are interpreted and affect different audiences in different ways and in different contexts, and how students construct those contexts.

New information technologies tend to merge media. A major or minor in Communication provides the kind of integrative knowledge that is required for professional careers in the field.

Before being admitted to the Communication major, a student must earn a minimum grade point average (gpa) of 2.5 based on completion of 30 degree credits and must complete an application form and related items that can be found on the Communication web page. Students not meeting the gpa minimum may contact their faculty adviser for information on appeal procedures. Transfer students need to complete 15 UW-Green Bay credits with a minimum grade point average of 2.5 before they are eligible to apply to the program.

Internships in Communication provide qualified students with opportunities for faculty-supervised experience in professional settings outside the classroom. In addition, several Communication courses involve students in research projects in the community.

Communication graduates have entered a wide variety of academic and professional areas: news reporting, photojournalism, broadcast journalism, photographic illustration, television production, printing and publications, advertising, sales and marketing, management consulting, technical writing and editing, public relations, and government service, as well as graduate study in photography, theoretical and applied linguistics, information science, library science, journalism, media studies, and telecommunications.

Communication offers five areas of emphasis:

- In electronic media, students need more than just knowledge of production techniques. Professional advancement requires skills in writing, editing, advertising and sales, market and audience research, as well as knowledge of new media and their impact on society and culture.
- Students in organizational communication develop basic communication skills needed in organizations, such as speaking, interviewing, effective ways to use different communication technologies for different purposes and with different audiences and discussion skills. They also learn about sources of communication problems in organizations, apply strategies for discovering and solving these problems, and build an understanding of current theories of organizational communication.
- Photography students come to understand photography as a problem-solving process, combining imagination, intuition, critical analysis, and mastery of tools and materials, including traditional photographic means and digital imaging systems. The integration of theoretical concepts and practical experience prepares students for diverse applications of photography.
- In journalism, students will develop writing and editing skills, including video reporting/editing skills, the ability to do in-depth research and reporting, a concern for people, a strong sense of autonomy, and a well-rounded understanding of important issues in their field through this program and through a liberal arts education. Students will also gain hands-on experience in journalism through participation in on-campus publications and/or through outside internships.
- Students in public relations complete requirements that reflect the demand for graduates who can write well, are fully acquainted with the wide range of available modes of communication (graphics, print, broadcast, oral discourse, digital/internet, and their many combinations), and are particularly skillful in at least one of them.

See also the disciplinary minor of Corporate Communication in this catalog.

3. AAC and Dean's conclusions and recommendations from last program review

**UNIVERSITY of WISCONSIN  
GREEN BAY**

To: Tim Meyer  
Chair, Communication

From: Scott Furlong   
Dean of Liberal Arts and Sciences

Date: November 1, 2007

Re: Report on the Communication Program Review

The Communication program at the University of Wisconsin-Green Bay has an extremely talented, productive, and in many cases internationally known faculty that are a credit to the institution. In addition, the faculty has been diligent in using assessment result to continuously improve and modify their curriculum in response to their results and also to address new developments in the field. Both senior and alumni results suggest satisfaction with the program and it has been successful in placing its students into career-related fields. The Communication internship program is a victim of its own success. They place a large number of students into important learning situations and have many organizations request interns back in the future. Advising in the major is strong and the quality of the teaching is rated high.

**Enrollment Trends/Resource Issues:**  
Enrollments within the Communication major have been somewhat steady over the past few years, but down from the first year of data provided in the report. It is a strong major averaging a little over 130 majors per year. The number of minors is also consistent. It is clear from both the data and the AAC review that certain emphases within the Communication major are more popular. Specifically, these are the emphases in Public Relations, Electronic Media, and Organizational Communication.

There has been some good news on the resource front in Communications with the provision and subsequent hire of the Blair Chair position. Professor Tim Meyer filled this position and this provided an opportunity to add a position to the program. Unfortunately to date, searches for the position have been unsuccessful, but Communications hopes to be more successful in filling this position as a lecturer in the coming year. There continues to be a high level of reliance on ad hoc instruction for this program and this is noted as a concern by both the program and the AAC. The AAC raises the issue of the career gap between senior and junior faculty members. Hopefully, the current communication's search will partially address this concern.

