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UNM

Department of Communication & Journalism

COMMUNICATION & JOURNALISM

ACADEMIC PROGRAM REVIEW

Self-Study Report   2011-2012

"Communicating for a better world"

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APR
Self-Study Report
2011-2012

Glenda R. Balas, Department Chair

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Appendices: Please see separate book

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Introduction

Academic Program Review

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SECTION 1
INTRODUCTION

Purpose of the Academic Program Review

Academic Program Review (APR) at UNM supports and advances the mission of the University through providing a mechanism for academic programs to examine their achievements, goals, and strategic plans for the future. Within this context, the APR office's primary purpose is to assist academic programs through the process of preparing a unit self-study, organizing and preparing for a site visit from a review team, and engaging in action planning for the future.

This document presents the 2011-12 self-study for the Communication and Journalism Department (C & J) at the University of New Mexico. The self-study was prepared as part of the Department's Academic Program Review (APR). It reviews and analyzes the history and status of undergraduate, graduate, and service programs in the Communication and Journalism Department and discusses current issues and future directions. The Department views this report as an honest assessment of C & J's strengths, weaknesses, potential for growth, and needed resources.

Organization of the C & J Program Review Self-Study

This self-study report reflects the collective efforts of the entire C & J Department. The project began in early spring of 2011, when a subset of faculty and staff met to discuss the tasks and timelines associated with the C & J Academic Program Review. Work began in earnest at the April 2011 faculty meeting when the Chair submitted a potential list of topics to be researched and reported, and faculty self-selected the issues they would investigate. Writing teams developed to address larger issues, and by August 2011, almost all independent documents had been submitted. Kathy Isaacson, a graduate of the C & J M.A. program and a member of the C & J Advisory Board, was charged with initial assembly, organization, and editing of what would become our final document. The Department Chair completed final organization, writing, and editing of the self-study report. Throughout the process, we called extensively on the expertise of C & J staff and UNM's Office of Institutional Research, all of whom provided significant help with background data. We also greatly appreciated the guidance of Bessie Gallegos in the Academic Program Review Office at UNM, who offered countless suggestions that streamlined our process. Finally, we called upon the assistance of the C & J Advisory Board in a special meeting on September 7, 2011, to elicit members' ideas and suggestions for effective self-review of the Department. Working with the Board, the faculty not only solidified issues and concerns to be addressed in the self-study, but also produced the central questions that guide the organization of this document. Key questions we identified include Departmental identity and history; service to students; faculty expertise and needs; Departmental mission, vision, and strategies for a successful future; and where we stand in relation to peers in the discipline. Clearly, the faculty and the Advisory Board share concerns about resources, and the hard

realities of our loss of faculty over the last three years, as well as threats to graduate funding, punctuate this report.

We are a Department that values the self-study process. Our experience with APR in 2001 and our review by ACEJMC (Accrediting Council on Education in Journalism and Mass Communication) in 2007 taught us much about ourselves and shed light on how we could enhance our service to our students, the University, the discipline, and our myriad communities. We grew and improved as a result of these assessments. Importantly, these reviews also contributed to new and important Departmental projects, including the doctoral program in intercultural communication in 2001 and a renovation of the C & J Building in 2008. We are hopeful the Department will see similar gains in service and overall program as a result of the 2011-2012 Academic Program Review.

We would note that this report includes some abbreviations and capitalizing choices. We chose to capitalize Department, College, University, and Chair when these refer to entities and people that are specific to this Department and University. They are lower case when referring in general to universities and departments. Here are some of the abbreviations we use throughout the document:

A & S	Arts & Sciences (College of)
C & J	Communication & Journalism
J & MC	Journalism & Mass Communication
UNM	University of New Mexico

Further, although we include most supplemental and explanatory material in the Appendices, we have elected to include tables in the body of the report that illustrate the ongoing evaluation of graduate students. Not only are these data extremely useful for understanding the themes of this section, but they are also accessible. We felt their appropriate place was the corresponding section of the report.

Finally, and importantly, we list below the faculty and staff that performed so ably in the development of this document.

Jeanette Albany
Glenda R. Balas
Karolyn Cannata-Winge
Gregoria A. Cavazos
Mary Jane Collier
Patricia O. Covarrubias
Karen A. Foss
Miguel Gandert
Adan Garcia
Dirk C. Gibson
Tamar Ginossar

Judith Henry
Kathy Isaacson
Stephen Littlejohn
Pamela Lutgen-Sandvik
Tema Milstein
Nancy Montoya
Ilia Rodriguez
Richard Schaefer
Karen L. Schmidt
Jan Schuetz
Janet Shiver
Judith White
Todd L. Winge

Suggested Questions for Review Team

1. How can we best communicate our needs for additional resources to the University, State of New Mexico, and other important stakeholders?
2. How can we best work together as a Department to utilize all available resources (program, reputation, recruitment, staff) to further integrate and promote all emphases of our doctoral program?
3. How can we best communicate the values and strengths of our Department and discipline to audiences outside C & J and the communication field?
4. How can we develop a successful plan to adequately fund the MA program in our Department? How can we develop additional resources to adequately fund fourth-year doctoral students?
5. How can C & J best encourage and sustain a larger scope of funded research by individual faculty and the department as a whole?
6. How can we continue to develop and assess high quality, responsive undergraduate programs that not only address needs of our students, but also allow us to make unique and distinctive contributions to the University and State of New Mexico?

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Executive Summary

COMMUNICATION & JOURNALISM

Academic Program Review

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SECTION 2
EXECUTIVE SUMMARY

* The C & J Department was the result of a two-unit merger (Communication and Journalism Departments), blending in 1991 to become the Department of Communication and Journalism. Over the years, C & J has grown in service and reputation and now offers a premiere doctoral program in intercultural communication, as well as a range of other undergraduate and graduate programs.

* The C & J Department has a mission statement and engages in long-term strategic planning to develop goals and obtain resources and recognition for its programs, in order to meet its mission. The Department also has a Policies and Procedures Manual that ensures faculty oversight of educational policy and curriculum. The C & J Department has an advisory board that provides guidance to faculty and the Chair about industry and discipline trends and the ways in which C & J can excel in service to its range of constituencies.

* The C & J Department has a commitment to quality teaching and assessment that moves across all emphases to examine students' responses to stated learning goals. The multimedia and strategic communication majors are evaluated in terms of established ACEJMC standards, while Communication students are assessed for their alignment with Eleven Standards of Excellence developed by the C & J communication faculty. Students, courses, and overall educational design in both the M.A. and Ph.D. programs are evaluated in terms of stated goals developed by graduate faculty.

* The C & J Department is a widely-respected academic unit traditionally staffed by an adequate number of highly-competent, productive teacher-scholars. Due to recent losses of faculty due to either leaving the University for more attractive offers elsewhere or reassignment at UNM, the C & J faculty ranks have decreased over the last three years by eleven faculty lines. This amounts to approximately half the full-time, tenured and tenure-track staff.

* The C & J Department's mission is threatened due to lack of overall financial stability, inadequate faculty staffing, and the absence of sustainable funding for the M.A. program.

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Who Are We?

Academic Program Review

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EXECUTIVE SUMMARY

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* The C & J Department was thoroughly evaluated by an Academic Program Review team in 2001 and the Accrediting Council on Education in Journalism and Mass Communication in 2008. Both assessments produced recommendations for improvement in diversity, curriculum, graduate education, internships, and resource management. C & J has put systems and programs in place to successfully address these recommendations.

* The C & J Department's mission and commitments to excellence in teaching and research, diversity, global communication, and positive change in the community cohere with the stated mission of the University of New Mexico, which emphasizes new knowledge, global understanding, citizenship, and enhanced life knowledge/skills.

Brief History of the Unit

Oral composition and public speaking were originally taught in the English department at the University of New Mexico, the Department of Speech being established in 1949. The Department of Journalism was also created in the 1940s under the leadership of Dean Rafferty, one of the nation's foremost proponents of ethical journalism. Henry Truitt, who eventually went on to achieve national recognition as a major journalist, was one of the first graduates from this program. Truitt eventually returned to New Mexico and joined the faculty of the Journalism

Department. Journalism moved to a new building at Yale and Central in 1949. Built in the neo-Pueblo style, this now-historic building remains a major University landmark on Route 66 and houses the current Department of Communication and Journalism.

The Journalism Department started teaching radio courses in 1951 and opened a new master's program the same year. The first television courses were offered in 1955. Meanwhile, the speech department developed a strong forensics program under the leadership of Henry Eubank and later began offering communication courses under the leadership of such chairs as Wayne Pace and Kenneth Frandsen.

The departments of journalism and speech and journalism merged into a new Department of Communication and Journalism in 1991, when the speech department moved into the historic journalism building at Yale and Roma. The merged department was renamed Communication and Journalism. Robert Tiemens served as the first department chair, and Everett Rogers was recruited to be chair in 1993 to spearhead the development of a doctoral program. The Ph.D. program was established in 1995 with the first graduating class in 1998. Rogers also led the Department into a new era of major grant acquisition, and by the end of the decade, the new doctoral program was recognized by the National Communication Association as the highest-ranked program in intercultural communication. Beginning in 2007, the faculty created Ph.D. concentrations in health and media. Today, even with the growth in graduate education in intercultural communication by many large and well-funded departments, the C & J Department continues to rank second in the country for doctoral training in intercultural communication.

Karen Foss became department chair in 1997, and during her tenure, the department celebrated its 50th anniversary. Bradford Hall and John Oetzel were department chairs in the 2000s, and Glenda Balas became chair in 2010. The Communication and Journalism Building was renovated and now houses a thriving set of undergraduate and graduate programs in communication, journalism, and mass communication.

Vision, Mission, & Commitments

Vision Statement

The Department of Communication and Journalism at the University of New Mexico is a center that fosters discovery, creativity, dialogue, teamwork, and growth among a diverse community of faculty, staff, and students—a community that will be recognized as a unique and excellent example of communication research, education, and outreach for a better world.

Mission Statement

The Department of Communication and Journalism at the University of New Mexico creates excellence in learning through academic scholarship, teaching, and service to the community and the field. We offer undergraduate majors and minors in communication and in journalism and mass communication for liberal arts and career preparation. We also offer electives and courses that serve the general education programs of the entire university.

Communication is the focus of our scholarship and curricula with emphasis on the understanding and appreciation of diverse messages and meanings. Our scholarship and teaching explore the social skills, societal dynamics, and professional environments of communication from a variety of standpoints: intercultural, interpersonal, rhetorical, health, organizational, advertising, public relations, broadcasting, print journalism, and mass communication.

At the graduate level, the department offers the M.A. and Ph.D. degrees in communication. The complex relationship between communication and culture as interaction, artifact, and text is the distinctive focus of these programs. We offer an emphasis on three core areas of communication: intercultural communication, health communication, and mass communication.

Department Commitments

- To promote and support the mission of the University of New Mexico
- To offer academic programs leading to bachelors, masters, and doctoral degrees
- To demonstrate excellence in all endeavors
- To provide students with the tools needed to succeed in a challenging global work environment
- To value, embrace, and support diversity as an integral component of communication
- To understand, evaluate, and produce scholarship concerning the structure, function, dynamics and impact of human communication in a variety of contexts
- To use the Southwest and international borderland environment to focus the study of intercultural communication

Slogan

Communicating for a Better World

Comparison to the Mission of the University

Elements of Department's Mission:	Educational programs	Research	Service	Citizenship & life knowledge & skills	Dissemination of new knowledge & creative works	Advance understanding of the world	Direct city and state services
Scholarship		✓			✓	✓	
Teaching	✓			✓	✓	✓	
Service to community	✓	✓	✓				
Service to field			✓				
Undergraduate majors & minors	✓			✓	✓	✓	
Liberal arts preparation	✓			✓	✓	✓	
General education	✓			✓	✓	✓	
MA & Ph.D. programs	✓	✓		✓	✓	✓	
Social skills, societal dynamics, & professional environments	✓	✓		✓	✓	✓	
Variety of standpoints	✓	✓		✓	✓	✓	

Goals

Department Goals and Correlation to University Goals

The following goals were created in 2005 and 2006; they continue to frame the values and activities of the Department.

1. *Undergraduate goal: To meet the needs of a culturally diverse and diverse preparation student body (e.g., first generation students). The focus of the instruction will be on competencies that students should have and doing outcome assessment based on these competencies.* We developed outcome assessment plans based on these goals and the competencies for journalism and mass communication majors are consistent with ACEJMC standards (the Accrediting Council on Education in Journalism and Mass Communication).

Corresponding University goals:
- Goal 2: Accountability
- Goal 3C: Infrastructure for Student Success

2. *Graduate goal: To enhance the reputation and strength of the graduate program by focusing our program on three interrelated areas—intercultural communication, health communication, and media studies.* In these three areas, we either have a national reputation (intercultural) or a unique regional advantage (health and media). We revised the curriculum and created the beginnings of an umbrella entity "Institute for Communication, Culture, and Change," which was fully implemented in 2010-11.

   Corresponding University goals:
   - Goal 1: Strategic Framework
   - Goal 3C: Infrastructure for Student Success
   - Goal 3B-C: Research Diversification and Growth
   - Goal 5B: Synergistic Community Relationships

3. *Community involvement/interdisciplinary relations: To strengthen and highlight relationships with on-campus and off-campus organizations, particularly those related to our areas of instruction.* We formed an advisory board and created a "community relations" committee to enhance our communication with the outside world.

   Corresponding University goals:
   - Goal 5B: Synergistic Community Relationships

A fourth goal was added in 2006:

4. *Diversity: To create a department culture that is inclusive of cultural and intellectual diversity in order to attract students from different backgrounds and help them to thrive in this environment.*

   Corresponding University goals:
   - Goal 3B: Recruitment of Top Talent
   - Goal 3C: Infrastructure for Student Success
   - Goal 4: Diversity of Leadership, Faculty, and Staff

Overview of Faculty, Staff, Student, and Community Participants

Faculty

The department currently employs 20 regular faculty members, 14 of whom are tenure or tenure-track. In addition, we have about 15 part-time instructors, and numerous graduate teaching assistants. This year we hired two post-doctoral scholars. A complete list of faculty members can be found in Section 5 of this report.

Staff

We have four staff members, including the department administrator, a program advisement coordinator, an operations manager, and an administrative assistant. Nancy Montoya, departmental administrator, is responsible for the Department's budgets and accounts and works closely with the Chair to ensure smooth operations for faculty, staff, and students. Ms. Montoya joined the C & J Department in 2009, after serving 10 years as Departmental Administrator for UNM's Linguistics Department. As C & J's Program Advisement Coordinator, Gregoria Cavazos works with faculty and UNM staff to help our students set academic goals and meet obligations to their career agenda at UNM. Ms. Cavazos has been instrumental in building individual plans for all C & J majors to assist in their timely graduation. Jeanette Albany brings 25 years of administrative experience at UNM to her position in the C & J Department. As an Administrative Assistant, she is responsible for all purchasing and assists with scheduling. Finally, Adan Garcia serves the Department as Operations Manager. He is charged with managing and maintaining our building and coordinates all technology for faculty, students, and staff. The C & J Department also regularly employs work study students throughout the year. These students are trained and managed by the Departmental Administrator.

It is important to note that administrative staffing for other departments of similar size exceeds that of C & J. The History Department, for example, has 29 regular and part-time faculty and 5 UNM staff members. Anthropology, with 35 total faculty, has 6 UNM staff members. C & J's workforce includes 38 total faculty and 4 UNM staff members. We believe this disparity could be addressed through addition of another C & J Administrative Assistant, who could take on some of the human resource tasks currently assumed by Ms. Albany and free her time to include more accounting responsibilities. (Please see Appendix 10 for staff resumes.)

Students

We currently have about 700 undergraduate majors. The average annual FTE enrollment in the department is about 700. Our undergraduate majors are distributed among four current programs:

Communication: About 230 students

Journalism: About 140 students

Mass Communication: About 225 students

Journalism & Mass Communication: About 130 students

Note: Beginning in the 2011-12 academic year, these programs have been consolidated into two--(1) Communication and (2) Journalism and Mass Communication. Communication remains a general program, allowing students to major in Intercultural Communication, Interpersonal Communication, Organizational Communication, Public Communication, and Media Studies. Students in Journalism & Mass Communication major in either Multimedia Journalism or Strategic Communication.

We have 68 students enrolled in graduate programs, including:

24 in the M.A. program

44 in the Ph.D. program

Community Participants

The full Community Advisory Board consists of 20 representative professionals in communication, journalism, mass communication, advertising, and public relations. Meeting with the faculty twice a year, the Board is responsible for advising the Department in areas of curricular development, fund raising, and community relations. The Board also helps to promote the Department. Members of the Board also frequently form task force committees for advisement of the Department on particular issues, such as curricular choices for the undergraduate strategic communication emphasis developed in 2010-2011.

Leadership, Governance, and Organizational Structure

The Department is directed by a Department Chair, who is appointed by the Dean of the College of Arts and Sciences, with a recommendation from the faculty. The Chair is assisted by the Department Administrator, who supervises the staff and handles accounting issues.   The Chair may also appoint an Associate Chair. Although the Department Chair makes day-to-day administrative decisions and leads the Department in visioning, faculty members as a group make policy, hiring, and curricular recommendations. Departmental governance practices and organizational structure are detailed in the C & J Policies and Procedures Manual.

All faculty employed half-time or more constitute the primary governing body of the department. This group is joined by a graduate student elected by the graduate-student organization CommGrads. C & J has a one-day faculty and staff retreat at the beginning of the fall semester and meets monthly on a regular basis throughout the academic year. Special meetings are called to deal with particular issues that may develop.

Every full-time faculty member is responsible for serving on at least one committee, which advises the Department Chair and the faculty as a whole. Many, if not most, faculty members currently take on more than the one-committee responsibility, due to significant losses of faculty over the last three years. Several committees also include student members. The committees undertake various administrative duties as required, such as screening and admitting graduate students. Standing committees include the following:

- Development
- Graduate Masters
- Graduate Doctoral
- Merit
- Undergraduate Programs
- Master Comprehensive Exam
- Graduate Review
- Scholarship
- Community Relations
- Graduate Awards
- Colloquium
- Diversity
- Institute for Communication, Culture & Change

In addition, the Department can establish various ad hoc committees as needed. The Department is governed by a set of bylaws, which can be made available upon request.

Academic Programs Overview

The Department of Communication and Journalism at the University of New Mexico offers four programs, in addition to its contribution to general education:

- Bachelor of Arts with a major in communication

- Bachelor of Arts with a major in journalism & mass communication

- Master of Arts

- Doctor of Philosophy

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The undergraduate major in communication includes five concentrations--intercultural, interpersonal, organizational, public communication, and mass media. The major in journalism and mass communication includes two concentrations--multimedia journalism and strategic communication.

Communication

This major prepares students for a variety of careers, including such fields as sales, organizational management, training, and human resources. It also provides preparation for entry into an advanced degree program in communication. Students select an emphasis in intercultural communication, interpersonal communication, organizational communication, public communication, or media studies.

Journalism

The journalism major prepares students for careers in journalism, broadcasting, and other media. The program emphasizes multimedia journalism, including print, broadcasting and online journalism.

Mass Communication

With its new concentration in strategic communication, this major helps to prepare students for careers in advertising and public relations and provides background in history, theory, and skills necessary to enter these professions. More advanced courses provide an introduction to the analysis of public relations cases and instruction in advertising and public relations copywriting, including practice in a variety of print and electronic media formats.

Graduate Programs

The Department's graduate programs provide balanced, high-quality, and nationally recognized doctoral and master's degrees. The programs emphasize the relationship among communication, culture, and change. The Department's commitment to diversity fosters a sense of collegiate and social community that extends to the graduate student community. The Ph.D. program offers three core areas of study: intercultural communication, health communication, and mass communication. The Ph.D. is designed to prepare individuals for university teaching and research positions. Many M.A. graduates enter, or return to, professions in business, the mass media, research, education, and other fields, while other graduates enter doctoral programs at such prominent universities as the University of Texas, University of Utah, University of North Carolina, University of Iowa, University of Illinois, and University of Wisconsin, among others. Employment placement has included the State of New Mexico, Oracle Corporation, Sandia National Laboratories, Intel Corporation, and Los Alamos National Lab, among others.

Major Research and/or Creative Endeavors

Faculty research and creativity are reflected in more than 24 books currently in print and innumerable journal articles, book chapters, and exhibits. Specific information about faculty research and creative endeavors can be found in Section 5.

Many graduate students are also involved in individual and collaborative research efforts. In fact, six graduate students or recent graduates have received awards this past year from the UNM Alumni Association, the Rocky Mountain Communication Association, the Robert Wood Johnson Health Policy Center, the Mellon Foundation, and Ohio State University post-doctoral program for their scholarship and research.

A sample of current projects in the Department includes:

- Community-based collaborative program for Hispanic/Latina women on breast health and breast cancer, recently funded by the Institute of Communication, Culture & Change
- Award-winning documentary on personal influence based on oral interviews
- Collaborative project with International Peace Initiatives, an international nonprofit related to women leaders and grassroots groups working on social change in Kenya
- Study of the role of narratives in social change
- Photographic documentation of Indo-Hispano culture in the Rio Grande corridor
- Rhetorical study of serial murder cases
- Studies of workplace bullying and its effects on identity and sense-making
- Faculty-student collaboration with Conservation Voters of New Mexico, The Wilderness Society, UNM Resource Center for Raza Planning, and Arts de Aztlan related to community and environment among Hispanic New Mexicans.
- Community-based participatory research project in collaboration with various underserved communities on health and social outcomes.
- Documentary film project telling the stories of pioneering women in the communication discipline
- Study of the influence of involvement, institutional affiliation, and geographic location on the membership retention in voluntary professional organizations
- Assessment and evaluation of National Circles® campaign initiatives to move individuals from poverty to prosperity

Public Service

Faculty members are responsible for service to the discipline and/or community. Much of this service is summarized in Section 5. Additional department-sponsored public service includes the following:

Institute of Communication, Culture, and Change
The Institute of Communication, Culture & Change aims to bridge university and community interests in all matters related to communication and culture. It hosted a local conference in 2011 titled "Connecting Communities and Cultures for Change" that featured sessions in which community members showcased their cultural knowledge and expertise; community members, faculty, and students overviewed current projects; and open sessions were conducted for networking and relationship development for future collaborative work. The Institute awards small grants for research and action projects that have community implications. For example, in Spring 2011, grants were awarded for two projects, "Challenging Invisibility: Highlighting the Experiences of Asian Immigrants in Albuquerque" and "Comadre A Comadre Peer Mentoring for Breast Cancer Survivors."

Annual C & J Career Fair
Lobo Edge (AAF Student Chapter) and PRSSA/A+ (PRSA Student Chapter) have organized the C & J Career Fair for the last three years. The Society for Professional Journalists (SPJ) developed the event in 2007, pulling together Albuquerque/Santa Fe companies and organizations as a showcase of local opportunity for internships and entry level jobs. In the years since, C & J student groups Lobo Edge and PRSSA/A+ have taken the lead in organizing the event, which attracts more than 250 students and 20-30 organizations and companies each year.

Strategic Communication Initiatives
Lobo Edge, a student-run strategic communication agency, coordinates campaigns for several non-profit organizations, such as the New Mexico Recycling Coalition, the Green Zia Project, and ARCA. Most of the work Lobo Edge does is pro bono; however, donations from local organizations help send members to student conferences and career fairs across the country. The club's agenda for the AY 2011-2012 includes more community service and fundraising.

Other major initiatives include the following:

Intercultural Engagement Project
Since 2008, the Department has sponsored a collaborative program with the University of South Denmark involving the exchange of faculty and students. These institutions alternate sending groups of faculty and students for one-week exchange programs between the two countries, and the program is currently considering the addition of a third partner in India. The Intercultural Engagement Project allows graduate students to earn up to 3 credits for participation in an intercultural project, which can include either a formal exchange or a project they develop on their own.

Cross-Border Issues Group
This collaborative project between UNM, Universidad Fray Luca Paccioli, and Tech de Monterrey, Estado de México in Mexico engages students in projects related to immigration in Mexico and Central America.

Joe and Steve Mercer Memorial Scholarship Speech Tournament
The Department annually sponsors the annual Mercer speech tournament, which was endowed by JoAnn Mercer in memory of her son and husband.   The project draws participants from around the campus, and winners receive cash prizes.

Washington, D.C., Internship Program
Students in this program spend a semester in Washington working for the Talk Radio News Service, which provides online news to more than 300 radio stations nationally. Students in this program receive an intensive hands-on, feet-to-the-ground multimedia journalism experience, which grants them press passes and access to many high-level news sources in the Washington area, including members of Congress and the White House. The program was developed in 2009 in collaboration with the New Mexico Broadcasters Association.

Previous Program/Accreditation Review & Subsequent Changes

Graduate Review Report, 2001
Our last Academic Program Review was the graduate review in 2001. Following is a list of the recommendations from the review committee and a statement of progress.

Undergraduate Program The committee recommended that the department "control undergraduate enrollment/plan to resolve backlog of student demand, come up with ways to increase the number of students in our sections (large lecture, distance education) and work with campus programs to provide support for minority students." Although the highly interactive and participative nature of many of our courses makes increasing course size difficult, the cap has been raised in virtually all courses. Examples of this include nonverbal communication, persuasion, and public speaking. In addition to traditional offerings capped at 24 for public speaking and 35 for persuasion and nonverbal communication, all three classes include large online courses of approximately 100. The nonverbal communication line-up also includes one large face-to-face section each semester.

Student demand has been exacerbated in recent years by the inability of the University to fill many tenure-track vacancies. Although some of the instructional need has been picked up by lecturer hires and part-time instruction, adequate staffing remains a critical need in the C & J Department. As discussed above, we have made progress in meeting some student demand through a few large sections and online education, as well as two post-doctoral and one tenure

track hire in 2011. Even so, with losses of eleven faculty members since 2009 through attrition and reassignment at UNM, our faculty resources and ability to meet student demand are stretched very thin.

Following the suggestions of the 2001 review team, the Department has made strides in encouraging and supporting minority students. In general, our undergraduate minority enrollment mirrors University figures, nearing half minority. Some of the things we have done to support minority students include the following:

- Participation in the Freshman Learning Communities, which serve first generation college students and ethnic minorities;
- Participation in the BA/MA program, which serves minority students from many parts of the State;
- Hiring of additional minority faculty to provide a minority perspective and role models for minority students;
- Involvement with the University's minority recruitment program;
- Participation in the McNair Program for minority student research projects; and
- Development of an annual two-week summer workshop in collaboration with the New Mexico Press Association for high school journalism students, many of whom are minority students.

Graduate M.A. Program The committee made two specific recommendations in 2001:
(1) "Encourage greater involvement from the journalism faculty and perhaps include a professional track within the Master's program and rethink the emphasis on a thesis option for the M.A." Journalism faculty members have been increasingly active in the graduate program and regularly teach graduate courses. A journalism faculty member is currently in his second term as M.A. advisor; and another journalism faculty member serves as doctoral director. Two other journalism hires (Drs. Balas and Cramer) have both served as graduate directors. Today, journalism faculty members routinely serve on graduate committees.

Despite significant interest among some faculty, a professional track has not been established due to budgetary constraints. The M.A. program remains a general communication master's degree in which students can select an area of emphasis. A comprehensive exam option is available, but most students do complete a thesis. Professionally-oriented masters students often complete projects instead of theses.

(2) "Manage financial resources to augment tuition coverage for Master's level TA's as well as rethink the policies regarding undergraduate teaching by MA's." Most M.A. students still do not receive regular teaching assistantships, complete with tuition funding, although they often are supported in teaching through part-time instruction funds. The policy is to allow M.A. students to teach lower-division courses, such as public speaking; they are normally restricted from teaching in upper-division courses.

Doctoral Program The committee made four recommendations:

(1) "Increase the amount of stipends for Master's and Doctoral students. And create predoctoral and postdoctoral teaching/faculty internships using PTI funds and in collaboration with institutions producing a high number of minority doctoral students." We have not been able to increase the number of stipends due to budget constraints. We created two post-doctoral positions, both beginning Fall 2011, and hired a tenure-track line in health communication, also beginning Fall 2011. The new Assistant Professor and one post-doctoral scholar have international backgrounds; both have been instrumental in building strong ties with the Department by international graduate students. Like other departments at UNM, we acknowledge that our lack of increased funding for graduate stipends makes us less competitive in the recruitment of high-ability graduate students. We would hope to alleviate that issue in the future, at least in part, through fundraising for increased graduate funding. In the meantime, we continue to protect the funding we have. In August 2010, a state rescission of departmental funds required the return of more than $80,000 to state coffers. C & J chose to radically reduce the operating budget rather than cut any existing funds for graduate students. Our 17 doctoral TA lines remain secure. We typically distribute this funding over a three-year period, bringing on approximately six fully-funded doctoral students each year. Fourth-year funding flows from the department's part-time instruction budget.

(2) "Develop a systematic, creative approach to building feeder relationships for underrepresented minority faculty and students." One of our current faculty participated in the UNM minority doctoral program, received her Ph.D. from the University of Washington, and has returned to teach at UNM. A large number of our Ph.D. graduates who now teach in colleges with high minority populations do encourage their graduate students to apply at UNM. We have also participated in the Project for Graduate Students of Color and have worked under a grant with the Latin American and Iberian Institute to develop courses that address border issues. We have participated as well with the Southwest Hispanic Research Institute, and in this way we have maintained our networking contacts across departments.

To recruit a diverse group of doctoral program applicants, we routinely send letters to graduate directors at larger M.A. programs with diverse students throughout the United States, asking faculty there to encourage their students to apply to UNM. We participate in Graduate Program Open House Events at the conventions for the National Communication Association (NCA) and Western States Communication Association (WSCA) and invite potential applicants to attend the UNM C & J party at both conferences, to enable potential students to meet our faculty and current graduate students. We understand that campus and department climate, as well as advising and support, are crucial elements in the decisions of underrepresented minority students (as well as faculty) to join a Ph.D. program. Therefore, we encourage applicants to visit campus, and we assign a graduate student to be a liaison for that visit. We encourage students considering

our program to meet with C & J faculty in their areas of research interest. During 2007-2009, when funding permitted, the department sponsored a day-long graduate student orientation event in which advanced graduate students offered sessions and activities on community building, department climate, cultural diversity, and intercultural conflict management. Funds permitting, we hope to re-build this tradition in 2012. Also, each new graduate student in our Department is assigned a peer mentor to provide guidance, information, and informal support.

(3) "Consider ways to improve assimilation of minority and international students in the community." We have an active CommGrads Association in which the international students are very involved. (A current co-president of this group is an international student from China.) We sponsor an annual diversity night, and we have recently revived the Institute for Communication, Culture, and Change, which gives grants for research teams of community members, graduate students, and a faculty member. We have also been actively involved in the International Teaching Assistant Resource Center and have maintained thorough and ongoing work with the International Programs Office. Our affiliation with the Project for Graduate Students of Color has helped us to meet diversity goals, and one of our faculty recently received university-level recognition by this organization. Another of our faculty members is the current president of the Minorities in Communication Division of the Association for Education in Journalism and Mass Communication (AEJMC), having participated in that division for seven years. A number of faculty members involve both international and underrepresented minority graduate students in research and training projects and co-author research grants and publications with them.

(4) "Move toward 4 year doctoral program." We now present our program as a three- or four-year program, depending up on what the student wants to pursue. Fourth-year funding is available for students who choose that option.

Faculty Two recommendations were made:
(1) "Develop a plan to maintain and enhance faculty strength, considering future retirements and curricular goals and increasing undergraduate teaching demands." In a fiscally tight environment, we have lost eleven faculty in three years to posts elsewhere or more lucrative administrative positions at UNM. We developed a new hiring plan in 2011, which is guiding current efforts to hire three new tenure-track faculty and two lecturer lines. We are also pursuing a collaborative relationship with UNM-West, which if successful will bring an additional tenure-track line to C & J through bridge funding by this branch campus.

(2) "Develop initiatives to build more racial/ethnic diversity within the faculty." We are always seeking to increase our ethnic and racial diversity and have hired approximately 10 minority/international faculty since 2001. We proposed hiring an African-American faculty member under the University's minority hiring program in 2011, but were turned down by the administration. For our faculty searches, it is the norm to advertise widely across the United

States in professional association newsletters and conference business meetings. In the search for two post-doctoral scholars last spring, individual letters about the post-docs were sent to department chairs and graduate directors across the country. Many of our faculty members and graduate students also regularly present research and creative work at conferences that showcases our attention to culture and communication.

Facilities/Equipment The committee recommended that we should "integrate plans for space needs and the use of technology into the classroom, especially in ways that allow our graduate students to be better prepared for using technology in their future careers." Since this review, our building has gone through a major remodeling. Classrooms were added, and all classrooms in the building were converted into "smart" classrooms with computers, video, projection, and other capabilities. We are now adding smart boards to all of our classrooms. In addition, we have two computers pods in the building, a Mac lab and a PC lab, and both of these are in continual use in technology-related courses, as well as being available for general student use. Our entire building is now wireless. All media technologies have been replaced and upgraded and are regularly updated as needed. The building also has television and video displays and feeds in public areas. Due to increased demand of our computer labs, we are in the process of developing another fully-equipped Mac lab (16 student seats, plus instructor station). This lab will be operational in Fall 2012; all members of the C & J community will have access to its facilities for teaching and research. (Appendix 8 includes a current listing of all C & J Production Equipment.)

Strategic Resource Allocation Another recommendation was to "consider ways to better manage our resource allocation in terms of graduate student training, assignments and review." We continue to require a week-long orientation for teaching assistants before every fall semester; we continue our active involvement in the Teaching Assistant Resource Center; we have institutionalized faculty oversight of all courses taught by TAs; and we have established a professional development fund that supports travel and other professional-development activities of graduate students. We also encourage participation by graduate students in the Freshman Learning Communities, which not only pays a bonus for teaching public speaking but also grants extraordinary teaching and training opportunities in the FLC program. In addition, an extensive graduate handbook has been created and disseminated to each entering graduate student (http://www.unm.edu/~cjdept/student/graduate.html); and we have instituted a required written annual report and procedures for annual review in which each graduate student and advisor discuss progress toward degree, course work, research/creative activity, teaching and short-term and long-term goals. As a result, our graduate students have consistent, high-quality training and oversight. (More information about cumulative graduate review is available in Appendix 3.c.)

The Ph.D. Committee created a three-year Assessment Plan in 2008, which has been revised and implemented. In 2007 and 2009 confidential assessment feedback was collected from graduate

students about their views of the program, curriculum, resources, advising, evaluation and teaching assignment procedures, which informed faculty deliberations. In 2009, a revised doctoral curriculum was approved, including expanded offerings in qualitative research methods and a series of new topic stream courses in intercultural communication. These new courses include culture, sustainability and change; culture, community and change; and culture, borderlands and change. Finally, we have developed an Intercultural Engagement Program that encourages graduate students to participate in an international research or teaching experience or an intercultural project with regional or local impact.

Journalism and Mass Communication Accreditation Report
The journalism program completed a successful accreditation review with the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) in 2007. Many strengths were identified, and the following challenges were noted:

- "A need to build upon the firm foundation that has been constructed to reach accreditation thresholds, being cognizant of the need to continue to work hard to maintain momentum." Working in this vein, we have established an advisory board to meet regularly. (As previously mentioned, recent work with this group not only helped solidify strategic communication curriculum but also aided in the development of organizing principles for this self-study report.) We continue to make progressive curriculum changes, moving from a silo curriculum into multimedia journalism. We have also established an ongoing fundraising effort that is just beginning to reach fruition among alumni and news organizations inside and outside of the State. For example, we have received a gift from the estate of journalism alumnus and long-time supporter Peggyann Hutchinson. At the same time, we are cognizant of constraints due to understaffing in journalism and mass communication; faculty shortages make administering and reporting the various ACEJMC standards more difficult than it was in 2008, when we were accredited.

- "A need to continue to more systematically develop—and maintain—internship and career placement relationships." One of our faculty members has been charged with establishing program oversight, qualitative and quantitative survey data, and effective faculty supervision of the internships. We have established a clear record-keeping system that has enabled us to track progress in this area. Having many local media organizations represented on the advisory board has helped with this. We have also developed a UNM Washington News Bureau with the Talk Radio News Service. This provides our students with credentialed internships in Washington, D.C., granting them access to a press seat in the White House and quality, high-end experience on the ground as working journalists.

