DEPARTMENT OF COMMUNICATION

SELF-STUDY REPORT

I. Mission, Objectives, and Institutional Fit

a. Program Mission

The Department of Communication seeks to uphold the following mission statement:

*Communication studies the formation and flow of meaning that takes place through the symbolic representation of shared social realities. Our department encourages students to understand these communication processes through academic research, creative inquiry, and ethical reflection. The curriculum we have developed integrates theoretical expertise with practical skills in communication and research practices. Students graduate with the knowledge needed to succeed in a wide variety of fields related to media and contemporary culture. (2007)*

It should be stated at the outset that communication programs in the US were formed historically through an iterative process, emerging naturally as the outgrowth, or direct merger, of speech and journalism departments located in disparate regions of the typical university’s academic structure. Given this legacy, there is a productive tension that exists to this day between the two historical imperatives. Speech studies are typically found in courses dealing with rhetoric, cultural studies, and public communication. Journalism has evolved into the study of mass communication, new technologies, and media studies. The latter trend has a more social scientific bent than the humanism that informs the former approach. The heritage of communication studies can also be seen as divided between those approaches that favor human behavior as the object of analysis or those that concentrate on representation and all that entails. The rich diversity afforded by such methodological and theoretical perspectives continues to provide vitality to the discipline.

Communication has become one of the top ten undergraduate fields of study in the United States. Our department has grown in a way that mirrors the history of the discipline itself. There is good reason for this. It can be described as having a history at Woodbury, even if not continuous, dating back to 1934. At that time, Woodbury offered the Bachelor of Business Administration with a concentration in Journalism. The same material continued to be taught for the ensuing decades although the name of the degree or host department may have changed. In 1964 and 1965 the program granted a Bachelor of Science in Business
Administration with a concentration in Journalism. For three years, from 1966-69, the degree awarded was the Bachelor of Science in Journalism. A Bachelor of Science degree in Communication was eventually offered for a few years in the 1970s before going dormant until the current program was started in 1999.

If one takes the perspective that communication is best viewed as a set of processes related to the formation and circulation of meaning, it becomes evident that the department shares the emphasis on process that is found in the rest of the school. Based on this logical premise, the current program offers a unique set of opportunities for students seeking to associate with affiliated programs housed in the School of Media, Culture, and Design (hereinafter referred to as MD), including graphic design, psychology, fashion, and animation. The faculty in our department believes that all of its students have the potential for exceptional achievement. As a consequence, they try to provide students with hands-on active-learning opportunities that will expand their cultural, intellectual and career horizons.

Given this trajectory, we are pleased to celebrate the department’s 75th anniversary in 2009. Our department holds a strategic location in Burbank, CA, widely known as the media capital of the world. Students are supported throughout their time in the program, and have a high degree of input into its ongoing assessment. Students typically pursue an elective emphasis area of study in either media or culture during their senior year. The major culminates in a four-year Bachelor of Arts degree with no master’s degree being offered by the department.

b. Program Objectives: This criterion concerns what the faculty wishes the program to accomplish. (The review will offer evidence that the program has reached its objectives and make recommendations for improvement.)

The department’s objectives are to:

• To develop media literacy, rhetorical ability, and relational skills among students through scholarship and practice in applied communication skills; and

• To instill affinities for intellectual curiosity, systematic thought, and creative inquiry; and

• To expand student perspectives of communication to include a changing global context, the movement of economic forces, and the continual development of new technologies; and
• To guide students toward an ethic of care in their scholarship that is self-reflective and demonstrates personal and social responsibility; and

• To develop students’ sense of their full potential and the brilliance the lies within each of them.

c. Program Student Learning Outcomes

i. List the learning outcomes for students majoring in the program.

The student learning outcomes for the program are designed to create work that is both artful and thoughtful. They may be described as follows:

• Students will attain a solid grasp of leading theories and research strategies found in the communication discipline for purposes of building their inquiry practices; and

• Students shall advance their levels of media literacy through the production, interpretation, and critical analysis of communication texts; and

• Students shall develop an appreciation for both cultural diversity and multiple ways of knowing that demonstrates a high degree of self-reflexivity; and

• Students will cultivate an awareness of their own communication styles, skills, and insights along with a sense of responsibility for the effects these traits may have on themselves and others; and

• Students will be able to identify the unique skills, talents, and qualities that they possess which will help them fashion a destiny of their own making.

ii. Describe how achievement of each of these learning goals is evaluated and documented.

The department has created a curricular map that aligns each of its learning goals with specific classes (see Appendix A). It will be able to clearly identify points of intervention to meet its long-term goals by referring to this curriculum map. Assessment will include cognitive learning goals set by the department as well subjective ones developed by each student within the context of personal learning plans. Although our
assessment plan is currently under construction, it is envisioned to include some or all of the following elements:

- **Annual Student Ethnography.** Student trained in ethnographic methods to develop an ethnography of the program. They will report on the quality of the program as it affects what the students want to know. Reviewed once per year by the chair in order to capture critical information needed for program improvement.
- **Student, Faculty, and Departmental Moodle Learning Portfolios:** All students and faculty, as well as the department itself, will be responsible for collecting inventory that reflects their particular individual mission. Internal and external reviewers will review portfolios periodically to determine the degree to which they evidence “learning, teaching, and researching in the process of living, thinking, and doing.” (Organizational consultant John Buck, personal conversation, 2008).
- **Review of Intake Essays.** In order to establish baseline assessment measures for each student, two essay questions will be introduced into the admissions process. They are “What does the study of media, culture & design mean to you?” and “Why are you interested in communication as your major?” Transfer students even with the major will need to address these questions as well.
- **Comprehensive Exam.** An oral and written exam as part of the Critical Studies and/or Senior Seminar course.
- **Capstone Course.** Allows a periodic review of culminating student work performed by internal and external reviewers.
- **Achievement Record.** Tracking of current student extracurricular involvement, honors, and awards.
- **Satisfaction Survey.** Surveys given to new graduates every summer following commencement.
- **Alumni.** Accomplishments and careers will be followed through annual email surveys.

iii. Describe changes the program faculty has made as a result of evaluation.