  
CONNECTING LEARNING TO LIFE

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2420 Nicolet Drive, Green Bay, Wisconsin 54311-7009  
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FACULTY/ACADEMIC STAFF  
GOVERNANCE OFFICE  
UW-GREEN BAY

**Assessment:**

The Communications program has a well developed assessment program that uses a variety of data points to glean information from stakeholders. This information is reviewed and fed back into the curricular planning process for the program. Decisions regarding curriculum appear to stem from these assessment results, but it would be useful if there was a clearer connection. For example, what was the basis of creating a new emphasis in Communication and Media Management?

**Curriculum Development/General Education:**

Communication has made appropriate adjustment to their curriculum in response to changing issues and concerns. One issue that I would encourage you to consider is an examination of the number of emphases within the major and your ability to adequately serve and support these areas. I encourage you to continue your discussions regarding the relationship of the Public Relations and Communication and Media Management emphases. Might some other combinations be possible?

The use of team and group projects as well as a strong internship program serves students extremely well in this field and are to be commended. The program would be well-served to ensure that the allocation of these activities (particularly the internships) is somewhat equitable.

The issue of the missing connection between Communication and general education is problematic. It is clear that the University values strong communication skills and that Communications should play an important role in helping our students attain these skills. It is equally clear that Communication faculty are stretched at the upper level providing classes for their majors/minors. This is an issue that the institution needs to address in the context of the University's learning outcomes and the resources necessary to achieve these outcomes.

In summary, Communication is a strong program with dedicated and renowned faculty. They are working to improve their curriculum and make necessary changes to address student learning issues. It is hoped that with additional resources that Communication can be more intimately involved in the University's general education program.

✓ Cc: Mark Everingham, Academic Affairs Council  
Tim Sewall, Associate Provost

UNIVERSITY of WISCONSIN  
**GREEN BAY**

October 17, 2007

To: Sue Hammersmith, Provost and Vice Chancellor for Academic Affairs  
From: Mark Everingham, Academic Affairs Council chair  
Re: Communication Program Review Self-Study Report

Introduction

On October 10, 2007, the Academic Affairs Council completed its evaluation of the Communication Program Review Self-Study Report. This process was the first time Communication was reviewed as an interdisciplinary program. The broad interdisciplinary structure of the program plays an important role in preparing students in both academic and community contexts. The program aims to develop oral, written and visual communication skills that students will utilize in a wide variety of professional endeavors. For this reason, Communication offers areas of emphasis in electronic media, organizational communication, photography, journalism, and public relations. Students tend to favor either public relations or electronic media.

Student Learning

The learning outcomes are focused on the development of specific skills and abilities. These outcomes are closely linked with the pedagogical objectives of the overall program mission and within specific tracks and courses from the introductory to advanced levels. While both faculty and students note some overlap in courses, the program's curricular offerings intend to build in some repetition of core content and knowledge over the period of study.

The program employs a "continuous improvement model" of assessment methods to target specific improvements and modifications to the curriculum. This model includes a combination of evaluations of faculty and internship supervisors, senior surveys, and job placement. The analytic phase recently highlighted problems with research skills and large class size in the upper division. A new course on research skills was added to the curriculum, but the program is still considering ways to address large class size. Faculty evaluations indicate success in achieving learning outcomes in the classroom; and, internship supervisor evaluations continue to show student satisfaction with experiences in organizations and companies that have gained the confidence of the faculty.

The overall results of assessment continue to guide targeted adjustments across the curriculum which attests to the viability of the assessment process.

Program Accomplishments

1. The creation and the evolution of the areas of emphasis to capture the breadth and complexity of the fields related to Communication.
2. The integration of team and group projects in all upper division courses.
3. The development of informal learning networks among experienced and novice students.