- "A need to raise the visibility of the Department with professionals and alumni to expand opportunities for student internships and career placement and to enhance fundraising." We have developed international programs in Mexico and Canada. The advisory board has also

helped to facilitate relationships among agencies inside and outside the State. Some of our graduates enjoy employment in national and regional news organizations.

- "A need to secure consistent additional funding to be able to offer more courses each semester, rather than once a year, to facilitate dependable scheduling for students who must meet prerequisites and who seek to graduate in timely fashion." The fundraising effort mentioned above should help in this area, and we continue to reach out to alumni and professional organizations. It should be noted that due to their outside work and family needs, many of our students intentionally take more than four years to meet their graduation requirements. The Department cannot be responsible for managing this. On the other hand, we have made every effort to make scheduling information available to students and to explicitly communicate the required order in which courses should be taken. State funding is not generally available for scheduling some sections more than once a year.

- "A need to consider and develop areas of distinction or specialization in which to establish recognized leadership roles in the academic and professional communities."
  We are moving into two expanded areas—multimedia journalism and strategic communication. These changes take advantage of our strengths and provide internship experiences in both these arenas. We have also begun to offer collaborative international programs for students, including an exchange program with two Canadian and two Mexican universities that asks journalism students to evaluate the role of climate change on water quality and supply in North America. This project, sponsored by the Fund for Improvement of Post-Secondary Education, has allowed us to work with community leaders and UNM faculty who have interests in sustainability studies and has privileged, especially in the Mexican context, those C & J students who speak Spanish.

Library Support for Research and Teaching

The mission of the UNM University Libraries is to develop collections that support the educational and research programs of the University of New Mexico and to provide services for the benefit of university and research communities and the residents of the state of New Mexico. The University Libraries' mission is to support, participate in, and enhance the instructional, research, and public services activities of the University of New Mexico by placing priority on service to students, faculty, and staff at UNM; by acquiring, organizing, preserving, communicating, and sharing the record of human knowledge; and by teaching people how to use libraries effectively and access information successfully.

The UNM University Libraries consist of four libraries. Zimmerman Library holds materials in the social sciences, humanities, and education, and also houses special collections, government publications (UNM is a regional depository for U.S. documents), and the University archives. Centennial Science and Engineering Library holds materials in science, engineering, and

psychology. Parish Memorial Library holds materials in business and economics. The Fine Arts Library holds materials in arts and music. The core collection of books, journals, and other materials in the field of communication studies and journalism are housed primarily in Zimmerman Library.

As of June 2011, the UNM University Libraries' holdings were as follows:

Books:	3,089,216
Current Serials:	2,358
Online Serials:	64, 835

The UNM University Libraries are committed to supporting communication studies and journalism scholarship and teaching. The figures provided on the next page reflect titles purchased for Zimmerman Library by the C&J Selector, but do not reflect the many books and serials relevant to the study of communication and journalism that are purchased with other funds. Psychology, sociology, education, business, and political science are but a few areas that overlap with communication studies. In addition, the University Libraries collect extensively in Ibero and Latin American Studies. Due to the interdisciplinary nature of communication studies, it is not possible to determine how much additional money is spent.

The current budget for C&J materials is:

Serials	$14,000
Books	$7,000

Totals for C&J Materials as of March 2012:

Books:	32,000+ (* estimate)
Serials:	400+ (** estimate)

The library also subscribes to the core indexes and abstracts for communication and journalism:
Communication & Mass Media Complete
ComAbstracts
EBSCOHost - Academic Search Complete
Social Science Citation Index
PsycINFO
Sociological Abstracts

And newspaper aggregators:
Lexis-Nexis Academic Universe
New Mexico Newsstand
Ethnic Newswatch
Hispanic Newsstand, US
Latin American Newsstand
Access NewspaperARCHIVE.com
America's Historical Newspapers

Finally, the library provides instruction in secondary research methods to both undergraduate and graduate students in the C&J department.

Program Comparisons

In an effort to better understand our standing among peer institutions, we have examined the undergraduate and graduate offerings of three other communication departments in large research universities. This comparative evaluation is described below.

Data Reported and Rationale for Choice of Institutions

The selected departments and institutions do not all track the same kinds of information. Further, some institutions report data only at the college/school level; therefore some data are not available in Program Comparisons Table that follows. For consistency and comparative purposes, most of the data reflects the 2010-2011 academic year. Communication departments in four institutions were selected for comparison; they include the University of New Mexico, University of Washington, University of Utah, and Arizona State University.

The University of Washington is a peer institution. The department offers undergraduate degrees in Communication with a concentration in Journalism, and four graduate degrees: an M.A. in Communication, a Native Voices Master of Communication (documentary filmmaking), a Master of Communication in Digital Media, and a Ph.D. in Communication. The University of Washington is similar to UNM in size, with 19 tenure-track faculty. The University of Utah is also a peer institution. This program offers undergraduate degrees in mass communication (which includes a sequence in journalism) and speech communication, as well as a conflict resolution certificate program, and an integrated marketing communication certificate program. Their M.A. and Ph.D. programs integrate training across the "full spectrum of communication studies," including speech communication, mass communication, and journalism, as well as interdisciplinary studies in environmental and science communication, conflict resolution and peace and conflict studies, new media technologies, and critical-cultural studies. Their department is larger than UNM, with 29 tenure-track faculty.

Arizona State University was selected as a fourth institution for comparison due to its proximity to UNM in the Southwest and its highly regarded doctoral program in culture and communication. Further, the large-scale, named, and sponsored Hugh Downs School of Human Communication, and the Walter Cronkite School of Journalism and Mass Communication, offer alternative models to consider. The Hugh Downs School has 22 tenure-track faculty with several other faculty having joint and other appointments; and the Walter Cronkite School has 27 tenure-track faculty, including professors of practice, and 11 additional faculty. The Hugh Downs School offers an undergraduate degree in Communication and a Ph.D. in Communication. Current areas of study within the Ph.D. are intercultural communication and cultural studies, interpersonal communication, performance studies, organizational communication, and rhetorical studies and public communication. The Walter Cronkite School offers undergraduate degrees in

journalism and mass communication, a combined B.A./M.A. program, and M.A. programs in immersion formats oriented to professionals, with one specialization on reporting about Latino specific issues.

By comparison, UNM offers undergraduate degrees with several areas of concentration, a broad M.A., and a Ph.D. program with three areas of concentration that integrate a focus on culture: intercultural communication, mass communication, and health communication. UNM has the smallest number of faculty, with 15 tenure track positions.

Missions and General Curriculum:

The University of Washington's undergraduate mission is comparable to that of UNM. From their website: *The educational mission of undergraduate study in the Department of Communication is to prepare students for the challenges of a society that is informed, entertained, persuaded, and shaped by communication. We seek out and appeal to students from a variety of backgrounds and perspectives. We nurture socially responsible, literate citizens who can interpret and evaluate the images and messages they create and receive. We teach students to think critically, respect diversity, communicate effectively, and develop the skills needed for the life-long learning that is central to successful careers and rewarding lives. Undergraduate study in communication at the University of Washington has four pedagogical emphases: communication literacy, communication inquiry, theory and concepts, and community engagement. The department integrates these to create a curriculum that helps students become thoughtful, informed, and articulate citizens.*

The University of Utah's mission is also similar*. The mission of the Department of Communication of the University of Utah is to enhance the practice and understanding of communication in its intellectual, professional, cultural, and environmental contexts. We view communication as central to the integration and dissemination of information, the recognition and appreciation of diversity, and the development and application of technical and social knowledge. In communication scholarship, our department draws upon the full spectrum of methodologies and perspectives. Through teaching, research and service, the Department serves the needs of its students and contributes significantly to the University's commitment to educational development through the discovery, refinement and exploration of knowledge.*

At Arizona State University, the Hugh Downs School of Communication's mission is fairly general, but they showcase several strategic research initiatives. *Through the study and critique of human communication, we generate knowledge, creativity, and understanding to facilitate healthy relationships and workplaces, civil and secure communities; and constructive intercultural interaction.*

Our areas of teaching emphasis in The Hugh Downs School are: Intercultural Communication and Cultural Studies, Interpersonal Communication, Organizational Communication, Performance Studies, Rhetoric and Public Communication. Our exciting research program

features several new strategic initiatives: Health Communication, Conflict Transformation, Project for Wellness and Work-Life, Consortium for Strategic Communication, and Innovative Inquiry.

Clearly, these mission statements resonate with that of the C & J Department and our commitments for study of communication and culture in many different contexts.

Given the data available in 2010-2011, the department of Communication & Journalism at UNM had the smallest number of tenure-track faculty of the institutions surveyed. We served more undergraduate students (729 enrolled) than the University of Washington (664), with 4 fewer faculty members. The UNM department, with 15 tenure-track faculty members served 729 students while the University of Utah, with 29 tenure-track faculty, served 825. Arizona State University, however, with 22 tenure-track faculty, served the highest number of students at 1,923.

With a smaller number of faculty, the number of UNM Ph.D. graduates (7) is comparable to both the University of Washington (6) and Utah (8). The number of UNM M.A. graduates (4) is the same as the University of Washington (4), but half of the number at the University of Utah (9).

With regard to demographics, relative to our enrollments, UNM served the highest number of Hispanic/Latino students. Thirty-eight percent of students enrolled in our courses during 2010-2011 were Hispanic/Latino; 5.5% of students enrolled identified as Native American. At the graduate level, 10 students of 62 (16%), identified as Hispanic/Latino. Also 17 (27%) of the enrolled graduate students were international students. These numbers speak to the diversity of our student body and to our relative success recruiting a diverse graduate student cohort. At the same time, our low numbers of American Indians suggest that attention is needed in these areas. Finally, the number of applications to our graduate program is cause for some concern. Compared to our peer institutions, UNM received about half the number of applications. This points to a need to give further attention to graduate student recruitment. (More information about the Programs Comparison data can be accessed in Appendix 7.)

Summary of Section 3:
Since its inception as an integrated department in 1991, the C & J Department has sought excellence and national prominence for its graduate offerings, particularly in intercultural communication. Newer programs in mass communication and health communication are building national reputations for excellence and innovation, although such efforts are sometimes stymied by lack of resources. Nonetheless, the Department continues to seek out new opportunities to improve its service to students, the University, the discipline, and the community, developing such programs as the Institute for Community, Culture, and Change; International Engagement Project for C & J graduate students; progressive approaches to undergraduate education in multimedia journalism and strategic communication; and national

and international internship and exchange opportunity. The Programs Comparison data suggest that the C & J Department is holding its own with peer departments; our faculty, with fewer numbers, are able to graduate as many doctoral candidates as departments having larger faculty numbers. Concern is voiced, however, due to much lower numbers of graduate applicants to C & J, suggesting a need for more (and possibly different) graduate student recruitment.

truth ○ freedom ○ ethics ○ history ○ diversity

How Can We Improve Our Service to Students?

COMMUNICATION & JOURNALISM

Academic Program Review

"Communicating for a better world"

truth ○ freedom ○ ethics ○ history ○ diversity

SECTION 4
HOW CAN WE IMPROVE OUR SERVICE TO STUDENTS?

EXECUTIVE SUMMARY

* The C & J Department has traditionally offered B.A. degrees in Communication, Journalism and Mass Communication, and Journalism. Recent curriculum changes have integrated all print and broadcast education in a multimedia journalism program. Similarly, public relations and advertising emphases have blended to become strategic communication.

* The C & J Department has a commitment to assessment that moves across all emphases to examine students' responses to stated learning goals. The multimedia and strategic communication majors are evaluated in terms of established ACEJMC standards, while Communication students are assessed for their alignment with Eleven Standards of Excellence developed by the C & J communication faculty. Students, courses, and overall educational design in both the M.A. and Ph.D. programs are evaluated in terms of stated goals developed by graduate faculty.

* Undergraduate students in the C & J Department are strongly encouraged to complete a professional internship before graduation. Internship opportunities are broadly publicized in the Department and on the C & J website. Students can earn up to six credits overall in internships, but no more than three in any semester.

* To be able to assess student learning, the C & J faculty have created curriculum and program templates indicating how well graduate and undergraduate students are meeting the learning goals established by faculty for each major and degree. In addition, faculty members use a multitude of techniques and tools to make courses current and demanding. As a result, many C & J faculty members have been recognized for excellence in teaching over the past several years.

Improving Educational Offerings for Students at All Levels

Quality teaching remains an enduring value of the C & J Department. The following section details and demonstrates the ongoing and thoughtful approach that faculty bring to innovative and effective pedagogy in the Department at graduate and undergraduate levels. Section 4 looks specifically at assessment in the Communication and Journalism and Mass Communication undergraduate majors, as well as our M.A. and doctoral programs. This section also reviews the Department's efforts in building internships, experiential learning, and community outreach. Importantly, Section 4 demonstrates the C & J faculty's unwillingness to accept the status quo in educational offerings at the B.A., M.A., and Ph.D. levels. In all cases, as discussed here, our

faculty seek out ways to maximize learning and professional preparation for our students as they move forward to work in the industry (J & MC and Communication undergraduates) or the academic fields (M.A. and Ph.D.).

Our Department maintains that the most focused and successful approach to improving educational offerings to our students is through the *student learning outcome assessment* process. The undergraduate Communication assessment, described below, is compiled every three years and has been conducted through two cycles. Five outcome areas are measured, which are based on the eleven Excellence Standards created together by faculty and staff. The outcomes are assessed separately, using outside evaluators, and statistically analyzed with reliability and validity measures. Program changes have been made based on the findings.

Student Performance Measures—Communication Undergraduate Majors

Learning Objectives:

The undergraduate Communication degree is theoretically based and geared toward the application of the theories and skills learned throughout the Communication major's program of studies. The program seeks to provide students with a broad base of knowledge and skills that will prepare them for productive lives as individuals and as members of communities. This includes a broad and diverse basis of knowledge, as well as the ability to critically apply that knowledge through effective communication skills in multiple contexts. The program helps students to develop an integrated perspective, including a set of ethical values, an appreciation of diverse cultures, and a commitment to lifelong learning. With this in mind, we have the following six learning objectives:

1. Design and deliver competent and effective public presentations for a variety of audiences
2. Write in a clear, coherent, cogent manner
3. Understand and appreciate culturally diverse ways of communicating
4. Critically analyze communication situations and messages from multiple theoretical perspectives
5. Understand the basics of designing and conducting communication research
6. Recognize and critically evaluate ethical dimensions of communication

Tracking Students' Achievements of these Outcomes
Assessment of the above competencies incorporates both direct measures (portfolios and speech presentations) and indirect measures (student surveys and internship evaluations).

Direct Measure: Senior Portfolios and Presentations
Students prepare a *Senior Portfolio* that is collected toward the end of each semester from students taking C & J 400: Senior Seminar: Perspectives in Communication. Senior Seminar is

designed as the capstone course for all communication majors where students explore the ways in which the theories, concepts, and skills that they have learned throughout their undergraduate program of studies can be applied to the enhancement of their professional, personal, and social goals.

The Senior Portfolio includes self-selected samples of students' scholarly work that serve to demonstrate the competencies (with the exception of Competency #1 and Competency #3 discussed below). On declaring a Communication major, students are instructed to begin collecting samples of their scholarly works to include in their Senior Portfolios. For example, in order to demonstrate "a basic understanding of designing and conducting communication research," a student might use the Prospectus for Original Research that is a required assignment for C & J 301: Research Methods (a required prerequisite to Senior Seminar). Other means of demonstrating competencies might include such things as research papers, publications, creative works, and written evaluations from internship supervisors. Students submit a revised, clean copy of anything included in the portfolio and remove their names or other identifying information. Also included in the portfolio is a table of contents that clearly identifies which work the student has selected as a demonstration of each of the competencies. The Senior Portfolio is part of the Senior Seminar's required assignments, and a grade for the portfolio is assigned by the instructor (independent of the outside evaluators' assessment of the competencies). The instructor of the Senior Seminar oversees the portfolio-building process and assists students in selecting what to include in the portfolio.

Two outside evaluators (preferably from the C & J Advisory Board) evaluate the competencies demonstrated in the portfolios (#2, #4, #5, and #6), as well as the competencies demonstrated in the digitally recorded oral presentation (learning objective #1 and #3) that students include in their portfolios. A sample of nine portfolios with presentations inserted (approximately 15 percent) are randomly selected for evaluation based on a three-level stratification by GPA. The portfolios are randomly selected from among these three ranges of GPA: three from students with 2.75 or lower GPA; three from students with 2.76-3.50 GPA; and three from students with 3.51 and higher GPA. The students are directed to prepare a 5 to 6 minute presentation on the subject of cultural diversity and communication. This presentation is then used by the evaluators to assess public speaking skills (learning objective #1), as well as students' understanding and appreciation of diverse ways of communicating (learning objective #3). Standard evaluation rubrics for each competency are completed by the evaluators. (Rubrics are included as part of Appendix 2a: Communication Assessment Plan.)

Indirect Measure: 332/333 Student Surveys
Each spring semester, students taking 332 (Business and Professional Speaking) or 333 (Professional Communication) are asked to complete a student survey to assess how students feel about the quality of their education and advisement. The collection of these data in this early

stage in their undergraduate program is especially helpful to us in identifying areas where the Department may not be meeting the needs of those who are not making it to the Senior Seminar within three years from taking 332 or 333.

Indirect Measure: Senior Surveys (Also called "Graduating Student Survey")
Each spring semester students taking Senior Seminar complete the "Senior Survey." This data collection enables us to examine the recommendations, problems, and concerns expressed by the students in this combination short answer and Likert questionnaire. (All measurement rubrics and surveys are included in Appendix 2a: Communication Assessment Plan.)

Indicators of Students' Academic Performance
The assessment of the six learning objectives discussed above was carried out for the first time in the spring semester of 2008 and again in the spring semester of 2011. We complete the assessment on a three-year cycle because that is the average time it takes for a cohort to complete the program after they have declared their major. Prior to this (from 2001-2007), our assessment involved only a student survey that asked students for feedback about the program and their experiences. These surveys were useful for us in that they gave us an indication of problems the students were having with such issues as course availability and advising, as well as their opinions on instructors and courses. However, the surveys were not constructed to assess particular learning objectives. The assessment plan and surveys described above give us an assessment of the six learning objectives as well as information about issues not directly related to the six learning objectives, such as course quality, availability of advisement, and the students' feelings of connectedness to the department. Below is a summary of our findings from the 2008 and 2011 assessments.

2008 Assessment Summary
The 2008 mean scores for the six learning objectives based on outside evaluators' ratings of student portfolios and speeches ranged from 3.54 to 3.83 (on a scale of 1-5). Although we felt this was acceptable, we would like to see higher ratings from the evaluators. The internal reliability of the measurement rubrics (agreement of ratings within each coder) was very high. However, with regards to the interclass correlation (ICC-agreement among coders), only 4 of 12 items received a score at or above the .6 benchmark we established, indicating that agreement among our outside evaluators was low and needs addressing. The results of the student surveys (332/333 and Senior Survey) indicated that students perceive their undergraduate program very positively and that a high percentage of students feel connected to the department (80% in 332/333 and 84% in Senior Survey). In the open-ended responses, students reported a high approval of department faculty and advisement. A Cronbach's alpha revealed high reliability scores for both surveys (332/332 Survey = 8.55 ; Senior Survey = .967).

2011 Assessment Summary

The 2011 means scores for the six learning objectives based on outside evaluators' ratings of student portfolios ranged from 3.19 to 3.64 (on a scale of 1-5). While these were acceptable, we would like to see higher ratings from our evaluators. The internal reliability (agreement of ratings within each coder) of the measurement rubrics for the six learning objectives was high. However, as in the 2008 assessment, interclass correlation (ICC-agreement among coders) was low, despite efforts to increase these scores through revised rubrics and better training and instructions for our outside evaluators. The results of the student surveys (332/333 and Senior Survey) indicated that students perceive their program very positively. By the time they reach their Senior Seminar, 74% feel connected to the department (Senior Survey), while only 57.7% feel connected early in their undergraduate program (332/333 Survey). A Cronbach's alpha yielded high reliability scores for both surveys, indicating strong internal reliabilities for both survey measures (332/333 Survey = .855; Senior Survey = .967) For a complete final report of the 2008 and 2011 assessment results see Appendix 2a.

The assessment plan is still a work in progress and each completed assessment allows us to refine the plan. The results have been informative and useful, and changes have been made to address the concerns that were mentioned in students' survey responses. Below are the changes we have implemented:
-We have improved advisement with extended availability of the advisor and quick responses to student advisement needs. (Note: our new academic advisor has made a number of useful changes and students give her a high approval rating.)
-We are making an effort to push early advisement and early course planning so students can graduate on schedule. This is done through email announcements to our undergraduates and through classroom visits by our academic advisor.
-We now sponsor a career fair each spring. Our first was in 2008 and we continue to increase the number of employers who attend each year.
-We schedule and post our classes two years in advance to allow students to look ahead in their course planning, although we make it clear that the advanced scheduling may be subject to change.
-A curriculum review was completed to determine which of our learning goals are addressed (primarily, secondarily, or not at all) in each of our required courses. The review showed that the learning objects are being covered adequately in our classes. We have encouraged our instructors to strongly emphasize learning objectives in their course content.
-We have expanded our training of outside evaluators and revised rubrics in an effort to increase interrater reliability among our evaluators. (The revised versions of the rubrics are included in Appendix 2a: Communication Assessment Plan.)

Student Performance Measures—Journalism and Mass Communication Majors

Learning Objectives

The Department of Communication and Journalism has crafted a comprehensive plan for the assessment of learning outcomes. The assessment plan is designed to determine whether students are meeting learning objectives and to revise curricular, service, and programmatic elements to assist the meeting of learning objectives. In spring 2006, the Department decided to adapt the 11 ACEJMC values and competencies into our "Goals for Learning." These learning objectives for all of our students form the basis for our assessment.

VALUES
- ❑ Truth, accuracy, and fairness
- ❑ The First Amendment and freedoms of speech and press
- ❑ Ethical ways of thinking and acting
- ❑ The history and roles of the media
- ❑ The diversity of audiences

COMPETENCIES
- ❑ Write and edit clearly and accurately
- ❑ Use the tools of technology
- ❑ Apply theories in presenting information
- ❑ Engage in research and critical evaluation
- ❑ Understand data and statistics
- ❑ Think creatively and analytically

Tracking Students' Achievement of the Outcomes
The values and competencies were used in the direct and indirect assessment of student learning. We adopted two direct measures (exam and directed assignment) and five indirect measures of our curriculum and student learning including evaluation of internships, feedback from the Advisory Board, graduating student surveys, 269 survey (survey of students in a specific course in the first and second year of their program), and alumni surveys. We also consider the ACEJMC accreditation process an indirect measure of assessment. (The assessment measures are displayed in Appendix 2b: JMC Assessment Plan.)

Direct Measures
1. *Student Assignment:* In the capstone courses (460, 475, 482, 489), all students from an outgoing cohort complete an exit assignment that relates to their topic. The faculty

created assignments tailored to the requirements in each concentration area: print (written news story), broadcast (video news story), advertising (advertising plan for a selected organization), and public relations (public relations plan for a selected organization). To assess learning related to the 11 values and competencies, the Department created a standard evaluation form. The assignments are available for the site team to review.

2. *Capstone course exit exam/entrance exam for intro students*: The faculty created a 55-item standardized exam that directly measures the competencies and values of students at various points in their program. There are approximately five questions for each of the 11 values/competencies. The faculty revised this exam and shortened to a 47-item questionnaire during summer 2007. (The revised version of the Entrance/Exit Exam is displayed the Appendix 2b: JMC Assessment Plan.)

Indirect Measures

3. *Student surveys:* Two types of student surveys are utilized. They are a self-report survey for graduating students and a self-report survey for students in the first/second year of the program. The survey asks the degree to which the program emphasizes the values/competencies and the mastery of the values/competencies during their studies. The survey also includes demographic information to enable comparisons and future contact information (e.g., e-mail address) so that we can find alumni in two years and to further enhance alumni relations (grad survey only).

4. *Alumni surveys:* Annually, we send a self-report survey to alumni approximately two years after graduation to get their feedback about whether the program was helpful in preparing for their careers. The questions are largely the same as on the graduating student survey so that we can compare the newly graduated cohort with the 2-year post cohort.

5. *Advisory Board*: The Advisory Board is composed of professionals in each of the concentration areas. The faculty present curriculum, mission, vision, and action plans for their review. The board provides feedback for the faculty to consider in revising these elements. The board also assists the faculty with fundraising. The C & J faculty meets twice a year with the Advisory Board, with breakout sessions for each concentration and follow-up reports to the Chair.

6. *Internships*: All students who complete an internship complete a rigorous evaluation process. The students complete a self-evaluation; the employer completes a written evaluation of the student, and faculty call the employer for additional feedback. The written evaluation from the supervisors considers the ACEJMC values and competencies as well as providing an overall rating.

7. *ACEJMC accreditation (preliminary self-study):* The Chair and all members of the full-time J & MC faculty were involved in preparing the Preliminary Self-Study. We utilized the feedback from the preliminary self-study report in revision of curriculum and the assessment plan.

All of the assessment tools were implemented in academic year 2006-2007. (The complete Plan for Assessment of Learning Outcomes is included as Appendix 2b: JMC Assessment Plan.)

Indicators of Students' Academic Performance
2007 Assessment Summary
The results of 2007 assessment of learning outcomes are summarized below. (The complete 2007 Assessment Report, including all measurement instruments, is included as Appendix 2c: 2007 JMC Assessment Report). The Student Assignment/Capstone assessment of learning outcomes involved students in the four capstone courses. These are 364 (460): Broadcast News II; 475: Multimedia Journalism; 482: Advertising Campaigns; and 489: PR Campaigns. Students were required to complete a project that relates to their concentration in print, broadcast, advertising, or PR. Student projects were randomly selected using GPA to stratify the students. One student with a GPA above 3.5 was selected, two from 3.01 to 3.5, and 3-5 from 2.0-3.0. Six or seven students were selected from each of the four concentration areas. The evaluators were two advisory board members and one faculty member in each of their concentration areas. The faculty members were not the instructors of the course. Twenty-seven student projects were used in this assessment.

Two types of reliability were assessed for the Student Assignment/Capstone assessment: internal consistency (agreement of ratings within each coder) and interclass correlation (or agreement among coders). The internal consistency was very good (Cronbach's alpha = .91). The interclass correlation was mediocre (ICC = .56).

Generally, the items received respectable ratings on the student assignment/capstone evaluation. Overall, the ratings reveal that the standards are being met. The average ratings tended to be in the high twos and low threes (on a 4-point scale) even though the sample was stratified to include more from the lower GPA level than from the high GPA level.

The Entrance/Exit Exam was administered in an introductory class (171: Writing for Mass Media) and four other upper division classes (364: Broadcast News II; 475: Multimedia Journalism; 482: Advertising Campaigns; and 489: Public Relations Campaigns). Its purpose was to measure the differences in attitudes toward and knowledge of *Excellence Standards* between the entry level class and upper division classes; 154 students took the exam. Reliability for a portion of the Entrance/Exit Exam was low ("Total Attitude" Cronbach's alpha was .499) and was marginally acceptable for the other portion ("Total Knowledge" was .637). A comparison of Total Knowledge across the entry level class and the four upper division classes showed an increase on accuracy for all excellence standards. These scores indicate that we are enhancing knowledge of the *Excellence Standards*. However, the overall scores were lower than we would like to see, indicating that we need to further strengthen emphasis of the knowledge.

We believe that this exam provides us with indicators of where we need to strengthen coverage of the *Excellence Standards*.

The Graduating Student Survey was administered in the four capstone courses: 364: Broadcast News II; 475: Multimedia Journalism; 482: Advertising Campaigns; and 489: Public Relations Campaigns (N = 84) to students who were at or near graduation. The survey gathered information regarding how the students feel about the degree to which excellence standards are emphasized, their ability of applying the standards, and the overall quality of their program. A Cronbach's alpha indicated that the reliability of the survey measure is good to high (.79 and .91). Students reported that the *Excellence Standards* were emphasized in their coursework and that their classes were beneficial. Specifically, they reported that their ability to apply the standards was enhanced at a moderate level (between 3.6 and 4.1 on a 5-point scale). Overall evaluation of the program and faculty was good (between 3.75 and 3.89). Advising was rated somewhat low (3.27).

The survey of Introduction to Visual Communication (269) students consisted of 33 students. These students were generally early in their studies, and we surveyed these students to help track progress. A Cronbach's alpha indicated good reliability of the survey measure ("Total Emphasis" was .79 and "Total Ability" was .91). Overall, the students reported that the *Excellence Standards* were somewhat emphasized in their coursework and that courses were available to them when they needed them. Further, they were generally satisfied with advising. Areas of improvement included more accessibility to the advisor; more communication about events, internships, and jobs; and stronger feelings of connection to the Department. (For a summary of the Alumni Survey, The Advisory Board Comments, and the Internship Summary, see the complete 2007 Assessment Report included as Appendix 2c: 2007 JMC Assessment Report.)

2010 Assessment Summary
After reviewing the 2007 assessment report, a change was made to the assessment plan. For the 2010 assessment, students in the four capstone courses were asked to construct a portfolio that displays their work in their respective concentrations. These are 460: Broadcast News II; 475: Multimedia Journalism; 482: Advertising Campaigns; and 489: PR Campaigns.
The portfolios were evaluated by 2 outside reviewers. Both internal consistency (agreement of ratings within each coder) and interclass correlation (ICC or agreement among coders) was calculated. The resulting reliability scores are hard to interpret because of the wide range of reliability scores among the classes and because, for some, there were too few cases to calculate a Cronbach's alpha.

Overall, the ratings from the portfolios revealed that standards are being met. The total standards scores tended to be in the low threes (on a 5 point scale). The majority of the reviewers' comments were positive for three of the four classes (460: Broadcast News II, 475: Multimedia

Journalism, and 489 Public Relations Campaigns.) Reviewers felt that students showed creativity, good critical thinking and analysis, good use of sources and quotations, and attention to accuracy. Errors with AP was the most common negative observation.

The Ad Campaigns class (482) tended to elicit some rather strong criticisms from the portfolio reviewers, which help to explain the lower Total Standards score for this class. The reviewers felt that the student portfolios had too many typos, errors, and often lacked writing proficiency. The most frequent criticism was lack of preparation and polish and that the portfolios demonstrated a "do-the-minimum" attitude.

The Entrance/Exit Exam was administered in an introductory class (171) and in four upper division classes (460: Broadcast News II, 475: Multimedia Journalism, 482: Advertising Campaigns, and 489 Public Relations Campaigns). In all, 175 students took this exam. A comparison of Total Accuracy, Total Attitude, and Total Scores (Attitude and Accuracy combined) across the entry level class (171) and the four upper division classes (460, 475, 482, and 489) showed an increase in accuracy and attitude, indicating that we are enhancing students' knowledge and attitudes as they progress from entry level to upper division courses. A Cronbach's alpha yielded a reliability score of .62 for "Total Attitude" and .67 for "Total Accuracy," indicating moderate support for the internal reliability of the exam.

The Graduating Student Survey was administered in 460, 475, 482, and 489 (N = 71) to students who were nearing graduation. A Cronbach's alpha yielded good reliability scores for the measure ("Total Emphasis" = .87; "Total Ability" = .84). Students reported that the Excellence Standards were being emphasized in their classes and that their classes were beneficial. All Excellence Standards received mean scores exceeding 3.0 (on a 5-point scale) except for one standard (data and statistics = 2.99). The mean scores for overall quality of their education, quality of instructors, and quality of departmental advisement were 3.97, 4.07, and 3.76 respectively.

As in 2007, the 269 Survey was administered to students who were early in their programs of study. The students reported that the *Excellence Standards* were being emphasized in their coursework. The mean scores for overall quality of their education, quality of their instructors, and quality of departmental advisement were 3.74, 3.89, and 3.11 respectively (on a 5-point scale). The mean scores for all Excellence Standards exceeded 3.0, with the exception of item 12 (theories in presentation = 2.98) and item 14 (data and statistics = 2.79). Both of these are acceptable but we expected to see both increase as students advanced further in their programs and were exposed more thoroughly to these topics. (The complete 2010 Journalism and Mass Communication Assessment Report, including the Advisory Board Comments and the Internship Survey is included as Appendix 2d: 2010 JMC Assessment Report.)

The assessment plan is a work in progress, and each completed assessment allows us to adjust and refine it. The results have been informative and useful. Below are changes that have been implemented as a result of what we have learned from our 2007 and 2010 assessments.
-We have created more detailed and specific information for our students concerning what we are looking for in the portfolios. In addition, portfolios will be an actual graded assignment for each capstone course. The instructor's grade for the portfolio will be independent of the outside reviewers' evaluation, and the outside reviewers will not know what grade the portfolio received from the instructor. It is our hope that giving a grade for the portfolio will encourage students to take this assignment seriously and give it more effort and thought, which will result in a better representation of their capabilities with regard to the learning outcomes.
-We made some changes to the multimedia curriculum (started Fall 2010) to facilitate students' ability to take the sequences of classes in a more complimentary order. Prior to these changes, students often took the exit exam (in C & J 460) before they had taken law, ethics, or history courses.
-The course content of C & J 171 (required prerequisite for all JMC concentrations) has been altered to better address the integrated nature of journalism, PR, and advertising. The course emphasizes writing skills, visual presentation, and packaging across multiple media platforms.
-In response to students' requests for more multimedia and techno-design classes, we have made curriculum changes and created a new multimedia journalism concentration (starting Fall 2010). We have also developed a collaboration with the Interdisciplinary Film and Digital Media program and are now offering advanced Design and Visual Presentation II each spring.
-The department has hired a new academic advisor who has greatly improved students' access to advisement and degree-checking plans, giving students better course-panning materials and direction.

Degree Program and Curricula: The Master of Arts Program

History and Educational Objectives
The M.A. in Communication was established in 1951 and is a two-year general human communication degree whose objectives include providing students with foundational background in theory and research as well as depth in students' particular area(s) of interest in the communication discipline. The number of students enrolled in the M.A. program has remained at 25-35 since the program was established.

In 1995, the Department established an M.A. program in Communication at the UNM North Branch campuses at Santa Fe and Los Alamos. Requirements and admission procedures to the M.A. program were the same as on the main campus. Two years later, the Department decided it could no longer guarantee that all courses in the M.A. in Communication would be offered at UNM-North and since that time main campus has been the site where students achieve their academic coursework. By providing foundational (required coursework) and more customized

(electives and independent studies) academic opportunities, the M.A. program prepares students for their subsequent life goals whether in applied fields or in academia at UNM or elsewhere. To achieve these objectives, students are required to complete courses in research about communication including communication theory as well as in methods of communication research. Enjoying a national reputation for providing a balanced, quality program leading to the Master of Arts degree in Communication, our program helps to prepare students for careers in academia, consulting, training, business as well as careers in law, politics, and healthcare fields.

The M.A. community at the Department of Communication and Journalism prides itself for its ethnic and cultural diversity and embraces students from the United States, Mexico, India, China, Japan, Africa, and Russia, among other countries. Our program offers a degree in the general area of Communication with possible specialties in intercultural communication, interpersonal communication, health communication, mass media communication, strategic communication, organizational communication, or rhetorical communication. As of 2011, the intercultural communication graduate program at C & J continues to rank second in the nation. We define intercultural communication not just as a separate type of communication, but as a dimension that can be a part of all communication contexts. That is, intercultural communication occurs when cultural differences become factors in human interaction – that is, when differing cultural expectations affect the communication process. The cultural differences may emerge on the basis of national culture, age, lifestyle, gender, ethnicity, or other qualities. The complex relationship between communication and culture as interaction, artifact, and text is the distinctive focus of our graduate offerings.

C & J faculty have created a tradition to being attentive to the recruitment, retention, and development of our M.A. students. The following faculty have served as Directors of the M.A. Program. Directors of the M.A. program, along with the Directors of the Ph.D. programs, support and help coordinate the annual Fall graduate student orientations. Directors also serve as Chairs of the committees selecting new graduate cohorts, oversee annual updates of graduate program web pages, update the Graduate Student Handbook, and update other materials pertinent to graduate student life.