As of this date, no changes have been made. The new curriculum has been in place for one year and assessment protocols are only now being developed. See below for recommendations.
d. Fit with Institutional Mission

The program’s objectives fit solidly within the institutional mission as indicated by the fact that communication is enshrined as one of Woodbury’s six guiding principles. Our curriculum map (see Appendix A) visually describes how these principles correspond to each of the courses found in the department’s course inventory. An alignment study has also been undertaken that examines how the department’s objectives and desired learning outcomes fit into a larger and even more diverse set of objectives established by other constituents (see Appendix A). These constituents include the National Communication Association (NCA), Woodbury University, NASAD as the accrediting body for the program’s school, the Institute of Transdisciplinary Studies (ITS), Bloom’s taxonomy of learning, and even the United Nations statement on global educational needs.

The alignment sheet illustrates how well the department’s objectives and learning outcomes align with the institution’s six principles in their essential formulation.

The following descriptions pair the department’s objectives with the institution’s five principles contributing to the sixth principle of overall academic quality:

- **Communication**: To develop media literacy, rhetorical ability, and relational skills among students through scholarship and practice in applied communication skills.
- **Innovation and Creativity**: To instill affinities for intellectual curiosity, systematic thought, and creative inquiry.
- **Transdisciplinarity**: To expand student perspectives of communication to include a changing global context, the movement of economic forces, and the continual development of new technologies.
- **Personal and Social Responsibility**: To guide students toward an ethic of care in their scholarship that is self-reflective and demonstrates personal and social responsibility.
- **The Integrated Student**: To develop students’ sense of their full potential and the brilliance the lies within each of them.

Learning outcomes are somewhat different in kind than the department’s objectives even though the two categories overlap. Outcomes should match student perceptions of what they are learning whereas objectives are defined primarily though the department’s eyes. Here, we seek to pair
the department’s learning outcomes with the institutions five clusters contributing to overall academic quality:

- **Communication**: Students will attain a solid grasp of leading theories and research practices found in the discipline.
- **Innovation and Creativity**: Students shall advance their levels of media literacy through the production, interpretation, and critical analysis of communication texts.
- **Transdisciplinarity**: Students shall develop an appreciation for both cultural diversity and multiple ways of knowing that demonstrates a high degree of self-reflexivity.
- **Personal and Social Responsibility**: Students will cultivate an awareness of their own communication styles, skills, and insights along with a sense of responsibility for the effects these traits may have on others and on the world in which they live.
- **The Integrated Student**: Students will be able to identify the unique skills, talents, and qualities that they possess which will help them fashion a destiny of their own making.
II. The Changing Environment that Affects the Program: *Describe actions taken in response to the recommendations made in the previous academic program review. Describe program and field changes over the past seven years and how the curriculum was revised to address these changes.*

This is the first program review to be undertaken since the current communication studies began in 1999. The purpose of the program was to educate students in public speaking, rhetorical analysis, and public communication skills. Its faculty was comprised of professors with backgrounds in English. The degree was changed from a BS to a BA in Communication in Spring 2006. In 2004, the decision was made to initiate a faculty search for a professor with a degree in Communication to implement the program in the hopes of aligning it with national disciplinary standards and providing a framework for further adaptation in the future.

Dr. Clift was hired in the fall of 2004 after receiving his Ph.D. from the University of Utah. He also held a terminal MFA degree that would later contribute to the interdisciplinary growth of the communication program. There are a number of changes that have been made to the program since that time, many of which have contributed to the strong enrollment growth experience over the last few years. Most significantly, the curriculum of the department was revised in spring 2007 to reflect current practices in the academic study of communication.

A comprehensive scan was made by the chair of all undergraduate programs in the US to generate ideas for the revision of the major. Results from this scan were combined with a SWOT analysis (see Appendix A) to develop the current curriculum amidst ongoing reflections by faculty following the Woodbury WASC re-accreditation identity retreat. The department lost two faculty (Elisabeth Sandberg, Humanities, and Amy Pederson, Art History) when they decided to transfer their institutional affiliation back to the institute in 2007 and 2008. On the other hand, the department was extremely fortunate to have Barbara Bowley join its full-time ranks in 2007 as a professor of anthropology and information science. She has since become a “star” professor who contributes greatly to the department’s focus on the relationship of communication to the material phenomena of culture. Communication and anthropology programs across the country are slowly become intertwined owing to the fact that the former, in a broad sense, studies the process of culture while the latter studies its circulating contents.

In fall 2006, the School of Arts and Sciences became the Institute of Transdisciplinary Studies. The department was part of the institute for
one semester until it merged with the design programs from the former School of Architecture and Design. Together with the Department of Psychology, the newly combined entities formed a new school they called the School of Media, Culture & Design. It continues to be a part of this school along with the foundation program and departments of psychology, animation, fashion design, and graphic design. The faculty and chair of the department believe the synergy that exists between these programs is a compelling feature of the new school.

### a. Enrollment Trends

**Describe and evaluate enrollment trends and student characteristics in the program for the past seven years.**

Provide an analysis of the program’s success in recruiting, retaining, and graduating students. Describe the program’s student-faculty ratio and FTES target trends and plans.

Our analysis is based on the last five years (2003-2008) since data from earlier years is not comprehensive or reliable enough to be valid across all analytical categories. However, we are confident enough in the data to report that the department has enjoyed enrollment trends over the past five years that make it one of the fastest growing majors in the university. Its year-over-year growth has averaged 25% with a cumulative growth record of 187% achieved during this period (see Appendix A). This figure compares to an approximate 10% increase overall in undergraduate enrollment university-wide over the same five year period.