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2420 Nicolet Drive, Green Bay WI 54311

4. The faculty members' high visibility in their fields of expertise as evidenced by several university and professional awards and formal recognition.
5. Senior faculty members' solid foundations of knowledge and versatility while maintaining key expertise in specific areas of emphasis.

#### Program Strengths

1. The program's mission aligns well with the University's core mission and guiding principles of a problem solving, case study approach.
2. The program's allows students to take courses and develop skills in more than one area of emphasis, e.g., organizational communication and public relations, which provide more opportunities for professional job placement after graduation.
3. The faculty members demonstrate strong commitments to effective teaching, first-rate scholarship, and valuable service to the community.

#### Areas in Need of Attention

1. The program needs to fill a tenure-track position for a generalist in Communication.
2. The reliance on ad hoc instruction, especially at the upper level, is too heavy.
3. There is an unequal distribution of workload among faculty on advising and internship supervision.
4. There is an imbalance among the five tracks according to faculty expertise and student interest which may suggest a need for consolidation.
5. Student writing skills need attention bearing in mind writing for media, business, and advertising require very different kinds of skills.
6. Recent problems with faculty retention, and the related career gap between senior and junior faculty members, raise serious concerns for the long-term viability of the program. The hiring of new young faculty members is difficult because the existing pool of qualified applicants, small to begin with, is reduced even further as those with doctoral degrees opt for non-academic careers instead of pursuing university faculty positions (revised from memo dated October 17, 2007).

#### Conclusion/Recommendations

The Academic Affairs Council recommends the continuation of the Communication program accompanied by a concerted effort to address the structural and work load issues that raise concerns about its future sustainability.

CC: Tim Meyer, Communication chair  
 Scott Furlong, Dean of Liberal Arts and Sciences  
 Pat Przybelski, Program Associate, Secretary of the Faculty and Academic Staff  
 Tim Sewall, Associate Provost for Academic Affairs

## 4. Program's Assessment Plan

### *Student learning outcomes*

<b>Outcome</b>	<b>Assessment Method (See Key below)</b>
Demonstrate appropriate oral communication skills.	A, B, C, D, E
Demonstrate appropriate visual communication skills.	A, B, C, D, E
Demonstrated appropriate written communication skills.	A, B, C, D, E
Effectively manage, evaluate, organize, and present information.	A, B, C, D, E
Demonstrated appropriate research skills.	B, C, D, E
Act in an ethical and legal manner.	A, B, C, D, E
Demonstrate an ability to develop and execute appropriate communication strategies.	B, C, D, E
Work collaboratively with others.	A, B, C, D, E
Demonstrate the ability to effectively <b>synthesize</b> different types of communications, e.g. images, text, etc., in order to achieve professional objectives.	A, B, C, D, E

### **Methods used to evaluate achievement of outcomes**

- a. Job Placement
- b. Internship Supervisor Evaluation survey
- c. Graduating Senior Survey (Communication Department sponsored)
- d. Graduating Senior Survey (UWGB sponsored)
- e. Alumni Survey

### **Those responsible for coordinating data collection**

- Instructors of capstone course responsible for capstone course questionnaire
- Internship supervisors responsible for internship feedback
- OIRA responsible for graduating senior and alumni surveys

## Appendix 1

# Survey of Communication Graduates 2011 – 2012

Phillip G. Clampitt

August 2012

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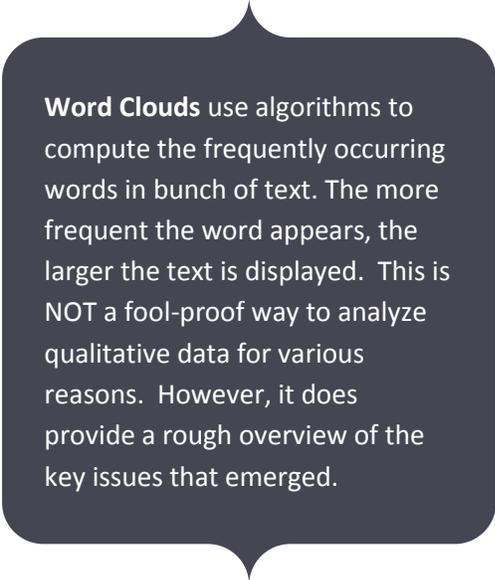
**Purpose:** The objective of this study was to describe graduating communication students' reactions to the Communication program.