John Oetzel, Ph.D.   1999-2000; 2001-2001; 2001-2002
Karen Foss, Ph.D.   2002-2003
Karen Foss, Ph.D. & Janet Cramer, Ph.D. (co-directors) 2003-2004; 2004-2005
Richard Schaefer, Ph.D.   2005-2006; 2006-2007
Janice Schuetz, Ph.D.   2007-2008; 2008-2009
Patricia Covarrubias, Ph.D. 2009-2010; 2010-2011

Requirements for the M.A. Degree
The M.A. program requires 30 hours of coursework, plus 6 credit hours for work on a thesis or project. A third option for the M.A. program includes earning the degree by comprehensive examination. Comprehensive examination involves 36 credit hours of coursework.

The core courses for the MA degree include:
- C & J 500: Foundations of Communication Theory
- C & J 501: Foundations of Communication Research
- C & J 507: Quantitative Research methods

One other research methods course must be selected from the following:
- C & J 604: Qualitative Research Methods I (Field Research)
- C & J 605: Qualitative Research Methods II (Textual Analysis)
- C & J 606: Qualitative Methods Practicum
- C & J 607: Advanced Quantitative Research Methods
- C & J 609: Mixed Methods

In addition to the core courses, students must choose one topic or seminar class in their chosen disciplinary/creative area of interest. Elective courses include:
- C & J 506: Critical and Cultural Studies
- C & J 518: Subjectivities and Culture
- C & J 544: Seminar in Organizational Communication
- C & J 566: Mass Communication Theory
- C & J 567: Media Effect and Public Opinion
- C & J 593: Special Topics
- C & J 601: Theories of Communication
- C & J 602: Theorizing Culture

The student and the major advisor may design a program of studies in which work is done only in the major graduate unit, in the major and a minor graduate unit, or in the major and one or more related graduate units. The remaining 15 hours of coursework are electives that may be taken within or outside the Department. With advisor's approval, up to nine credit hours may be taken outside the Department to count toward the degree. If a student does not have an undergraduate degree in communication, the advisor usually recommends that the student take only three hours outside the Department. Coursework taken outside the Department generally should add up to a minor concentration in an area that will complement communication study and help the student complete a thesis or project. Up to 6 hours of electives may be taken in the area of independent study or special topics courses and only one in any given semester.
In order to enable instructors of graduate courses to assume that students already have a basic grounding in communication, students entering the M.A. program who do not have a

communication background may be required to take two undergraduate courses, specifically, C & J 300 (theory) and C & J 301 (methods) before being allowed to enroll in required courses. Generally, the M.A. Program Director makes this determination after a review of the student's application materials and/or a meeting with the student. These pre-requisite courses do not fulfill any of the graduate course requirements but are taken in addition to required M.A. credits. Students who have a Communication major from UNM or another institution will in most cases have completed most or all of the prerequisites.

All M.A. students who are teaching assistants are required to take TARC or I-TARC, a one-unit class pertaining to pedagogy and teaching. It is suggested that M.A. students take C & J 509/C & J 510 (Introduction to Graduate Studies). These credits may be counted toward the total number of credits required fro the degree. UNM requires that all requirements for the M.A. degree be completed within seven years prior to the granting of the degree. No coursework applied to the degree requires, including transferred work, may be more than seven years old at the time an M.A. degree is conferred.

Options: Thesis/Project/Comprehensive Exam
An M.A. student's graduate program culminates in the completion of a thesis or project or passing a comprehensive examination. The same high standards of methodological and theoretical quality are applied to both thesis and project. The choice of thesis or project option depends primarily on the particular student's particular interest, what kinds of questions or problems the student wishes to consider, and what kinds of outcomes the student anticipates from his/her efforts. The student's M.A. committee provides input and orientation related to the student's chosen option as well as a commitment to help the student achieve his/her academic goals. Although the number of students creating a master's project is increasing, the majority of M.A. students in the C & J Department elect to write a thesis as the capstone experience of their graduate work.

The choice of thesis, project, or comprehensive examination should take the following goals and characteristics of each into consideration:

M.A. Thesis
Goals
   a. To develop and test theories, models, concepts, and principles of communication for the purpose of answering questions.
   b. To provide general descriptions, explanations, and evaluations of communication phenomena within a subfield of study (i.e., theoretical, intercultural, mass communication).
   c. To bring the theoretical and methodological skills of the student to bear on the task of providing plausible answers to specific question in the field of human communication.

M.A. Project
Goals
   a. To identify and apply theories, models, concepts, and principles of communication for the purpose of solving problems.
   b. To assess the extent to which theories, models, concepts, and principles of communication may provide solutions to existing situations.
   c. By bringing the theoretical and methodological skills of the student to bear on the task of providing potential solutions to extant problems within an agency, group, or organization.

M.A. Comprehensive Examination
Goals
   a. To demonstrate general expertise in the communication field, and
   b. To demonstrate understanding of various theories and research methods.
   c. To provide general descriptions, explanations, and evaluations of communication theories, methods, and practices.
   d. Exam Overview: The exam involves written and oral components and includes four questions. The questions address required (theory and methods) and elective courses with at least one question from the student's area of concentration and two questions from required courses.

The comprehensive exam option requires the student to complete 36 credit hours of coursework. Any executions to these must be approved the Plan of Study Committee, the M.A. Director, and the Department Chair.

Methods and results of assessment of effectiveness of the program in meeting its objectives
The Department of Communication and Journalism has an acknowledged and long-standing reputation for outstanding educational experiences, and graduate students are an important part of such earned reputation. Many M.A. students participate as teachers and learners. This section reviews 8 areas of C & J M.A. student development:

   1. Educational and Service Programs
   2. Contributions of M.A. Students to Teaching, Research, and Service
   3. Selection of M.A. Students for Teaching, Research, and Service
   4. M.A. Student Mentoring, Training, and Compensation
   5. Evaluation of M.A. Student Performance
   6. M.A. Student Advisement
   7. Recognition of Teaching Excellence
   8. Extracurricular Department Activities for M.A. Students

1. Educational and Service Programs

The state of New Mexico, along with UNM and the Department of Communication and Journalism, provides a rich and accessible multicultural context for the advanced study of communication theories, processes, and applications. Students in the M.A. program complete course courses in communication theory, research and methodology, and select an area of concentration for focused study. The concentration may be intercultural communication, interpersonal communication, health communication, organizational communication, mass communication, strategic communication or rhetorical communication.

There are myriad ways in which the M.A. program enriches students' opportunities for research, teaching, learning and development. A research-focused program designed specifically for the graduate students is the Graduate Colloquium wherein M.A. students can and do present along with Ph.D. students. A program focusing on teaching is the Teaching Assistant Resource Center (TARC) which involves a one-credit, six-week graduate course on classroom teaching skills that is designed to assist the university's TA in developing their teaching talents. The ITARC course is designed specifically to meet the needs of international TAs. The Department of Communication and Journalism requires all of its TAs to enroll in this training in order to better serve the entire teaching and learning community. To help ensure high-quality teaching, graduate students are evaluated every semester by faculty who observe students teaching as well as review and assess the materials the graduate uses in their teaching.

To help advance UNM's and C & J's commitment to the recruitment and retention of students of color, during the academic year 2011-2012, Dr. Patricia Covarrubias led efforts toward the creation and institution of the UNM Graduate & Professional Student Academy sponsored by the Graduate Resource Center. This initiative provides additional support to the graduate and professional student community by making available resources, networks, and skills to students for the successful and timely completion of their academic degrees. Dr. Covarrubias took the lead in co-designing and co-teaching the Academy's first curriculum.

A program aimed at easing graduate students into the departmental graduate life is the "graduate buddy system." Upon acceptance into the program, graduate student are assigned a "buddy" or peer-mentor who helps welcome, orient, and offer support to the incoming student. Returning graduate students serve as "buddies" to incoming students.

A program that is more comprehensive in design is the C & J Graduate Orientation. This multi-day event includes information about graduate study in Communication, introductions of faculty and their research areas, discussion of possible teacher-student research collaboration, discussion of teaching assignments for TAs, and time for social interaction and for getting acquainted. These more relaxed opportunities for interacting take place on campus and often at the homes of faculty.

Another comprehensive activity is the CommGrads Association, which has sub-committees on teaching, research, and service projects that graduate students create and implement. It is routine for M.A. students to serve in leadership positions within the CommGrads Association. Finally, the CRRC is a program available to both graduate and undergraduate students as a dispute resolution resource.

Outcomes Assessment for M.A. students. In June 1998, the Department submitted an outcomes assessment report for the C & J Department's graduate program that specified learning goals and evidence of goal attainment. Four goals were identified: (1) Students learn to obtain, manage, and apply information; (2) Students learn to design and plan projects; (3) Students learn research and investigative skills, and; (4) Students lean critical thinking skills. Assessment of these goals is evidenced through development and completion of the M.A. thesis/Ph.D. dissertation to the satisfaction of the faculty committee. Other criteria to assess success are the timelines of degree completion. Formerly other criteria to assess success included the number of students who completed the thesis/dissertation with distinction; however, this option was eliminated during the academic year 2009-2010.

Outcomes assessment for M.A. students is discussed here with reference to completion of degree and an outcomes assessment plan. Degree completion records for M.A. students indicate consistent steady student progress through the program. In part, this steady progress in productivity is evidences by the quality and quantity of M.A. theses/projects completed at C & J. Below are some examples of faculty's noteworthy commitment to helping students achieve their academic goals.

Since 2002, Janet Cramer has Chaired M.A. committees culminating in the following theses: *Voices from a Sovereign Nation: Native American Experiences with the natural world and intercultural communication*, *Adult Children's Perceptions of Parent's Communication of Support*, *The L Word: Using Queer Theory to Unravel the Romantic Narratives in a Lesbian Soap Opera*, *Women's war stories: A narrative analysis*, *Drag Racing as Culture: A Marketing Analysis of Magazine Advertisements*, *Media Culture and the Construction of Relationship "Prizes" in Reality TV Romance Games: A Critical Discourse Analysis*.

Jan Schuetz directed the following theses: *Minority Students and Political Alienation: Using Presidential Debates as an Engagement Tool, An Exploration of Hegemeny in Organizational Communication, Internal Communication: A Case Study of a Merger in the Utility Industry, Exploring the Role of communication and Identity Negotiation Among Chinese Students at an American University, Host Family Communication as the Key to Successful Intercultural Student Exchanges, How Language Frames Attributions for School shootings; National Newspapers' Representations of Crises and Blame, Critical Analyses of Children's Cartoon Movies and Television: A Foundation for Media Literacy Conversations, Acculturative Experiences of*

German Sojourners on a southwestern Air Force Base, The 2008 YouTube election: New Media Effects on Civic Engagement and Top-Down Agenda Setting, Facing Defacement: Factors Influencing Indigenous Patients in provider-Patient Communication in Baja Verapaz, Guatemala. And she directed the following project: *A Model for Jury Consulting in Personal Injury Cases," "An Analysis of Media Channel Use in Intel International Companies.*

John Oetzel directed the following theses: *Using anxiety and uncertainty management theory to train international students on intercultural communication, The Influence of Space in Shaping Communication within an Organizational Setting: A Visual Ethnography of the Restaurant The Shed in Santa Fe, New Mexico, Sociodrama of Crisis and Renewal at Los Alamos, Mythmaking and Continental Imperatives in the African Renaissance Movement: A Rhetorical Treatise on the African Union, Conflict in the Workplace, Anglo-Mexican Intercultural Conflict: A Study of Mixed Couples in Guadalajara, Mexico, Leadership at all levels? A Critical Perspective on the Discourse of Leadership, Traditional Versus Online Instruction of Public Speaking, Teaching Spanish in the Workplace: A Manual for Third Culture Building. A case study of Welby Gardens in Denver, Colorado, Training International Students Using Intercultural Communication Theory, An Exploration of Hidden Transcripts Used in Oppositional Discursive Practices, A Sociocultural Analysis of Caregiver-Child Communication Interactions, Exploring the Dimensions of Organizational Assimilation: Creating and Validating a Communication Measure, The Funny Business: Effect of Humor on Information Retention,* and *Affective Learning, and Computer Self-Efficacy in Computer-Based Training,*

Moreover, John Oetzel engaged M.A. students in co-authorships for the following published peer-reviewed articles: *That Word, Cancer:" Breast Care Behavior of Hispanic Women in New Mexico, Hispanic Women's Preferences for Breast Health Information: Character Types and Subjective Cultural Influences for Communication Preferences, Employee Mistreatment and Muted Voices in the Culturally Diverse Workplace, Exploring the Dimensions of Organizational Assimilation: Creating and Validating a Measure, Interpersonal Conflict in Organizations: Explaining Conflict Styles Via Face-Negotiation Theory, Perception of Mistreatment and Responding to Mistreatment in the Culturally Diverse Organization, Face and Facework in Conflict: A Cross-Cultural Comparison of China, Germany, Japan, and the United States,* and *A Typology of Facework Behaviors in Conflicts with Best Friends and Relative Strangers.*

Newer faculty have continued C & J's collective commitment to helping advance students. For example Patricia Covarrubias has chaired the completion of two M.A. degrees by comprehensive examination and one thesis titled, *Borders, Bridges, and Beer: Performances of Cultural Identities in the Washington Birthday Celebration.* Tema Milstein chaired the completion of a thesis titled, *The Elusive End of the Rainbow: A (Queer) Rhetorical Analysis of Rainbow Sash Rhetoric.* Pamela Lutgen-Sandvik saw to the completion of *Decision Making, Cohesion, and*

Collaborative Communication in Members of Top-Management and Regular Teams and *Identification Rhetoric of a Megachurch and How that Rhetoric is Mirrored in Member Talk.*

2. Contributions of M.A. Students to Teaching, Research, and Service
Teaching. The contribution of M.A. students to the Department's teaching mission is important and valuable. Serving as TAs offers students the opportunity to learn how to teach and enhances their competitiveness on the job market. Additionally, the high number of classes that graduate students can teach facilitates recruitment of students to the program. A potential weakness of having M.A. students teach is the possible impact of the quality of instruction to undergraduate students.   To mitigate this concern, the Department assigns faculty members as supervisors of courses to oversee the teaching of graduate students as well as provide resources to help the student teach effectively. At the end of the school year, the Department acknowledges excellence in student teaching with the presentation of awards.

Research. M.A. students also are active in research activities with international, national, and regional organizations. For example, during the academic year 2010-2011 members of the M.A. cohort presented papers at the National Communication Association (NCA) Annual Convention; Western States Communication Association (WSCA); International Economics and Finance Society in China; Visual Communication Conference in Taos, New Mexico. One M.A. student also had a co-authored article accepted for publication in the *Journal of Health and Mass Communication*.

Service. M.A. students contribute significantly to the Department's service activities. Graduate students serve on Department committees (e.g., search committees, graduate committees, development committees), and a graduate representative participates in each faculty meeting. M.A. students, along with other graduate students, take the lead in organizing departmental colloquium series. Graduate students are instrumental to the success of our orientation program for new graduate students. Returning students help to welcome and socialize new graduate students, help organize graduate student office space, and help with the maintenance of the graduate student lounge.

3. Selection of M.A. Students for Teaching, Research, and Service
Teaching. Like all graduate students, M.A. students are selected as TAs on the basis of the following criteria: (1) background in communication; (2) prior teaching and/or leadership experience, and; (3) overall strength of their application (i.e., academic transcripts and letters of recommendation).

Research. Several faculty involve M.A. students in research projects. For example, with the first grant awarded by C & J's Institute for Communication, Culture, and Change, Patricia Covarrubias is working with several students on multiple research projects, including a project

dedicated to helping improve the communications skills of Latina women who are breast cancer survivors. Covarrubias also is leading a study on unexplored aspects of the intercultural concept of "face" as enacted by native Chinese interactants. Judith White currently is working with M.A. students with research into attitudes about binge drinking among undergraduate students as well as research about attitudes of medical students toward family-centered care. Tema Milstein led a project focusing on Hispanic environmental meaning systems.

Service. During the course of their graduate program, M.A. students are encouraged, invited, and/or appointed to service positions in the Department. Examples of service positions include membership on department or college committees, leadership and participation in the CommGrads Association, assistance with coordination of the Graduate Orientation, and involvement in community programs for needy families.

4. M.A. Student Mentoring, Training, and Compensation

M.A. students are mentored formally and informally throughout their graduate program. The formal avenues for mentoring, as noted above, include (1) the Graduate Student Orientation, which includes several days of introduction and interaction among faculty and graduate students, including returning graduate students; and (2) the TARC and ITARC programs that provide training and instruction in the art of teaching.

Informal mentoring occurs in one-to-one faculty-student interactions that occur in a research, teaching, and service context. For example, Jean Civikly Powell is the Director of the UNM Faculty Dispute Resolution Program in which several Communication graduate students are involved. Other faculty members provide mentoring to graduate students as they work on research projects and as they co-author conference papers and journal submissions. Further, TAs have regular meetings with faculty members who serve as course coordinators. Despite the faculty's extensive workloads and time constraints, they do their best to work with and mentor graduate students. In collaboration, faculty and graduate students continually seek and discuss ways for improving mentoring.

5. Evaluation of M.A. Student Performance

Criteria for good standing in the graduate program follow the guidelines set by the UNM Office of Graduate Studies. Students must maintain a GPA of 3.0.

During the academic year 2008-2009, the following rubric for M.A. performance was approved by C & J faculty. The rubric assesses M.A. student knowledge, skills, and responsibility with regard to research and teaching.

1. By the end of the program, M.A. students will make at least one professional presentation or disseminate a project through a professional local, regional, national, or international conference/forum.
2. Teaching assistants and graduate instructors will demonstrate the ability to design course content at the appropriate level.
3. Teaching assistants and graduate instructors will demonstrate their abilities to be effective instructors in the classroom.

Integrating the rubric items just described, the Department requires a comprehensive reporting of graduate student progress. Specially, per Departmental policy and with the help of faculty advisors, the M.A. Director, oversees, coalesces, and summarizes the results for the "Annual Graduate Student Cumulative Review." This review requires that all graduate students participate in the cumulative review procedure in order to continue to receive or be considered for funding for the following year and to retain their good standing in the program, which includes being able to defend the prospectus and dissertation.   The purpose of the Cumulative Review is to: provide information for annual graduate student award selection, assess each student's progress toward the degree, identify accomplishments and areas worthy of praise as well as areas in need of improvement, outline any unmet needs and concerns, and offer recommendations for ways the department can support student success in the program.

This review includes the following procedures:

Step 1: All graduate students must submit a Cumulative Review Form (see Appendix 3.c) by April 1ST to:
1. The Director of the graduate program (M.A., Ph.D.);
2. The Advisor of the Thesis-Dissertation (If the student has not selected an advisor, the director of the associated graduate program [M.A./Ph.D.] will act as the advisor);
3. The Members of the student's Plan of Studies/Comprehensive Exam/Thesis-Dissertation Committee (This does not apply to students who do not have the Plan of Studies Committee designated.)

Step 2: All graduate students will schedule a meeting with their advisor no later than April 30th to discuss the annual review.

Step 3. By May 15 of the spring semester each advisor will write a letter summarizing student's progress toward degree and outlining any concerns. Electronic copies of the letter will be sent to the: (a) Department chair, (b) Graduate program director (M.A./Ph.D.), and (c) graduate student. A written copy of the letter also will be placed in the student's permanent file.
It is recommended that faculty advisors, when meeting annually in the spring with their advisees to discuss the student's annual review, review the student's research goals, outline resources that

could be beneficial, and establish a schedule for upcoming conference presentations and publication submissions.

 Step 4. All students, upon successfully defending their thesis/dissertations, will participate in an Exit Interview with the director of the associated graduate program (M.A./Ph.D). The purpose of the exit interview is to the outcomes is to advance the outcomes assessment process and enact the Department's commitment to providing an optimum education to graduate students.

6. M.A. Student Advisement
The process for graduate student advisement has been developed over the years of the M.A. and Ph.D. programs. Directors of the M.A. program have served as accessible, attentive, and informative advisors who have worked diligently to foment mentoring relationships with M.A. students as they work progress through the various stages of their degrees. Advisors have worked closely with C & J staff, in particular the Academic Advisor or, as the position has been called since Summer 2010, the Program Advisement Coordinator. As the Department's first Program Advisement Coordinator, Gregoria Cavazos works with faculty and staff on campus to coordinate and administer records of each graduate student in a timely manner (i.e., managing student contracts or administering graduate comprehensive exams). When students have been accepted into the graduate program, the Program Advisement Coordinator becomes a gatekeeper for information on the program, upcoming events as the semester gets underway (e.g., orientation), and requests for information. The Program Advisement Coordinator also ensures that all incoming graduate students receive a copy of the C & J Graduate Student Handbook. The workload for the Program Advisement Coordinator includes the procession of application into the graduate programs, continued paperwork as students progress through the program (i.e., forms of advancement to candidacy), and ongoing contact tithe the M.A. Director and students.

7. Recognition of Teaching Excellence
The Department of Communication and Journalism enjoys a long history of teaching excellence by its faculty and graduate teaching assistants. Over the years, C & J faculty have been recognized as UNM Outstanding Teachers of the Year. In acknowledgement of their excellence as teachers, students and departmental citizens, in Spring 2011, two M.A. students tied for the "Outstanding Grad Student Award," which is presented to M.A. and Ph.D. students.

Another important component of the M.A. program is experiential fieldwork in the Southwest that provide additional experiences in intercultural interaction. In recent years, M.A. students have increasingly engaged research pertaining to border issues affecting the United States and Mexico. Other fieldwork has involved trips to the Navajo Reservation for the purpose of studying media trends.

Departmental social activities include an annual fall party (usually hosted at the home of a faculty member), Fall Ball, Spring Fling, and holiday get-togethers. As Director of the M.A. program, Patricia Covarrubias hosted an annual *Día De Los Muertos* potluck for in her home wherein M.A. students participated in crafting Mexican sugar skulls and in discussions about intercultural traditions. The school year culminates with a Departmental graduation ceremony.

Degree Programs and Curricula: Doctoral Program Communication

a. Educational objectives

Doctoral study in the Department of Communication and Journalism aims to prepare students to become scholars and professional who are conversant with one or more areas in the field of communication. Department faculty offer courses in theory and research methods and content-specific courses in intercultural communication, health communication, and mass communication. Because of the wide diversity of disciplinary approaches represented in the department, the doctoral program is open to students with undergraduate and graduate (i.e., Master's level) preparation in communication, journalism, the humanities, the social sciences, and other fields related to the study of human communication.

The focus on the role of culture and change in communication makes our doctoral program distinctive. We define culture broadly as pertaining not only to social and psychological orientations held by particular groups, but also emergent identities; discursive practices and norms; artistic and mediated forms; locations of speaking, acting, and producing meaning; organizational systems; and institutional structures. We view culture as socially constructed and structurally produced and, therefore, a factor that is influential across all communication contexts.

The Ph.D. program features culture and communication applied to three areas of concentration: intercultural communication, health communication, and mass communication. The doctoral program is designed to prepare individuals for university teaching, research positions, or positions in the private or public sectors that require the ability to conduct research in applied contexts. Earning a Ph.D. at UNM requires 48 credits of coursework. Academic requirements for the Ph.D. in Communication consist of intensive course work, research, and professional development. The doctoral degree requires a minimum of 48 graduate credit hours, with at least 36 graduate credit hours of course work beyond the Master's degree.

After students finish their course work, they take comprehensive exams. Passing comprehensive exams advances students to ABD (all but dissertation) status. Upon passing exams, students begin work on a research prospectus that narrows and focuses their particular research interests and outlines their plans for studying a specific topic of interest. Students meet with their committees to defend their prospectus, after which they begin independent research on their

dissertation projects. Upon research project completion and successful defense, students earn a Doctor of Philosophy in Communication.

b. Methods and results of assessment of the effectiveness of the program in meeting its educational objectives

<center>Methods of Assessment</center>

Strategic Plan's Outcome Measures, Ph.D. Program

The Graduate Committees in collaboration with the departmental faculty developed a Strategic Plan, part of which is the Graduate Student Outcome evaluation. The department annually assesses the graduate program and its progress toward key educational objectives. Faculty assess the overall focus and direction of the graduate programs, both M.A. and Ph.D., every three years. The latest department review of graduate programs, including the development of key outcome educational objectives, occurred in 2008. (Appendix 3.a: "Graduate Programs Assessment Retreat & Summary of Curriculum and Policy Decisions & Work in Progress" provides an overview of the issues addressed in a series of meetings on key issues related to focus, direction, and outcomes.)

More specifically, the faculty involved in the graduate program met for a full day retreat in January 2009 to revise and develop formal assessment criteria for the revised graduate programs. The procedures and timeline for analyzing data related to doctoral research presentations and teaching effectiveness were discussed and subsequently approved by the full faculty. We began collecting required data April – June 2009. The report, which included recommendations, was presented at the annual fall faculty retreat in August 2009. At that time the report and recommendations, as well as the results of curriculum revision, revised program requirements, and proposals for new courses, were discussed and all changes to the program discussed, refined, and approved.

Data Collection for Outcomes

Generally, data are collected every semester (teaching observations), at the end of the doctoral student's first year (research colloquium, IDEA forms) and annually (Graduate Student Cumulative Review; time to completion of degree statistics). The doctoral director tracks student progress on a regular basis, completes annual evaluation of progress toward Student Learning Objectives (SLOs), and conducts a formal assessment of the program every three years. In addition to the research study presentation, time to degree data, the department will also collect the following: (a) placement data about students after graduation; (b) advising loads of faculty; (c) views of graduate students about the program, and (d) follow-up survey of alumni.

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The following outlines the Key Student Learning Outcomes and, for each of these, the Formal Goal, Method of Evaluating, and Criteria (Objective) for success. The result of this ongoing assessment is detailed in "3. Student Performance Measures."

Learning Goal A: PhD research
Research SLO A.1: Conference-like paper presentation

Formal Goal: "By the end of the first year, Ph.D. students will present a research manuscript that reflects disciplinary standards at a C & J Department colloquium."

Research goals for Ph.D. students include learning how to present and then presenting conference papers, starting first in doctoral students' second semester. This initial paper is the product of the Introduction to Graduate Studies course. The key objectives of this course include, but are not limited to, the following that focus on research and writing and presenting research studies:

1. To become familiar with Institutional Review Board ethical standards and where appropriate, complete an application for UNM approval of research involving human subjects
2. To develop or reinforce strong research presentation skills by participating in a research symposium with faculty rater/respondents
3. To recommend strategies for effectively engaging different academic conference experiences
4. To provide structured, facilitated support for increasing research writing excellence through sharing papers, offering supportive critique to classmates' writing, and learning to edit and rewrite sections to construct a persuasive rhetorical argument.
5. To produce a research manuscript that is ready to submit for publication through systematically drafting and editing each section of the paper, including:
   a. Literature review, synthesis and critique
   b. Problem statement and rationale
   c. Theoretical background and positioning
   d. Methodologies/approach to communicative text
   e. Analysis/results
   f. Implications & conclusions
   g. Flow and cohesiveness of overarching rhetorical argument
6. To develop strategies for publication including:
   a. Moving course papers to conference papers & where/how to submit conference papers for publication
   b. Moving conference papers to published article including how to successfully respond to "revise and resubmit" reviews

In this course, second-semester doctoral students engage in Writing Teams comprised of the doctoral student, course instructor, a faculty member with expertise in their research area, and another doctoral student from the class. The subject matter in Writing Teams is a paper students have chosen from one of their completed first-semester courses (or M.A. program) on which they wish to work and move toward conference-level quality. (Students cannot use a paper that is simultaneously in progress in a different course.)

Students polish their papers before presenting papers to their Writing Teams and then receive feedback from three different reviewers (i.e., team members). Based on feedback, students revise their manuscripts, and the instructor reviews revisions and provides further feedback. Through this iterative process, students polish course papers and bring them to conference-level quality. The capstone project is the Graduate Student Colloquium, which is the last colloquium in the department's Colloquium Series (a series of guest speakers that visit across the academic year). The instructor provides students with the "Ph.D. Student Research Colloquium Presentation Rubric" so they understand expectations for their final paper presentations and also provides the rubric to evaluating faculty.

Method of Evaluating: Student papers are organized into two panels, and each panel has three faculty members who rate, review, and ask for feedback from authors. The panels are designed as closely as possible so that they replicate an actual conference experience. Faculty rate the panel presentations using a rubric designed specifically for this purpose. Appendix 3.b includes the Ph.D. Student Research Colloquium Presentation Rubric and the Assessment of Graduate Research Colloquium, the form faculty use to record their ratings and feedback. To provide students with timely feedback about their performance, the instructor provides copies of each student's completed assessments to the student within 7 days of the colloquium presentation.

Criteria (Objective): The direct measure for this goal is "Annually, at the end of spring semester, a minimum of three C & J faculty members will evaluate the quality of the research manuscript and colloquium presentation of graduate students." The criteria for success to determine the effectiveness of the program in meeting this educational objectives is "The overall mean score of all first year Ph.D. students as measured by the seven items on the rubric, will be at least a 3 (based on the 5 point scales.)"

Research SLO A.2: Conference paper presentations

Formal Goal: "By the end of the program, Ph.D. students will have presented at least two research manuscripts that are peer reviewed at professional, local, regional, national, or international conferences."

Faculty work closely with graduate students in graduate classes and after classes are completed to revise course papers and submit them at conferences. The department also maintains a

competitive travel fund for graduate students who are presenting at conferences, giving preference to students with top papers or those with two or more presentations (2 + papers, panels, or 1 paper and 1 service commitment, etc.). Faculty also encourage students to extend course papers (e.g., collect additional data, conduct more sophisticated data analyses, co-author with someone who has publishing expertise, etc.) in independent studies or over summer and winter breaks so that they are conference-quality manuscripts. In this regard, faculty are open to student invitation to co-author or co-present their papers at conferences as a means of bridging the time between co-authoring and solo-authoring conference papers.

In addition to the in-house colloquium presentation, the Introduction to Graduate Studies course offers a series of faculty and guest speaker panels regarding issues crucial to success at the doctoral level. One of these panels is "Submitting and Presenting Conference Papers." In this panel faculty instruct students what to expect, how to choose the proper division or interest group for their work, and how to present in an engaging manner.

Method of Evaluating: At the end of each year, graduate students complete a Graduate Student Cumulative Review Form (see Appendix 3.c for Graduate Student Cumulative Review for form and associated policy). In this evaluation, student document their research, teaching, and service. The Ph.D. Committee reviews the forms and CVs for of 3rd or 4th-year (which ever represents students' final year) Ph.D. students and counts the number of research manuscripts presented at state, regional, national, and international conferences.

Criteria (Objective): We measure success at meeting this educational goal with the following criteria: 90% of 3rd or 4th-year (which ever represents students' final year) Ph.D. students who turn in their annual reviews will meet the requirement of presenting two research manuscripts by the end of their program.

Research SLO A.3: Manuscript Publication

Formal Goal: By the end of the program Ph.D. students should have at least one peer-reviewed manuscript accepted for publication (or published).

Faculty members encourage students to extend conference papers (e.g., collect additional data, conduct more sophisticated data analyses, co-author with someone who has publishing expertise, etc.) in independent studies or over summer and winter breaks so that they are publication-quality manuscripts. In this regard, faculty members work closely with graduate students after conference presentations, especially when students have won top-paper awards and in cases where student research is rigorous and academically valuable, to determine appropriate outlets (journals, book chapters, monograph special issues, etc.) for student work. Faculty encourage students to review a number of appropriate journals by reading two or three recent issues of each

journal. When students have chosen potential journals, faculty work closely with them to revise conference papers so that they are tailored to the chosen outlet and go through the (mostly online) submission process to be considered for publication. As with conference papers, faculty are open to student invitations to co-author as a means of bridging the time between co-authoring and solo-authoring published manuscripts.

As with presenting conference papers, an aspect of The Introduction to Graduate Studies course is a two-part panel of faculty and guest speakers focusing on research writing and publication. This two part panel includes Publishing 1: Moving class paper to conference paper to publication, selecting the appropriate publication, ranking of journals, books versus journals and Publishing 2: Responding to "revise and resubmit" and rejection responses, crafting the letter to accompany a revised manuscript, planning overall research program and publication strategies for grad school and beyond. This two-part workshop prepares students for the publishing process, especially dealing with rejection, revising according to the rejecting editor's comments, and responding to various requests for revise and resubmit.

Method of Evaluating: At the end of each year, graduate students complete a Graduate Student Cumulative Review Form and send their CVs to the doctoral director. In the cumulative evaluation, student document their research, teaching, and service. The Ph.D. Committee reviews the evaluations and CVs of of 3rd or 4th-year (which ever represents students' final year) Ph.D. students and counts the number of manuscripts accepted for publication (or published).

Criteria (Objective): 50% of final-year Ph.D. students will have at least two manuscripts accepted for publication, 75% of final-year Ph.D. students will have at least one manuscript accepted for publication.

Learning Goal B: Teaching Effectiveness
SLO B.1 Design Course Content

Formal Goal: Graduate student teaching assistants and graduate instructors will design course content at the appropriate level.

Method of Evaluating: (Direct Measure #1) Faculty completing teaching observations of graduate student teaching assistants will complete the Rubric for Teaching Observation Assessment form. These forms will be submitted to the Ph.D. graduate program director, who will calculate the cumulative average of the Course Content section for teaching assistants. (Direct Measure #2) IDEA averages for Progress on Relevant Objectives will be compiled from all Ph.D. students on an annual basis in the spring for all graduate student teaching assistants and instructors.

Criteria (Objective): (Direct Measure #1) Ninety % of graduate students will earn the equivalent of "B" or better on the Course Content section of the rubric. (Direct Measure #2) From Summary Evaluation section of IDEA, the overall mean ratings for Progress on Relevant Objectives will be at or above a rating of 3 on a 5-point scale.

SLO B.2 Effective Classroom Skills

Formal Goal: Graduate students who have teaching assignments will demonstrate their abilities to be effective classroom instructors.

Method of Evaluating: (Direct Measure 1) Faculty completing teaching observations of graduate student teaching assistants will complete the Rubric for Teaching Observation Assessment form (see Appendix 3.d.) These forms will be submitted to the Ph.D. graduate program director, who will calculate the cumulative average of the Effective Instruction section for teaching assistants. (Direct Measure 2) IDEA averages for the Summary Evaluation scores Excellent Teacher and Excellent Course will be compiled on an annual basis in the spring for all graduate student teaching assistants and instructors.

Criteria (Objective): (Direct Measure 1) Ninety % of graduate students will earn the equivalent of "B" or better on Effective Instruction section the rubric. (Direct Measure 2) From Summary Evaluation section of IDEA, scores for Excellent Teacher and Excellent Course will be at or above a rating of 3 on a 5-point scale.

Learning Goal C: Timely Degree Completion
SLO C Timely Degree Completion

Formal Goal: Ph.D. students will complete their degree in a timely manner (4-5 years on average).

Method of Evaluating: The Advisement Coordinator will maintain a matrix of students' entry and degree completion semester/year. This staff person will update the matrix each fall (for students graduating up to following summer) and forward the matrix to the Ph.D. Program Director for inclusion in end-of-the year outcome assessment.

Criteria (Objective): Mean rating of all students' time to completion of degree will be less than or equal to 5 years.