The number of majors in the program does not, however, provide a complete picture of the resource demands placed on the department since it handles more than just the education of its own majors. Our department also contributes significantly to the general education of all students at Woodbury. The number of “full-time equivalent students” is a statistic comprised of all credits hours run by the program. It includes credit hours taken by students and non-students alike, and is calculated in such a way that 15 such credits equates with a single student-equivalent. According to this means of calculation, the department has as many as 105 FTES which is a 42% increase from the 74 it recorded five years ago (see Appendix A).

No matter which metric is employed, the enrollment growth of students in the major or in the FTES category has not been matched by any sort of increase in the number of FT faculty. As a consequence, the full-time equivalent faculty (FTEF) has dropped 5% (see Appendix A) and the student/faculty ratio has jumped 50% from 8 to 13 students per instructor (see Appendix A). More concerning is the fact that the number of credit hours taught by part-time adjuncts has surged over this period as full time faculty have been drawn away to other assignments. FT faculty now only
teach 18% of the courses in the major down from 52% (see Appendix A) and this count includes the anthropology (BH) courses regularly taught by FT professor Barbara Bowley.

We would like to increase the student/faculty ratio to 16 as recommended by the Board of Trustees but want to better manage growth so that educational excellence is not disturbed. The Board’s mandate has had to be balanced with the expansionary vision of the program over the last five years. New courses have played an important role in attracting many more students and expanding the department’s academic purview. Still, this ratio has been inching up each semester so a target of 16 is attainable by the time of the next program review.

The department will seek to maintain its current growth rate but is restricted in doing so if it means a continued sacrifice in the quality of education the students receive. Increased expense budgets and at least one or two new faculty lines in communication will be required to maintain the pace of growth. If such needs are met, it is expected that the number of majors could grow to at least 100 by the next program review while the number of FTES could likewise expand to approximately 200.

b. Trends in the professions, markets, etc.

The attached environmental scan shows the potential of a communication program with a focus on media, culture, design subject areas, especially as they pertain to entertainment studies. There is an abundance of jobs nationwide in communication-related fields like advertising, public relations, broadcasting, marketing, event-planning, new media, media production and the like. Although heavy competition tends to depress the starting pay for graduates in the field of communication, it is common for them to experience exponential salary growth over the course of their careers that makes up for it. The rate of growth is thought to exceed that afforded by many other majors owing to the relative importance of strong communication skills in the workplace.

At a more concrete level, there is an unrealized potential to benefit from closer ties to the local creative industries located near our campus in Burbank, CA. We are working to expand these opportunities to connect with the community. Students can eventually take advantage of their close proximity to a wide range of companies involved in digital media, entertainment, and the like. A number of internships have been placed in these fields and it seems that employment opportunities for graduates persist in the region of Southern California.
c. Trends in education

Communication is a hybrid discipline that bridges the humanities and social sciences. For this reason, it has escaped some of the negative impacts of declining interest in the liberal arts. Business leaders regularly cite communication as a critical skill for the 21st century. Our department is a member of The National Communication Association (NCA), the national association of higher education academic programs in communication. No NCA accreditation standard exists at the moment but one is in development. For the time being, the national body adheres to general philosophies of communication and program planning both of which have been used in this program review.

In the absence of accreditation standards from the NCA, the Hope Conference Report on Communication Programs is often taken as the “gold standard” for purposes of undergraduate program planning (see Appendix B). This report was recommended to our department by the NCA and was used in the preparation of the 2007 curriculum submission to the EPC. The Hope Conference Report has also served as an inspirational guide for the faculty while conducting this program review over the last year.
III. Curriculum and Instruction

i. Describe the program’s curriculum.

The current academic worksheet for new majors can be found in Appendix A along with a curriculum map that identifies how each class relates to the program learning outcomes. Clift uses a master grading rubric for research papers (see Appendix A). He has also customized a peer teaching evaluation form drawing upon research on the creation and maintenance of positive “communication climate” within instructional environments.

The curriculum is also described here:

COMMUNICATION MAJOR CURRICULUM

Leading to the Bachelor of Arts Degree

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (M) 1 ............................................................... 51</td>
</tr>
<tr>
<td>General education/IGETC (GE/IGETC) .............................. 45</td>
</tr>
<tr>
<td>Restricted MCD Electives (MCD) .................................... 9</td>
</tr>
<tr>
<td>Unrestricted electives (UE) ......................................... 15</td>
</tr>
<tr>
<td>Minimum semester hours required ................................. 120</td>
</tr>
</tbody>
</table>

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester
CO 220 Media Culture ....................................................... 3 M
AW 111 Academic Writing I ........................................... 3 GE
CO 120 Public Speaking .................................................... 3 GE
IS 1__ Interdisciplinary Core ......................................... 3 GE
__ ___ Unrestricted Elective ........................................... 3 UE

Spring Semester
CO 203 Communication Theory ....................................... 3 M
CO 2__ Communication Elective ......................................... 3 M
AW 112 Academic Writing II ........................................ 3 GE
IS 1__ Interdisciplinary Core ......................................... 3 GE
PS 200 Introduction to Psychology ................................... 3 GE

SECOND YEAR

Fall Semester
CO 210 Interpersonal Communication ................................ 3 M
CO 231 Oral Interpretation of Literature ......................... 3 M
<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>CO 230</td>
<td>Research Methods</td>
<td>3 M</td>
</tr>
<tr>
<td></td>
<td>MA ___</td>
<td>Mathematics</td>
<td>3 GE</td>
</tr>
<tr>
<td></td>
<td>___</td>
<td>Social Science</td>
<td>3 GE</td>
</tr>
<tr>
<td></td>
<td>__</td>
<td>MCD Restricted Elective</td>
<td>3 MCD</td>
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<td>__ ___</td>
<td>MCD Restricted Elective</td>
<td>3 MCD</td>
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<td></td>
<td>__ ___</td>
<td>Humanities</td>
<td>3 GE</td>
</tr>
<tr>
<td></td>
<td>__ ___</td>
<td>MCD Restricted Elective</td>
<td>3 MCD</td>
</tr>
</tbody>
</table>