**Method:** During the Fall 2011 semester, Communication professors distributed a survey (see Appendix A) in their classes to graduating majors/minors. The survey used traditional rating scales as well as three open-ended questions. We received 65 useable responses that included 37 majors and 9 minors (19 left the item blank). The data were analyzed using basic statistical software and content analysis methods. We also created word clouds for the open-ended questions.

**Results:** Most students were very positive about their experience, although they had some important suggestions.

Table 1 contains the results of the questions about learning outcomes, while Table 2 presents student opinions about the program. Appendix B reports all of the comments from the open-ended questions. Figures 1, 2, and 3 summarize the results of the open-ended questions in the form of word clouds. Highlighted below some of the major findings:

1. The overwhelming majority of graduating students believed they are effective team members, problem solvers, and oral communicators (see Table 1).
2. More than 95% of graduating students are proud of their degree in communication, and more than 91% believe they are “well prepared for their careers” (see Table 1).
3. Graduating students ranked items about becoming “an effective researcher” and preparing “professional portfolios” lowest. However, the means for these questions were well above the conceptual mid-point (see Table 1).
4. The majority of students felt they received constructive feedback (98.5%) and that their professors were committed to their success (97%). These numbers are significantly higher than in past surveys.



**Word Clouds** use algorithms to compute the frequently occurring words in bunch of text. The more frequent the word appears, the larger the text is displayed. This is NOT a fool-proof way to analyze qualitative data for various reasons. However, it does provide a rough overview of the key issues that emerged.

5. Most students believed that the program has a good reputation (95%) and like the project/case-study orientation (89%). These numbers are significantly higher than in past surveys.
6. There was only one significant difference between majors and minors. Students who minored in the program were less positive about the statement, "Students in the program help each other learn" ( $p < .05$ ).
7. The words most associated with the department were a) groups, b) projects/presentations, and c) certain professor names (see Figure 1 and Appendix 2).
8. Students believed that the best qualities of the program included professors, case studies, group projects and relevancy of course work (see Figure 2 and Appendix 2).
9. The major areas of improvement involved a) screening certain students out the program, b) improving the curriculum in specific ways, and c) shifting the style or roles of certain instructors. Note that the suggestions did not coalesce as strongly as the issues for the other two open-ended questions. In fact, this particular word cloud provides fewer insights than the other word clouds (see Figure 3 and Appendix 2).

Table 1

(Students graduating with a Communication degree...)

Rank 2012 (2006)	Question	Mean*	% Agreement
1 (2)	Work effectively in teams (q8)	4.62	95.5
2 (4)	Are proud of their degree (q11)	4.59	97
3 (3)	Are effective problem solvers (q6)	4.56	95.5
4 (1)	Are effective oral communicators (q2)	4.54	90.9
6 (5)	Are effective synthesizers (q7)	4.52	95.5
6 (9)	Are well prepared for careers (q12)	4.42	92.4
7 (10)	Are effective visual communicators (q1)	4.41	95.5
8 (7)	Behave in legal/ethical manner (q9)	4.37	89.4
9 (6)	Are effective written communicators (q3)	4.33	92.4
10 (8)	Are effective information managers (q4)	4.26	91.9
11 (11)	Are effective researchers (q5)	4.12	84.9
12 (12)	Have prepared a professional portfolio (q10)	3.93	71.2