Results of Assessment

Learning Goal A: Ph.D. research				
SLO A.1: By the end of the first year, Ph.D. students will present a research manuscript that reflects disciplinary standards at a C & J department colloquium. (Cumulative averages)		AY 2008-2009	AY 2009-2010	AY 2010-2011
Direct Measure: Annually, at the end of spring semester, a minimum of three C & J faculty members will evaluate the quality of the research manuscript and colloquium presentation of graduate student.	Criteria for success: The overall mean score of all first year Ph.D. students as measured by the seven items on the rubric, will be at least a 3 (based on the 5 point scales.)	8 students presented manuscripts in colloquium, 4 faculty members evaluated presentations Criteria: Mean score 3.64 out of 5.	10 students presented manuscripts in colloquium 3 faculty members evaluated presentations (total 6 involved faculty, 3 for each of 2 panels) Criteria: Mean score 3.9 out of 5	10 students presented manuscripts in colloquium 3 faculty members evaluated presentations Criteria: Mean score 4.0 out of 5
Recommendations:				

SLO A.2: By the end of the program, Ph.D. students will have presented at least two research manuscripts that are peer reviewed at professional, local, regional, national, or international conferences. (Cumulative average)		AY 2008-2009	AY 2009-2010	AY 2010-2011
Indirect Measure: The Ph.D. Committee will review Graduate Student Cumulative Reviews (or CVs) of 3rd or 4th-year Ph.D. students and count the number of research manuscripts presented.	Criteria for success: 90% of 3rd or 4th-year Ph.D. students who turn in their annual reviews will meet the requirement of presenting two research manuscripts by the end of their program. (Cumulative average)	(Note: Annual Review form instructions unclear re conference presentations); of 11 students in 3rd or 4th year in spring 2009, 8 presented research papers Criteria: 73% of those evaluated presented two research manuscripts by the end of their programs	Of the eleven 3rd and 4th-year students in spring 2010, 8 provided CVs or Cumulative Evaluations Of these 8, all presented 2+ conference papers Criteria: 100% of those evaluated presented two research manuscripts by the end of their programs	Of the 7, 3rd and 4th-year students in spring 2010, 5 provided Cumulative Evaluations. Of these 5, none presented 2+ conference papers (2 presented 1 paper each) Criteria: 0% of those evaluated presented two research manuscripts by the end of their programs (40% presented 1 manuscript)

SLO A.3: By the end of the program Ph.D. students should have at least one peer-reviewed manuscript accepted for publication.		AY 2008-2009	AY 2009-2010	AY 2010-2011
Indirect Measure: The Ph.D. Committee reviews Grad Student Cumulative Reviews of 3rd or 4th-year Ph.D. students and counts the number of manuscripts accepted for publication).	Criteria for success: 50% of final-year Ph.D. students will have at least two manuscripts accepted for publication, 75% of final year Ph.D. students will have at least one manuscript accepted for publication.	6 students were at the end of their program in spring of 2009. Of these, 3 had one manuscript accepted and 1 had 3 manuscripts accepted. Criteria 1: 33% of final year Ph.D. students had at least 2 manuscripts accepted for publication Criteria 2: 100% of final-year Ph.D. students had at least 1 manuscript accepted for publication	5 students were at the end of their programs, 5 had manuscripts accepted. Criteria 1:80% of final-year Ph.D. students had at least two manuscripts accepted for publication Criteria 2: 100% of final Year Ph.D. students had at least 1 manuscript accepted for publication	4 students were at the end of their programs, 3 had manuscripts accepted (1 each) Criteria 1: 0% of final-year Ph.D. students had at least two manuscripts accepted for publication. Criteria 2: 75% of final-year Ph.D. students had at least 1 manuscript accepted for publication

Learning Goal B: Teaching Effectiveness		AY 2008-2009	AY 2009-2010	AY 2010-2011
SLO B1: Graduate student teaching assistants and graduate instructors will design course content at the appropriate level.				
Direct Measure 1: Faculty completing teaching observations of graduate student teaching assistants will complete the Rubric for Teaching Observation Assessment form. These forms will be submitted to the Ph.D. graduate program director, who will calculate the cumulative average of the Course Content section for teaching assistants.	Criteria for success: 90% of graduate students will earn the equivalent of "B" or better on the Course Content section of the rubric.	Measure of Learning Goal B: Teaching Effectiveness postponed until spring, 2010 due to confusion regarding evaluation of student teaching	19 graduate student evaluations were completed with the Rubric for Evaluating Graduate Student Teaching Assistant Course Content. Criteria: Of these 19, 100% earned the equivalent of "B" or better on the Course Content section of the rubric (81.7%).	16 Ph.D. student evaluations were completed with the Rubric for Evaluating Graduate Student Teaching Assistant Course Content. Criteria: Of these 16, 100% earned the equivalent of "B" or better on the Course Content section of the rubric (87.6%).
Direct Measure 2: IDEA averages for Progress on Relevant Objectives will be compiled from all Ph.D. students on an annual basis in the spring for all graduate student teaching assistants and instructors.	Criteria for success: From Summary Evaluation section of IDEA, the overall mean ratings for Progress on Relevant Objectives will be at or above a rating of 3 on a 5-point scale.	Using ICES (criterion: at or above 4 on 6-point scale) Criteria: Student ICES mean score for course content 4.92 out of 6 Mean score for overall course 4.88 out of 6. (# of TAs evaluated unavailable)	16 Ph.D. students provided IDEA scores Criteria: Student IDEA mean score was 3.76 out of a 5-point scale for Progress on Relevant Objectives scores	20 Ph.D. students provided IDEA Scores Criteria: Student IDEA mean score was 4.2 out of a 5-point scale for Progress on Relevant Objectives scores.

SLO B.2. Graduate students who have teaching assignments will demonstrate their abilities to be effective classroom instructors.		AY 2008-2009	AY 2009-2010	AY 2010-2011
Direct Measure 1: Faculty completing teaching observations of graduate student teaching assistants will complete the Rubric for Teaching Observation Assessment form. These forms will be submitted to the Ph.D. graduate program director, who will calculate the cumulative average of the Effective Instruction section for teaching assistants.	Criteria for success: 90% of graduate students will earn the equivalent of "B" or better on Effective Instruction section the rubric.	Measure of Learning Goal B: Teaching Effectiveness postponed until spring, 2010 due to confusion regarding evaluation of student teaching	19 graduate student evaluations were completed with the Rubric for Evaluating Graduate Student Teaching Assistant Course Content. Criteria: Of these 19, 100% earned the equivalent of "B" or better on the Effective Instruction section of the rubric (84.3%).	16 PhD student evaluations were completed with the Rubric for Evaluating Graduate Student Teaching Assistant Course Content. Criteria: Of these 16, 100% earned the equivalent of "B" or better on the Effective Instruction section of the rubric (86.2%).
Direct Measure 2: IDEA averages for the Summary Evaluation scores Excellent Teacher and Excellent Course will be compiled on an annual basis in the spring for all graduate student teaching assistants and instructors.	Criteria for success: From Summary Evaluation section of IDEA, scores for Excellent Teacher and Excellent Course will be at or above a rating of 3 on a 5-point scale.	Using ICES (criterion: at or above 4 on 6-point scale) Criteria: Student ICES mean score 5.14 out of 6 (# of TAs evaluated unavailable)	16 PhD students provided IDEA scores Criteria: Student IDEA mean score was 3.81 out of a 5-point scale for averaged Excellent Teacher and Excellent Course scores.	20 PhD students provided IDEA Scores Criteria: Student IDEA mean score was 4.4 out of a 5-point scale for averaged Excellent Teacher and Excellent Course scores.

Learning Goal C: Timely Degree Completion SLO C.1: Ph.D. students will complete their degree in a timely manner (4-5 years on average).		AY 2008-2009	AY 2009-2010	AY 2010-2011
Direct Measure: A matrix of time to completion of degree for all Ph.D. students in the program will be updated on an annual basis each fall.	Criteria for success: Mean rating of all students' time to completion of degree will be less than or equal to 5 years.	4.68 years	4.66 years	4.58 years

c. Changes that have occurred and that are planned based on the results of those assessments

Over the summer, the Ph.D. Program Director completes the formal assessment of all SLOs including actions taken in response to the previous year's recommendations and recommendations for the upcoming year. The following documents these for each of the Student Learning Outcomes.

SLO	AY 2008-2009 Recommendations	Follow-up Actions in 2009-2010
SLO A.1 2008-2009 Wording: By the end of the first year, Ph.D. students will present a research manuscript that reflects disciplinary standards at a C & J department colloquium. (Cumulative averages) Direct Measure: Annually, at the end of spring semester, a minimum of three C & J faculty members will evaluate the quality of the research manuscript and colloquium presentation by a rubric (See colloquium research presentation rubric in Appendix A.) <u>Criteria for success</u>: The overall mean score of all first year Ph.D. students as measured by the seven items on the rubric, will be at least a 3 (based on the 5 point scales.)	1. The rubric for evaluating research study presentations will be distributed and discussed with first year Ph.D. students in the Introduction to Graduate Studies (CJ509/510) course and also be shared with all members of the Writing Team. 2. Copies of the rating forms used by the faculty reviewers will be returned to the students as soon as possible after the colloquium. 3. When returning the rating forms to students who have presented their work, the Director of the Ph.D. Program will advise them to: (a) meet with the faculty member from their writing team in the spring to discuss how best to move the research study to publication, and (b) meet with their advisor or the Director of the Ph.D. Program to discuss the evaluation forms and specific strategies to improve conference presentations of their work. This is particularly important for any student earning an overall average performance score of below 3. 4. We recommend that the colloquium be scheduled for three hours. 5. We recommend that this colloquium be given priority so that it is the only research colloquium scheduled for the week and multiple announcements to be sent to faculty and graduate students inviting their attendance.	1. In 2009-2010 rubric distributed and discussed in C & J 509/510. Students encouraged to bring to Writing Teams. 2. In 2009 students received feedback 4 weeks after colloquium; 509/510 instructor summarized all comments and ratings and sent summaries to students. To speed up feedback process, in 2010 instructor copied all feedback forms for each student and returned these forms to students within 7 days. 3. All students, regardless of rating, were encouraged to meet with Writing Team faculty member and advisor for advice on improving manuscript. 4. Colloquium was part of the colloquium series and presented in two panels of 4 papers each. Colloquium was 3 hours in length. 5. Discussed coordinating 510 colloquium with the colloquium series committee so that these would not overlap; subsequently the colloquium series committee chair scheduled student colloquium as a distinct set of panels within the overall series in 2009-2010

Student Learning Outcome	AY 2008-2009 Recommendations	Follow-up Actions in 2009-2010
SLO A.2: By the end of the program, Ph.D. students will present at least two research manuscripts that are peer reviewed at professional, local, regional, national, or international conferences. (Cumulative average) Indirect Measure: Each spring, the Ph.D. Committee will review annual reports submitted by 2nd, 3rd and 4th year Ph.D. students and count the number of research manuscripts presented. <u>Criteria for success:</u> 90% of Ph.D. students who turn in their annual reviews will meet the requirement of presenting two research manuscripts by the end of their program. (Cumulative average)	1. We recommend that the Director of the Ph.D. program review expectations for conference presentations and publications for first year students during fall Orientation and Advisement. 2. We recommend that the 509/510 (Introduction to Graduate Studies seminar) include workshops on conference presentations. 3. Continue 509/510 course requirement for first year Ph.D. students of working with a writing team to complete and polish a paper for conference and/or publication submission. 4. We recommend that faculty advisors, when meeting annually in the spring with their advisees to discuss the student's annual review, review the student's research goals, outline resources that could be beneficial, and establish a schedule for upcoming conference presentations and publication submissions. 5. We recommend that each student's Plan of Studies Committee review and offer ideas to support the student's research goals, conference presentations, and publication submissions. 6. We recommend that the Ph.D. Annual Review Form be revised to request CUMULATIVE information about conference presentations.	1. Ph.D. Director reviewed expectations at incoming Ph.D. dinner in August 2009. 2. Ph.D. Director included panel of faculty who described and instructed students on how best to present at conferences in schedule of spring 2010 workshops. 3. 509/510 instructor continued course requirement for first year Ph.D. students of working with a writing team 4. Ph.D. Director added this verbiage to Student Cumulative Review form in September, 2009 after change was approved by faculty; distributed policy/form to faculty in mid-March, 2010 as reviews are due 4/1 each year. 5. Rather than POS committee, this action was carried out by advisors primarily and also by faculty teaching students by encouraging them to move class papers forward. In some cases faculty members worked with students beyond class as co-authors. 6. Ph.D. Director revised annual grad student evaluation to read "cumulative" so that evaluations showed all work to date. Completed this change in September 2009.

Student Learning Outcome	AY 2008-2009 Recommendations	Follow-up Actions in 2009-2010
SLO A.3: By the end of the program Ph.D. students should have at least one peer-reviewed manuscript accepted for publication. Indirect Measure: The Ph.D. Committee will review annual reports and the Graduate Programs Brochure for the manuscripts submitted for publication by 2nd, 3rd and 4th year Ph.D. students and count the number of manuscripts accepted for publication. Criteria for success: 50% of Ph.D. students at the end of their 3rd or 4th year will have at least two manuscripts accepted for publication, and 75% of Ph.D. students will have at least one manuscript accepted for publication.	1. The Ph.D. Committee recommends that the faculty discuss the assessment criteria and expectations for publications by Ph.D. students, as well as how to support students in their publishing efforts at the Faculty Retreat in fall, 2009. 2. We recommend that the Director of the Ph.D. program review expectations for publications with first year students during fall Orientation and Advisement. 3. We recommend that the 509/510 (Introduction to Graduate Studies seminar) include workshops on publishing in the Communication field 4. Continue 509/510 course requirement for first year Ph.D. students of working with a writing team to complete and polish a paper for conference and/or publication submission. 5. We recommend that faculty advisors, when meeting annually in the spring with their advisees to discuss the student's annual review form, review the student's research goals, outline resources that could be beneficial, and establish a schedule for upcoming publication submissions. 6. We recommend that Plan of Studies Committees review, offer ideas for support, and discuss each Ph.D. student's research goals, conference presentations, and publication submissions.	1. Ph.D. Director explained in depth the expectation that students publish as secondary (to degree requirements) goals. This was done at the incoming Ph.D. dinner in August 2009. 2. Ph.D. Director completed this overview of publishing expectations at the incoming Ph.D. dinner in August 2009. 3. Ph.D. Director included panel of faculty who described and instructed students on how best to publish in the communication field in schedule of spring 2010 workshops. 4. Continued this requirement. 5. Ph.D. Director added this verbiage to Student Cumulative Review form in September 2009 and distributed policy/form to faculty in mid-March as reviews are due 4/1 each year. 6. As with conference papers, rather than POS committee, this action was carried out by advisors primarily and also by faculty teaching students by encouraging them to move class papers forward. In some cases faculty members worked with students beyond class as co-authors.

Student Learning Outcome	AY 2008-2009 Recommendations	Follow-up Actions in 2009-2010
SLO B1: Graduate student teaching assistants and graduate instructors will design course content at the appropriate level Direct Measure 1: 1. Review teaching observation letters according to Rubric for Evaluating Graduate Student Teaching Assistant Course Content. 2. Teaching observation letters will constitute population from which random sample drawn, weighted to include lower division and upper division courses, will be selected and graduate program directors will de-identify information in the letters. 3. The M.A. and Ph.D. committees (respectively) will apply the rubric to the sample of letters for the M.A. or Ph.D. students. Criteria for success: Using the mean rating of the three evaluators, 90% of graduate students must earn the equivalent of "B" or better on the rubric. Direct Measure 2: IDEA averages on the overall ratings for content and course will be compiled on an annual basis in the spring for all graduate student teaching assistants and instructors. Criteria for success: For both items, the overall mean ratings will be at or above a rating of 3 on a 5-point scale.	1. We recommend that the standard assessment form for teaching observations, approved Spring 09, distributed by the Chair, and utilized by faculty members for observations beginning in the fall, 2009. Teaching observations from fall 09 and spring 10 will be assessed based on this rubric and reported at the end of Spring 2010 according to the procedures described above.	1. Ph.D. Director discussed standardized rubric at faculty retreat in August 2009 and distributed new rubric in September 2009 to all faculty and course coordinators. 2. Recommendation: Rather than this process, in 2010 the Ph.D. Director recommended that outcome measures use the teaching rubric that faculty completed during the observation that accompanied letters. That is, rather than look for rubric issues in letters, actually use the rubric evaluators already completed. ▪ Change approved, incorporated into 2010 end year report.

Student Learning Outcome	AY 2008-2009 Recommendations	Follow-up Actions in 2009-2010
SLO B2: Graduate students who have teaching assignments will demonstrate their abilities to be effective classroom instructors. Direct Measure 1: IDEA averages on the overall ratings for instructor will be compiled on an annual basis in the spring for all graduate student teaching assistants and instructors. Direct Measure 2: 1. Review teaching observation letters according to Rubric for Evaluating Graduate Student Teaching Assistant Course Content. 2. Teaching observation letters will constitute population from which random sample drawn, weighted to include lower division and upper division courses, will be selected and graduate program directors will de-identify information in the letters. 3. The M.A. and Ph.D. committees (respectively) will apply the rubric to the sample of letters for the M.A. or Ph.D. students. Criteria for success: Using the mean rating of the three evaluators, 90% of graduate students must earn the equivalent of "B" or better on the rubric.	Given the strong performance of the graduate teachers, we recommend continuing: 1. The current procedure of all graduate teaching assistants and instructors working with a faculty course supervisor 2. The requirement of the C & J three-day teaching orientation training program for all new teaching assistants, and 3. The requirement of all new teaching assistants to complete TARC or I-TARC.	Practices continued into 2009-2010 AY.

d. Collaborations with other UNM academic units leading to degree/certificate completion (i.e. interdisciplinary, cross-disciplinary, and multidisciplinary courses and programs)

The doctoral program currently has no formal collaborative Ph.D. programs with other UNM academic units, although some doctoral students concurrently seek certificates in other programs (e.g., Women's Studies). Additionally, a graduate certificate program is under development in the Interdisciplinary Film and Digital Media unit. When these plans are finalized, C & J will

partner with IFDM in awarding this credential to our growing numbers of M.A. and Ph.D. students interested in media, mass communication, and digital communication.

e. Extracurricular activities (such as colloquia, conferences, speaker series, performances, etc.) related to the program's educational objectives

As noted in Student Learning Outcome A.1. Conference-Like Paper Presentation, at the end of each academic year, Ph.D. students present papers in a conference-format presentation. Additionally, the Department organizes and hosts an ongoing Colloquia Series of speakers that are open to faculty and students. Presenters in this series include invited scholars, both national and international. Occasionally, one of the Department's faculty presents a promising new line of study. The Colloquia Committee, a faculty-led committee formed at the beginning of each year, includes at least two faculty members and one or two graduate students. Committee members meet early in the AY to plan for the upcoming Colloquia Series. Included in the series as the last colloquium of the year is the Ph.D. Student Colloquia detailed above in "2. Learning Outcomes, Student Learning Outcome A.1. Conference-Like Paper Presentation."

3. Student Performance Measures

a. Learning objectives for the unit's programs (i.e., what the unit expects graduates to know and be able to do upon completion of each program)

The Ph.D. learning objectives are detailed above in the section: *Doctoral Program Communication, 2. Learning Objectives.*

b. How does each program track students' achievement of these outcomes?

Tracking Progress: The Student Learning Outcomes have been detailed in section 2. Learning Outcomes. The Department tracks achievement of these outcomes as follows: Data are collected every semester (teaching observations), at the end of the doctoral student's first year (research colloquium) and annually (annual review and time to completion of degree statistics by Ph.D. committee). The Ph.D. Program Director, in collaboration with Faculty Advisors, track individual students on a regular basis, but a formal assessment of the program is conducted every three years. In addition to the research study presentation, time to degree data, the department also collects (a) placement data about students after graduation; (b) advising loads of faculty; and (c) views of graduate students about the program.

A report of results of assessment data along with recommendations is presented at the annual fall faculty retreat. At this time, necessary remediation steps are discussed for the SLOs that are not satisfactory. As part of the report, faculty reassess the SLOs and the manner in which we address

the SLOs in the curriculum through a curriculum review. Appropriate changes to curriculum and instruction are made based on the assessment of learning objectives. That is, we make sure to improve curriculum and instruction based on assessment. We also continue to discuss the assessment plan itself to ensure its effectiveness. After completing the assessment, curriculum review, and changes, we will report our findings and decisions to the Advisory Board for feedback. The additional outside feedback further assists efforts to enhance the quality of instruction.

Communication & Journalism Degree Programs and Curricula: Journalism and Mass Communication

Although course requirements and offerings have changed (from slightly to significantly) over the decade since the last Annual Program Review, the focus of the department's Journalism and Mass Communication major has not changed, remaining dedicated to preparing students for information transfer careers. Recognizing the responsibility of practitioners of information transfer to have a firm grasp of the principles of good writing and effective visual communication, as well as the law underlying U.S. media practice and the ethical standards required of practitioners, Journalism and Mass Communication majors have been required to complete a number of preparatory courses in these areas.   For the 2010-2011 academic year, for example, required courses for all concentrations comprise Introduction to Media Writing, Multimedia & Visual Communication, History of Media, Media Ethics & Law, Media Theory and Research, and Introduction to Statistics (Department of Statistics). Students in the various Journalism and Mass Communication concentrations also are required to complete 9 hours of electives from Journalism and Mass Communication courses not required for completion of their chosen concentration.

During most of the last ten years, Journalism maintained its division into print and broadcast concentrations, while Mass Communication comprised concentrations in public relations and advertising. Additionally, for the 2006-2007 academic year, mass media was made a concentration in Mass Communication and remained there until the 2009-2010 academic year, when it was transferred to the Communication major, where it remains. However, for the 2009-2010 academic year, reflecting the desire to prepare students for an industry marked by increased media convergence, Journalism added a concentration in Digital Field Broadcast and for the 2010-2011 academic year, another in multimedia journalism. Similarly, for the 2011-2012 academic year, Mass Communication has consolidated its public relations and advertising concentrations into strategic communication to better prepare students for jobs in an increasingly integrated environment, as well as to better accommodate an industry trend that embraces corporate marketing as well as agencies. The following discussion provides additional details of the evolution of Journalism and Mass Communication programs and curricula.

<u>Journalism concentrations</u>
From 2000-2004, students in the broadcast journalism concentration were required to take Broadcast News I and II and one of the following courses: Broadcast Station Operations, Advanced Reporting or Telecommunication Theory and Technology. Students in the print journalism concentration were required to take Copy-Editing and Makeup, Intermediate Reporting and Advanced Reporting. For the 2005-2006 academic year, however, recognizing the need to more thoroughly prepare students to write more professionally, both broadcast and print concentrations required completion of four courses tailored to provide such preparation. Students in the broadcast concentration were now required to complete Writing for Broadcast Journalism, Broadcast News I and II and one of the following courses: Broadcast Station Operations, Advanced Reporting or Telecommunication Theory and Technology. Students in the print concentration were required to complete Writing for Print Journalism, Copy-Editing and Makeup, Intermediate Reporting and Advanced Reporting. Additionally, for the 2007-2008 academic year, as preparation for accreditation by the Association for Education in Journalism and Mass Communication, the broadcast journalism requirements were amended to require all students to complete Writing for Broadcast Journalism, Broadcast News I and II and Broadcast Station Operations.

As mentioned above, for the 2009-2010 academic year, while the curricula for broadcast and print journalism remained the same, a new concentration of digital field broadcast was added, reflecting the industry's increasing emphasis and opportunities in this area. Courses required for this concentration were the same as those required for broadcast journalism, but no minor was needed. Instead, students were to select courses from the new Interdisciplinary Film & Digital Media program in the College of Fine Arts, including Interdisciplinary and New Media Studies; Studio I – Activating Digital Space; Introduction to Modeling and Postproduction; Critical Intermediations; Studio II – Writing Digital Narrative; Ethics, Science and Technology; Senior Projects; The Business and Law of Film and New Media; and Computer Programming Fundamentals (Department of Computer Science).

Then, for the 2010-2011 academic year, the broadcast and print journalism concentrations were restructured into one multimedia journalism concentration (in addition to the digital field broadcast concentration), reflecting accrediting standards, industry needs and trends at comparable academic institutions, and to meet the fast-changing nature of journalism and thus better prepare students for careers in media. Changes were made in consultation with the Communication and Journalism Department's advisory board and media professionals who strongly supported the changes. The changes will also enable the department to offer courses more frequently to facilitate degree completion. Journalism students already admitted to the University of New Mexico were given the option to meet the requirements of the old curriculum or those of the new curriculum, and the transition has flowed smoothly for the majority of students.

Mass Communication concentrations

From 2000 to 2004, students in the public relations concentration were required to take Introduction to Public Relations and Public Relations Case Studies, while advertising students took Introduction to Advertising and Advertising Copywriting. Students in both concentrations were then given the choice to take one of the following: Political Communication, Advertising Campaigns or Public Relations Campaign.

For the 2005-2006 academic year, however, recognizing the need to more thoroughly prepare students to practice either in public relations or advertising, each concentration required completion of four courses tailored to provide such preparation. Students in the public relations concentration were now required to complete Writing for Public Relations, Introduction to Public Relations, Public Relations Case Studies, and Public Relations Campaigns. Advertising students were required to complete Introduction to Advertising, Advertising Media Planning, Advertising Copywriting, and Advertising Campaigns. Addition of courses in each concentration recognized the need for both public relations and advertising practitioners to be accomplished writers and to have media campaign design and implementation expertise. Additionally, for the 2007-2008 academic year, as preparation for accreditation by the Association for Education in Journalism and Mass Communication, the Writing for Public Relations course was upgraded to an upper division course.

As mentioned above, beginning in the 2011-2012 academic year, the public relations and advertising concentrations have been restructured into one strategic communication concentration, reflecting industry needs and trends at comparable academic institutions. Changes were made in consultation with the Communication and Journalism Department's advisory board and media professionals who strongly supported the changes. The changes also enable the department to offer courses more frequently to facilitate degree completion.

Strategic communication represents convergence of advertising, public relations and marketing concepts and uses the integrated marketing communication process, which starts with detailed research on clients' needs, product/service, target audience, etc. This information is used to identify insights to develop a strategic plan. From that plan, the conceptual thinking process begins. That process will ultimately produce a powerful communication message that tells a story, unites a cause, calls to action, engages, connects and, even, entertains a specific audience across multiple media vehicles. Strategic communication is being used today at agencies and firms across the country, including here in Albuquerque.

Journalism and Mass Communications' move to a strategic communication concentration is modeled after its multimedia journalism concentration, where students learn to deliver a specific message across multiple media vehicles. With this concentration, students will receive a well-

rounded education with the understanding of theory, strategy and application. It is believed this approach will make students more marketable and allow for the better possibility of acceptance into graduate strategic communication programs across the country.

The strategic communication concentration was approved by the appropriate University of New Mexico Faculty Senate committees, and new courses have been developed, as follow:

- C & J 387 Introduction to Strategic Communication — This course is the writing-intensive foundation for the Strategic Communication concentration, with emphasis on learning basic information about the history and practice of strategic communication. Students focus on the history, ethics, practice contexts and professional opportunities and challenges of the field. There will be a strong emphasis on understanding the contemporary global strategic communication perspective, particularly with respect to diversity issues. This is a lecture-discussion-examination, introductory survey class with several writing-intensive assignments.

- C & J 388 Strategic Planning and Positioning — This course focuses on gaining a comprehensive understanding of the theories, strategies and practices in developing a strategic communication plan, which includes objectives, positioning statements, branding, media plans, budgets, creative strategies and executions (including promotional events) across multiple media vehicles. Emphasis is placed on researching the product/service, its relationship to a specific target audience and working in a team environment. Students learn how to conduct focus groups and how to measure the effectiveness of a plan/campaign.

- C & J 389 Creative Concepts — This course focuses on gaining a comprehensive understanding of the theories, strategies and practices in developing visuals and copy for multiple media vehicles. Emphasis is placed on the creative process, visual presentation and teamwork. It provides students with the formats and structure to write, design and produce collateral pieces, ads and promotional events utilizing conceptual and creative thinking. Students will be introduced to the wide variety of strategic communication design, including non-traditional, out-of-home and print collateral to list a few. Students also will learn how to make "The Pitch" to clients.

- C & J 488 Strategic Communication Campaigns (capstone) — This writing-intensive course focuses on providing you the opportunity to apply the theories and principles of strategic communication and to practice their strategic and tactical planning skills in a teamwork environment. Emphasis is placed on the creative process, visual communication and the importance of research. Students work with real clients in a classroom setting gaining the skills necessary to make "The Pitch" for a strategic plan and communication campaign to clients.

Provisions have been made for existing students in the public relations and advertising concentrations to complete their programs:

- Course Substitutions -- Whether a student is under Mass Communication from 2006-2009 catalogs, or under Journalism and Mass Communication from 2010 catalog; the public relations and advertising courses will require substitutes now that strategic communication is in place. Students in earlier catalogs are encouraged to complete the new major, but are not required to do so.
- Public Relations -- Substitution for Introduction to Public Relations will be C & J 387; substitution for Writing for Public Relations – options are to switch to the strategic communication major or to substitute Persuasive Writing or possibly Undergraduate Problems, with approval); substitution for Public Relations Campaigns will be C & J 488.
- Advertising -- Substitution for Introduction to Advertising will be C & J 387; substitution for Advertising Copywriting will be C & J 389; substitution for Advertising Campaigns will be C & J 488.
- If students do not want to change to the strategic communication concentration, electives for Mass Communication majors will need approval.

Journalism and Mass Communication Facilities

On August 1, 2007, the Communication and Journalism Department moved into its renovated dedicated quarters at the corner of Yale and Central on the University of New Mexico Campus. The $5.8 million project remodeled the interior of the historic C & J building, adding a second computer lab, resulting in two completely equipped labs, one with PC computers, one with MACs; a student lounge and library; a large multi-purpose room and broadcast studio; improved and additional smart classrooms (equipped with computers, cameras and projectors), conference rooms and administrative space; and building-wide wireless access (WI-FI). The 58-year-old building's plumbing, heating, electrical and telecommunication systems also were replaced. The "new" facilities have augmented the already excellent instruction provided by instructors in the Journalism and Mass Communication concentrations.

The concentrations in the Journalism and Mass Communication continue to be vibrant and contemporary, adjusting curricula to meet the needs of students preparing for employment in a fast-evolving media landscape.   The continued success of these concentrations, however, will depend in large part on the ability of the Communication and Journalism Department to employ sufficient numbers of qualified faculty to teach curricula offerings, a matter that should receive attention by UNM administration. At least two additional permanent faculty lines are needed to replace Dr. Werder and Mr. Herrick, who left C & J in 2010 and 2009, respectively.

Internships, experiential learning and/or community outreach

Undergraduate Internship program

The Department of Communication & Journalism offers undergraduate professional internship opportunities in both our Bachelor of Arts programs (Communication and Journalism/ Mass Communication). The majority of students doing an internship are from our Journalism and Mass Communication concentrations. Students can earn up to six credits overall in internships, but no more than three in any one semester. C & J internships provide students with invaluable experience necessary to successfully compete in the job market. Students apply classroom lessons, theories, and strategies; and they are given the opportunity to perform field work for a variety of companies and organizations, network with industry professionals, and build their portfolios.

The internship coordinator implemented several changes to the program in 2006. They include the following:
-Updating the internship packet with language that reflects current industry needs/standards and changes in C & J curriculum. Students, on-site supervisors and faculty sponsors must complete the packet before the internship can begin. (See Appendix 4.a for Current Internship Packet.)
-Revising the packet to meet faculty sponsor participation and requirements. (See Appendix 4.b for Revised Faculty Internship Information.)
-Developing stronger push in promoting internships and their valued experience to C & J students through announcements and postings in specific classes, on the undergraduate list serve, bulletin boards, internship book, C & J website and Facebook pages.
-Building active community outreach to find potential local, professional organizations and companies to participate in our program. (See Appendix 4.b for Partner Organization/Company Internship Summary)

In addition, revisions to the internship packet implemented in 2007-2008, which included an on-site supervisor final-evaluation survey (directly addressing our excellence standards and competencies for ACEJMC Accreditation and assessment) have given clear indication of the program's growth and value.

Procedures
A student undertaking an undergraduate professional internship must have a supervisor at the internship site who the faculty internship coordinator considers suitable, and students must arrange for a faculty member in the Department to supervise the internship experience (faculty sponsor). Both people, along with the student, sign an internship agreement relating to their roles. This form also outlines the employer's role in an internship. All forms and final evaluation surveys are in the internship packet. (See Appendix 4.a for Current Internship Packet.)

A variety of local professional organizations and companies participate in our internship program during any given semester and the summer session. A sample of these professional organizations and companies include ABQ Convention & Visitors Bureau, Rick Johnson & Company, ClearChannel Radio, McKee Wallwork Cleveland, ABQ The Magazine, Citadel Broadcasting, KOB-TV, Local iQ, ABQ on the Cheap, Johnny Board LLC, Working Boy Productions, Brand Communications Inc, Griffin & Associates, UNM Communication & Marketing Department, Sandia Preparatory School, The Garrity Group, Santa Ana Star Center/Global Spectrum, NM Child Advocacy Network, HSC-TV, KRQE-TV, Asthma Allies, ESPN Radio, Littleglobe Inc, Animal Humane NM, Environment New Mexico, Entravision Communications, Citadel Radio, UNM Theatre, TRNS, Adelante Development Center, and Live Nation.

The majority of internships are unpaid, although a few paid opportunities emerge each semester. Participating organizations and companies have been established through previous relationships that produced an acceptable learning experience for C & J students. When new organizations seek to be involved in the internship, often as the result of a request from a student or from word-of-mouth success, the faculty internship coordinator discusses the expectations in terms of learning outcomes. The on-site supervisor is asked to write a letter outlining the purpose of the internship, responsibilities of the intern, and overall agency expectations of the experience. The participating students are required to keep their faculty sponsors updated during the semester on how the internship experience is proceeding. Faculty sponsors are required to make a mid-term check-in via phone or email with the on-site supervisor to ensure that the Department's expectations are being met.

Internships are strongly encouraged for all students. Internship opportunities are regularly announced in specific classes, posted on the undergraduate list serve, bulletin boards, internship book, C & J website and Facebook pages. Credit for internships is awarded to students on a credit/no-credit basis. A student may take up to six credit hours in internships at two different sites (we occasionally permit students to do six-credit hours at the same site, but this generally requires unique supervisors and a unique set of work objectives for each internship). A three-credit internship requires an average of eight-nine hours of work per week during a regular semester. Students work 45 hours at the partnering organization/company for each one credit hour, up to 135 hours for three credit hours. They are also required to keep daily logs.

At the close of an internship, students are asked to write a paper describing the internship experience, specifying what was learned and describing the overall work experience. They must also submit their daily logs, a student survey evaluation, work samples, and the on-site supervisor final-evaluation survey in a sealed envelope. Faculty sponsors are required to have an in-person meeting with their interns at the end of the semester to collect the materials. From this

information, the faculty sponsor determines whether the student will receive credit for the internship.

The C & J faculty, after consultation with the Advisory Board, voted in 2006 to establish a more thorough feedback mechanism and database for internships. The internship coordinator is responsible for compiling the evaluation data and presenting a summary report to the faculty each academic year. The report includes the number of students participating in internships per semester, synopsis of on-site supervisors' qualitative comments, assessment of that year's program and tables detailing on-site supervisors' survey data.

Assessment of overall program

Assessment of our professional internship program shows that the Department is doing an above average to excellent job in preparing our students for internships and maintaining a solid program for both students and partnering organizations/companies. Faculty report that students are having useful experiences and that many internships lead to part-time and full-time jobs, even with a tough economy. Further, the faculty internship coordinator continues to receive positive feedback from students about the posting of internship announcements. Students are receiving the posts, reading them, and acting on them. Through additional efforts of the faculty internship coordinator as liaison with the community, C & J has expanded the number of participating organizations. Approximately 17 new organizations or companies were added to the internship program in 2011-2012.

Experiential learning and/or community outreach

Undergraduate
Through a professional successful internship program, the Department participates in experiential learning and/or community outreach. The program benefits both students and the local community. Students interact with industry professionals, gain invaluable field experience, build portfolios, and gain professional networking skills. The community (organizations and companies) benefit from having talented, prepared students assist in the daily operations of business. In addition to our internship program, the Department offers undergraduate students a variety of opportunities to participate in student media, professional organizations, classroom service-learning projects, and scholarly extracurricular activities.

Student Media
There are three major media outlets on campus that are independent of the Department but are important resources for our faculty and students. KNME, the public television station, is an available resource as a teaching studio, as well as an excellent source of internships and eventual employment for our students. KUNM, the National Public Radio station, maintains a news

department that features many student projects; and students also find a professional voice through their work with the *Daily Lobo*, UNM's independent student newspaper. C & J students routinely work as reporters, photographers, designers, editors, and advertising sales staff for the campus daily. The Department has cultivated strong relationships with these outlets in order to increase opportunities for students. For example, Richard Schaefer works closely with KUNM and KNME. Ilia Rodríguez has also served as member and secretary of the KUNM Radio Board, while Cannata-Winge is a former member of the Student Publications Board.