### THIRD YEAR

#### Fall Semester
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 307</td>
<td>Rhetorical Theory</td>
<td>3 M</td>
</tr>
<tr>
<td>CO 327</td>
<td>Communication and the Sexes</td>
<td>3 M</td>
</tr>
<tr>
<td>SC 2 ___</td>
<td>Biological Science</td>
<td>3 GE</td>
</tr>
<tr>
<td>__ ___</td>
<td>General Education Elective</td>
<td>3 GE</td>
</tr>
<tr>
<td>__ ___</td>
<td>MCD Restricted Elective</td>
<td>3 MCD</td>
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#### Spring Semester
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 3 _</td>
<td>Communication and Culture</td>
<td>3 M</td>
</tr>
<tr>
<td>SC 2 ___</td>
<td>Physical Science</td>
<td>3 GE</td>
</tr>
<tr>
<td>__ ___</td>
<td>General Education Elective</td>
<td>3 UE</td>
</tr>
<tr>
<td>__ ___</td>
<td>MCD Restricted Elective</td>
<td>3 MCD</td>
</tr>
</tbody>
</table>

### FOURTH YEAR

#### Fall Semester
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 4 _</td>
<td>Emphasis Elective</td>
<td>3 M</td>
<td></td>
</tr>
<tr>
<td>CO 460</td>
<td>Critical Studies</td>
<td>3 M</td>
<td></td>
</tr>
<tr>
<td>CO 4 _</td>
<td>Thematic Seminar</td>
<td>3 M</td>
<td></td>
</tr>
<tr>
<td>__ ___</td>
<td>Unrestricted Elective</td>
<td>3 UE</td>
<td></td>
</tr>
<tr>
<td>__ ___</td>
<td>Unrestricted Elective</td>
<td>3 UE</td>
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</tbody>
</table>

#### Spring Semester
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 4 _</td>
<td>Emphasis Elective</td>
<td>3 M</td>
<td></td>
</tr>
<tr>
<td>CO 485</td>
<td>Senior Seminar</td>
<td>3 M</td>
<td></td>
</tr>
<tr>
<td>CO 490</td>
<td>Internship</td>
<td>3 M</td>
<td></td>
</tr>
<tr>
<td>__ ___</td>
<td>General Education Elective</td>
<td>3 GE</td>
<td></td>
</tr>
<tr>
<td>__ ___</td>
<td>Unrestricted Elective</td>
<td>3 UE</td>
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</tr>
</tbody>
</table>

### CATEGORIES IN MAJOR COURSE OF STUDY

#### Required Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 220</td>
<td>Media Culture</td>
<td>3 units</td>
</tr>
<tr>
<td>CO 203</td>
<td>Communication Theory</td>
<td>3 units</td>
</tr>
</tbody>
</table>
CO 210 Interpersonal Communication ......................... units
CO 231 Oral Interpretation of Literature .................... 3 units
CO 307 Rhetorical Theory ........................................ 3 units
CO 327 Communication and the Sexes ....................... 3 units
CO 329 Visual Communication .................................. 3 units
CO 312 Communication and Culture ........................... 3 units
CO 460 *Critical Studies .......................................... 3 units
CO 450 Thematic Seminar ....................................... 3 units
CO 490 Internship .................................................. 3 units
CO 485 Senior Seminar .......................................... 3 units
* This course satisfies the departmental requirement for a competency exam.

MCD Restricted Electives (Choose three, 9 units total)

Lower-Division Major Electives (Choose two)
CO 223 Film History .............................................. 3 units
CO 232 Screenwriting ............................................. 3 units
CO 233 Media Production .......................................... 3 units
CO 234 Digital Video Editing .................................... 3 units
CO 209 Introduction to Advertising ............................ 3 units
CO 222 Introduction to Film Studies ............................ 3 units
CO 204 Introduction to Public Relations ....................... 3 units

Upper-Division Major Electives (Choose two)
CO 314 Journalism ............................................... 3 units
CO 315 Story Structure ............................................ 3 units
CO 326 Crisis Communication .................................. 3 units
CO 328 Family Communication ................................ 3 units
CO 310 Argumentation and Debate ............................. 3 units
CO 305 Ideology and Propaganda .............................. 3 units
CO 370 Special Topics ............................................. 3 units

Emphasis Areas (Choose one)
Media
CO 417 Media Ethics .............................................. 3 units
CO 418 Advanced Media Production ............................ 3 units
Culture
CO 410 Performance Studies .................................... 3 units
CO 423 Communication and Popular Culture ............... 3 units

WORK EXPERIENCE/INTERNSHIP
Students majoring in communication are required to take an internship. There are a number of exciting internships in the local area that are connected to the region’s media, culture, and design industries. Intern-
ships give students practical experience and critical insight into career opportunities.

COMPREHENSIVE EXAM
Students take the department’s comprehensive exam in the first semester of the fourth year of study as part of the course entitled Critical Studies. It seeks to measure the level of academic rigor and scholarly integration achieved by the student during their course of studies. A passing grade on the comprehensive exam must be attained before graduation.

CAPSTONE COURSE
A senior seminar capstone class is taken in the final semester of the major course of study. In this class, students engage in extensive research and produce a major research paper or original project appropriate to the field of communication. The creation of a personal learning portfolio assists each student in their identification of pertinent themes and research topics.