\* 1 – 5 scale: 1 = strongly disagree, 5 = strongly agree

Table 2

## Opinions about the Program

Rank 2012 (2006)	Question	Mean*	% Agreement
1 (3)	I'm proud to tell my family about my degree (q15)	4.64	93.9
2 (1)	Receive constructive feedback (q20)	4.57	98.5
3 (2)	Professors committed to my success (q19)	4.51	97
4 (6)	I like the project/case-study orientation (q17)	4.45	89.2
5 (5)	The program has a good reputation (q13)	4.43	94.8
6 (4)	The program met my expectations (q14)	4.41	94.8
7 (7)	Students help each other learn (q21)	4.23	84.4
8 (8)	I had a better educational experience than friends (q22)	3.99	72.3
9 (10)	I took more difficult classes than other major/minors (q16)	3.71	60
10 (9)	The dept. should do a better job screening out unqualified students (q18)	3.6	49.2
11 (11)	I worry that some students in the program dragged down the quality of my degree (q23)	3.12	36.5

\* 1 – 5 scale: 1 = strongly disagree, 5 = strongly agree





# Appendix A

## Communication Department

University of Wisconsin-Green Bay

The UWGB Communication Department is committed to continuous improvement. Therefore, we are asking graduating majors and minors to provide us a candid assessment of the quality of the program by answering the following questions. There are no right or wrong answers. **Your responses are completely confidential.**

**Instructions:** Please respond to all items. Indicate your degree of agreement with each statement by checking the appropriate box next to each item.

Students graduating with a Communication degree are effective:	<b>Strongly Agree</b>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<b>Strongly Disagree</b>
	<b>5</b>	4	3	2	<b>1</b>
1. visual communicators					
2. oral communicators					
3. written communicators					
4. information managers					
5. researchers					
6. problem solvers					
7. synthesizers of oral, written, and visual communication.					

Students graduating with a Communication degree:	<b>Strongly Agree</b>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<b>Strongly Disagree</b>
	<b>5</b>	4	3	2	<b>1</b>
8. work effectively in teams.					
9. behave in a legal/ethical manner.					
10. have prepared a professional portfolio.					
11. are proud of their degree.					
12. are well prepared for their future careers.					

	<b>Strongly Agree</b>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<b>Strongly Disagree</b>
	<b>5</b>	4	3	2	<b>1</b>
13. The Communication program has a good reputation.					
14. The program met my expectations.					
15. I'm proud to tell my friends and family about my degree.					
16. I took more difficult classes than students with other majors/minors.					
17. I like the project/case study orientation used in many classes.					
18. The department should do a better job of screening out unqualified students.					
19. My professors were committed to making me successful.					
20. I received a lot of constructive feedback from my professors.					
21. Students in the program help each other learn.					
22. I had a better educational experience than my friends with different majors/minors.					
23. I worry that some students in the program dragged down the quality of my degree.					

24. What 3 words immediately come to your mind when someone refers to the "UWGB Communication program"? *Place your answer in the box below.*

--

25. What do you think are the best qualities of the Communication program?	26. If you were a consultant to the program, what are 3 recommendations you would make?

28. Which categories best describe you? *Please circle the appropriate answer(s).*

Transfer Student (1)

Communication Major (2)

Communication Minor (3)

## Appendix B

### Responses to Open-Ended Questions

**What 3 words immediately come to your mind when someone refers to the “UWGB Communication program”?**

- Group projects, interactive, relevant
- Lack of continuity (no proper order to classes-seniors end up in low-level classes after completing higher levels)
- Improvement via questions
- Misunderstood, effective, realistic
- Problem-solving, social, fun
- Groups, presentations, deadlines
- Professional, successful, teamwork
- Groups, projects, work
- Speech, electronic media, *Fourth Estate*
- Group work, presentation/professional, integrative
- Problem solver, organize
- Great program
- Innovative, applicable, constructive
- Group, critical thinking, Clampitt Class
- Disciplined, fun, educational
- Challenge, work, confidence
- Cases, team/groups, problem-solving
- Critical, growth, development
- Group work, case studies, communication
- Projects/presentations, strategy/tactics, the “brush-off” major- apparently comm isn’t as important as biology or business? Bull-shit!
- Groups, critical thinking
- Groups, tired, motivated
- Effective, difficult, time consuming
- Tim Meyer, love, actually useful major
- Presentation, Skills, Visual
- Phil Clampitt, PowerPoint, group work
- Groups, projects, Meyer
- Writing, portfolios, speaking
- Versatile, educated, successful
- Public speaking, judgment, research
- Groups, groups, groups
- Tim Meyer, group work, Clampitt
- Tim Meyer, journalism, writing
- Group work, Tim Meyer, Clampitt
- Make constant improvements
- Group projects, insomnia
- Group projects, cases, professional