Professional Organizations
Many of our students are members of professional organization student chapters, such as the American Advertising Federation (AAF), the Public Relations Society of America (PRSA), and the Society of Professional Journalists (SPJ). These student organizations are affiliated with the Department and have office space in the building. We currently have an active AAF student chapter (Lobo Edge) and an active PRSA student chapter (PRSSA/A+). Both Lobo Edge and A+ are student-run agencies; each has a faculty adviser from C & J. Membership varies, depending on the academic year, from 10-30 members per student organization.

Over the last 10 years, Lobo Edge has also participated and received recognition in AAF's National Student Advertising Competition. Each year, a corporate sponsor provides a case study outlining the history of its product and current advertising situation and problem. Students must research the product and its competition, identify potential problem areas, and devise a completely integrated strategic communications campaign for the client. Each student team then "pitches" its campaign to a panel of judges.

The 2009-2010 competition was included in the course design of a special topics class taught by Cannata-Winge. Students from all C & J concentrations committed to the class and Lobo Edge for a full academic year to create and produce a fully-integrated strategic campaign for State Farm Insurance. The students took fourth place in the District 12 Competition. The AAF Student Chapter was also award the AAF-New Mexico President's Choice Award in 2006 for outstanding community service work. Students in PRSSA/A+ have also received national recognition, winning the Bernays Cup (the public relations student of the year) twice in the last nine years. This honor, granted by *Public Relations Quarterly,* is based on student writing. Two UNM public relations students have serve as vice-president of the national PRSSA organization; and A+ was accredited by the Public Relations Student Society of America in 2006. UNM was one of the first five universities in the nation to earn this recognition.

Classroom Service-Learning Projects
The purpose of the service-learning project is for students to apply curricula and classroom learning through a hands-on service project. The service must meet a real need and is both a means and an application of learning. It is the combination of experiential learning and the personal satisfaction gained from helping others that makes service learning such an effective learning tool. For students in the undergraduate communication concentrations, this project

helps them apply their understanding of audiences, messages, moral and ethical reasoning, problem analysis, and social responsibility. At the conclusion of the project they should be able to answer the question: What purpose does the communication discipline serve in society?

Student projects have included the following: (1) fund raising, clothing donations and community awareness of the needs of the homeless, (2) resume preparation, interviewing workshop, and donations of professional clothing for residents at Joy Junction homeless shelter, (3) prom/dance for members of the Best Buddies organization (teenagers with mental and physical disabilities), (4) dinner, activities, and fund raising for homeless middle school kids in the APS school district, and (5) volunteering with underprivileged children who attend Martineztown day care and after school program.

Scholarly Extracurricular Activities
A number of academic convention presentations have been made and articles published by undergraduate C & J students. In 2006 alone, 26 undergraduate students were invited to discuss their scholarly activity at the UNM Profound Conference on Undergraduate Research, UNM Undergraduate Research and Creativity Symposium, Rocky Mountain Communication Association, Southwest Symposium on Journalism & Mass Communication, Eastern New Mexico University Undergraduate Research Conference, and Western States Communication Association. UNM advertising students have won Student ADDY Awards in the AAF-New Mexico ADDY Competition, while our public relations students have won Best-of-Show awards at the UNM Undergraduate Research and Creativity Symposium and the Undergraduate Research Conference. Further, the work of C & J undergraduate students has been published in *Lambda Alpha Epsilon Honorary Journal*, *Public Relations Quarterly*, *Public Relations Review*, *Proceedings of the American Institute of Aeronautics and Astronautics*, and the *Encyclopedia of Business Ethics & Society*.

Graduate
The Department offers graduate students opportunities to participate in a colloquium series and a graduate student organization.

Research Colloquium Series
The C & J Department's Research Colloquium Series brings in speakers at least once each month during the academic year. The colloquium series strives to provide an intellectual presentation and exchange of various communication, interdisciplinary, and community-based topics and ideas. The series features scholarship from a mixture of methodological and epistemological traditions and provides diverse perspectives and ideas. The series aims to create a meeting place where invited scholars, community members, C & J faculty, and graduate students can share their research.   Colloquia are held the second Wednesday of each month from 11:30 a.m. to 1 p.m. A light lunch is served at each event for the first 15 minutes, followed by a

45-minute presentation and a 15-minute Q & A session. Approximately 25 to 40 people attend, including faculty members, graduate and undergraduate students from C & J, and others from across the university and community.

C & J Comm Grads
Comm Grads is a graduate-level student service organization in the Communication & Journalism Department. The mission of the organization is to provide professional, academic and personal support and service for C & J graduate students.

To uphold its mission, Comm Grads centers its focus on the following objectives:
-To uphold and support the University of New Mexico and the Department of Communication & Journalism mission statements;
-To serve as a liaison between the membership and the faculty members of the Department of Communication & Journalism; and
-To support and enhance scholarship, teaching, and learning of members.

Comm Grads organizes the elections for graduate representation on many University and Department committees, including GPSA (Graduate and Professional Student Association), C & J Graduate Admissions Committee, C & J Undergraduate Committees, and Colloquium Committee. Recent activities for Comm Grads has included social activities such as Fall Ball and Spring Fling, community service (volunteering at a food bank, collecting books for community libraries) and the buddy program (established to help the preparation and adaptation of new graduate students).

Internships, experiential learning, and community outreach programs in the Communication & Journalism Department show growth and success. Yearly reviews of the programs, faculty and staff involvement, and student feedback indicate that the programs are current, vital, and for undergraduate J & MC students, on par with the media industries.

Summary of Section 4:
This section has provided significant detail about the educational offerings of the C & J Department, ranging from internship programs for J & MC students to an ongoing effort to improve rigor and graduation rates in the doctoral program. In all cases, C & J instruction is marked by attention to assessment, innovation in program design, thoughtful evaluation and collaboration by faculty members, and efforts to create educational experiences that matter in the lives of the students. The C & J Department is an integrated unit, pulling from traditions and practices in both the communication studies and journalism fields to inform and engage students.

truth ⊙ freedom ⊙ ethics ⊙ history ⊙ diversity

Who Are Our Faculty Members and What Are Their Needs?

Academic Program Review

"Communicating for a better world"

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SECTION 5
WHO ARE OUR FACULTY MEMBERS, AND WHAT ARE THEIR NEEDS?

EXECUTIVE SUMMARY

* The C & J Department is a widely-respected academic unit traditionally staffed by an adequate number of highly- competent, productive teacher-scholars. Due to recent losses of faculty due to either leaving the University for more attractive offers elsewhere or reassignment at UNM, the C & J faculty ranks have decreased over the last three years by eleven faculty lines. This amounts to approximately half the full-time, tenured and tenure-track staff.

* The C & J Department's mission and commitments to excellence in teaching and research are jeopardized by the shrinkage in faculty numbers, as core faculty take on additional roles in advising and Departmental service. This trend threatens the Department's scholarship mission and is debilitating to faculty members accustomed to the demands and rewards of a Top Tier Research University environment.

* The C & J Department is currently working with the College to hire five new lines (only three of them are tenure-track); and while this will alleviate some of the stress the Department is facing in its efforts to meet graduate and undergraduate demand, these hires are insufficient to address C & J's need for full staffing.

Faculty Matters

A former C & J Department Chair once humorously observed that relational rivaled professional competency as primary consideration in C & J hiring decisions. "If you can't get along with people, you're not going to make it in this department!" he said. Clearly, a review of C & J faculty accomplishments discussed below and in Appendix 5.a demonstrates the significant productivity of our faculty, who include three Fulbrighters, many book authors, and the recipients of numerous service, teaching, and research awards. Miguel Gandert, for example, is a Distinguished Professor at UNM, and Karen Foss was named a UNM Regents Professor in recognition of her many accomplishments at the University. At the same time, it is important to note the role collegiality plays in the C & J Department. It is a Departmental value that has not only enhanced personal and professional relationships but also maintained civility and helpful, collaborative partnerships in a moment that demands so much of very few. As reported below, with the loss of eleven full-time faculty members, the teaching and service activity required to maintain such a large and complicated department fall to those who remain. It is to the great credit of our faculty that almost all have assumed these additional responsibilities with grace and professional execution. Our efforts in 2011-2012 are to replace some of these lines and to bring

talented new faculty on board to help alleviate the needs and advance the future prospects of the Department.

The following is a list of the faculty associated with the Communication & Journalism Department.

Professors

       Mary Jane Collier
       Karen A. Foss
       Miguel Gandert
       Janice Schuetz
       W. Gill Woodall

Associate Professors

       Glenda R. Balas
       Patricia O. Covarrubias
       Dirk C. Gibson
       Pamela Lutgen-Sandvik
       Ilia N. Rodriguez
       Richard Schaefer

Assistant Professors

       Tamar Ginossar
       Tema O. Milstein
       Judith M. White

Lecturers

       Karolyn Cannata-Winge
       Judith Hendry
       Karen L. Schmidt
       Janet Shiver

Visiting Lecturers

       Stephen W. Littlejohn
       Todd L. Winge

Post-Docs

Eudaline (Cia) Hell
Pavel Shlossberg

Adjunct Faculty

Lorenda Belone
Jennifer Bartlit
Gwyneth Doland
Dohnia Dorman
Adán Garcia
Tony Hatch
Dennis Herrick
Kathy Isaacson
Lillian Kelly
Randall Lantz
Myra Luna-Lucero
Melanie Majors
Melissa Nissenson-Juarez
Diane Pressel
Roberto Rosales
Ari Savedra
Jakob Schiller
Pamela Schneider
Blandford Smith
Robert Spiegel

Affiliated Faculty

Una Medina
Elaine Raybourn
Roli Varma

Emeritus Faculty

Fred Bales
Jean Civikly-Powell
Charles Coates

John C. Condon
Ken Frandsen
Bob Gassaway

In the past three years, we have had three international visiting faculty. In 2009-2010 and in spring 2011, we had visiting professors from Denmark as part of the UNM-University of Southern Denmark exchange program. In 2008-2009, we had a visiting Fulbright professor from Japan.

By way of summary, the faculty (not counting PTIs, affiliated, or emeritus faculty) consists of seven men and seventeen women. Four tenured/tenure-track faculty identify as Hispanic/Latina; one post-doc is African. The standard teaching load for tenure-track and tenured faculty is two courses per semester. A course release is given for certain administrative duties: department chair, associate chair, and graduate directors.

<div align="center">Areas of Faculty Expertise</div>

With the loss over the past three years of eleven faculty (due to attrition and reassignment at UNM), replaced by only one tenure-track faculty member, two visiting lecturers, and two post-docs, we have experienced a notable shift in where our expertise lies as a faculty. Below, we detail our C & J faculty research interest matrix. This version includes faculty input received after a March 4, 2009, faculty meeting in which the faculty discussed using this matrix as a tool to aid in grad program curriculum envisioning. The matrix has also been edited to reflect faculty losses and gains as of August 2011. This matrix is designed to inform our current curriculum offerings, teaching assignments, and program directions. We changed our curriculum substantially in 2008-2009, but many who could teach that curriculum left. (Please note that faculty losses include nine faculty who left to take posts elsewhere, plus two who remain at UNM but do not contribute to teaching or service in the Department due to the demands of their new assignments.)

Topic Areas: *Organized top to bottom by tiers according to greatest number of faculty identifying with topic area and then number of faculty identifying area as primary*

Tier 1 (10 faculty)
Media Studies – Balas, Gandert, Gibson, Rodríguez, Schaefer, Schuetz, Shlossberg, Winge, White

Intercultural Communication (widely defined; includes Culture and Communication) – Balas, Collier (primary), Covarrubias (primary), Foss, Gandert, Milstein, Schaefer, Schmidt (primary), Shlossberg

Tier 2 (8 faculty)
Journalism (Print/Broadcast) – Balas, Cannata-Winge, Gandert, Gibson, Rodríguez (primary), Schaefer, White, Winge

Culture and Place/Sustainability/Environmental Communication– Balas, Covarrubias, Gandert (primary), Hendry (primary), Milstein (primary), Schaefer, White

Tier 3 (7 faculty)
Mass Communication (Theory) – Balas, Cannata-Winge, Schaefer, Schuetz, Shlossberg, White

Critical/Cultural Studies – Balas, Collier, Milstein, Rodríguez (primary), Schaefer, Shlossberg (primary)

Tier 4 (6 faculty)
Race and Ethnicity – Collier (primary), Covarrubias, Gandert, Rodríguez (primary), Shlossberg (primary)

Tier 5 (5 faculty)
Gender and Sexuality – Balas, Collier, Covarrubias, Foss,

Rhetoric (including Public Communication, Persuasion) – Balas, Foss (primary), Gibson, Hendry, Schuetz

Tier 6 (4 faculty)
Health Communication – Ginossar (primary), Hell, White, Woodall (primary)

Peace and Conflict Studies/Mediation & Dialogue – Collier (primary), Foss, Littlejohn (primary), Schuetz

Organizational Communication – Lutgen-Sandvik (primary), Schuetz, Shiver, White

Training and Analysis – Collier, Covarrubias, Schuetz, Shiver

Tier 7 (3 faculty)
Interpersonal Communication –Littlejohn (primary), Lutgen-Sandvik, Woodall

Discourse/Language & Social Interaction – Collier, Covarrubias (primary), Milstein

Strategic Communication (Advertising/Public Relations) – Cannata-Winge, Gibson, White (primary)

Tier 8 (2 faculty)
Communication Theory – Littlejohn (primary), Schuetz

Visual communication – Cannata-Winge (primary), Gandert

Tier 9 (1 faculty)
Science, Health and Technology Journalism – White

Approaches: Methods/Methodological stances:
Qualitative (includes interpretive, cultural, ethnographic, documentary, focus groups, rhetorical, performance, etc.) – Balas, Cannata-Winge, Collier, Covarrubias, Foss, Gandert, Gibson, Hell, Hendry, Littlejohn, Lutgen-Sandvik, Milstein, Rodríguez, Schaefer, Schuetz, Shiver, Shlossberg, White

Critical (includes feminist) – Balas, Cannata-Winge, Collier, Covarrubias, Gandert, Gibson, Foss, Hendry, Lutgen-Sandvik, Milstein, Rodríguez, Shlossberg, White

Community-based, Community-based Participatory, or Community-based Participatory Action Research – Collier, Covarrubias, Gandert, Milstein, Schaefer, Shlossberg, White, Woodall

Quantitative – Rodríguez, Schuetz, Shiver, White, Woodall

Creative – Cannata-Winge, Gandert, Schaefer

In addition, below is a list by faculty member of areas of expertise as listed in our graduate brochure from 2010-11.

Glenda Balas: Critical, cultural, interpretive, historical perspectives on mass media with emphasis on public media and mass communication

Karolyn Cannata-Winge: Visual communication, strategic communication and multimedia journalism with emphasis on the creative process, conceptual thinking, storytelling, design, and teamwork

Mary Jane Collier: Negotiation of intersecting cultural identifications in communicative discourses; critical and interpretive analysis of culture, conflict transformation and community

building; and negotiation of intercultural relationships and alliances in projects related to social change and social justice.

Patricia Covarrubias: Discourse analysis, language and social interaction, ethnography of communication, American Indian and Mexicanist communication, communication in health contexts, communicative silences and other nonverbal enactments from cultural/intercultural perspectives.

Karen Foss: Contemporary rhetorical theory and criticism, social change and feminist perspectives on communication

Miguel Gandert: Visual communication, photographic documentation of Indo-Hispano culture in the Rio Grande corridor, and Mestizo cultural identify in the Southwest

Dirk Gibson: Product recalls, print and broadcast media on the mass communications of serial killers

Judith Hendry: Environmental rhetoric and communication, public participation in environmental decision-making and nuclear clean-up

Stephen Littlejohn: Communication theory, interpersonal communication and conflict, dialogue

Pamela Lutgen-Sandvik: Organizational communication, work-place bullying and emotional abuse, positive communication at work and workplace systems

Tema Milstein: Ecocultural/environmental communication, culture and communication, interpretive and critical cultural inquiry

Ilia Rodriguez: News media and US ethnic minorities, international communication with emphasis on Latin America, and critical and history approaches to media discourse on racial and ethnic relations

Richard Schaefer: Immigration and border issues, journalism issues and television journalism production practices, audience analysis and the visual aspects of communication

Karen Schmidt: Intercultural communication, small group communication, interpersonal communication, professional communication, public speaking

Janice Schuetz: Legal, religious and corporate communication and argumentation theory

Janet Shiver: Business and professional speaking, public speaking, communication in organizations, small group communication, training and development

Judith White: Communication of science and health information to the public through the mass media, health communication (especially community-based participatory research orientations and healthcare campaigns and interventions based upon entertainment education approaches and methods), strategic communication, and media effects

Todd Winge: Journalism, multimedia journalism, and web design.

Gill Woodall: Health communication, prevention, internet-based interventions, communication strategies for substance abuse and cancer prevention, program evaluation.

Faculty Accomplishments

While curriculum vitae for all full-time faculty are to be found in Appendix 5.a, the following are examples of the major achievements of our faculty over the past seven years:

Awards and Honors

Balas, Glenda. "The Long Road to Decatur: A History of Personal Influence" (video documentary): First Place for Documentary, National Federation of Press Women, 2008. Fulbright Scholar, 2009.

Karolyn Cannata-Winge. UNM Outstanding Lecturer of the Year, 2009-2010.

Collier, Mary Jane. Spotlight Scholar. Intercultural Communication Interest Group, Western States Communication Association, 2010.

Covarrubias, Patricia. Featured professor in *PODER y NEGOCIOS* (a major Mexican national/international publication), in issue "*La Otra Migración: 100 Mexicanos Que Enseñan En Universidades De Estados Unidos*" [The Other Migration: 100 Mexican Teaching In United States Universities], 2007.

Foss, Karen. Robert J. Kibler Award from the National Communication Associations for service to the discipline, 2011.

Ginossar, Tamar. Selected to attend the National Cancer Institute (NCI) and the Office of Behavioral and Social Sciences Research 7-day workshop for early career investigators, 2010.

Littlejohn, Stephen. Recipient of the Paul Re Peace Prize for "promoting peace, harmony, and goodwill among the people of the world," 2008.

Lutgen-Sandvik, Pamela. Book of the Year, awarded by the Organizational Communication Division, National Communication Association, for *Destructive Organizational Communication: Processes, Consequences, and Constructive Ways of Organizing*. New York: Routledge, 2009.

Milstein, Tema. Fulbright Scholar. Ecotourism and communication study in New Zealand, 2012.

Rodriguez, Ilia. Outstanding Service Award from the Association for Education in Journalism & Mass Communication, 2010.

Schaefer, Richard. Scholars in Action Award from the Project for New Mexico Graduates of Color and the Office of Equity and Inclusion, for research that assists people of color, 2011.

Shiver, Janet. Selected as course supervisor of the year, UNM Department of Communication & Journalism.

White, Judith. Best Dissertation award, Agricultural Leadership, Education & Communications, Texas A&M University, 2006-2007.

Woodall, W. Gill. Creative Award from UNM-STC in recognition of two disclosed copyrights: UconsiderThis.org and WayToServe.org, two commercialized websites produced by NIH sponsored research at UNM.

Books

Foss, Karen. *Gender Stories: Negotiating Identity in a Binary World.* Long Grove, IL: Waveland Press, 2012.

Gandert, Miguel. *The Plaza Book: The Cultural Space of New Mexico* by Chris Wilson; photographs by Miguel Gandert. San Antonio, TX: Trinity University Press, 2011.

Hendry, Judith. *Communication and the Natural World*. State College, PA: Strata, 2010.

Littlejohn, Stephen. *Theories of Human Communication*, 10th ed. Long Grove, IL: Waveland Press, 2011.

Lutgen-Sandvik, Pamela. *Destructive Organizational Communication: Processes, Consequences, and Constructive Ways of Organizing*. New York: Routledge/Taylor & Francis, 2009.

Schaefer. Richard. *Writing for the Media*, (digital book, 2010), Dubuque, IA: Great River Technologies.

Schuetz, Janice. *Communicating the Law: Lessons from Landmark Cases.* Long Grove: IL: Waveland Press, 2006.

Shiver, Janet. *Teams: An Approach to Business and Professional Speaking*, 3rd Ed. New York: McGraw Hill.

Articles

Balas, Glenda. "Public Television Programming." In *Media Programming: Strategies and Practices* (9th Edition), ed. Susan Eastman. Belmont, CA: Thomson/Wadsworth, 2012.

Collier, Mary Jane. "Bridging Divergent Diversity Standpoints and Ideologies." *The International Journal of Diversity in Organizations, Communities and Nations,* (2010), pp. 61-73.

Covarrubias, Patricia. "Silences in Stewardship: Some American Indian College Students Examples." *The Howard Journal of Communications, 20, 4* (2009), 1-20.

Foss, Karen. "Constricted and Constructed Potentiality: An Inquiry into Paradigms of Change." *Western States Communication Journal*, 75(2), (March-April 2011), 205-38.

Ginossar, Tamar. La Comunidad Habla: Using Internet Community-Based Information Interventions to Increase Empowerment and Access to Health Care of Low-Income Latino/a Immigrants. *Communication Education,59,3* (2010), 328 - 343.

Hendry, Judith. "Public Discourse and the Rhetorical Construction of the Technospecter" *Environmental Communication: A Journal of Nature and Culture*, *2*(4) (2008), 300-319.

Littlejohn, Stephen. "Moral Conflict," in *The Sage Handbook of Conflict Communication*, 2nd ed., J. Oetzel & S. Ting-Toomey, eds. Thousand Oaks, CA: Sage, 2012.

Lutgen-Sandvik, Pamela. "Work as a Source of Positive Emotional Experiences and the Discourses Informing Positive Assessment." *Western Journal of Communication*, *75*, 3-29. 2011.

Milstein, Tema. "Communicating a 'New' Environmental Vernacular: A Sense of Relations-in-Place." *Communication Monographs.* 78 (4). 2011.

Rodriguez, Ilia. "Border Writing Against Literary Whiteness: The Afro-Puerto Rican Outcry of Piri Thomas." Forthcoming, *Bilingual Review*, 2011.

Schaefer, Richard. "Human Trafficking and the Southwest Border." In *Border Trafficking*. Ed. Susan Tiano, London: Ashgate Press, forthcoming 2011.

Schuetz, Janice. "Rationalizing Torture at Abu Ghraib." In *The Functions of Argument in Social Context.* Ed. Dennis S. Gouran, Washington, DC: D.C. Douglas, 2010.

White, Judith. "Barriers to Effective Health Reporting: Impacts of Attitudinal Differences between Public Information Officers and Mass Media Journalists." *Journal of Public Relations Research.* (In press, August 2011).

Grants

Balas, Glenda. "Project Vital: A Study of Water in North America," international exchange/research program about climate change and water supply in Canada, Mexico, and U.S.; Fund for Improvement of Postsecondary Education (FIPSE), U.S. Department of Education, 2009 – 2014, $50,000.00.

Collier, Mary Jane. "Evaluating National Circles Initiatives to Move Individuals out of Poverty." Move the Mountain Nonprofit Organization, 2010 – 2011, $34,000.

Foss, Karen. "Rent a Womb: Surrogacy in India." Research grant from the University of New Mexico to interview clinic directors, doctors, surrogate mothers, and intended parents in Mumbai, Ahmedabad, and Anand, India, December 2009, $4,000.

Ginossar, Tamar. "Investigating Cancer Prevention Information Behavior of Family Members of Hispanics Diagnosed with Cancer."Funded by the American Cancer Society Institutional Research Grant (ACS-IRG), 2010 – 2011, $30,000.

Littlejohn, Stephen. Development of a web-based platform for simulating various communication futures. Waterhouse Family Institute, 2011, $10,000.

Milstein, Tema. Collaborative for Sustainable Foodshed Development. United States Department of Agriculture (USDA) grant, 2010 – 2012, $290,000.

White, Judith. "The Need National Ag Research Has for Communications Support: Kern and Jones' Perspective 25 Years On," Achieving Communications Excellence (professional organization for agricultural communicators), April 2011- April 2012; $1500.00.

Woodall, Gill. "Web Enhanced Adoption of HPV Vaccine in Minority Communities." Application funded by National Institute of Allergy and Infectious Diseases," September 2009 – September 2014, $2,230,595.

Creative Works

Balas, Glenda. "In Her Words: The Thoughts and Memories of Dr. Mary Roberts," video documentary funded by University of New Mexico Feminist Research Institute and National Communication Association; archived in Special Collections, Fayetteville Public Library, Fayetteville, AR, 2011.

Cannata-Winge, Karolyn. Designer and/or design consultant for the *Rio Grande Sun*, La Bella Salon & Spa, Song Warrior Music, WH Coaching Connection, the Missouri School of Journalism, the Columbia Missourian, the Detroit Free Press.

Gandert, Miguel. "Rutas en duerpa y alma: Fotografia antropologica de Miguel Gandert." Museo de La Universidad de Valladolid, Spain, October 2010.

Schaefer, Richard. "Indigenous Architecture Series." Editor on 10 NEH-funded presentations by Native American architects at the University of New Mexico during fall 2010 and completed in May 2011.

Shiver, Janet. *Team Based Learning for Presentations in Business and the Professions*, unpublished training manual, 2010.

Winge, Todd. Online Producer, news website, *Albuquerque Journal* web team
        (http://www.abqjournal.com/), 2004 – 2009.

Student Advising and Mentoring

The following data details information for those faculty who currently serve as M.A. or Ph.D.
graduate advisers or committee members. The numbers listed are for completed degrees and/or
degrees in progress from 2006 to the present.

Glenda Balas
        Ph.D. 5
        M.A. 12

Mary Jane Collier
        Ph.D. 18
        M.A. 2

Patricia Covarrubias
        Ph.D. 4
        M.A. 12

Karen Foss
        Ph.D. 21
        M.A. 5

Miguel Gandert
        Ph.D. 1
        M.A. 2

Judith Hendry
        Ph.D. 2
        M.A. 2

Pamela Lutgen-Sandvik
        Ph.D. 12
        M.A. 13

Tema Milstein
        Ph.D. 11
        M.A.   7

Ilia Rodriguez
  Ph.D. 32
  M.A. 13

Richard Schaefer
  Ph.D. 3
  M.A.   7

Janice Schuetz
  Ph.D. 23
  M.A. 20

Janet Shiver
  M.A. 3

Judith White
  Ph.D. 5
  M.A.   4

Gill Woodall
  Ph.D. 1
  M.A.   2

Leadership and Governance Roles

Members of the C & J faculty have contributed to the University of New Mexico; the disciplines of communication and journalism; and local, national, and international communities in various leadership roles.

Cannata-Winge, Karolyn. Member of UNM Student Publications Board, 2007-2009

Collier, Mary Jane. President, Western States Communication Association, 2005-2007.

Covarrubias, Patricia. President, Executive Committee, Latin American and Iberian Institute (LAII) Faculty Concilium, Fall 2011 - Spring 2013.

Foss, Karen. Senior Specialist Fulbright Scholar, University of Southern Denmark, Odense, Denmark, 2007.

Hendry, Judith. Hall of Fame inductee, Las Placitas Association, New Mexico, for years of service to the preservation of open space, 2009.

Littlejohn, Stephen. Local host, Western States Communication Association, Albuquerque, 2012.

Lutgen-Sandvik, Pamela. Faculty Senate, Representative for Communication & Journalism, University of New Mexico, 2006 - 2009.

Milstein, Tema. Executive Board Member, UNM's Women Studies Program, 2007 - 2010. Board of Directors, International Communication Association, 2004 - 2006.

Rodriguez, Ilia. Selected as a member of AEJMC's Task Force on Spanish-language Media, 2011.

Schaefer, Richard. Faculty Advisor for the Talk Radio News Service / Young American Broadcasters Internships in Washington, DC. Program that annually provides approximately $82,000 of scholarships, stipends and living allowances to New Mexico students interning in Washington, D.C., 2009 – forward.

Schuetz, Janice. University Curriculum Committee, 2006 - 2009.

White, Judith. Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy.

Strategic Planning for Faculty Hires

The Department of Communication & Journalism lost nine faculty between 2009 and 2012, and an additional half-time faculty member who was to have become full-time.

1) Janet Cramer, Associate Professor, Cultural Communication and Media Communication
2) John Oetzel, Professor, Health Communication and Cultural Communication
3) Olaf Werder, Associate Professor, Advertising and Health Communication
4) Virginia McDermott, Assistant Professor, Health and Interpersonal Communication
5) Karma Chavez, Assistant Professor, Cultural Communication
6) Saumya Pant, Assistant Professor, Media and Women Studies
7) Nagesh Rao, Associate Professor, Health Communication
8) Dennis Herrick, Lecturer, Multimedia Journalism
9) Sara McKinnon, half-time Lecturer to become fulltime tenure track, Communication Theory, Cultural Communication

In addition, two of our remaining faculty members have full-time appointments outside of the department, effectively decreasing our faculty numbers even more. Miguel Gandert, professor, assumed the directorship of the College of Fine Arts Interdisciplinary Film and Digital Media Program (IFDM), beginning July 1, 2011. Gill Woodall has a full-time buyout from the Center on Alcohol, Substance Abuse, and Addictions (CASAA). Finally, we anticipate a retirement in spring 2012. What amounts to essentially eleven departures represents approximately one-half of the faculty.

These losses are particularly severe given that C & J generates the most credit units of any department on campus (44,055) with only 20 faculty. (Management is the second most credit-generating unit on campus, with 41,657 credit hours and 45 faculty).

We were able to hire one tenure-track faculty in health communication (Tamar Ginossar), to begin Fall 2011; two visiting lecturers (Stephen W. Littlejohn and Todd L. Winge), whose contracts extend from 2010-2013; and two post-docs (Eudaline Hell and Pavel Shlossberg), for 2011-2012. It should be noted that the two post-doctoral scholars are being funded entirely by Extended University revenues developed by the Department through online teaching. The two three-year lecturer positions are funded in part by buy-out funds from Dr. Gil Woodall's position, with the balance ($22,250) from the department's EU funds. This funding is tenuous; the EU income is non-recurring and dependent entirely on the entrepreneurial efforts of the department in online instruction. The Woodall buy-out must be renegotiated next year. In other words, with the exception of the new assistant professor hire (Tamar Ginossar), all other funds for replacement faculty have been generated by the department, without any contributions from the College of Arts & Sciences.

The hiring of these various temporary faculty have helped us maintain our teaching obligations to our majors and to general education. With the exception of Dr. Ginossar, however, none of these individuals can chair graduate committees (although they can serve as committee members), so a heavy graduate advising load is carried by relatively few faculty. Furthermore, several of the faculty in intercultural communication are taking research leaves (Tema Milstein) and sabbaticals (Patricia Covarrubias, Pamela Lutgen-Sandvik, and Mary Jane Collier) in 2011-2012 alone, further decreasing our ability to handle the workload. We could, of course, have denied these sabbaticals and leaves, but with faculty already working harder without raises for the past three years, we do not want to deny these leaves that are normal guarantees for faculty. We are concerned about our ability to maintain our national reputation as a leader in graduate education in Intercultural Communication with these reduced faculty numbers. In the NCA Reputational Study in 2004, our program in international and intercultural communication was ranked as #2 among the departments reporting in the U.S.

Another significant concern is the negative impact of these faculty losses on our national accreditation of the Journalism and Mass Communication program. The C & J Department currently is accredited by ACEJMC (Accrediting Council on Education in Journalism and Mass Communication), the national organization charged with accreditation of U.S. journalism and mass communication programs. In addition to the departures of Werder and Herrick on the journalism side, several other journalism faculty have administrative duties that come with a course release. These faculty—Glenda Balas, chair; Richard Schaefer, MA director; Ilia Rodriguez, PhD director; and Miguel Gandert, director of the College of Fine Arts Interdisciplinary Film and Digital Media Program (IFDM)—cannot contribute to the teaching needs of Journalism because of these other obligations. It is imperative that we have adequate tenure-track staff on board prior to the beginning of the formal accreditation process. We will conduct a formal internal evaluation and write the accreditation self-study document in 2013 and then submit the accreditation report early in October 2013. We anticipate hosting the site visit by national council members in January 2014.

In our May 2011 hiring plan submitted to the College of Arts and Sciences, we requested five positions for future hires, in rank order. It is our hope that we will at least be able to hire the first two—an assistant professor in strategic communication and assistant/associate professor in intercultural communication—to begin fall 2012 and thereby ensure the continuation and health of our intercultural and strategic communication programs that have characterized our department for years.

    1) Assistant Professor in Strategic Communication/Advertising
    2) Assistant/Associate Professor in Intercultural Communication
    3) Assistant Professor in Multimedia Journalism
    4) Assistant/Associate Professor in Health, Media, and Culture
    5) Assistant Professor in Communication Theory

Policy for Use of Contingent Faculty

Contingent faculty in the C & J Department typically take three forms: graduate instructors, part-time instructors, and post-doctoral scholars.

We think of graduate instructors as "contingent" because they rarely teach more than three years as an M.A. student and four years as a doctoral student. Both master's and doctoral students teach undergraduate courses in the department; and while most M.A. students teach Public Speaking most of the time, efforts are made to provide at least one other course of their particular interest, when appropriate and possible. As many of our M.A. students go on to pursue doctoral degrees at ranked universities, the C & J Department strives to help them become competitive in these applications

through a range of competences, including teaching. Doctoral students teach a broad scope of courses, ranging from Media Theories to Intercultural Communication and Communication Research Methods. While we are able to fund six or seven new fulltime Ph.D. students each year from our New Mexico state allocation (I & G), we have no such funding for M.A. students, and they are funded through the part-time instruction budget determined by the College of Arts and Sciences Associate Dean for Curriculum. This allocation, though generally forthcoming each semester, is seen as far more tenuous than the I & G funding provided for Ph.D. students. In exchange for "full funding," M.A. and Ph.D. students are expected to teach two 3-credit courses each semester.

The department employs part-time instructors to cover the balance of undergraduate courses. These individuals are fully vetted through interviews with the Department Chair and the UNM Jobs application process, which requires a letter of interest, list of references, and full resume. The department employs only the most qualified of the many individuals who apply for part-time teaching in the C & J Department. Some of our part-time instructors are C & J graduates who, particularly in the Multimedia Journalism and Strategic Communication emphases, have entered the workforce and gained valuable experience. Others, such as Roberto Rosales (Director of Photography at the *Albuquerque Journal*) and Randy Lantz (Supervisor of TV Production at KNME-TV) have been recommended as part-time instructors by C & J faculty. One C & J part-time instructor, Myra Luna-Lucero, earned her M.A. degree in our department and has proved to be an exceptional teacher. She typically teaches from 3-4 courses each term, depending on need, and was named Outstanding Part-Time Instructor by the University last spring.

The third kind of contingent instruction in the C & J Department is Post-Doctoral Scholar. This category was formally developed for recurring employment in the C & J Department in Spring 2011, as we sought to fill a significant faculty shortage in the department. C & J currently has seven unfilled tenured-tenure track and lecturer lines, due to faculty departures in 2009-11. We have also lost two part-time faculty members to employment elsewhere and two tenured faculty to UNM administrative posts. Another full professor is on "contract buy-out," with full responsibilities to a research project; he is not available for teaching. Our numbers have seriously decreased; and the employment of two post-doctoral scholars each year, beginning in August 2011, will hopefully address some of these shortages. The post-doctoral faculty members are expected to carry a 2-2 load each year and may teach either or both undergraduate and graduate level courses. Funding for these positions is provided entirely by the C & J Department through income developed through online teaching.

In all these instances of contingent instruction, the C & J Department strives to acquire high-quality teaching staff who not only fill available positions, but also advance the overall expertise of the faculty. Because of the shortage of tenure-track and tenured faculty, however, our undergraduate curriculum is increasingly taught by teaching assistants, lecturers, post-docs, and part-time faculty. In

the past, most tenure-track and tenured faculty taught one undergraduate course each semester. That is no longer possible.