Course Inventory by Designation and Level

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 120</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CO 220</td>
<td>Media Culture</td>
<td>3</td>
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<tr>
<td>CO 203</td>
<td>**Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>CO 230</td>
<td>Research Methods</td>
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</tr>
<tr>
<td>CO 231</td>
<td>*Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>CO 210</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CO 232</td>
<td>Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>CO 233</td>
<td>*Media Production</td>
<td>3</td>
</tr>
<tr>
<td>CO 234</td>
<td>Digital Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>CO 204</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>CO 209</td>
<td>Introduction to Advertising</td>
<td>3</td>
</tr>
<tr>
<td>CO 314</td>
<td>***Journalism</td>
<td>3</td>
</tr>
<tr>
<td>CO 315</td>
<td>Story Structure</td>
<td>3</td>
</tr>
<tr>
<td>CO 329</td>
<td>*Visual Communication</td>
<td>3</td>
</tr>
<tr>
<td>CO 328</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>CO 310</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>CO 307</td>
<td>***Rhetorical Theory</td>
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</tr>
<tr>
<td>CO 326</td>
<td>Crisis Communication</td>
<td>3</td>
</tr>
<tr>
<td>CO 305</td>
<td>Ideology and Propaganda</td>
<td>3</td>
</tr>
<tr>
<td>CO 312</td>
<td>*Communication and Culture</td>
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</tr>
<tr>
<td>CO 327</td>
<td>Communication and the Sexes</td>
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<tr>
<td>CO 370</td>
<td>Special Topics</td>
<td>3</td>
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<tr>
<td>CO 417</td>
<td>Media Ethics</td>
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</tr>
<tr>
<td>CO 418</td>
<td>Advanced Media Production</td>
<td>3</td>
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<tr>
<td>CO 410</td>
<td>Performance Studies</td>
<td>3</td>
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<tr>
<td>CO 423</td>
<td>Communication and Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>CO 460</td>
<td>****Critical Studies</td>
<td>3</td>
</tr>
</tbody>
</table>
CO 450 Thematic Seminar 3 units
CO 490 Internship 3 units
CO 485 Senior Seminar 3 units

* Satisfies University requirements for communication-intensive course.
** Meets the GE writing-intensive course.
*** One of two writing-intensive courses required in the major to meet the University WID requirement; courses also meet the GE writing-intensive course requirement.
**** This course satisfies the departmental requirement for a competency exam.

COMMUNICATION MINOR
CO 210 Interpersonal Communication 3 units
CO 220 Media Culture 3 units
CO 329 Visual Communication 3 units

Select one from the following lower-division electives:
CO 203 Communication Theory 3 units
CO 204 Introduction to Public Relations 3 units
CO 209 Introduction to Advertising 3 units
CO 230 Research Methods 3 units
CO 231 Oral Interpretation of Literature 3 units
CO 232 Screenwriting 3 units
CO 233 Digital Video Editing 3 units

Select one from the following upper-division electives:
CO 305 Ideology and Persuasion 3 units
CO 307 Rhetorical Theory 3 units
CO 310 Argumentation and Debate 3 units
CO 312 Communication and Culture 3 units
CO 314 Journalism 3 units
CO 315 Story Structure 3 units
CO 323 Communication and Popular Culture 3 units
CO 326 Crisis Communication 3 units
CO 327 Communication and the Sexes 3 units
CO 328 Family Communication 3 units
CO 370 Special Topics 3 units

Minimum unit requirement 15 units

ii. Describe issues/challenges related to the scheduling of courses in order to meet student program needs.
The faculty believe the primary difficulty for course scheduling is caused by the lack of dedicated space for the department’s majors. We are generally forced to schedule around the preferences of other majors or GE classes. Although media literacy is a critical component of the program, finding itself as part of the program’s learning outcomes, program objectives, and fit with the institutional mission, in fact there are very few tangible resources outside the department that allow for this opportunity. Students are forced to trek from one side of campus and rarely have preference for the computer labs or specialized classrooms needed for their program needs. There is a need for a great deal more media and communication-oriented space and equipment to meet the department’s goals for its students.

The gateway freshman class, Media Culture, has an AW111 prerequisite but is supposed to be taken in the fall semester of the freshman year. It may need to be made a 100-level class if that change can be made without adverse effect on other programs. For transfer students, it’s often difficult to ensure that they are able to take all the classes they need to take before graduation. The new AW 212 requirement has caused a great deal of confusion and consternation among students by making it difficult for them to enroll in the classes they need to complete the major.

iii. Describe the program’s role in providing service courses to other majors and the general education program and how successful these courses are in supporting the university’s general education goals.

The department manages the university’s GE classes in Public Speaking (CO 120). Approximately five sections are offered each semester comprising nearly 25% of the department’s credit units. We have experimented with video capture devices but have not put into place any extensive assessment program to measure their effectiveness through time. Since this competency is critical to the success of the GE curriculum, the department will monitor technological developments and assessment programs to find a cost-effective way to assess the public speaking program. Our hope is to incorporate speech assessment with personal learning plans established by each student during their course of study.

A number of the department’s courses fulfill requirements in the general education of students at the lower- and upper-division level. They are enumerated below and in the attached curricular map for the new integrated learning program (see Appendix A). No specific assessment procedures are assigned to these classes apart from the assessment of learning outcomes identified by the major program. Some effort has been made to allow advanced communication students tutor their peers in oral
communication through the university’s writing center. These efforts have been met with limited success given their time-intensive nature and the lack of faculty resources to support the project.

The department provides the following lower-division and upper-division courses to the general education needs of Woodbury students above and beyond the core public speaking class.

Category 3: Art History & Humanities

Art History Courses
CO 222 Introduction to Film Studies 3 units
CO 223 Film History 3 units

Humanities (communication, cultural studies, history, literature, or philosophy)
CO 220 Media Culture 3 units
CO 203 Communication Theory 3 units
CO 210 Interpersonal Communication 3 units
CO 231 Oral Interpretation of Literature 3 units

Category 4: Social & Behavioral Sciences (behavioral science, communication, economics, history, political science, psychology)

BH 210 Introduction to Sociology 3 units
BH 220 Cultural Anthropology 3 units
BH 270 Topics in Behavioral Science 3 units

Courses Which Meet Upper Division GE Requirements

BH 370 Topics in Behavioral Science 3 units
CO 314 Journalism 3 units
CO 315 Story Structure 3 units
CO 329 Visual Communication 3 units
CO 328 Family Communication 3 units
CO 310 Argumentation and Debate 3 units
CO 307 Rhetorical Theory 3 units
CO 326 Crisis Communication 3 units
CO 305 Ideology and Propaganda 3 units
CO 312 Communication and Culture 3 units
CO 327 Communication and the Sexes 3 units
CO 340 Independent Film 3 units
CO 341 Anime 3 units
CO 342 Film Noir 3 units
CO 370 Special Topics 3 units
IV. Resources Within the Department, School, and University

a. Faculty in the program

i. Describe faculty expertise for covering the breadth of the program’s curriculum, including deployment of full and part-time faculty, released time, and reimbursed time from grants/contracts, anticipated retirements, and other faculty issues.