- Emphasis offered, group projects, case studies
- Fighting/ lots of feuds
- Group projects, real-world connections, Phil & Tim (certain professor names)
- Effective, written, oral
- Comm majors always have an opinion and talk all the time
- Groups, strategy, tactics
- Preparations, training, group work
- Effective, feedback, continuous improvement
- Projects, cases, hard work
- Different emphasis offered
- Groups, busy, Phil
- Group work, hands-on, challenging
- Interactive, experience, quality
- Dr. Phil Clampitt
- Information, presentation, approach
- Group projects, portfolio, writing
- Effective, written and verbal expression
- Problem solving, strategic planning, group work
- Cases, groups, presentations
- Group, presentations, cases
- Challenging, rewarding, links learning to life
- Pride, collaboration, innovative
- Group projects, hands-on experience
- Tim Meyer, presentations, group work
- Real communication experience

### **What do you think are the best qualities of the Communication program?**

- Dedicated professors, hands-on course work, gain experience for after college (internships, etc.)
- Teaching staff, dedication of staff, experiences available for students to get real world experience in jobs/internships
- It's commitment to continuous improvement, it's flexibility, teamwork among faculty
- Quality of info, ability to prepare students
- Feedback, hands-on learning
- Written work, oral presentations, group work
- Work in team
- Learn to work in groups, learn to be public speakers, expected to be more professional than other programs
- Real-world cases, such as org com with Clampitt
- Emphasis on working with peers, put into real-world situations and high expectations of professionalism
- Team work and group projects
- Easy to communicate with professors
- Different prof's and perspectives, an overall mind set of "continuous improvement"
- I think one of the best qualities of the program is the hand-on experience. It really seems to prepare a person for the work world.
- All the different angles of communication are learned. Must work hard for grades. The feedback provided

- Case studies, presentations in class, feedback
- Case studies, real-life scenarios, teach how to work in groups
- The workload
- Case studies, professors, requirement of internship
- Learning to think strategically/tactically, constant presentations-doesn't seem like such a big deal anymore, "So what," usually no Monday/Friday classes! ☺
- Group work gives a real world feel and makes students think about real-world situations
- Groups projects, variety of work, Tim Meyer
- Professors work in the field and teach me what they know about the field and they remain current in extreme knowledge that is useful to me
- Real world experience, professors teach you things you can use in real life
- They teach us to work in a variety of job fields and with individuals and under different pressures
- Group work was helpful, I liked giving presentations
- The staff is very qualified and good, very approachable
- The professors
- Professor/student relationship
- Smaller class sizes, written skills
- Lots of group work and presentations
- Group work and cases
- How diverse it is. It is an extremely versatile degree and graduates can do into so many careers with this degree.
- Learning to work with others, Tim Meyer was great to work with, choices of classes
- Group work that allows you to interact with many types of people to work toward common goals
- Group work/projects, constructive feedback and continuous improvements, the faculty and students
- Working collaboratively with others, caring professors, building a portfolio
- Group projects, professors
- The teachers and the quality of teaching
- Real-world cases/studies, internship/job connections for the most part, upper level courses, covering communications as a whole
- The use of case studies, the feedback on written work, teaches real-life situations, professors truly care about students
- The professors' infinite knowledge
- Some really great COMM teachers
- Cases, cases, and more cases, this is one thing a book cannot teach
- I like the projects because I feel I learn a lot from them. I also liked all of the teachers
- Case studies/real life situations, preparation for real world, working in groups, learn to work with different kinds of people/personalities
- Actually different, fighting "communication is an easy major" stereotype, internship/job opportunities
- Professors, well some of them
- It's a challenging real-world experience that pushes me to be the best possible
- Case studies, presentations
- Information gathering
- Emphasis on effective speaking, emphasis on group work/cooperation/presentations, real-world applications/CASES
- Real simulations of presentations, real simulations of expected application of job responsibilities, practical learning of communication technologies