Contributions of Emeriti Faculty

Of our considerable number of emeriti faculty, a few continue to contribute to the department and university in various ways. Jean Civikly-Powell continues to serve (.25) time as director of the university's Dispute Resolution Services. John Condon continues to teach at the Summer Institute for Intercultural Communication, which contributes to the ongoing reputation of UNM in intercultural communication. Dennis Herrick continues to teach at least one course a year in Journalism and was webmaster for the first year following his retirement.

Support for Faculty Development

The department has had some success at maintaining incentives for faculty development during the economic cuts of the past few years. Sabbaticals are given to all tenured faculty. All junior tenure-track faculty receive a research term of one semester leave from teaching before going up for tenure to develop their research program and publish. In addition, while some departments have been forced to cut their annual research and travel funding, C & J has managed to maintain an annual level of $1,200 per faculty member, which can go toward conference attendance and research expenses. This is funded entirely from Extended University revenues, generated by faculty teaching online. The current Chair is also considering reviving the previous Chair's policy of providing faculty members a course release for grant writing.

Faculty Retention Efforts

The University of New Mexico does not have a standard set of practices and policies designed to retain faculty. New faculty members are provided with a start-up package that includes a computer, research funds, and moving expenses. All assistant professors are given a research semester following a successful mid-probationary review to assist them in achieving tenure. Faculty receive sabbaticals every seven years—a semester at full pay or a year at 2/3 pay. In addition, within the College of Arts and Sciences, a new parent receives a paid semester of family leave upon the birth or adoption of a child.

In Communication & Journalism, raises are decided by a committee that reviews faculty work productivity forms for the previous year. However, no raises, including raises to merely meet inflation increases, have been provided in the past three years due to no available budget for such raises. If a faculty member wishes to improve their employment circumstances—i.e., a raise, a spousal hire—beyond what is possible through regular channels, they can do so by applying for jobs at comparable institutions

and getting a job offer or, in the case of more applied faculty, by getting a job offer from a media outlet, public relations or advertising firm, and the like. Another possibility is for a faculty member to leave for a year or two and then return; UNM grants such leaves when the faculty member is gaining additional responsibilities and skills that will be beneficial to UNM—i.e., a faculty member takes a job as chair at another institution and returns in two years to become a department chair at UNM. When a faculty member receives an outside offer (in writing for faculty; not always necessary for non-academic positions), they present it to the Chair. The Chair then presents the letter to the Dean, who may choose to develop a competitive counter offer, grant a leave, etc.

This system has several disadvantages. First, because a written job offer is required, it means the candidate is usually quite far along in the search process at the competing university; thus, UNM often has very little time to put together a counter offer. This lack of time is especially dire in the case of a partner/spousal hire when another department or college is involved in the decision making. Furthermore, it means the UNM faculty member has used the resources of another university in order to benefit his/her position at UNM, with no real plans to leave UNM. When universities often cannot bring in more than two candidates, this means that one of the candidates is not really bona fide. In addition, the practice of putting UNM faculty on the market in order to benefit their situation at UNM can, and has served in C & J to, lure promising or star faculty away. Such efforts also take faculty time, attention, and energy away from their responsibilities in the department and at UNM. As the primary way to improve a faculty member's position at UNM, then, this practice is more detrimental than helpful to retention efforts.

Furthermore, constant turnovers among administration—from deans to provost to president—and lack of communication and trust between the administration and faculty (the president was given a no-confidence vote in 2009-10), has meant that university time, attention, and resources have had to focus on these matters more than on academic and student issues. In addition, the lack of raises of any kind for the last three years is demoralizing, as well.

On the positive side, probably one of the main "retention" factors has nothing to do with UNM at all but is simply its location in Albuquerque. The diverse cultural composition of the Southwest provides an important research site for C & J faculty interested in issues from immigration to health disparity to race and ethnicity to cultural history.

Faculty Involvement in Interdisciplinary Units

As a whole, our faculty members have considerable interdisciplinary involvement. The following are some examples:

Karolyn Cannata-Winge: Faculty adviser/supervisor of the interdisciplinary internships our C & J students participate in, along with IFDM students, with UNM's Communication and Marketing

Department. The program has been going for two years, starting in Fall 2009. The students write, direct and produce the University's institutional spot. The spot is shown at most UNM events (like graduation) and on TV during UNM sporting events. Production of a university's institutional spot is most often done the university's professional strategic communication agency, not by students, which makes this program unique (http://promo.unm.edu/).

Patricia O. Covarrubias: President of the Latin American and Iberian Institute Faculty Concilium Executive Committee, service from Fall 2011 through Spring 2013. C & J has an academic certificate collaboration with LAII.

Karen Foss: Affiliated with Women Studies, and served as co-director 2010 – 2011.

Judith Hendry: Each spring semester since 2002, C & J has hosted the "Mercer Memorial Scholarship Speech Tournament." This competition is open to full-time undergraduate students from all majors and draws about 30 entrants from colleges and departments across UNM. Six scholarships are awarded each year ranging from several hundred to several thousand dollars. Dr. Hendry directs and organizes the tournament, with help from her undergraduate Communication students, and the tournament is judged by C&J faculty and TAs.

Stephen Littlejohn: Coaches mediation role plays for the Law School.

Tema Milstein: Affiliated faculty with both the Sustainability Studies and Water Resources Programs. Faculty instructor for Lobo Gardens, a service-learning course that creates and maintains community food gardens on campus as learning and ecosocial change laboratories (course funded by the Research Service Learning Program and offered through Sustainability Studies). Milstein has also worked to establish C & J as a go-to major for Sustainability Studies minors, worked with the Research Service Learning Program to incorporate service-learning into her C & J courses, and is a member of an interdisciplinary team of UNM faculty partners on the U.S. Department of Agriculture-funded Collaborative for Sustainable Foodshed Development focused on Hispanic students.

Richard Schaefer: One of three co-founders of the Cross-Border Issues Group / Grupo Transfronterizo (CBIG), which encourages research on North American immigration and indigenous issues. He has organized research efforts and exchange trips with students from UNM, Universidad Fray Luca Paccioli and Tec de Monterrey, Estado de México. CBIG has been funded by the UNM Office of the Vice President for Student Services, UISFL (Dept. of Education), and Center for Regional Studies grants, as well as Dart Border Journalism Network. These exchanges are open to students from various disciplines, but students need to have 3 years of Spanish language instruction or the equivalent, since UNM students will pair up with Mexican students to work in teams, working primarily in Spanish. Dr. Schaefer also is faculty advisor for the UNM-Talk Radio News Service internship program in Washington, DC. Typically one-to-six students per semester receive funding to

support their travel and housing in Washington, D.C. Students work as full-time journalists for the semester, using press credentials for Congress and the White House. This program is open to all UNM students, with journalism and political science students making up the bulk of the interns.

Jan Schuetz: Religious Studies Program, Medieval Studies Program, Faculty Mentoring Program, and the Political Research Institute.

Judith White: Senior Fellow with the Robert Wood Johnson Foundation Center for Health Policy at UNM since 2009.

Summary of Section 5:
C & J has followed a practice for many years of hiring fully-vetted academic professionals who are characterized as scholarly productive, excellent in the classroom, and collegial. This practice continues to serve the Department well in this moment of financial downturn, as some faculty seek out more attractive opportunities at other universities, leaving many responsibilities for a few remaining C & J colleagues to maintain. The skills and talents of our core faculty are being taxed increasingly, as the Department's undergraduate population continues to grow, and M.A. and Ph.D. students reach the point in their UNM career of requiring intensive assistance with theses and dissertations. These added advising responsibilities, coupled with more committee service for the Department generally, pulls faculty from their research and writing and jeopardizes the Department's scholarship mission. C & J is currently working with A & S to hire three new tenure-track lines and two lecturers, which will alleviate some of the stress, but will not address the full faculty loss. We urge the University to consider this larger staffing issue, as we move forward as a Department and a College to meet the needs of our varied constituencies.

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Given the Department's Strengths and Weaknesses, What Is Our Future?

Academic Program Review

"Communicating for a better world"

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SECTION 6
GIVEN THE DEPARTMENT'S STRENGTHS AND WEAKNESSES,
WHAT IS OUR FUTURE?

EXECUTIVE SUMMARY

* The C & J Department is characterized by numerous strengths, including talented and well-trained faculty; national and international acclaim for doctoral education in intercultural communication; and a range of institutional connections and collaborations. These strengths also include innovative and responsive undergraduate curricula, a newly-renovated workplace, and a faculty dedicated to quality teaching, assessment, and research.

* The C & J Department's weaknesses include a lack of sustained attention to issues of image-building and institutional information and promotion, as well as underdeveloped efforts to discuss ways the Ph.D. program could usefully integrate all emphases (cultural communication, mass communication, and health communication) under a single umbrella of intercultural/cultural communication.

* The C & J Department's mission is threatened due to lack of overall financial stability, inadequate faculty staffing, and the absence of sustainable funding for the M.A. program.

Future Directions

Strengths and Weaknesses

This final section of the self-study report allows us to recap strengths and weaknesses of the Department and craft some solutions for positive movement forward over the coming years. As recounted again and again in this document, C & J has many strengths, beginning with a strong, well-trained faculty teaching graduate courses in an acclaimed doctoral program. The Department's intercultural program is known nationally and internationally for its breadth, scope, and innovation. With an emphasis on cultural interaction, artifact, and text, intercultural communication research at UNM is situated on a campus and within a region that values diversity. As Dr. Everett Rogers noted many times, the Southwest is a natural cultural "laboratory" that grants researchers access to landscapes, practices, stories, people, and histories that can usefully expand the scholarship of intercultural communication. This thoughtful approach to research and teaching extends to the graduate programs in mass communication and health communication, as well, bringing students from around the world to examine media and health in a cultural context. Although neither of these programs enjoys the national second place ranking of UNM's intercultural program, they are increasing in prominence and prestige and

show promise of achieving a top ten (health) and top twenty (mass communication) ranking in the next national round of evaluation.

The C & J faculty is a body committed to quality research, and the record of funded programs and publication bears this out. Over the last three years, three faculty members (Drs. Balas, Foss, and Milstein) have received Fulbright Awards.   Karen Foss has recently published a new book (*Gender Stories: Negotiating Identity in a Binary World*); Mary Jane Collier is in the process of completing an edited volume about community building; and Pam Lutgen-Sandvik's book *Destructive Organizational Communication: Processes, Consequences, and Constructive Ways of Organizing* was named Book of the Year by the NCA Organizational Communication Division in 2009. Richard Schaefer has broken new ground with his 2010 textbook about writing for digital media, and Karen Foss and Stephen Littlejohn published the 10th edition of their encyclopedic work *Theories of Human Communication* in 2011. Miguel Gandert's *The Plaza Book: The Cultural Space of New Mexico* also published in 2011. The author of 9 books, Jan Schuetz has published 13 peer-reviewed chapters and articles since 2009, including "Rationalizing Torture at Abu Ghraib" (in *The Functions of Argument in Social Context*, 2010) and "Strategic Argumentation in Boumediene v. Bush (in *Cogency: Journal of Argumentation and Reasoning*, 2012). She is currently collaborating with Glenda Balas on a video documentary chronicling the lives, values, and experiences of six pioneering women in the communication discipline. Other research activity by the C & J faculty in discussed further in Section 5. Clearly, this commitment to research and publication must be considered a strength of the Communication and Journalism Department.

C & J's strengths extend to its undergraduate programs in multimedia journalism and strategic communication, both seen as innovative responses to a rapidly-changing media workplace. Importantly, both these programs offer up-to-date training for C & J's Journalism and Mass Communication students, advancing their chances for optimal creative and employment opportunities. Not only are Advisory Board members clearly on board with these new curriculum approaches—and willing to bring C & J students on as interns and employees—but important C & J contacts in Santa Fe and Washington are also supportive of the directions our program is taking.

A long-standing strength of the C & J Department is its willingness to do the hard work of curriculum design, evaluation, and student assessment. These qualities are demonstrated in earlier sections of this self-study report; and they stand as markers of innovation and excellence. Students are clearly the most prominent of beneficiaries of this thorough pedagogical approach to teaching and program design, but the Department gains broadly, due to evidence of such outstanding teaching practice.

The C & J Building was completely refurbished in 2007-2008. A $5.8 million project to remodel, the building is now a beautiful workplace, a site of light and energy; this facility, complete with new spaces and a range of high-tech equipment, must be seen as a Departmental strength. The C

& J Department not only has high-quality equipment and facilities, but also maintains a long-range plan for technology development capable of sustaining and replacing equipment as needed.

Finally, C & J's multiple institutional connections place the Department at the center of many innovative initiatives, including the BA/MD and IFDM (Interdisciplinary Film and Digital Media) programs; the Talk Radio News Service program in Washington, D.C. with journalist/entrepreneur Karen Ratner; and the Latin American Iberian Institute's Latin American Studies program. LAII's Latin American Studies initiative offers B.A., M.A., and Ph.D. degrees that include C & J courses featuring a Latin American or Iberian cultural component. As part of this program, C & J graduate students receive a Communication degree with a specialization in Latin American Studies. Several C & J faculty have active research programs that draw upon LAII funding and expertise, and one C & J faculty member currently serves as President of the LAII Faculty Advisory Board.

The Department is also one of seven university programs in Mexico, the United States, and Canada that are participating in a multi-year U.S. Department of Education Fund for Improvement of Post-Secondary Education (FIPSE) grant to facilitate journalistic exchanges dealing with water issues. A similar exchange venture in Mexico, the Cross-Border Issues Group, takes small groups of Mexican and UNM students and faculty researchers to immigration "hot spots" in the United States, Mexico, and Central America, often working in bilingual teams under difficult conditions. This project was begun by Richard Schaefer in 2007, in collaboration with Universidad Fray Luca Paccioli in Cuernavaca, Mexico. The CBIG project has produced numerous presentations at national, international, and regional conferences. The C & J Department also continues to collaborate with the Freshman Learning Communities program, providing faculty as seminar leaders and graduate students as public speaking teachers in one of the University's most successful undergraduate retention programs. Finally, the Department is working very hard to build a long-lasting, mutually-supportive relationship with UNM-West. This collaboration has possibility for a host of positive benefits for both campuses, including enhanced communication instruction on the branch campus and bridge funding for a new line in the C & J Department.

If C & J is a department of strengths, it also has weaknesses. A colleague in another department at UNM recently attended a research presentation by a guest presenter in our Department. C & J faculty recognized and later discussed the weaknesses of the talk, noting the lack of organization, evidence, and argument. My colleague noted these deficiencies, as well, and later told me the presentation resembled what many non-Communication academics consider to be the norm for our discipline—"a bunch of fluff and no substance." This attitude by some teachers and researchers outside the Communication field is found in many universities; UNM is not the exception. Even so, this stereotype of the Communication discipline by individuals lacking knowledge of the field's history and intellectual traditions can marginalize communication departments and faculty. As in other institutions, such attitudes are a challenge the C & J

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Department must overcome if it is to become even more integrated into the fabric of University life. Our inability to completely extinguish the stereotype of "fluff" must be seen as a weakness.

Similarly, our inability to adequately communicate the strengths of faculty and department to outside constituencies remains problematic. As a former Chair once observed, C & J faculty are so busy teaching and researching the tenets of communication that they fail to find time to tell others about their own work. "What this Department needs is a good PR agent!" he said. The Department's tendency to place image-building and institutional promotion on the "back burner" is a weakness that hinders our growth and affiliation with potential partners. Comparisons with peer institutions suggest that a lack of attention to Departmental promotion may also constrain successful graduate student recruitment.

Clearly, the intercultural Ph.D. program is an outstanding example of graduate training. This C & J degree, the flagship of our graduate program, is extremely well-regarded in the discipline; it draws from an established literature in the intercultural tradition. It is not our only graduate program, however; our mass communication and health communication programs, both informed by intercultural scholarship, are both growing and seen as attractive possibilities for graduate students. Despite some discussion among faculty, the Department has not yet been able to effectively integrate these three doctoral emphases under a single umbrella of intercultural communication, pulling from the strengths of the flagship program to advance the newer emphases. To a large extent, the programs remain as "silo" entities. Our inability thus far to coalesce around ideas of program unity would seem to marginalize the two newer Ph.D. programs and prevent the Department from creating a truly unique approach to intercultural communication through mass communication and health foci, as well as more traditional approaches to intercultural investigation. The decision to create an integrated approach to doctoral training is clearly the role of faculty; our inability to spark a substantive discussion about the topic is a weakness that could be addressed through the self-study process.

Finally, the C & J Department is constrained by a lack of financial security, needed faculty lines, and adequate funding for our M.A. program. The current Chair of the Department recounts that her first day on the job in August 2010 was marked by the announcement of a financial rescission that ultimately required most of the Department's operating fund. Over the next year and a half, the Department worked to build a entrepreneurial approach to self-funding through online instruction that has not only recovered the operating fund (approximately $80,000), but also added funds to the C & J account. These monies have funded everything from faculty travel to our new post-doctoral lines. While we are grateful to have this funding model available to us and have pursued innovation and excellence in our online teaching, we worry that this funding stream may decline or disappear in the future. These are not recurring funds; should we ultimately lose the capacity to develop this funding through online instruction, our budget would be dramatically decreased, and we would be forced to cut graduate student lines just to "make ends meet."

Further, as discussed throughout this report, C & J is extremely hindered by decline of faculty numbers in the Department. In the course of three years, we have lost the equivalent of half the tenured and tenure-track faculty; we are currently down eleven faculty members from level staffing, due to departures from UNM and the reassignment of two full professors to administrative positions at the University. (A full listing of these faculty departures are shown on pages 104-105 of this document.) We desperately need support in this area from A & S and the University generally. Although we are currently seeking to hire three tenure-track faculty and two lecturer lines (and acknowledge gratefully the role of new administration in making this happen), we will still suffer from a significant faculty shortage at the close of this hiring cycle. Importantly, ten of the eleven departed faculty were eligible for and active in graduate student advisement; only three of the new hires will be able to fill this important role in the Department.

Also of critical importance is the financial status of our M.A. program. We hold sufficient I and G funding to provide graduate TA-ships to approximately six new doctoral students each year. Historically, however, there have never been set-aside funds for the master's program. C & J, like several other departments at UNM, has pulled from available sources in the part-time instruction budget to fund TA lines (teaching stipend only) for M.A. students. We now learn that the PTI budget is likely to be phased out over the next few years. When this occurs, C & J, lacking stable and recurring funding for the M.A. program, will have no mechanism to fund master's students. Not only will this dramatically and adversely impact M.A. recruitment, but it will also keep C & J from being able to offer more than 100 sections per year of C & J 130 (public speaking), which is our contribution to the University core curriculum. This issue is of great consequence to us and requires creative, substantive evaluation at many levels of the University.

Potential (and Partial) Solutions

The following describes several "new directions" projects that C & J can undertake to address some of the challenges discussed above.

Collaborative Relationships—continue to nurture and build upon existing institutional connections; examine ways to enhance the Washington, D.C. internship program for inclusion of graduate and undergraduate students in all C & J emphases. Maintain and develop mutually-supportive relationships with all UNM branch campuses, exploring ways we can work together to strengthen C & J offerings throughout the State. Work with IFDM to expand opportunities for graduate students interested in digital media creation and analysis.

Communication Plan—build upon the Communication Plan submitted by the Department Chair at the August 2011 Department Retreat, developing an appropriate action plan to facilitate the goals and objectives of this Departmental promotion and community outreach proposal. (See Appendix 10 for more information on this plan.)

International Education-expand our offerings in the International Engagement Project, providing more funding for graduate students seeking international study through the IEP. Move toward integration of this international/cultural studies expectation in the graduate curriculum and use this innovation to further promote the graduate program.

Fundraising-build on the existing fundraising plan developed by the Fundraising Committee and the faculty to further enhance alumni giving and engagement with the Department. Work to enhance funding levels in order to support creative, useful research projects for faculty and students.

Institute for Communication, Culture and Change—continue to build this entity, using it as a mechanism for community involvement, project funding, and showcase for C & J collaboration and research.

Online Teaching Initiative—continue to build this teaching initiative in ways that enhance revenue streams and service to students; develop workshops and support mechanism/staffing in the Department that aid faculty in the development of quality and effective online courses.

In conclusion, we must note that the projects listed above, while important in image-building and broad service to our many constituencies, do not address what must be seen as central issues facing the Department: financial stability, faculty lines, and M.A. funding. As we move forward through the self-study evaluation and implementation phases, we hope others at the University will join with us in solving these systemic, structural, and historically-grounded problems.

UNM Department of Communication & Journalism

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Appendices
2011-2012

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APPENDICES

Academic Program Review Self-Study Report
2011-12

Communication and Journalism Department
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Appendix 1.a **Assessment Plan (Learning Outcomes Plan for Undergraduate Communication Majors)**: Administered in Spring 2008—data analyzed and reported Fall 2008

Goals for Learning The undergraduate Communication degree in the Department of Communication and Journalism at the University of New Mexico is theoretically based and geared toward the application of the theories and skills learned throughout the Communication major's program of studies. The program seeks to provide students with a broad base of knowledge and skills that will prepare them for productive lives as individuals and as members of communities. This includes a broad and diverse basis of knowledge as well as the ability to critically apply that knowledge through effective communication skills in multiple contexts. The program helps students to develop an integrated perspective, including a set of ethical values, an appreciation of diverse cultures, and a commitment to lifelong learning. With this in mind, we have the following six competencies:

Six Competencies
1. Design and deliver competent and effective public presentations for a variety of audiences

2. Write in a clear, coherent, cogent manner

3. Understand and appreciate culturally diverse ways of communicating

4. Critically analyze communication situations and messages from multiple theoretical perspectives

5. Understand the basics of designing and conducting communication research

6. Recognize and critically evaluate ethical dimensions of communication

Assessment Strategies

Assessment of the above competencies will incorporate both direct measures (portfolios and speech presentations) and indirect measures (student surveys, alumni surveys, advisory board feedback, and internship evaluations).

DIRECT MEASURES

Senior Portfolios

Students will be asked to prepare a *Senior Portfolio* that will be collected toward the end of each semester from students taking C & J 400: Senior Seminar: Perspectives in Communication. Senior Seminar is designed as the capstone course for all communication majors where students explore the ways in which the theories, concepts and skills that they have learned throughout

their undergraduate program of studies can be applied to the enhancement of their professional, personal, and social goals.

The Senior Portfolio will include self-selected samples of students' scholarly work that serve to demonstrate the competencies (with the exception of Competency #1 and Competency # 3 discussed below). Upon declaring a Communication major, the student will be instructed to begin collecting samples of their scholarly works to include in their Senior Portfolios. For example, in order to demonstrate "a basic understanding of designing and conducting communication research" a student might use the Prospectus for Original Research which is a required assignment for C & J 301: Research Methods (a required prerequisite to Senior Seminar). Other means of demonstrating competencies might include such things as research papers, publications, creative works, written evaluations from internship supervisors, and so forth.

Students will submit a revised, clean copy of anything included in the portfolio and remove their names or other identifying information. Also included in the portfolio is a table of contents that clearly identifies which work the student has selected as a demonstration of each of the competencies.

The Senior Portfolio will be part of the Senior Seminar's required assignments and a grade for the portfolio will be assigned by the instructor (independent of the outside evaluators' assessment of the competencies). The instructor of the Senior Seminar will oversee the portfolio-building process throughout the semester and will assist students in selecting what to include in the portfolio.

Each numbered portfolio will be stored in a place that allows for easy accessibility and working space for the assessment evaluators.

Evaluation of Senior Portfolios: (Competencies # 2, #4, #5, & # 6)

Two outside evaluators, preferably board members, will be selected to evaluate the competencies demonstrated in the portfolios.

A sample of six to nine portfolios (approximately 15 percent) will be randomly selected for evaluation based on a three-level stratification by GPA. The portfolios will be randomly selected from among these three ranges of GPA: three from students with 2.75 or lower GPA; three from students with 2.76-3.50 GPA; and three from students with 3.51 and higher GPA. Standard evaluation rubrics for each competency will be filled out by the evaluators.

Evaluation of Public Presentations & Cultural Diversity Competency: (Competencies #1 & #3)

Students' oral presentations in Senior Seminar will be digitally recorded and included as part of the portfolio. Our two outside evaluators will evaluate the competencies demonstrated in the

presentation (#1 & #3). A standard evaluation rubric will be used to assess public presentation competency.

The students will be directed to prepare a 5 to 6 minute presentation on the subject of cultural diversity and communication. The same evaluators and the same sample selected to assess the public presentations will also be used to assess the students' ability to understand and appreciate culturally diverse ways of communicating (#3). The instructor for Senior Seminar will direct students in selecting their speech topics for this purpose. A standard evaluation rubric will be used to assess this cultural diversity competency.

In addition to the public presentation, an additional measure of this competency will be done by way of two self-report questions on the Senior Survey: does the undergraduate program promote respect for the cultures and traditions of others; and have their studies in communication increased their understanding of the diversity of audiences and points of view. (See discussion of Senior Survey under "Indirect Measures").

INDIRECT MEASURES

332/333 Student Surveys

Each spring semester, students taking 332 (Business and Professional Speaking) or 333 (Professional Communication) will be asked to complete a student survey to assess how students feel about the quality of their education and advisement. .The collection of this data in an earlier stage in their undergraduate program will be especially helpful to us in identifying areas where the Department may not be meeting the needs of those who are not making it to the Senior Seminar within three years from taking 332 or 333.

Senior Surveys

Each spring semester students taking Senior Seminar will be asked to complete the "Senior Survey."   This data collection enables us to examine the recommendations, problems, and concerns expressed by the students in this combination short answer and Likert questionnaire.

Alumni Surveys

Annually, we will send a survey to alumni two years after graduation to get feedback about the program's usefulness in preparing them for their careers.

Advisory Board

The C & J Advisory Board is composed of professionals in each of the concentration areas. The faculty present curriculum, mission, vision, and action plans for their review. The board provides feedback for the faculty to consider in revising their curriculum. The C&J faculty meets twice a year with the Advisory Committee, with breakout sessions for each concentration and follow-up

reports to the chair. Advisory Committee recommendations will be considered by each appropriate undergraduate committee.

Internships

Upon completing an internship, the students complete a self-evaluation and the employer completes a written evaluation of the student. In addition, the faculty director of the internship will call the employer for additional feedback. Faculty internship directors compile this information and share it with Karolyn Cannata-Winge, intern coordinator, who completes an annual report for the faculty.

TIMELINE

Senior Portfolios

When students declare a Communication major, they will be notified of the need to save their written work for their Senior Portfolio. We will complete an assessment every three years. The 3-year timeline will allow time for us to implement the necessary changes as indicated.

Surveys (332/333 Student Survey, Senior Survey, & Alumni Survey)

Senior surveys, Alumni surveys, and the 332/333 Student surveys will be administered each spring semester. We will collapse the data every three years for assessment purposes, but we will monitor trends annually.

ANALYSIS OF RESULTS

All data will be entered into a spreadsheet for analysis. Quantitative data will be analyzed using SPSS. The first step will be to assess the quality of the measures by using appropriate research tools for measuring reliability and validity. In the second step, we will report descriptive statistics as a means to assess the degree to which the competencies are met. Qualitative data will be analyzed using thematic analysis. We will identify core themes and provide examples.

COMMUNICATIONS/RECOMMENDATIONS

A report will be submitted prior to the faculty retreat (held each year before the beginning of fall semester) and discussed at the retreat. At this time, any necessary remediation steps will be discussed for those competencies which are not satisfactorily met. As part of the report, we will re-assess the competencies and the manner in which we address the competencies in the curriculum through a curriculum review. Appropriate changes to curriculum and instruction will be made based on the assessment of learning objectives. That is, we will make sure to improve curriculum and instruction based on assessment. After completing the assessment, curriculum review, and changes, we will report our findings and decisions to the Advisory Board for feedback. The additional outside feedback will further assist our efforts to enhance the quality of instruction.

MEASUREMENT RUBRICS AND SURVEYS

Communication—Assessment of Learning Outcomes

Evaluators' Rubric

#1: Design and deliver competent and effective public presentations for a variety of audiences.

1. Student is able to articulate a clear commitment statement/thesis.

The commitment statement (thesis) is clear and appropriate for the audience. The information provided is connected to the purpose of the presentation and the relevance to the audience is established.

Needs work	Competent	Excellent	NA (does not apply or no way to tell)
1 2	3 4	5	6

2. Student is able to synthesize information in a logical and organized structure.

Main ideas are structured using an appropriate organizational pattern that is easy for the audience to follow.

Needs work	Competent	Excellent	NA (does not apply or no way to tell)
1 2	3 4	5	6

3. Student is able to utilize ample support to convey information with clarity.

Ideas are clearly articulated and supported by appropriate, credible, effective forms of elaboration.

Needs work	Competent	Excellent	NA (does not apply or no way to tell)
1 2	3 4	5	6

4. Student is able to demonstrate physical behaviors that support the verbal message.

The speaker's posture, gestures, eye contact, facial expressions, movement and voice are effective.

Needs work	Competent	Excellent	NA (does not apply or no way to tell)
1 2	3 4	5	6

Evaluators' Rubric

 # 2: Write in a clear, coherent, cogent manner

1. Student is able to articulate a clear thesis statement.

Needs work   **Competent**   **Excellent**   **NA (does not apply or no way to tell)**

    1   **2**   **3**   **4**   **5**   **6**

2. Student demonstrates knowledge of the subject with well-developed arguments in the form of explanations, examples, description, sensory details, and so forth.

Needs work   **Competent**   **Excellent**   **NA (does not apply or no way to tell)**

    1   **2**   **3**   **4**   **5**   **6**

3. Student demonstrates competence in the use of grammar, spelling, advanced-level vocabulary, and organization.

Needs work   **Competent**   **Excellent**   **NA (does not apply or no way to tell)**

    1   **2**   **3**   **4**   **5**   **6**

4. Student demonstrates the ability to select and appropriately identify credible sources.

Needs work   **Competent**   **Excellent**   **NA (does not apply or no way to tell)**

    1   **2**   **3**   **4**   **5**   **6**

Communication--Assessment of Learning Outcomes

Evaluators' Rubric

3: Understand and appreciate culturally diverse ways of communicating

1. The student demonstrates respect for differences in others' views, beliefs, values, codes of conduct, etc.

Needs work   **Competent**   **Excellent**   **NA (does not apply or no way to tell)**

   1   **2**   **3**   **4**   **5**   **6**

2. The student demonstrates receptivity to others' ways of communicating.

Needs work   **Competent**   **Excellent**   **NA (does not apply or no way to tell)**

   1   **2**   **3**   **4**   **5**   **6**

3. The student demonstrates an understanding of the value of diversity in

understanding and broadening one's own viewpoint.

Needs work   **Competent**   **Excellent**   **NA (does not apply or no way to tell)**

   1   **2**   **3**   **4**   **5**   **6**

4. The student demonstrates an assumption of complexity rather than making stereotypical assumptions.

Needs work   **Competent**   **Excellent**   **NA (does not apply or no way to tell)**

   1   **2**   **3**   **4**   **5**   **6**

Evaluators' Rubric

 # 4: Critically analyze communication situations and messages from multiple theoretical perspectives.

1. The student demonstrates an understanding of the particular theory or theories discussed in the paper.

Needs work   Competent   Excellent   NA (does not apply or no way to tell)

   1   2   3   4   5   6

2. The student demonstrates the ability to use the theory or theories to reflect on, explain, or add insight to a communication event or situation.

Needs work   Competent   Excellent   NA (does not apply or no way to tell)

   1   2   3   4   5   6

3. The student demonstrates an ability to appropriately apply the language or terminology of the theory to a communication situation or event.

Needs work   Competent   Excellent   NA (does not apply or no way to tell)

   1   2   3   4   5   6

4. The student demonstrates the ability to use the theory in its appropriate context.

Needs work   Competent   Excellent   NA (does not apply or no way to tell)

   1   2   3   4   5   6

Communication—Assessment of Learning Outcomes

Evaluators' Rubric

 # 5: Understand the basics of designing and conducting communication research.

1. The student demonstrates an ability to clearly state a research question that identifies the key concepts or variables of interest.

Needs work   Competent   Excellent   NA (does not apply or no way to tell)

    1   2   3   4   5   6

2. The student demonstrates an ability to synthesize and report published academic research in the communication field.

Needs work   Competent   Excellent   NA (does not apply or no way to tell)

    1   2   3   4   5   6

3. The student demonstrates a basic understanding of the process of sampling and data gathering in communication research.

Needs work   Competent   Excellent   NA (does not apply or no way to tell)

    1   2   3   4   5   6

#6: Recognize and critically evaluate ethical dimensions of communication.

1. The student demonstrates a clear understanding of the ethical issues displayed in the message.

Needs work   Competent   Excellent   NA (does not apply or no way to tell)

   1   **2**   **3**   **4**   **5**   **6**

2. The student demonstrates ethical responsibility with regard to the careful selection and use of sources.

Needs work   Competent   Excellent   NA (does not apply or no way to tell)

   1   **2**   **3**   **4**   **5**   **6**

3. The student demonstrates ethical responsibility with regard to incorporating information without falsification or manipulation.

Needs work   Competent   Excellent   NA (does not apply or no way to tell)

   1   **2**   **3**   **4**   **5**   **6**

Communication Majors: 332/333 Student Survey

This survey is designed to help the C&J faculty better understand how people in the 332 or 333 courses feel about the quality of their education and advisement in Communication. Your responses can help the students who follow you. Please take a few minutes to reply.

Date this survey was completed: _____

1. Concentration area

        a. Intercultural communication

        b. Interpersonal communication

        c. Organizational communication

        d. Public Communication

        e. Other

For the following statements, please use this scale:

        a. Strongly disagree
        b. Disagree
        c. Neither agree nor disagree
        d. Agree
        e. Strongly agree

2. Generally speaking, I feel my education in the Dept. of Communication & Journalism is of a high quality.	a	b	c	d	e
3. Generally speaking, I feel the instructors I have had so far in the C&J Department were of a high quality.	a	b	c	d	e
4. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received is of high quality	a	b	c	d	e
5. My studies in communication have increased my awareness of the importance of truth, accuracy, and fairness.	a	b	c	d	e
6. My studies in communication have increased my knowledge and appreciation of Freedom of expression.	a	b	c	d	e
7. My studies in communication have heightened my appreciation and	a	b	c	d	e

understanding of ethical ways of thinking and acting.					
8. My studies in communication have provided me with an understanding of responsible use of information sources.	a	b	c	d	e
9. My studies in communication promoted respect for the culture and traditions of others.	a	b	c	d	e
10. My studies in communication have increased my understanding of the diversity of audiences and points of view.	a	b	c	d	e
11. My studies in communication have increased my ability to design and deliver effective presentations for a variety of audiences.	a	b	c	d	e
12. My studies in communication have increased my ability to write in a clear, coherent, cogent manner.	a	b	c	d	e
13. My studies in communication have increased my ability to critically analyze communication situations and messages from multiple theoretical perspectives.	a	b	c	d	e
14. My studies in communication have provided me with an understanding of the basics of designing and conducting communication research.	a	b	c	d	e
15. My studies in communication have increased my ability to recognize and critically evaluate ethical dimensions of communication.	a	b	c	d	e
16. My studies in communication will prepare me well for my chosen career	a	b	c	d	e
17. My studies in communication will prepare me well for success in my personal life.					

Please complete the following questions

18. Have you had any trouble registering for your Communication courses? If so, which ones have you had trouble getting into?

19. Did you meet with the academic advisor (Mary Bibeau) at any time throughout your major?
____Yes   ____ No

20. Did you meet with the undergraduate faculty advisor (Judith Hendry) at any time throughout your major?   ____Yes   ____No

21. Please tell us a little bit about how you feel about the academic advising the department provides?

22. Do you feel connected to the department?   ____Yes   ____No

23. If not, what can the department can do to enhance your connection?

24. Please tell us any other thoughts you have about the program or how to improve it.

Ethnic identity _____

Please mark: Male _____   Female _____

Age: Under 25 _____   25–45 _____   46+ _____

GPA _____

Communication Majors: Senior Survey

This survey is designed to help the C&J faculty better understand how graduating students feel about the quality of their education and advisement in Communication. Your responses can help the students who follow you. Please take a few minutes to reply.