There is only one FT faculty in the program with a PhD in Communication (Clift) and his leadership service to the university has restricted his teaching activities. He no longer teaches a full load of classes. As a result, the academic benchmark index of the department’s professoriate has declined even as enrollments have increased (see Appendix A). This custom index was created by the chair to provide a real-time picture of the academic credentials deployed each semester by faculty teaching students in the major. A second FT faculty member is housed in the department (Bowley) but she holds degrees in related fields such as information science (MA) and anthropology (PhD—ABD). The faculty list found in the university catalog is provided below:

FACULTY

Chair
Edward M. Clift, Associate Professor, Communication
BFA, New York University; MA, University of Pennsylvania;
MFA, Savannah College of Art and Design; Ph.D.,
University of Utah.

Full time faculty
Barbara J. Bowley, Associate Professor, Anthropology and
Information Literacy
BA, Rutgers College; MA, MS, Columbia University.

Adjuncts
Burcak Aydin-Mcbride
B.A., International Relations, University of Southern California; M.A., Communication Studies, California State University, Northridge.

Bruce R. Cook
Ph.D. B.S., Physics, University of Southern California; M.S.,
Film Education, University of Southern California; Ph.D.,
Communication, University of Southern California.

Roger Director

Barton Gawboy
BA, Engineering Science (Music), Dartmouth; BE, Thayer School of Engineering, Dartmouth.

Ed Landler
B.A., Film and Literature, Yale University. Independent Film Maker.

Craig Miller

Paul C. Sabolic
B.A., University of Washington; MBA, Pepperdine University; Ph.D. (ABD), Nova Southeastern University. Marketing and business consultant to multi-national corporations.

Lyle Slack

Tammera Stokes-Rice
B.F.A., Southwest Missouri State University; M.A., Communication, California State, Northridge. Private consultant in public relations and strategic communications.

ii. Faculty engagement in scholarship, research and/or creative activity

The full-time faculty has been involved in a number of projects recently that are recounted below. These descriptions have been culled from university press releases made over the last year on its main website. Although the part-time faculty has likewise been engaged in a variety of professional activities, some of which are detailed on the website, their contributions to the field of communication are simply too numerous to track here.

Edward Clift has been extensively involved in scholarship, research and creative projects related to Second Life, the rhetoric of economics, the creation of the School of Media, Culture & Design. He presented two papers in Moscow at the IV International Conference of the Russian Communication Association (June 9-13). The conference theme, “Communication Studies Today: At the Crossroads of the Disciplines,” brought together scholars from all over the world including Turkey, China, Uzbekistan, Russia, and the United States. In keeping with the
transdisciplinary spirit of the conference, Dr. Clift presented papers on the economic subjectivity of 50 Cent and the pedagogical possibilities of radical gaming in the context of the Second Life virtual worlds platform.

Mellen Press has recently published *How Language is Used to Do Business: Essays on the Rhetoric of Economic* which he edited. This timely volume of papers on rhetoric and economics, completed months before what has become an unheralded economic crisis of global scale, seeks to develop our understanding of the critical connections between material reality and language use. As reviewer Dr. Steve Ziliak observes, the compendium successfully “collects together for the first time a transdisciplinary (and truly international) conversation about language, rhetoric, and economics, and . . . how rhetoric essentially is the economy.”

Barbara Bowley, associate professor of social sciences and information literacy, has an active research agenda in information politics that informs her courses in anthropology and provides interdisciplinary expertise for other courses such as those involving politics and future studies. She developed and offered the course “Information Politics” in spring 2007 and has guest lectured in the “Election 2008” class. She also is involved in the social critique of higher education and has a strong interest in general pedagogy which provides her with insight into teaching and learning.

Bowley recently served as a panelist on the special plenary session at the 79th annual meeting of the Pacific Sociological Association. This session investigated the topic of ”Aggression Abroad and Repression at Home.” The overall theme of this year’s conference held April 10-13 in Portland, Oregon, was ”The Messiness of Human Social Life: Complexity, Contradiction, Tension & Ambiguity.” In addition to her contribution to the plenary session, she moderated another session entitled, ”Got Fascism?” She was also an invited panelist for a conference entitled “Presidential Accountability” held at George Mason University.

Bowley’s research on the abuse of information resulted in a chapter in “Impeach the President: the Case against Bush and Cheney” (Loo & Phillips, Eds., 2006). Her contribution to this book led to an invitation to write two articles of impeachment against George W. Bush that were presented on the floor of Congress by Rep. Dennis Kucinich (D). Bowley holds additional ongoing scholarly interest in the pedagogies of higher education. She has an upcoming presentation at the Pacific Sociological Association on the impact of neo-liberalism on higher education.
iii. Types of support for faculty development

There are several types of support available for faculty development in the major. They may be found at the departmental, school, and university levels of administration.

- MCD Faculty Development grants of $800 are awarded each year to a member of the faculty in each program. Clift will apply for one to reimburse the department’s travel to the IV International Russian Communication Association Conference, held in Moscow during the summer of 2008.