- Bringing real-life situations to the classroom, encouraging a critical thinking mindset, having different areas of emphasis within the program
- There are so many options, the different tracks are nice, it's easy to design your own program and switch out classes
- Handling real-life situations in the classroom, ability to personalize the major, different emphases, substitutions for writing instead of feature writing
- Lots of continuous improves ideas, very challenging, professors are all very helpful
- The professors are fantastic and the class work is relevant to what I currently do every day in my career. I am extremely grateful for my professors who I feel did a great job preparing me for success.
- Most professors really care about our education, the group projects and hands-on experience were very helpful
- The way it prepares me for any field of work
- The projects that give "real-world" experience. They are one of the most valuable tools in the workplace.

**If you were a consultant to the program, what are three recommendations you would make?**

- Guest lectures, decrease amount of group work, increase difficulty of program acceptance
- Photo should be an emphasis in the art program-because COMM-does nothing to promote/support/ teach photo, should have photo classes directly related to journalism, the art dept/ COMM dept should work together more effectively- COMM photo students shouldn't have to pick up art minor to get into photo classes (they are photo emphasis!)
- Make some courses mandatory before others (i.e., Small Group course before student can take COMM 200-300), continue your best qualities, incorporate more professional portfolios
- Advertise the qualities gained, be more exclusive, have a student consulting board
- More social media emphasis, more time spent on online COMM, more emphasis on visual design-working with graphic designs
- Screen students better, evaluation forms by students, pointless lectures
- Weed out some students, more P.R. classes, more technology like website creations
- Ease students into the group work because it's a lot
- Promote Phlash and \$E more, push students harder, more tests
- That the student be open and willing to work with others and the professors
- Pick a proper candidate to run COMM department replacing Meyers!
- A couple classes don't have the lasting effect as others-mass COMM for example, more emphasis on delivering tough news-ie: booting a group member, I like the test formats in Clampitt classes
- Help with portfolio building... we have a lot of good projects and info to put in but something to help guide. Have equal amounts of group/individual projects
- Group work (student not working), a class that focuses on presentations (creation/slides words), more portfolio creation ideas
- Some classes (COMM 200) could be internet based, more projects fewer tests, have all professors give personalized critical feedback
- More involved with real businesses, some busy work not needed
- More hands on classes in the electronic media emphasis-I really enjoy Television Production class-need more classes like that
- Less 3 hour late night classes, make it so all COMM students have to take a Clampitt class-seriously!