Date this survey was completed: _____

1. Concentration area

       a. Intercultural communication

       b. Interpersonal communication

       c. Organizational communication

       d. Public Communication

               For the following statements, please use this scale:

                  a. Strongly disagree

                  b. Disagree

                  c.   Neither agree nor disagree

                  d.   Agree

                  e.   Strongly agree

2. Generally speaking, I feel my education in the Dept. of Communication & Journalism is of a high quality.	a	b	c	d	e
3. Generally speaking, I feel the instructors I have had so far in the C&J Department were of a high quality.	a	b	c	d	e
4. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received is of high quality	a	b	c	d	e
5. My studies in communication have increased my awareness of the importance of truth, accuracy, and fairness.	a	b	c	d	e
6. My studies in communication have increased my knowledge and appreciation of freedom of expression.	a	b	c	d	e
7. My studies in communication have heightened my appreciation and	a	b	c	d	e

understanding of ethical ways of thinking and acting.					
8. My studies in communication have provided me with an understanding of responsible use of information sources.	a	b	c	d	e
9. My studies in communication promoted respect for the culture and traditions of others.	a	b	c	d	e
10. My studies in communication have increased my understanding of the diversity of audiences and points of view.	a	b	c	d	e
11. My studies in communication have increased my ability to design and deliver effective presentations for a variety of audiences.	a	b	c	d	e
12. My studies in communication have increased my ability to write in a clear, coherent, cogent manner.	a	b	c	d	e
13. My studies in communication have increased my ability to critically analyze communication situations and messages from multiple theoretical perspectives.	a	b	c	d	e
14. My studies in communication have provided me with an understanding of the basics of designing and conducting communication research.	a	b	c	d	e
15. My studies in communication have increased my ability to recognize and critically evaluate ethical dimensions of communication.	a	b	c	d	e
16. My studies in communication have prepared me well for my chosen career.	a	b	c	d	e
17. My studies in communication have prepared me well for success in my personal life.	a	b	c	d	e

Short Answer (Use the back if necessary)

18. Did you have any trouble registering for your Communication courses? If so, which ones did you have trouble getting into?

19. Did you meet with the academic advisor (Mary Bibeau) at any time throughout your major?
____Yes   ____ No

20. Did you meet with the undergraduate faculty advisor (Judith Hendry) at any time throughout your major?   ____Yes   ____No

21. Please tell us a little about how you feel about the academic advising the C & J Department provides.

22. Did you feel connected to the department?   ____Yes   ____No

23. If not, what can the department can do to enhance students' connection?

24. Please tell us any other thoughts you have about the program or how to improve it.

Ethnic identity _____

Please mark: Male _____   Female ____

Age: Under 25_____   25-45_____   46+_____

GPA_____

Communication Majors: Alumni Survey

This survey is designed to help the C&J faculty better understand how graduates of our program now reflect back on their studies in Communication. We are surveying recent alums in order to help us strengthen are overall program and determine whether your studies have helped you in your chosen career. Please take a few minutes to reply.

Date this survey was completed: _____

1. Concentration area (check one)

      _____ a. intercultural communication

      _____ b. interpersonal communication

      _____ c. public communication

      _____ d. organizational communication

For the following statements, please use this scale:

    a. Strongly disagree
    b. Disagree
    c. Neither agree nor disagree
    d. Agree
    e. Strongly agree

2. Generally speaking, I feel my education in the Department of Communication & Journalism was of a high quality.	a	b	c	d	E
3. Generally speaking, I feel the instructors I had had so far in the C&J Department were of a high quality.	a	b	c	d	E
4. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received was of high quality	a	b	c	d	E
5. My studies in communication increased my awareness of the importance of truth, accuracy, and fairness.	a	b	c	d	E
6. My studies in communication increased my knowledge and appreciation of freedom of expression.	a	b	c	d	E

7. My studies in communication have heightened my appreciation and understanding of ethical ways of thinking and acting.	a	b	c	d	E
8. My studies in communication provided me with an understanding of responsible use of information sources.	a	b	c	d	E
9. My studies in communication promoted respect for the culture and traditions of others.	a	b	c	d	E
10. My studies in communication increased my understanding of the diversity of audiences and points of view.	a	b	c	d	E
11. My studies in communication increased my ability to design and deliver effective presentations for a variety of audiences.	a	b	c	d	E
12. My studies in communication increased my ability to write in a clear, coherent, cogent manner.	a	b	c	d	E
13. My studies in communication increased my ability to critically analyze communication situations and messages from multiple theoretical perspectives.	a	b	c	d	E
14. My studies in communication provided me with an understanding of the basics of designing and conducting communication research.	a	b	c	d	E
15. My studies in communication increased my ability to recognize and critically evaluate ethical dimensions of communication.	a	b	c	d	E
16. My studies in communication prepared me well for my chosen career.	a	b	c	d	E
17. My studies in communication prepared me well for success in my personal life.	a	b	c	d	E

Please complete the following open-ended information
List the courses you felt were the most beneficial and explain why.

List the courses you felt were the <u>least</u> beneficial and explain why.

Any thoughts on how we can improve the program?

The following demographic questions will help us identify any positive or negative patterns in responses that we need to address.

What year did you graduate?   A. 2007

                                                      B. 2006

                                                      C. 2005

                                                      D. 2004

                                                      E. 2003

                                                      F. Other_____

Ethnic identity _____

Male _____   Female _____

Age: Under 25 _____   25–45 _____   46+ _____

What is your occupation?_____

Are you satisfied with your career growth? Yes   Somewhat   No

In addition, we would like to stay in touch with you. Please log on to our Alumni Sign-In page at http://www.unm.edu/~cjdept/department/pages/alumni_form.html and fill in the form. Thanks, and best of luck in your career and personal life.

Appendix 1.b *2008 Communication Assessment Report:* Communication Outcome Assessment Summary of Results August 25, 2008

I. PORTFOLIO EVALUATION (DIRECT MEASURES OF LEARNING GOALS)
This measure of learning outcomes involved students in the capstone course (CJ400). Students were required to compile a portfolio that consisted of a presentation (videotaped) and three papers to address 5 of the 6 learning goals for the major (Learning Goal E: designing and conducting research, was not included because students did not consistently include a paper—the portfolio assignment for the course was not clear to all students prior to entry and thus not all saved papers from their 301 course). Student projects were randomly selected using GPA to stratify the students. One student with a GPA above 3.5 was selected, two from 2.75-3.5, and 3 below 2.75. Six portfolios were selected and two evaluators (members of our advisory board) assessed the portfolios using the learning objective rubrics.

A. Summary of Quantitative Analysis

Reliability and Validity of Measures

Two types of reliability were assessed: internal consistency (agreement of ratings within each coder) and interclass correlation (ICC; or agreement among coders). The interclass correlation for two measures (writing and analytical ability) were included. One of the evaluators had difficulty completing the evaluation (for reasons TBD) and these were the only two objectives that had sufficient data to assess. The table below demonstrates that only 4 of 12 items had an ICC above .6 (the benchmark) and four had negative values. This is not surprising given the few cases (N = 6) and thus a single disparate evaluation can alter the ICC significantly. Nonetheless, it is clear that the consistency in ratings does indicate problems in evaluation that need to be addressed in future evaluations.

ICC for Writing and Analytical Items

Item	ICC
Writing 1	-1.7
Writing 2	-6.0
Writing 3	.67
Writing 4	.44
Writing 5	.84
Writing 6	.00
Writing 7	-1.67
Writing 8	.00
Analytical 1	-4.0

Analytical 2	.45
Analytical 3	.89
Analytical 4	.71

We decided to use the ratings of the first evaluator who was able to complete the assessment of all students on all of the learning objectives. We examined the internal consistency of this evaluator's ratings and found these to be high:

Learning Objective	Cronbach's Alpha
Presentation	.88
Writing	.95
Diversity	.89
Analytical Ability	.86
Ethics	.72

The internal consistency was very good and thus we decided to collapse the items in the learning objectives.

Face and Content Validity of Measures

Face and content validity were established by creating evaluation rubrics based on the learning objectives established by the faculty. Construct validity was assessment by correlating the five learning objectives scores with the student's GPA. The correlations were positive and moderate (except for diversity). These data indicate that the evaluators rating is consistent with GPA and that the learning objectives have construct validity.

Learning Objective	Correlation with GPA
Presentation	.39
Writing	.70
Diversity	-.02
Analytical Ability	.33
Ethics	.42

Mean Scores--Evaluation of Learning Goals

The ratings of students' portfolios is displayed in the table below. Overall, the total means are mediocre ranging from 3.54 to 3.83. Part of this can be explained by the fact that the random sample included two students in the mid group with GPAs very close to 2.75 thus the sample is biased toward low students. Further, the evaluations generally indicate a rank order of the learning objectives by GPA. This indicates that the evaluators

and instructors have some consistency in rating. The table below shows the M and SD for each item by GPA.

Means and SD by High GPA (above 3.5= 1), Mid GPA (2.75-3.5 = 2) and Low GPA (below 2.75= 3) and Total

		N	Mean	Std. Deviation
PRESENT	1.00	1	4.0000	.
	2.00	2	3.7500	.11785
	3.00	3	3.3333	.60093
	Total	6	3.5833	.48016
WRITING	1.00	1	5.0000	.
	2.00	1	2.8750	.
	3.00	3	3.5417	.38188
	Total	5	3.7000	.82727
DIVERSIT	1.00	0	.	.
	2.00	2	3.9421	.32224
	3.00	3	3.4762	.50170
	Total	5	3.6626	.46577
ANALY	1.00	1	4.2500	.
	2.00	2	4.2500	.00000
	3.00	3	3.4167	.87797

	Total	6	3.8333	.71880
ETHICS	1.00	1	3.8333	.
	2.00	2	4.0000	.00000
	3.00	3	3.1444	.47881
	Total	6	3.5444	.53610

B. Conclusions from Portfolio Evaluations—Direct Measures

As would be expected, students with high GPAs tended to receive higher ratings on their projects than those with lower GPAs. Overall, the ratings indicate that we need to think about ways to strengthen instructor to meet the learning goals at least for mediocre students. In particular, we need to ensure that we are addressing the learning objectives in our courses, particularly required courses. A careful curriculum review should help support this goal.

The evaluation process also has some room for improvement. First, we probably need to engage in greater training of the evaluators to ensure agreement in evaluation. We simply asked the evaluators to provide a blanket rating. Second, we might want to consider a more streamlined evaluation of each learning objective. The strong internal consistency indicates that we could likely eliminated items for each learning objective and still get good data. Third, we need to make sure that the random selection process includes a broader inclusion of GPAs since this sample was biased toward the lower GPAs. A purposively selected sample might be more appropriate in the future.

II. GRADUATING STUDENT SURVEY (INDIRECT   MEASURE)

The Graduating Student Survey (or Senior Survey) combined quantitative measures of students' perceptions of the program and open-ended responses that were qualitatively analyzed. The survey was administered in the Senior Seminar, a capstone course for Communication seniors in the Spring semester of 2008 (N = 26). Below is a summary of the findings for this measure. (The Graduating Student Survey is included as Appendix B1)

A. Graduating Student Survey--Quantitative Measures

Reliability and Validity of Measures

A Cronbach's Alpha yielded a reliability score of .967 indicating very high internal consistency of the survey measure. (See Appendix C, Table A)

Construct validity of the survey measure was determined by correlating the Total Score (average of items 5-17) with items 2-4, and by correlating Total Score with GPA. These

are three global items that ask students to evaluate their education, instructors, and advisement throughout their undergraduate program. (Item #1 merely asked them to check their area of concentration.)

A Pearson Correlation yielded a positive correlation between Total Score and all three global items (item #2 was .868, item #3 was .887, and item #4 was .297). A positive (but very low) correlation was found between Total Score and GPA (.167). The fact that a positive correlation was found between Total Score and the three global items indicates that the measure has good overall construct validity. The fact that a negligible correlation was found between Total Score and GPA indicates that students are not rating the program because based on their individual GPA--in other words, students aren't rating the program high because they got a good grade. (See Appendix C, Table C for breakdown of correlation scores.)

Mean Scores

Our standard for success was a mean score of 4.0 or higher (range was 1-5, with 6 indicating "does not apply or no way to tell"). The means for all items met this criterion with the exception of item #12 (3.96--"My studies in Communication have increased my ability to write in a clear, coherent, cogent manner") and #13 (3.73—"My studies in Communication have increased my ability to critically analyze communication situations and messages from multiple theoretical perspectives"). The table below lists means and standard deviations for the survey items.

D. Descriptive Analysis: M and SD for Items 2-17 and Total Score-

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Q2	28	1	5	115	4.11	1.133
Q3	28	1	5	116	4.14	.932
Q4	28	3	5	112	4.00	.903
Q5	28	2	5	116	4.14	1.113
Q6	28	1	5	114	4.07	1.184
Q7	28	1	5	119	4.25	1.041

Q8	28	2	5	119	4.25	.967
Q9	28	1	5	120	4.29	1.084
Q10	28	1	5	123	4.39	1.031
Q11	28	2	5	113	4.04	.999
Q12	26	1	5	103	3.96	1.076
Q13	27	2	5	101	3.74	.903
Q14	27	2	5	113	4.19	.834
Q15	27	1	5	111	4.11	1.050
Q16	27	2	5	109	4.04	.854
Q17	27	2	5	112	4.15	1.099
Total Score	26	1.69	5.00	106.46	4.0947	.87930
Valid N (listwise)	26					

<u>Additional Quantitative Measures</u>

Item #20 asked students to respond with a "yes" or "no" to the item: "Did you feel connected to the department?" Descriptive analysis revealed that 84.6% of the respondents felt connected to the department and 15.4% did not feel connected.

Demographics were analyzed by comparisons by gender, age, ethic identity, and concentrations of study. The comparisons showed no significant differences in ratings by these demographic categories.

B. Graduating Student Survey--Qualitative Measures

The survey asked students to respond to four open-ended questions. The following is a summary of their responses. (See Appendix C, Table F for complete list of responses to open-ended questions)

In response to the question about which classes the students felt were most beneficial and why, 19 different classes were mentioned. Those that were mentioned most were

Business and Professional Speaking (7), Research Methods (7), Intercultural Communication (6), Nonverbal Communication (6), and Senior Seminar (5). The reasons students felt that courses were most beneficial had to do mainly with the particular skills the courses taught or because the course sharpened their critical thinking skills, or because of information's usefulness in their careers or everyday life.

Six different courses were mentioned as "least beneficial," but the one mentioned by far the most often was Theories of Communication (11). In almost all cases, the reason given was because the students didn't like the instructor.

The question on "any other thoughts about the program" or ideas on how to improve it, yielded mostly very positive responses. Students reported being pleased with their undergraduate program and the department faculty and advising. Several mentioned that they would like to be able to take the class in public relations without having to take the writing (journalism) prerequisites.

C. Conclusions from Graduating Student Survey Results—Indirect Measure

The survey instrument yielded a high internal reliability score and indicated that, overall, students perceive their undergraduate program very positively and that a high percentage (84%) felt connected to the department.

Some changes to the survey that would be helpful is to make the open–ended questions consistent with the open-ended questions asked in the 332 survey (the closed-ended questions are consistent across both) so that we had a more direct comparison. For example, the 332 survey asked about courses that students have difficulty getting into and about advisement. It would be good to ask these again in their senior year and would allow for a better longitudinal look at the program.

III. 332 SURVEY (INDIRECT MEASURE)

The 332 Survey is very similar to the Graduating Senior Survey, but was designed to measure students' perceptions of their education and advisement early in their program in order to identify areas where the department may not be meeting their needs. The survey was administered in 332: Business and Profession Speaking, which is a required course usually taken shortly after declaring the major in their junior year. The survey combines quantitative measures and open-ended questions that were qualitatively analyzed. The survey was administered in the spring semester of 2008 (N = 11).

A. Summary of 332 Survey—Quantitative Measures

Reliability and Validity of Measure

A Cronbach's alpha yielded a score of .855 indicating a high degree of internal reliability for the survey measure.

Construct validity was determined by correlating Total Score (average of items 5-15) with global items 2, 3, and 4, and by correlating Total Score with GPA. A Pearson correlation yielded positive correlations between Total Score and items #2 (.438), #3 (.690), and #4 (.199).

A Pearson correlation yielded a negative correlation between Total Score and GPA (-.135). The fact that a positive correlation was found between Total Score and the three global items indicates that the measure has good overall construct validity. The fact that a negligible correlation was found between Total Score and GPA indicates that students are not rating the program based on their individual GPA--in other words, students aren't rating the program high because they got a good grade. (See Appendix D, Table C for breakdown of correlation scores.)

Mean Scores:

The standard for success was a means score 4.0 or higher (on a 5 point scale). All means met or exceeded this standard with the exception of item #12 (3.91) and item #13 (3.91). These were the same two items that scored below the benchmark on the Graduating Student Survey.

Descriptive Analysis: M and SD for Items 2-15 and Total Score

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q2	11	3	5	4.27	.647
Q3	11	1	5	4.00	1.095
Q4	11	3	5	4.09	.944
Q5	11	3	5	4.18	.751
Q6	11	3	5	4.09	.831
Q7	11	3	5	4.55	.688
Q8	11	3	5	4.36	.674

Q9	11	3	5	4.55	.688
Q10	11	4	5	4.45	.522
Q11	11	2	5	4.09	1.044
Q12	11	2	5	3.91	.944
Q13	11	2	5	3.91	.831
Q14	11	2	5	4.00	.894
Q15	11	3	5	4.45	.688
Total Score	11	3.45	5.00	4.2314	.50512
Valid N (listwise)	11				

Additional Quantitative Measures

Item #17 asked to students to indicate with a "yes" or "no" whether they had met with the academic advisor (Mary Bibeau). 63.6% indicated that they had met with her and 36.4% indicated that they had not.

Item #18 asked if students had met with the undergraduate faculty advisor in their concentration (Judith Hendry). 18.2% indicated that they had met with her and 81.8% indicated that they had not.

Item #20 asked students to respond with a "yes" or "no" with regards to whether or not they felt connected to the department. 80% responded that they felt connected and 20% responded that they did not.

The analysis of comparisons by gender, age, and ethnic identity revealed no differences in student ratings by these demographic categories.

B. 332 Survey—Summary of Qualitative Measures

The 332 survey asked students for open ended responses to four questions.   Below is a summary of their responses.

Students reported that they had little difficulty registering for the classes they needed although several mentioned that they would like to have more options concerning when

the course was offered. Students reported being highly satisfied with department advisement--there were no complaints. In response to the item about how the department could enhance their sense of connectedness to the department, only one responded by suggesting "more activities." The overall responses were highly favorable.

C. Conclusions from of 332 Survey Results

The 332 Survey showed high internal reliability and indicated that overall, students perceive the program very positively and that a high percentage (80%) feel connected to the department.

Two items on this self-report measure received ratings below the 4.0 benchmark. These were the same two items that received below the benchmark on the Graduating Senior Survey (Item #12: writing, and item #13: analytical/theoretical). Although students rate these lowest, the outside evaluators rated these the highest (but still very close to what the students self-reported). The table below compares ratings on the learning goals across the direct measures (as determined by outside evaluators via the student portfolios) and student ratings (as determined by items on the survey measures). As the table indicates, students seem to have a higher-rated perception of what they learned than what the outside evaluators have given to the random sample of students (with the exception of items #12 & #13). This may be due to the fact that the random sample purposely over-sampled in the low and middle GPA groups. Or it may be due to students simply over-rating their knowledge and skills. Or it may be a function of the validity of the measurement rubrics used by the outside evaluators. Or it may be due to the written assignments that were included in the portfolio that just don't do a good job of "tapping" the particular learning goal evaluation criteria on which assignment is being judged. We will assume that it is a combination of all of the above and make changes in the plan and the measures to address this.

Comparison of Learning Goal Means across Direct & Indirect Measures

Learning goal	Rating of Outside Evaluators	Ratings from 332 Survey	Ratings from G.S. Survey
Presenting	3.58	4.09	4.04
Writing	3.7	3.91	3.96
Diversity	3.66	4.5 [1]	4.34 [2]
Analyt/Theory	3.86	3.91	3.74
Ethics	3.54	4.46 [3]	4.25 [4]

1 = ave. of items 9 & 10 on 332 Survey

2 = ave. of items 9 & 10 on G. S. Survey

3 = ave. of items 7 & 8 on 332 Survey

4= ave. of items 7 & 8 on G. S. Survey

IV. SUMMARY OF ALUMNI SURVEY (INDIRECT MEASURE)

The Alumni Survey was mailed in the spring semester of 2008 and is designed to gather input from alumni about the programs usefulness in preparing them for careers (N = 5). (The survey is attached as Appendix B3)

A. Alumni Survey—Quantitative Measures

Mean Scores

Since only 5 alumni responded to the survey, means and standard deviations were the only stats calculated. All means were over 4.0 (on a 5 point scale—see table below).

Means & S.D.: Responses to Alumni Survey

Means

	1	2	3	4	5	s.d.
Q1	2	5	5	1	2	
Q2	5	5	4	4	5	4.6 0.5477
Q3	5	5	5	4	5	4.8 0.4472
Q4	5	4	3	4	5	4.2 0.8367
Q5	5	4	4	5	5	4.6 0.548
Q6	5	5	3	4	5	4.4 0.8944
Q7	5	4	3	4	5	4.2 0.8366
Q8	5	5	4	5	5	4.8 0.4472
Q9	5	5	5	5	5	5 0.0
Q10	5	5	4	5	5	4.8 0.4472
Q11	5	5	4	5	5	4.8 0.4472
Q12	5	5	5	3	5	4.6

						0.5477
Q13	5	5	4	4	5	4.6 0.8944
Q14	5	5	5	3	5	4.6 .08944
Q15	5	4	4	4	5	4.4 0.5477
Q16	5	4	4	4	5	4.4 0.5477
Q17	5	4	5	4	5	4.6 0.5477

B. Alumni Survey—Qualitative Measures

The alumni survey asked respondents to list the courses the felt were the most beneficial and least beneficial and explain why. A number of classes were listed as most beneficial but the three most frequently mentioned were Business and Professional Speaking (3), Professional Communication (3), and Senior Seminar (2). The reasons given were because of the usefulness of the skills that were taught. Only two classes were mentioned as least beneficial: Research Methods because the information was not useful in the respondent's career, and Public Speaking because of the way the course was taught. The majority of comments were highly favorable.

In response to the question on how we can improve the program, several mentioned that they wish they had been given advisement earlier in their program to map out a strategic plan for taking their classes and wished they had been challenged to consider the decisions they made about which classes to take as well as more assistance with career placement.

C. Overall Summary of Alumni Survey Results

The biggest factor impacting the results of this survey is the small sample size. We will discuss ways to increase the response rate.

The means were acceptable and the open ended responses were highly favorable and respondents were pleased with the quality of education and instruction. We may want to look at ways to direct students toward career decisions with regards to their classes earlier in their program.

Appendix 1.c *2011 Communication Assessment Report*

Communication Outcome Assessment Summary of Results June 1, 2011

This assessment of learning goals involved one direct measure in the form of evaluations (by outside evaluators) of student portfolios which included a demonstration of each of the six learning goals, and two indirect measures in the form of self-report surveys the students filled out. The surveys were administered in the Senior Seminar (C & J 400) and in Business and Professional Speaking (C & J 332). Data were collected on the fall semester of 2010 and analyzed and reported in the spring semester of 2011.

I. PORTFOLIO EVALUATION (DIRECT MEASURES OF LEARNING GOALS)

This measure of learning outcomes involved students in the capstone course (C&J 400: Senior Seminar). Students were required to compile a portfolio that consisted of a presentation (videotaped) and three papers to address the 6 learning goals for the major. Student portfolios were randomly selected using GPA to stratify the sample. Two students with a GPA above 3.5 was selected, three from 2.75-3.5, and three below 2.75. Two outside evaluators (members of our alumni advisory board) assessed the portfolios using the learning objective rubrics. (Rubric Measures are included as Appendices A1-A6.)

A. Summary of Quantitative Analysis

Reliability and Validity of Measures

Two types of reliability were assessed: interclass correlation (ICC; or agreement among coders) and internal consistency (agreement of ratings within each coder). The table below demonstrates that only one of six items had an ICC above .6 (the benchmark). This is not surprising given the few cases (N = 3 or 4) and thus a single disparate evaluation can alter the ICC significantly. Nonetheless, it is clear that the consistency in ratings needs to be addressed in future evaluations.

A series of Cronbach's alphas indicated that the internal consistency of the measure is good. (See table below.)

Reliability:

1) Intercoder reliability: average single measure interclass correlation (ICC) .39

Interclass correlation coefficients for the individual items:

RUBRICS	ICC
1. Design and deliver competent and effective public presentations for variety of audiences (N = 4)	.66
2. Write in a clear, coherent, cogent manner (N = 4)	.39
3. Understands and appreciate culturally diverse ways of communicating (N = 4)	.56
4. Critically analyze communication situations and messages from multiple theoretical perspectives (N = 4)	.10
5. Understand the basic of designing and conducting communication research (N = 3)	.43
6. Recognize and critically evaluate ethical dimensions of communication (N = 3)	.21

2) Internal consistency: Intercoder Reliability for each category

1 Coder 1: Cronbach's Alpha = .60 (M = 14.75, SD = 2.12)
Coder 2: Cronbach's Alpha = .79 (M = 14.12, SD = 2.17)

2 Coder 1: Cronbach's Alpha = .83 (M = 14.25, SD = 3.28)
Coder 2: Cronbach's Alpha = .96 (M = 13.50, SD = 4.63)

3 Coder 1: Cronbach's Alpha = .65 (M = 13.62, SD = 2.45)
Coder 2: Cronbach's Alpha = .92 (M = 14.50, SD = 2.33)

4 Coder 1: Cronbach's Alpha = .93 (M = 15.00, SD = 3.70)
Coder 2: Cronbach's Alpha = .97 (M = 14.12, SD = 4.22)

5 Coder 1: Cronbach's Alpha = .61 (M = 10.62, SD = 2.07)
Coder 2: Cronbach's Alpha = .93 (M = 9.75, SD = 3.15)

6 Coder 1: Cronbach's Alpha = .91 (M = 8.12, SD = 3.27)
Coder 2: Cronbach's Alpha = .92 (M = 11.00, SD = 2.56)

Face and content validity were established by creating evaluation rubrics based on the learning objectives established by the faculty. Construct validity was assessed by correlating the five learning objectives scores with the student's GPA. The correlations were positive but not statistically significant. These data indicate that the evaluators' rating is not correlated with GPA and that GPA is perhaps not a good test of construct validity.

Significant correlation between student's GPA, Total Score and Total Rubric Scores:

1. Pearson product-moment correlation showed that student's GPA was not correlated with
   a. Total Score: $r(7) = .50, p > .05$
   b. Total Rubric #1 Score: $r(8) = .01, p > .05$
   c. Total Rubric #2 Score: $r(8) = .39, p > .05$
   d. Total Rubric #3 Score: $r(8) = .38, p > .05$
   e. Total Rubric #4 Score: $r(8) = .45, p > .05$
   f. Total Rubric #5 Score: $r(8) = .42, p > .05$
   g. Total Rubric #5 Score: $r(8) = .46, p > .05$

As this test shows, higher GPA is positively, but not highly correlated with higher scores on the portfolio rubrics.

Mean Scores--Evaluation of Learning Goals

The ratings of students' portfolios is displayed in the table below. The lowest mean (3.19, on a scale of 1-5, with 6 indicating "no way to tell or does not apply.") is for learning goal #6: Recognize and critically evaluate ethical dimensions of communication. This goal also had a low intercoder reliability (.21). This is probably due to the abstract nature of the learning goal itself as well as to the difficulty of creating a valid measure for this broad and abstract learning goal. An evaluation of this goal and its measure should be addressed. Overall, the total means are mediocre ranging from 3.19 to 3.64. Part of this can be explained by the fact that the stratified random sample included three students in the mid group, three students in the low group, and only two students in the high group, thus the sample is biased toward low and mid students. The table below shows the M and SD for each item.

Means and standard deviations for 6 rubrics (N= 22) and Total Score:

TOTAL ITEMS (coders' average)	Descriptive statistics		
	Number of valid cases	M	SD
1. Design and deliver competent and effective public presentations for variety of audiences (N = 4)	8	3.61	.49
2. Write in a clear, coherent, cogent manner (N = 4)	8	3.48	.86
3. Understands and appreciate culturally diverse ways of communicating (N = 4)	8	3.52	.53
4. Critically analyze communication situations and messages from multiple theoretical perspectives (N = 4)	8	3.64	.74

5. Understand the basic of designing and conducting communication research (N = 3)	8	3.40	.75
6. Recognize and critically evaluate ethical dimensions of communication (N = 3)	8	3.19	.76
Total Standards	8	3.47	.51
GPA	8	3.03	.63

B. Conclusions from Portfolio Evaluations—Direct Measure

Overall, the ratings indicate that learning goals are being met. Although we would like to see an improvement in mean scores, they are acceptable. We also need to address measurement issues associated with learning goal #6 (as discussed above).

The evaluation process also has some room for improvement. First, we probably need to engage in greater training of the evaluators to create greater agreement among evaluators. We simply asked the evaluators to provide a blanket rating. Second, we might want to consider a more streamlined evaluation process which would allow us to increase the number of students assessed which is currently only eight.

II. GRADUATING STUDENT SURVEY (Senior Survey) (INDIRECT MEASURE)

The Graduating Student Survey (or Senior Survey) combined quantitative measures of students' perceptions of the program and open-ended responses that were qualitatively analyzed. The survey was administered in the Senior Seminar, a capstone course for Communication seniors in the fall semester of 2010 (N = 27). Below is a summary of the findings for this measure. (The Graduating Student Survey is included as Appendix B1)

A. Graduating Student Survey--Quantitative Measures

Reliability and Validity of Measures

A Cronbach's Alpha yielded a score of .97 indicating very high internal consistency of the survey measure.

Construct validity of the survey measure was examined by correlating the Total Score (average of items 5-17) with items 2-4, and by correlating Total Score with GPA. These are three global items that ask students to evaluate their education, instructors, and advisement throughout their undergraduate program. (Item #1 merely asked them to check their area of concentration.)

A Pearson Correlation yielded a positive, but not statistically significant, correlation between Total Score and all three global items (item #2 was .31, item #3 was .10, and

item #4 was .16). A positive (but not significant) correlation was found between Total
Score and GPA (.27). The fact that negligible correlations were found between Total
Score and the three global items indicates that the construct validity of the measure is
questionable or that this is perhaps not the best measure of construct validity. The fact
that a negligible correlation was found between Total Score and GPA indicates that
students are not rating the program based on their individual GPA--in other words,
students aren't rating the program high because they got a good grade.

Reliability of Survey Scale: Items 5-17, Cronbach's Alpha = .97 (M = 54.16, SD = 11.60)

Validity:

1) Pearson product-moment correlation between **Total Score and GPA** was not significant:
   $r(25)= .27, p > .05$.
2) The same test showed no significant correlation between **Total Score** and:
   a. **Item 2** (high quality of education in C&J Department): $r(25)= .31, p < .05$
   b. **Item 3** (high quality of C&J instructors): $r(25)= .10, p < .05$
   c. **Item 4** (high quality of the departmental advising): $r(25)= -.16, p < .05$

Mean Scores

Our standard for success was a mean score of 4.0 or higher (range was 1-5). The means
for all items met this criterion with the exception of items # 4 (3.56—"Generally
speaking, I feel the departmental advising that I received is of high quality"), and #15
(3.92--"My studies in Communication have increased my ability to recognize and
critically evaluate ethical dimensions of communication"). The table below lists means
and standard deviations for the survey items.

Means and standard deviations for items 5-17 and Total Emphasis score:

ITEM	DESCRIPTIVES*		
	Number of valid cases	Mean	SD
2) High quality of education	27	4.04	1.02
3) High quality of instructors	27	4.04	1.09
4) High quality of advising	27	3.56	1.01
5) Awareness of the importance of truth, accuracy, and fairness	27	4.26	1.02
6) Knowledge and appreciation of freedom of expression	27	4.15	1.06
7) Appreciation of understanding of ethical ways of thinking and acting	27	4.07	1.11

8) Understanding of responsible use of information sources	27	4.26	.90
9) Respect for the culture and traditions of others	27	4.30	1.10
10) Understanding of diversity of audiences and points of view	27	4.33	1.07
11) Ability to design and deliver effective presentations for a variety of audiences	27	4.37	.97
12) Ability to write in a clear, coherent, cogent manner	27	4.30	.87
13) Ability to critically analyze communication situations and messages from multiple theoretical perspectives	27	4.22	1.01
14) Understanding of the basics of designing and conducting communication	27	4.18	.92
15) Ability to recognize and critically evaluate ethical dimensions of communication.	26	3.92	.93
16) Preparation for chosen career	26	4.11	1.03
17) Preparation for success in personal life	25	4.16	1.03
Total Score (sum of items 5-17)	27	4.21	.87

Additional Quantitative Measures

Items 18 and 21 are open-ended questions and were not analyzed quantitatively (See next section for summary of open-ended responses).

Item #19 asked if they met with an academic advisor. 85% reported that they had met with an academic advisor.

Item #20 asked if the met with the undergraduate faculty advisor and 51.9% reported that they did.

Item #22 asked students to respond with a "yes" or "no" to the item: "Did you feel connected to the department?" 74.1% of the respondents felt connected to the department.

Demographics were analyzed by comparisons by gender, age, ethic identity, and concentrations of study. The comparisons showed no significant differences in ratings by these demographic categories.

B. Graduating Student Survey--Qualitative Measures

The survey asked students to respond to four open-ended questions. The following is a summary of their responses. *(See Appendix C, for complete list of responses to open-ended questions.)*

In response to the question about whether students had trouble registering for the course, all, with the exception of a few, reported having no difficulty registering for their courses.

In response to the question about departmental advisement, the majority of responses were very positive. Several mentioned the improvement in advisement since Gregoria Cavazos took over the position.

Most students reported feeling connected to the department. Only three students had suggestions for how the department could increase students' sense of connectedness. Recommendations included more advisors and more C & J events.

Students reported being pleased with their undergraduate program and the department faculty and advising. Several mentioned that they didn't see the need for requiring that prerequisites be met before they can enter some upper division classes.

C. Conclusions from Graduating Student Survey (Senior Survey) Results—Indirect Measure

Overall, students perceive their undergraduate program very positively but we would like to see improved scores for items #4 (advising) and #15 (ethical dimensions). Significant advisement staffing changes have been made at both the departmental and university levels. We believe future assessments will reflect these improvements. We will want to address the problems with measurement associated with item #15 as this particular learning goal (ethical dimensions) also proved to be a problem with the portfolio evaluations.

Results show that a high percentage (74.1%) felt connected to the department. We were also pleased to see that students report having little difficulty registering for the courses they need. We are pleased with the high percentage of students who met with the academic advisor (85.2%).

III. 332 SURVEY (INDIRECT MEASURE)

The 332 Survey is very similar to the Graduating Senior Survey, but was designed to measure students' perceptions of their education and advisement early in their program in order to identify areas where the department may not be meeting their needs. The survey was administered in 332: Business and Profession Speaking, which is a required course usually taken shortly after declaring the major in their junior year. The survey combines quantitative measures and open-ended questions that were qualitatively analyzed. The survey was administered in the fall semester of 2010 (N = 26).

A. Summary of 332 Survey—Quantitative Measures

Reliability and Validity of Measure

A Cronbach's alpha yielded a score of .97 indicating a very high degree of internal reliability for the survey measure.

Construct validity was determined by correlating Total Score (average of items 5-15) with global items 2, 3, and 4, and by correlating Total Score with GPA. A Pearson correlation yielded positive significant correlations between Total Score and items #2 (.86), #3 (.81), and #4 (.46).

The fact that a positive and significant correlation was found between Total Score and the three global items indicates that the measure has good overall construct validity. The fact that a negligible correlation was found between Total Score and GPA (.09) indicates that students are not rating the program based on their individual GPA--in other words, students aren't rating the program high because they got a good grade.