- The Woodbury Faculty Association also offers a faculty development grant to its members. Clift was awarded $4,000 to work on his translation of Leo Bronstein’s 1927 manuscript on conflict and reconciliation in the stylistics of form. He presented this work in a talk on “Virtual Ventriloquist” at the Faculty Development Colloquium in spring 2007 (available on YouTube, search term “MC Fizgig interviews Leo Bronstein”).

b. Effectiveness of student advising and mentoring and involvement with program majors (note: removed two redundant categories here from the standard review list)

We feel that student advising and mentoring and involvement works well within the department based on anecdotal evidence, though we will learn more as we use student personal learning portfolios and ethnographies to assess these issues. There are two areas of improvement on which we will focus, namely a) more structured involvement with the communication club and the honorary society, Lambda Pi Eta, and b) additional faculty advisors for the students in the major to allow more time for advising contact and the collection of qualitative data about the program.

In addition, the faculty believes that student advising sessions can include purposive discussion devoted to assessment-related activities like the computer literacy worksheet, the student ethnography project, and the personal learning portfolio (PLP) of the student.

c. Faculty in other programs

Communication students benefit greatly from the wide variety of classes offered within the School of Media, Culture & Design that supplement the core major. Three courses in their overall major unit count are required to be taken within the school as MCD restricted
electives. These courses might include Graphic Design I, the History of Fashion, or additional communication and psychology classes.

As part of their general education, communication students enroll in a series of interdisciplinary courses that include Journeys, Natures, Knowledges, and Conflicts. These courses provide the students with a great deal of breadth and academic rigor. They are also required to take certain math and science courses as part of their general education. All students at the university are required to pass courses in academic writing before they can enroll in many upper division major courses.

Some faculty from other programs also teach regularly in the major, such as Elisabeth Sandberg, Will McConnell, and Rich Matzen. Most of these faculty have degrees in English or a similar discipline that is closely related to communication studies.

d. Space

The department needs physical space that is identifiable as a communication study and production area. The Media Research Room in the library is a step in the right direction. More dedicated space needs to be provided if the department is to continue its strong growth trajectory. Some examples of dedicated space include a media studio, a communication club room, gaming facilities, a new media lab, media production equipment storage room, and more. Advancement opportunities have already been lost to the department and university owing to the lack of dedicated space for the department. The department has turned down an offer by Panavision to retrofit a room and by Modern Studio Equipment to donate tens of thousands of grip equipment for filming.

e. Funding

The department is seriously under-funded if it is to continue in the pursuit of its mission. The current annual expense budget of only $7,000 is less than it was six years ago despite a tripling of the credit hours taken, a quintupling in the number of majors enrolled, and multiple other demands placed on the department by the university (see Appendix A). Revenue generated by the department’s course offerings exceeds its costs by well over 500%, several times the average found throughout the rest of the university (see Appendix A). This factor was only 17% five years ago.

As part of the 2007 curriculum revision, the department gave up teaching organizational communication to better focus its resources on those
subjects that are described herein as core program learning outcomes. The departmental assessment plan will periodically evaluate whether additional areas of coverage in the curriculum must be terminated to meet budget constraints.

f. Library

The library subscribed to the EBSCO database “Communication and Mass Media Complete” in the summer of 2007. Gaining access to this comprehensive research database was perhaps the most significant step toward achieving academic excellence in the major. Until that point, students were unable to conduct scholarly research in communication journals or those of related fields without using the resources of other educational institutions. The library’s subscription solved this problem and the research activities of students are now well supported.

g. Support personnel and offices

The program needs more support from the university if it is to encourage students to pursue international study abroad opportunities or provide increased educational opportunities to non-matriculated or non-traditional students (Sober College or Second Life). It would also be beneficial for the Communication Club to have a student office or a similar space in which they can gather to hold meetings.
V. Improvement Plan: The program chair and faculty develop a plan for improvement that reflects the findings of the self-study. The plan should link the program the fulfillment of the program’s goals to those of the school and university. The proposed plan should serve as a guide to the activities of the program for the subsequent seven years. The plan should include (but is not limited to) the following elements:

a. Key recommendations of the program faculty resulting from the self-study.

The key recommendations of the program faculty resulting from this self-study are:

- Hiring additional faculty so that their numerical count is in line with the other majors in MCD.
- Development of dedicated space including a media production facility of some kind and an advanced editing/post-production suite.
- Increasing the department’s budget for expenses so that it a) reflects the last five years of program growth and b) allows for further growth into the future.
- Provide greater institutional support for new media activities.
- Adoption of NCA Code of Professional Ethics for faculty and students in the department (see Appendix B).
- Develop innovative assessment plan to be implemented over the next year.

b. Anticipated student profile in terms of number and type of students over the next five to seven years.

It is anticipated that the number of majors in the department will grow to 100 in the next five to seven years and that the number of FTES will grow to 200. These students increasingly rely on visual communication for conducting research and sharing their results. They are the “millennial” generation that has grown up in a world where there has always been an internet, the gaming industry outstrips the movie industry, and reading by force of habit is in sharp decline. In its search for academic excellence, the department will seek to adjust to the type of students by remaining vigilant to demographic or psychographic shifts. We also anticipate an increase in the number of students and the general level of their pre-
college educational experience as the reputation of MCD grows both at the regional and national/international levels.

It will be more important than ever for students to acquire skills and knowledge related to media literacy. They will be arriving to Woodbury with a high level of general awareness regarding digital communication technology but little in the way of production skills or critical understanding. The department must have the technology and space resources to satisfy the learning objectives of the department as they relate to the changing student body.

c. Action steps to be taken in order to achieve each of the recommendations and student enrollments over the next five to seven years.

The department’s transition into MCD has placed an expanded set of expectations on it that are derived from the academic excellence already found in the surrounding programs. To ensure that it can meet these expectations and continue to grow at a rapid pace, the following action steps are recommended:

• Encourage adoption of the university’s six principles in all student and faculty endeavors. To facilitate this overall mission, we plan to establish an annual summer retreat for the department’s faculty to work together in the interests of continuous improvement.

• Improve resource position of the department by engaging new faculty, expanding dedicated space facilities, increasing the department’s expense budget so that all three are on par with other programs in the school.