- Remove Vicki Goff, lost my interest in receiving a journalism degree because of her. I did very little work in her classes and received A's. Smaller Classes, Professor Garcia did a fantastic job with a class of 10 students; most helpful and informative class I've ever had. Figure out a way to keep Tim Meyer. He is an excellent advisor and I learned tons from him.
- Weed out more unqualified students, be wary of group work, and be more careful in how groups are formed as group work is a large part of grades. !Viva la Meyer!
- I actually wish that gen ed requirements would be more like COMM classes because it more hands on and they go over the material better. Only recommendation would be to have more projects and less tests, because I feel that everyone can learn better from the paper or project vs tests
- More classes should count towards writing emphasis, some COMM classes should count towards gen ed, all students should take Bus COMM -learning to write a resume was super helpful
- I would make students focus more on the visual construction of power points and presentations, focus more on real world cases and studies, and be tougher on students who aren't putting forward the effort
- Offer more class selections, some courses are only offered fall or spring with only one class period. Extremely frustrating More chances to cross paths with other degree programs, don't push agenda so much, 100 facts are inflated numbers and waste of time
- Take classes with certain professors, stay focused, pick groups wisely
- Need more options
- More modern equipment, more new media classes
- Add more specific course to area of emphasis
- Take Clampitt, go to class, actually TRY and learn and don't just try to pass
- Don't be afraid of writing, work hard and get continuous feedback, take classes that are not necessarily for your emphasis
- Some more individual work, more public relations class
- Finish work assigned, ask questions, always think "so what"
- Give a heads up about the commitment from group work, promote work that can be used in portfolios, have a fund we can use to print off work
- More PR emphasis classes-there are two, one day in each class for just a group work day
- In upper classes do more with cases! More in class discussions about reading than just having lectures
- Change Phil's role, loose Phil, More emphasize on radio/tele
- Lower level classes, more PR curriculum-PRSSA?? ☹ so sad we can't have it because of curriculum, more classes to choose from
- I do like group work but not in every single class! I know group work will be in my job but I won't have 3 group projects and 2 other classes and part time job as well, so time will be more easily managed in careers
- Better ad hoc teachers, help others understand COMM that are not comm majors
- More classes-make a master's program
- More time for projects , less lecture, more group time, more time for papers
- Have online classes be more than just read the chapter and take a quiz but if have online projects allow a good amount of time to work on project instead of a week to do it because again it is an online class-less time to work on it then if in class
- Fewer "once a week" classes, especially for upper level (They're killing me!!) Myers Briggs class?, screen out unqualified students.
- More involved in community, more case studies
- More work on creating/synthesizing a portfolio, everyone should have to take interviewing, incorporating social media strategy
- Remove students who don't perform, allow for some individual projects, make sure fresh dry erase markers are available in every lecture

- Group management improvement, students participation
- Coordination between prof's regarding group projects/due times, more individual attention, more emphasis on building portfolios
- Try to include new models and techniques earlier for presentations that will be needing to use them, have presentations available before class for student to present, different programs get different ideas from previous classes. Make sure to explain formats desired to prevent confusion
- Technology classes a requirement, continue to do case studies/presentations, more constructive feedback in all areas of major
- Many of the COMM professors are "high on themselves" their egos certainly run wild. Many lower classes almost seem pointless. Its smooth sailing until JR year and then it's like hitting a wall
- More classes set up with real world experiences, more public relations focused classes, some classes are taught in an unconventional way. Which was okay but it made me feel like I was in high school again. Raising hands to be quiet. Ex: conflict management with Adolfo
- Take a Phil class, take a variety of in class and online classes to get both experiences, challenge yourself and try something you think you may not be able to
- Bring in post-grads to talk to classed about how they use what they learned in the program in their careers to encourage students to take the material seriously. Incorporate more social media information into classes. Specifically, safety, professionalism and how businesses are using social media. Many new careers will require social media coordination skills. Continue the project/case study assignments. These helped prepare me to be able to plan and speak successfully to our executive team at conferences and in group facilitation situations. I get compliments on numerous occasions on how well I speak in public and how well I can communicate my thoughts both orally and written.
- More emphasis needed on the technological and social media side of communication (iMovie, web casts, Indesign, Photoshop, etc). I fear for future students in this program if the rumors about who will take over Tim's job are true. No all professors care as much as Tim and Phil and that are a shame. All professors are not on the same page as far as expectations and course content. (Adolfo's courses are a waste of time)
- More real life cases coupled with learning how they impact, Less Garcia's style, must take 100, 200, 300, 400 in order
- Screening of students qualifications, Educators with real work experiences, Educators who truly want to make a difference by teaching and learning. Having educators who have worked in a real business environment is vital to teaching any type of communications course. They are aware of the many issues that arise from miscommunication and have experienced it firsthand, not just from case studies. In today's business environment decisions must be made quickly and with accuracy there is not time to have multiple meetings and discuss the options - employers want results, not more options. I experienced one professor who was purely an academic and he could not truly relate many communication theories to everyday business issues. As an adult student with many years in the business environment. It was frustrating to me, as well as other students, when we only case studies were used with the curriculum. This same professor did not treat students with respect and often was working on another project or just did not pay attention when students were giving presentations. All other professors and lecturers ALWAYS give their attention to the presentation and offered praise as well as constructive criticism.