• Strengthen the advancement capabilities of the department by communicating more effectively with alumni and connecting to local firms in the media business.

• Develop an assessment plan for the learning, teaching, and researching activities of the department. Some curriculum adjustments may need to be made based on this plan and they would be submitted to the curriculum committee by January, 2010.

• Continue working with Eclipse Marketing as well as the Office of Admissions and Marketing to reposition the program based on this program review.
• Identify opportunities to both recruit in ways that might create a stronger mix of students each other and to extend Woodbury’s participation in the life-long learning needs of its students even after graduation.

• Seek expanded institutional support for new media educational initiatives. The program faculty believes that new media technology and media studies offer the surest route for the department to increase its reputation within the field and among student recruits or potential donors.

d. Types of human, fiscal, and physical resources needed to implement enrollment projections and recommendations and curricular adjustments.

This program review makes clear that the department currently lacks the human, fiscal, and physical resources to succeed in any of its enrollment projections, recommendations, and curricular adjustments. The FT faculty is almost purely administrative and the budget has not been adjusted upward in any meaningful way despite a three-fold increase in the number of majors it handles. There are also no dedicated classrooms or media production areas in which students can work.

The department should have an equivalent number of FT faculty and an expense budget similar to the other majors in MCD. It is unrealistic to assume the communication department can provide the same high quality education with a fraction of the budget (as low as 15% in some cases) they have along with the added burden of offering general education classes. The other majors in the school each have three full-time faculty with terminal degrees or the equivalent in their discipline, with one of them serving part-time as chair. In contrast, communication only has only one full-time faculty who meets these disciplinary qualifications and that person now serves chiefly as an administrator. The FTES of over 100 students handled by the department justifies considerably more support in the way of fiscal resources and personnel.

In regards to fixed resources, the department would benefit from additional media production equipment, more new media technology, a small 30-person screening room, a dedicated media production studio, advanced editing and post-production suites, and improved media research facilities. The fulfillment of our mission also depends on having continued access to scholarly journals in the field to support student and faculty research and additional support for international cross-cultural learning opportunities.
e. How the plan will be monitored and how it will be updated from year to year.

The chair is charged with maintaining the academic quality and overall excellence of the program. He or she will monitor the plan on an annual basis by reviewing the department’s progress in meeting the recommendations of this program review, as well as its enrollment projections, continuous curricular adjustments, and allocation of resources. Critical to this process of establishing educational excellence will be an annual review of the department’s operational effectiveness and learning metrics. Faculty will also play an essential role in monitoring the progress of improvement in the program. However, additional faculty will be needed if the outcomes of this program review are to be realized much less monitored on an ongoing basis.

The department plans to maintain and regularly update key performance indicators of the department’s operational effectiveness. Although the precise indicators will be formulated as part of next year’s assessment plan, we expect them to include class size, retention and graduation rates, alumni satisfaction and engagement, employment surveys, of the department’s “economic engine,” and evidence of transformation in student lives. The chair will analyze the key performance indicators after the end of each academic year against the backdrop of program review to determine whether progress is being made in meeting its objectives.

Learning metrics to be collected will include learning outcomes (capstone and process-based personal learning plans/moodle student electronic portfolios), evidence of educational effectiveness (graduating student surveys and individual progress through major), and records of student achievement (awards, graduate school acceptance rates, and career tracks). Implementation of this part of the plan is a multi-year process that requires additional faculty, better identification of useful assessment points, and improvement in the measurement of learning outcomes.

Conclusion

It is clear that as the Millenial Generation continues to flow through the university, most majors, but especially one with an emphasis on media such as Communication, will need to respond to their resource needs. Not only are they already media savvy, but to make them competitive in the marketplace they will need substantial material support, and investment from the university. The program’s goals are to inspire students, not just to be good, but to be brilliant, exceptional, and to find a way to use the skills they acquire in the program to perform transformational acts, to be heroic in every sense of the word.
Review & Recommendation of Outside Evaluator (see attached)
Name:

The program is recommended for continuance with endorsement of planned improvements.

Approved:

____________________________________
Chair
Date:

____________________________________
Dean/Director
Date:

____________________________________
Vice-President of Academic Affairs
Date:
Appendix A: Data

Curricular Map ................................................................. 30
Lower-Division Integrative Learning Curricular Map .................. 31-32
Curriculum Cycle ............................................................... 33
Frequency of Course Offerings (5 yrs.) ................................. 34-35
Academic Worksheet .......................................................... 36
SWOT Analysis .................................................................... 37-43
Alignment Model .................................................................. 44
Curriculum Headcount (5 yr. Growth) .................................... 45
Historical Growth of Majors (9 yrs.) ..................................... 46
Retention Report (8 yrs.) ...................................................... 47
Current Demographic Report ............................................... 48
FTE Student Growth Rate (5 yrs.) ......................................... 49
FTE Faculty Growth Rate (5 yrs.) .......................................... 50
FTES/FTEF Ratio (5 yrs.) ...................................................... 51
Number of Majors per FT Terminal Degree Faculty ................. 52
Program CU’s and Annual Revenue (5 yrs.) ......................... 53
Credit Hours Generated by Majors ....................................... 54
FT/PT Courseload Ratio (5 yrs.) ........................................... 55
Weighted Academic Benchmark Indicator ............................ 56
Academic Benchmark Assessment Values .............................. 57
Program Budget Analysis ..................................................... 58
Revenue as a Multiplier of Cost ............................................. 59
Grading Rubric .................................................................... 60
Teacher Observation Template .............................................. 61-62
Communication Dept. University Awards .............................. 63
Lambda Pi Eta Membership List by Year of Induction .............. 64
Alumni Contact List ............................................................ 65

Appendix B: Supplementary Materials

Hope Conference Report ..................................................... 67-73
NCA Code of Ethics ............................................................. 74-85
Otis Report on the Creative Industries .................................... 84-106