Reliability of Survey Scale: Items 5-15, Cronbach's Alpha = .97 (M = 43.38, SD = 10.42)

Validity:

1) Pearson product-moment correlation between **Total Score and GPA** was not significant: $r(25)$= .09, $p > .05$.
2) The same test showed significant positive correlation between **Total Score** and:
   a. **Item 2** (high quality of education in C&J Department): $r(26)$= .86, $p < .001$, strong relationship
   b. **Item 3** (high quality of C&J instructors): $r(26)$= .81, $p < .001$, strong relationship
   c. **Item 4** (high quality of the departmental advising): $r(26)$= .46, $p < .05$, moderate relationship

As individuals' total scores on the 332/333 survey increase, so does their positive attitudes toward C&J department in terms of its quality of education, instructors and advising.

Mean Scores:

The standard for success was a means score 4.0 or higher (on a 5 point scale). All means met or came close to meeting this standard with the exception of item #4 (high quality of advising). (See table below for breakdown of means and standard deviations by item).

Means and standard deviations for items 5-15 and Total Score:

ITEM	DESCRIPTIVES*	
	Mean	SD
2) High quality of education	4.08	.98
3) High quality of instructors	4.08	.84
4) High quality of advising	3.19	1.13
5) Awareness of the importance of truth, accuracy, and fairness	4.00	1.17
6) Knowledge and appreciation of freedom of expression	3.85	1.12
7) Appreciation of understanding of ethical ways of thinking and acting	4.00	1.13
8) Understanding of responsible use of information sources	3.81	1.06
9) Respect for the culture and traditions of others	3.85	1.08
10) Understanding of diversity of audiences and points of view	4.15	1.08
11) Ability to design and deliver effective presentations for a variety of audiences	4.08	1.05
12) Ability to write in a clear, coherent, cogent manner	4.00	1.13
13) Ability to critically analyze communication situations and messages from multiple theoretical perspectives	3.85	.97
14) Understanding of the basics of designing and conducting communication	3.96	.96
15) Ability to recognize and critically evaluate ethical dimensions of communication.	3.85	1.01
Total Score (sum of items 5-15)	3.94	.95

* Number of valid cases for all items was 26.

Additional Quantitative Measures

Item #17 asked to students to indicate with a "yes" or "no" whether they had met with the academic advisor. 46.2% indicated that they had met with her.

Item #18 asked if students had met with the undergraduate faculty advisor in their concentration. 30.8% indicated that they had met with her.

Item #20 asked students to respond with a "yes" or "no" with regards to whether or not they felt connected to the department. 57.7% responded that they felt connected.

The analysis of comparisons by gender, age, and ethnic identity revealed no differences in student ratings by these demographic categories.

B. 332 Survey—Summary of Qualitative Measures

The 332 survey asked students for open ended responses to four questions.   Below is a summary of their responses. (For a complete list of responses, see Appendix D.)

 Most students reported that they had little difficulty registering for the classes they needed although a few mentioned that they had difficulty getting into some of the required courses (300, 301, and 400).

At this point in their program, less than half the students report having met with an advisor. For students who had met with an advisor, the responses were mostly very positive. Several students specifically mentioned the improvement in advisement since Gregoria Cavazos was hired as our new academic advisor.

  In response to the question about what the department can do to enhance students' sense of connectedness to the department, only six students responded. Three of these comments were about the importance of advisement and two commented about the importance of sending emails with news and updates.

C. Conclusions from of 332 Survey Results

The 332 Survey indicated that overall, students perceive the program very positively.

One item on this self-report measure received a rating farther below the 4.0 benchmark than we would like to see (item #4: High quality of advising). Significant advisement staffing changes have been made at both the departmental and the college levels and we believe this will be reflected in future assessments.

Responses to the open-ended questions revealed that while less than half of the students in 332 had met with an advisor at this point in the program, those who had met with the advisor reported a positive experience. We are pleased to see that students seem to have little difficult registering for their courses. Just over half of the students report feeling connected to the department at this stage in their program. (This percentage is increased significantly by the time they get to their Senior Seminar.) Overall, students' reports are highly favorable.

The table below compares ratings on the learning goals across the direct measures (as determined by outside evaluators via the student portfolios) and student ratings (as determined by students' self-reports on the survey measures). As the table indicates, students seem to have a higher-rated perception of what they learned than what the outside evaluators have given to the random sample of students. This may be due to the fact that the random sample over-sampled in the low and middle GPA groups. Or it may be due to students simply over-rating their knowledge and skills. Nevertheless, it is encouraging to see that the mean scores on the survey instruments increased from time

one (332 survey) to time 2 (senior survey), indicating that students feel that they have increased their knowledge and skills throughout their program of studies. We also saw an increase in the number of students who met with the academic advisor from time one (46.2%) to time two (85.2%). There was likewise and encouraging increase in students' reports of feeling connected to the department from 57.7% at time one to 74.1% at time two.

Comparison of Learning Goal Means across Direct & Indirect Measures

Learning Goal	Rating of Outside Evaluators (direct)	Self-ratings from 332 Survey (indirect)	Self-ratings from Senior Survey (indirect)
Presenting	3.61	4.08[1]	4.37[2]
Writing	3.48	4.00[3]	4.30[4]
Diversity	3.52	3.83[5]	4.32[6]
Analyt/Theory	3.64	3.85[7]	4.22[8]
Research	3.40	3.96[9]	4.18[10]
Ethics	3.19	3.9[11]	4.17[12]

[1]Item #11 on 332 survey

[2]Item #11 on Senior Survey

[3]Item #12 on 332 Survey

[4]Itemn #12 on Senior Survey

[5]Ave. of items 9 & 10 on 332 Survey

[6]Ave. of items 9 & 10 on Senior Survey

[7]Item #13 on 332 Survey

[8]Item #13 on Senior Survey

[9]Item #14 on 332 Survey

[10]Item #14 on Senior Survey

[11]Ave. of items 7 & 8 on 332 Survey

[12]Ave. of items 7 & 8 on Senior Survey

Moving Forward: Recommendations for Improvement

The findings of this assessment will be presented to the Communication faculty at our fall retreat (August, 2011) at which time we will discuss avenues for moving forward.

Several opportunities for improvement have presented themselves as a result of this assessment. In terms of the learning goals, the one which deals with ethics in communication not only had lower mean scores than we would like to see (for both the direct and indirect measures), but also had very poor inter-rater reliability among the outside evaluators. This is probably due to the highly abstract nature of the learning goal, making it very difficult to measure. We will want to consider how to address this issue.

In terms of improving the assessment process, two areas need to be addressed. Because inter-rater reliability was weak, we will want to consider more training of the outside evaluators to clarify the learning goals and how to evaluate them. Second, we will want to address issues with construct validity of our survey instruments that were revealed in the statistical analysis. The fact that there were strong correlations between the 3 global items and total score on the 332 Survey, but negligible correlations on the Senior Survey (which uses exactly the same survey questions and format) indicates a problem with using this as a measure of construct validity.

In terms of the program in general, we would like to see an increase in the number of students who see an advisor earlier in their program of studies. Only 46.2% had met with an advisor at the time they were taking 332. We were pleased to see this number increase to 85.2% by the time they were taking 400, but we should stress the importance of meeting with the advisor early in their program to plan their courses for graduation.

Appendix 1.d 2011 *Final Report on General Education Course (C & J 130: Public Speaking) Assessment of Student Learning*

Academic year: 2011

Department: Communication & Journalism

General Ed. Course: C & J 130: Public Speaking

Persons Preparing the Report:

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Date Submitted: June 24, 2011

I. List the student learning outcomes (SLOs) that were assessed during the academic year.

SLO-A. Students are able to demonstrate a clear central idea/thesis.

      Addresses UNM/HED Area I , Competencies: 1, 2, 3, 5, 6

SLO-B. Students are able to express information with clarity.

      Addresses UNM/HED Area I , Competencies: 2, 3, 4, 6

SLO-C. Students are able to synthesize information in a logical and organized structure.

Addresses UNM/HED Area _I_ Competencies: _2, 3, 4_

SLO-D. Students are able to utilize ample support for their arguments.

Addresses UNM/HED Area _I_ , Competencies: _3, 4, 5, 6_

SLO-E. Students are able to demonstrate extemporaneous speech delivery.

Addresses UNM/HED Area _I_ , Competencies: _2, 3, 4_

SLO-F. Students are able to demonstrate speaking fluency.

Addresses UNM/HED Area _I_ , Competencies: _1, 2, 3, 4, 6_

SLO-G. Students are able to present using good vocal qualities.

Addresses UNM/HED Area _I_ , Competencies: _1, 2, 3, 4_

SLO-H. Students are able to demonstrate physical behaviors that support the verbal message.

Addresses UNM/HED Area _I_ , Competencies: _1, 2, 3, 4, 6_

II. For each learning outcome, describe a) the assessment measures used, b) the sample of students from whom data were collected, c) the timetable for the collection, and d) the setting in which the measures were administered.

Direct Measures:

A. Assessment measures used: Attached as **Appendix A** is the rubric we developed to measure the eight learning outcomes discussed above. The rubrics utilize a 5-point scale. Students are rated from 1 (needs work) to 5 (excellent) with 6 indicating a response of "does not apply or no way to tell." Based on recommendations made in our 2008 assessment, the rubric was revised and items were reduced to measure the 8 SLOs specifically.

B. Sample of students: In order to get a representative sample with a comparatively small sample set, we used a stratified random sampling approach. The approximately 50 face-to-face sections were sorted according to 3 stratification levels: (1) Sections taught by TAs, (2) sections taught by PTIs, (3) sections taught by Faculty. Additionally, 5 online sections were included in the sample and were sorted according to 2 stratification levels (1) sections taught by TAs, (2) a section taught by Faculty. (No online sections were taught by PTIs so none were included).

The face-to-face assessment included one section taught by a regular faculty member, one section taught by a PTA, and 4 sections taught by TAs, all were randomly selected. Additionally, all sections of the online course were selected and included 4 sections taught by TAs, and 1 section taught by Faculty. This created a total sample of 175 students or approximately 12 percent of the total population of students who take Public Speaking in any given semester.

  C. Timetable for the collection: All eight SLOs were measured twice (early semester and late semester) in the spring semester of 2011 and the data were input and statistically analyzed at the end the spring semester of 2011.

D. Setting in which measures were administered: All SLOs were measured within the context of 2 speeches--one that students presented early in the spring 2011 semester and another at the end of the semester. The final speech was digitally recorded.

Each instructor, randomly selected to have his or her students participate in the assessment, completed the assessment rubric for each of the student's first speech (or early in the semester) and again for their students' final speeches at the end of the semester. Paired t-tests were used to statistically test movement from early semester speech to final speech across each desired learning outcome. Although this early-to-late semester tracking was done primarily for Departmental purposes, the data revealed some relevant findings with regards to the SLOs measured.

Indirect Measures

A. Indirect Assessment measures used: In addition to the direct measures discussed above, we also asked instructors to have their students fill out a survey (attached as Appendix B) to collect information about student demographics, attitudes about the course content and the

students perception of their own learning. Based on recommended changes from our 2008 assessment, the survey was revised to differentiate the "total quality" from "total skills" questions. Total skills questions now address the students' perception of their learning on the 8 SLOs. We also revised the survey so the highest number was the best (5=strongly agree, 1= strongly disagree) so it is now consistent with the scoring of the rubric

B. Sample of students: The survey was administered in the 5 face-to-face sections of the course that were randomly selected to be the assessment sample (N = 123). Additionally, the survey was administered in the 5 online sections (N=52). Total (N= 175).

C. Timetable for the collection : The survey was administered at the end of the spring semester 2011 and the data were analyzed in the spring semester of 2011.

D. Setting in which measure was administered: The student surveys were administered during a regular class period (and in a face-to-face meeting for the online sections) toward the end of the spring 2011 semester by the instructor, collected by a student and returned to the C&J office in a sealed envelope. Respondents were anonymous.

III. Describe the results of the assessment.

<u>**Executive Summary**</u>

Direct assessment of the SLOs utilized digitally recorded speeches from the six randomly selected face to face sections and the 5 on-line sections of Public Speaking which were then evaluated using the rubrics measure (attached as **Appendix A**). The SLOs were evaluated in both a pretest (early semester speech) and a post test (late semester speech) in order to track progress. The pre/post test data was collected mainly for Departmental purposes and although this information is relevant to our overall assessment, the means for only the post (or late semester) evaluations are used in the interpretation of the outcome means.

Indirect assessment was also done using student surveys (attached as **Appendix B**) that were administered in the all sections described above.

<u>**Report of Findings for Direct Measures (Rubrics)**</u>

FACE-TO-FACE SECTIONS

Reliability and Validity of Rubrics Measure: Two forms of reliability testing were used: ICC was used for Inter-rater reliability and Cronbach's Alpha for internal consistency.

Appendix C shows inter-rater reliability for all items on the rubric.

Table One below indicates which items scored low on inter-rater reliability for face-to-face sections (items A, B, D, E, F, G & H).

Item C was the only item that received an acceptable score of .59 shown below.

| C. Synthesizing information in a logical and organized structure | .59 |

Table One: Items with poor Inter-rater Reliability

Learning Outcomes Assessment Rubric

RUBRICS (for all items the total number of valid cases $N = 18$)	ICC
A. Demonstrating a clear central idea/thesis	.21
B. Expressing information with clarity	.28
D. Utilizing ample support for the arguments	.37
E. Demonstrating extemporaneous speech delivery	.26
F. Demonstrating speaking fluency	.05
G. Using good vocal quality	.25
H. Demonstrating physical behaviors that support the verbal message	.45

1. The reliability of the rubrics measure was determined by the interclass correlation, which identifies the consistency in coding. This was completed by having the individual instructors rate their students and then having an independently trained coder also assess the speeches. This coder analyzed 15% of the overall speeches. The disagreement between coders indicates that the training for public speaking instructors and the independent coder may need to have more precise instructions on how to interpret and grade each objective, so we can achieve better consistency among all instructors.

Face validity was established when revising the rubric by asking Communication faculty members to examine the rubric then we incorporated their suggestions and made revisions to the final measure.

2. Cronbach's Alpha was figured to indicate the consistency of each grader and compared scores across the sample. This coefficient indicates that a grader has a particular pattern in grading and the scale measures similar concepts across the board. In terms of the two graders who had lower alphas (see grader #4 & grader #5), this may indicate a variation that is result of special cases - for example, perhaps a few students had high scores on objectives A and B, but then a couple of students really did poorly on objective B and got significantly lower scores. In that case, it may

not be that the graders are not grading consistently but that they had more outliers. This may be one limitation of applying this statistics to the grading scales. Together, these two statistics (ICC and alpha) indicate the following: the grading objectives are clear and consistent since each grader consistently scores their individual classes.

a. Internal consistency:
Our 2008 report suggested a need for assessing internal consistency. Using Cronbach's Alpha reliability test, internal consistency was figured for the whole scale (8 SLOs) for each grader:

7   **Grader** who only coded 15% of the overall sample ($N = 18$):
Cronbach's Alpha = .91
($M = 24.28$, $SD = 5.58$)

8   **Grader #1** – 2nd round of speeches ($N = 21$):
Cronbach's Alpha = .84
($M = 31.29$, $SD = 3.05$)

9   **Grader #2** – 2nd round of speeches ($N = 11$):
Cronbach's Alpha = .90
($M = 23.27$, $SD = 7.62$)

10 **Grader #3** – 2nd round of speeches ($N = 17$):
Cronbach's Alpha = .87
($M = 34.35$, $SD = 4.58$)

11 **Grader #4** – 2nd round of speeches ($N = 22$):
Cronbach's Alpha = .29
($M = 36.22$, $SD = 2.07$)

12 **Grader #5** – 2nd round of speeches ($N = 13$):
Cronbach's Alpha = .53
($M = 32.08$, $SD = 2.78$)

7   **Grader** #6 – 2nd round of speeches ($N = 18$):
Cronbach's Alpha = .70
($M = 34.83$, $SD = 3.24$)

Interpretation of Findings of Direct Measures (Rubrics):

FACE-TO-FACE SECTIONS:

Means and standard deviation along with total means and total deviation were calculated for each of the 8 items used to measure the 8 SLOs. Table Two below shows means and standard deviation for each (note: A1 – A8 is Time One and B1 – B8 is Time Two).

All means for the final round of speeches (B) fell within our "good" range with the exception of item BA (4.55), which fell into the "excellent" range. The range break-down was as follows:

5.0 - 4.5 = excellent

4.4 - 3.8 = good

3.7 - 3.1 = fair (acceptable)

3.0 - 2.5 = needs work

2.4 - 0 = poor

Table 2: Total means and standard deviations for 8 rubrics (SLOs) and Total Score:

Round	RUBRICS	Descriptive statistics		
		N	M	SD
A	A. Demonstrating a clear central idea/thesis	121	4.02	1.14
	B. Expressing information with clarity	124	4.12	.81
	C. Synthesizing information in a logical and organized structure	124	3.75	.85
	D. Utilizing ample support for the arguments	124	3.65	1.24
	E. Demonstrating extemporaneous speech delivery	124	3.66	1.19
	F. Demonstrating speaking fluency	124	3.77	.92
	G. Using good vocal quality	124	3.98	.90
	H. Demonstrating physical behaviors that support the verbal message	124	3.31	.96
	Total Score	124	3.78	.77
B	A. Demonstrating a clear central idea/thesis	111	4.55	.86
	B. Expressing information with clarity	115	4.43	.78
	C. Synthesizing information in a logical and organized structure	117	4.31	.89
	D. Utilizing ample support for the arguments	118	4.14	.99

E. Demonstrating extemporaneous speech delivery	117	3.97	1.00
F. Demonstrating speaking fluency	118	4.10	1.00
G. Using good vocal quality	119	4.34	.81
H. Demonstrating physical behaviors that support the verbal message	119	3.93	.86
Total Score	122	4.22	.65

All means except for the items A-C, A-D, A-E, A-F, A-H, and A Total (fell into the "fair" or acceptable range) fell within "good" or "excellent" range.

<u>Change in the SLOs and total score from Round A to Round B:</u>

2. A paired t-tests revealed that the scores for SLOs and total scores increased significantly from Round A to Round B in all groups with significant differences among TAs, PTIs, and regular faculty. Table 3 summarizes the results of t-tests of the score improvements without controlling for the type of instructor.

<div align="center">Table 3: Paired Samples t-test results</div>

RUBRICS	**Descriptive statistics**			
	N	t	M	SD
A. Demonstrating a clear central idea/thesis	108	-4.64	-.54	1.20
B. Expressing information with clarity	115	-3.29	-.30	.96
C. Synthesizing information in a logical and organized structure	117	-5.65	-.55	1.04
D. Utilizing ample support for the arguments	118	-3.59	-.45	1.36
E. Demonstrating extemporaneous speech delivery	117	-2.46	-.27	1.16
F. Demonstrating speaking fluency	118	-4.49	-.35	.84
G. Using good vocal quality	119	-4.64	-.36	.84
H. Demonstrating physical behaviors that support the verbal message	119	-5.96	-.64	1.17
Total Score	122	-6.95	-.45	.72

3. The significant difference between three types of instructors was assessed by first calculating the mean difference between Round A and Round B for each student on 8 SLOs and Total Score. MANOVA test was conducted to test for this difference and the box below summarizes the findings. Table 4 summarizes the results of t-tests of the score improvements between two rounds for PTI, TA, and Regular Faculty individually.

NOTE: These results need to be interpreted with care because three factors may have affected the findings:

- Box's Test of Equality of Covariance Matrices is not computed because there are fewer than two nonsingular cell covariance matrices.
- There is unequal/not proportional number of valid cases for each group: TA (N = 78), PTI (N = 20), and Faculty (N = 19).
- Other statistical tests could provide better results (e.g., we could run 9 ANOVAs for each dependent variable and set a more conservative p-value to avoid Type I error).
- The effect sizes for the significant differences are considered to be small.

Tables 4(a), 4(b), and 4(c) below show t-test results that measure changes in the scores between round one and round two and are delineated by instructor type.

The independent variable was type of instructor (TA, PTI, Regular faculty) and the dependent variables were scores for all 8 SLOs and Total score. The multivariate main effect was significant, Wilks' lambda = .56, $F(16, 180)$ = 3.77, $p < .001$, η^2 = .25. After Bonferroni adjustment ($p < .005$), five out of nine univariate effects were significant: SLO A, $F(2, 96)$ = 10.45, $p < .001$, η^2 = .18; SLO C, $F(2, 96)$ = 6.51, $p < .005$, η^2 = .12; SLO E, $F(2, 96)$ = 7.75, $p < .005$, η^2 = .14; SLO H, $F(2, 96)$ = 8.44, $p < .001$, η^2 = .15; Total Score, $F(2, 96)$ = 8.04, $p < .001$, η^2 = .14. The post hoc test showed the following:

1. **SOL A**: Students taught by PTI ($M = -.91$, $SD = 1.45$) had smaller increase of the scores on this SLO than the student taught by TA ($M = .64$, $SD = 1.07$) and Regular Faculty ($M = 1.00$, $SD = 1.05$). Negative mean for PTI indicates a decrease in the score on this SLO

2. **SOL C**: Students taught by PTI ($M = -.27$, $SD = 1.01$) had smaller increase of the scores on this SLO than the student taught by TA ($M = .59$, $SD = .99$) and Regular Faculty ($M = 1.30$, $SD = 1.16$). Negative mean for PTI indicates a decrease in the score on this SLO

3. **SOL E**: Students taught by Regular Faculty ($M = 1.40$, $SD = 1.17$) had higher increase of the scores on this SLO than the student taught by TA ($M = .05$, $SD = 1.00$) and PTI ($M = -.09$, $SD = 1.22$). Negative mean for PTI indicates a decrease in the score on this SLO

4. **SOL H**: Students taught by Regular Faculty ($M =1.80$, $SD = 1.03$) had higher increase of the scores on this SLO than the student taught by TA ($M = .35$, $SD = 1.07$) and PTI ($M = .36$, $SD = 1.03$)
5. **Total Score**: Students taught by Regular Faculty ($M =1.00$, $SD = .37$) had higher increase of the total scores than the student taught by TA ($M = .36$, $SD = .70$), while student taught by TA had more increase than the students taught by PTI ($M = -.18$, $SD = .70$). The negative mean for PTI indicates a decrease in the total score.

Table 4a: paired samples t-test results for **TA** (results show increase of the scores

between two rounds)

RUBRICS	Descriptive statistics			
	N	t	M	SD
A. Demonstrating a clear central idea/thesis	83	-5.67	-.67	1.08
B. Expressing information with clarity	83	-2.82	-.30	.97
C. Synthesizing information in a logical and organized structure	81	-5.35	-.59	1.00
D. Utilizing ample support for the arguments	82	Not significant		
E. Demonstrating extemporaneous speech delivery	81	Not significant		
F. Demonstrating speaking fluency	83	-4.42	-.38	.79
G. Using good vocal quality	83	-3.76	-.35	.85
H. Demonstrating physical behaviors that support the verbal message	83	-2.96	-.35	1.08
Total Score	83	-4.95	-.38	.70

Table 4b: paired samples t-test results for **PTI** (result shows increase of the scores

between two rounds)

RUBRICS	Descriptive statistics			
	N	t	M	SD
A. Demonstrating a clear central idea/thesis	14	Not significant		
B. Expressing information with clarity	17	Not significant		
C. Synthesizing information in a logical and organized structure	20	Not significant		

D. Utilizing ample support for the arguments	18	Not significant		
E. Demonstrating extemporaneous speech delivery	20	Not significant		
F. Demonstrating speaking fluency	17	Not significant		
G. Using good vocal quality	18	Not significant		
H. Demonstrating physical behaviors that support the verbal message	19	-3.39	-.89	1.14
Total Score	20	Not significant		

Table 4c: paired samples t-test results for **Regular Faculty** (results show increase

of the scores between two rounds)

RUBRICS	**Descriptive statistics**			
	N	t	M	SD
A. Demonstrating a clear central idea/thesis	11	-2.89	-.91	1.04
B. Expressing information with clarity	15	-4.58	-.80	.68
C. Synthesizing information in a logical and organized structure	16	-3.03	-.94	1.24
D. Utilizing ample support for the arguments	18	-4.91	-1.44	1.25
E. Demonstrating extemporaneous speech delivery	16	-4.07	-1.19	1.17
F. Demonstrating speaking fluency	18	-3.06	-.44	.62
G. Using good vocal quality	18	-3.29	-.39	.50
H. Demonstrating physical behaviors that support the verbal message	17	-8.05	-1.76	.90
Total Score	19	-11.88	-1.00	.37

ONLINE SECTIONS

Reliability:

1) Inter-rater reliability was assessed on 18% overlap (5 randomly selected speeches out of 27):
   Average single measure interclass correlation (ICC) based on 5 items was .32
   (items E and H were excluded due to negative value; items A and F did not yield ICC)

Table Five below indicates how items scored on inter-rater reliability

Table 5: Interclass correlation coefficients for the individual rubrics

RUBRICS (for all items the total number of valid cases *N* = 5)	ICC
A. Demonstrating a clear central idea/thesis	.00
B. Expressing information with clarity	.22
C. Synthesizing information in a logical and organized structure	.40
D. Utilizing ample support for the arguments	.32
E. Demonstrating extemporaneous speech delivery	-.59
F. Demonstrating speaking fluency	.00
G. Using good vocal quality	.35
H. Demonstrating physical behaviors that support the verbal message	-.10

2) Internal consistency:
   Using Cronbach's Alpha reliability test, internal consistency of the whole scale was figured (8 speech competencies) for each grader:
   a. **Grader** who only coded 18% of the overall sample ($N = 5$):
      Cronbach's Alpha = .97
      ($M = 24.60$, $SD = 6.99$)
   b. **Grader #1** – 2nd round of speeches ($N = 7$):
      Cronbach's Alpha = .81
      ($M = 30.86$, $SD = 4.37$)
   c. **Grader #2** – 2nd round of speeches ($N = 6$):
      Cronbach's Alpha = .84
      ($M = 35.00$, $SD = 5.21$)
   d. **Grader #3** – 2nd round of speeches ($N = 3$):
      Cronbach's Alpha = .98
      ($M = 22.67$, $SD = 9.07$)
   e. **Grader #4** – 2nd round of speeches ($N = 3$):
      Cronbach's Alpha = .92
      ($M = 34.00$, $SD = 5.29$)
   f. **Grader #5** – 2nd round of speeches ($N = 2$):
      Cronbach's Alpha = .98

(*M* = 23.50, *SD* = 6.36)

13 Grader #6 – 2nd round of speeches (*N* = 6):
Cronbach's Alpha = .70
(*M* = 28.50, *SD* = 3.21)

ONLINE SECTIONS:

Means and standard deviation and totals were calculated for each of the 8 items used to measure the 8 SLOs. Table Six below shows means and standard deviation for each (note: A1 – A8 is Time One and B1 – B8 is Time Two). The range was from 1 (needs work) to 5 (excellent

Table 6: Total means and standard deviations for 8 rubrics (SLOs) and Total Score:

Round	RUBRICS	Descriptive statistics		
		N	M	SD
A	**A.** Demonstrating a clear central idea/thesis	27	3.85	.99
	B. Expressing information with clarity	27	3.78	.85
	C. Synthesizing information in a logical and organized structure	27	3.81	.92
	D. Utilizing ample support for the arguments	27	3.22	1.19
	E. Demonstrating extemporaneous speech delivery	26	3.27	.96
	F. Demonstrating speaking fluency	27	3.63	1.04
	G. Using good vocal quality	27	3.74	1.02
	H. Demonstrating physical behaviors that support the verbal message	25	3.24	1.27
	Total Score	27	3.58	.73
B	**A.** Demonstrating a clear central idea/thesis	27	4.30	.72
	B. Expressing information with clarity	27	4.22	.85
	C. Synthesizing information in a logical and organized structure	27	4.11	1.01

		27	3.78	1.25
D. Utilizing ample support for the arguments		27	3.78	1.25
E. Demonstrating extemporaneous speech delivery		27	3.63	.88
F. Demonstrating speaking fluency		27	4.15	.72
G. Using good vocal quality		27	4.18	.74
H. Demonstrating physical behaviors that support the verbal message		27	3.74	1.16
Total Score		27	4.01	.68

Means for the items A-B, A-D, A-E, A-F, A-G, A-H, A Total, B-D, B-E, and B-H fell into the "fair" or acceptable range, while the rest of the items fell within "good" range.

Change in the SLOs and Total Score from Round A to Round B:

4. A Paired t-test revealed that the scores for 4 SLOs and total scores increased significantly from Round A to Round B in all groups with no significant differences among TAs and regular faculty. Table 7 summarizes the results of t-tests.

Table 7: Paired Samples t-test results

RUBRICS	Descriptive statistics			
	N	t	M	SD
I. Demonstrating a clear central idea/thesis	27	-2.28	-.44	1.01
J. Expressing information with clarity	27	-2.47	-.44	.93
K. Synthesizing information in a logical and organized structure	27	Not significant		
L. Utilizing ample support for the arguments	27	Not significant		
M. Demonstrating extemporaneous speech delivery	26	Not significant		
N. Demonstrating speaking fluency	27	-3.02	-.52	.89
O. Using good vocal quality	27	-2.73	-44	.85
P. Demonstrating physical behaviors that support the verbal message	25	Not significant		
Total Score	27	-3.06	-43	.73

COMPARISON BETWEEN ONLINE AND FACE-TO-FACE CLASSES

To assess a potential difference between the students who took online and offline class on eight SLOs and Total Score, and their improvement on these measures from Round A to round B, I have conducted three MANOVAs. The following paragraphs summarize the findings:

1. The independent variable was type of class (online, face-to-face) and the dependent variables were scores for all 8 SLOs and Total score from Round A. The multivariate main effect was significant, Wilks' lambda = .88, F(8, 136) = 2.21, $p < .05$, $\eta^2 = .11$. However, after Bonferroni adjustment ($p < .005$), none of the univariate effects were significant.
    *In other words, the student's scores on eight SLOs and Total Score in Round A did not differ based on the type of class they were taking.

2. The independent variable was type of class (online, face-to-face) and the dependent variables were scores for all 8 SLOs and Total score from Round B. The multivariate main effect was not significant, Wilks' lambda = .93, F(8, 120) = 1.14, $p > .05$, power = .51.
    *In other words, the student's scores on eight SLOs and Total Score in Round B did not differ based on the type of class they were taking.

3. The independent variable was type of class (online, face-to-face) and the dependent variables were difference in the scores for all 8 SLOs and Total score between Round A and Round B. The multivariate main effect was significant, Wilks' lambda = .78, F(8, 114) = 4.10, $p > .001$, $\eta^2 = .22$. After Bonferroni adjustment ($p < .005$), eight of nine univariate effects were significant (the only non-significant one was related to the change in the student's scores for SLO E.
    a. SLO A: F(1, 96) = 12.71, p < .001, $\eta^2 = .09$;
    b. SLO B: F(1, 96) = 9.09, p < .005, $\eta^2 = .07$;
    c. SLO C: F(1, 96) = 13.92, p < .001, $\eta^2 = .10$;
    d. SLO D: F(1, 96) = 10.85, p < .001, $\eta^2 = .08$;
    e. SLO F: F(1, 96) = 21.17, p < .001, $\eta^2 = .15$;
    f. SLO G: F(1, 96) = 14.21, p < .001, $\eta^2 = .10$;
    g. SLO H: F(1, 96) = 10.51, p < .001, $\eta^2 = .08$;
    h. Total Score: F(1, 96) = 25.01, p < .001, $\eta^2 = .17$.

*These differences were also confirmed with 9 independent t-tests.

The post hoc tests showed that in all instances students who took face-to-face public speaking showed more improvement on 7 of the SLOs (item E was not significant) and on the Total score than those students who were enrolled in online public speaking. Table eight below summarizes means and standard deviations for these groups.

Table 8: Means and standard deviation for face-to-face and online sections

RUBRICS	Face-to-face		Online	
	M	SD	M	SD
A. Demonstrating a clear central idea/thesis	.53	1.20	-.46	1.06
B. Expressing information with clarity	.22	.92	-.42	.97
C. Synthesizing information in a logical and organized structure	.57	1.06	-.33	1.05
D. Utilizing ample support for the arguments	.33	1.34	-.71	1.55
E. Demonstrating extemporaneous speech delivery	Not significant			
F. Demonstrating speaking fluency	.30	.83	-.58	.88
G. Using good vocal quality	.33	.88	-.42	.88
H. Demonstrating physical behaviors that support the verbal message	.49	1.14	-.37	1.34
Total Score	.37	.72	-.46	.76

NOTE: These results need to be interpreted with care because three factors may have affected the findings:

- Box's Test of Equality of Covariance Matrices is not computed because there are fewer than two nonsingular cell covariance matrices.
- There is unequal/not proportional number of valid cases for each group: face-to-face (N = 99) and online (N = 24).
- The effect sizes for the significant differences are considered to be small.

Report of Findings of Indirect Measure—Student Surveys

Reliability and Validity of Measures: The quantitative part of the survey was designed to measure both program quality and skills. Items 1-4 measured students' perceptions of the quality of the program, and items 8-18 measured perceptions of skills learned. Items #9 (managing anxiety) and #12 (conducting research) were included for departmental purposes because they have been identified as important additional learning outcomes for the public speaking course though they are not included in the original SLOs.

Note: the survey questions were incorrectly numbered from 1-13 and 15-19 - missing number 14.

Interpretation of Quantitative Data from Student Surveys: Total means and total standard deviations for survey items 1-4 and 8-18 are included in Table Four below (note: items 5, 6, & 7

are open-ended questions and not quantitatively interpreted). The survey items 1-4 ask the students to evaluate the general quality of the Core Course in Public Speaking. For example, item # 3 states, "Generally speaking, I feel the textbook used for Public Speaking is of a high quality." Items 8-18 ask students to evaluate their skills learning. For example, item # 8 states, "Public Speaking has increased my ability to demonstrate a clear central idea or thesis for a speech." Question #19 is qualitative and asks for "any last thoughts." The range for the quantitative items is from 1 (strongly agree) to 5 (strongly disagree). Table 4 below shows means and standard deviation for items 1-4 and 8-15.

Table 9(a): Means and Standard Deviations for Survey Items Descriptive Statistics

Means and standard deviations for items 1-4, 8-18 and GPA:

ITEM	DESCRIPTIVES*		
	Number of valid cases	Mean	SD
18) High quality course	123	3.97	.90
19) High quality instructor	123	4.32	1.02
20) High quality textbook	123	3.45	1.00
21) Beneficial class	123	4.27	.98
8. Increased ability to express information with clarity	122	4.12	.84
9. Increased ability to manage presentation anxiety	122	4.01	.87
10. Increased ability to utilize support for my arguments	122	4.01	.86
11. Increased ability to develop a clear central idea/thesis for my presentation	122	4.07	.88
12. Increased ability to use and conduct research	121	3.56	.89
13. Increased ability to present information using logical and organized structure	121	4.16	.79
15. Increased ability to use an extemporaneous delivery style	121	4.12	.87
16. Increased ability to speak with fluency	121	4.08	.84
17. Increased ability to use good vocal qualities when delivering a speech	121	4.05	.84

18. Increased ability to use physical behaviors that support my verbal message	121	4.00	.96
GPA	113	3.30	.50

*The survey was missing an item 14.

Subsequent tests (MANOVAs) showed no significant difference in the means for items 1-4 and 8-18 based on the student's age, sex, and class status as well as on the type of instructor that taught the class (TA, PTI, Regular Faculty).

All means fall within the "good" range (note: the higher the score, the more favorable the rating), with the exception of items #2 & #4 ("High quality instructor and beneficial class"), were both rated in the excellent range. These are improvements since our last outcomes assessment in 2008. The mean scores were broken into the following categories:

1.0 -1.7 = poor

1.8 – 2.5 = needs work

2.6 - 3.3 = fair (acceptable)

3.4 -4.1 = good

4.2 – 5.0 = excellent

The student's GPA had some effect on the student's overall responses. We also examined the differences in mean scores by gender, age, and ethnicity. No significant differences were found among these variables.

Summary of Open-Ended Themes for Face-to-Face and Online sections:

The open-ended questions focused on what students felt were the most important things they had learned and why these things were beneficial, what things they had hoped to learn but had not yet learned and their general comments. In terms of important things learned, the majority of students reported that learning how to manage anxiety or nervousness and speak with more confidence was the most important thing they felt they had learned in the course. A second theme surrounded their ability to structure and/ organize a speech. The third most important thing learned was the importance of good preparation and how to successfully prepare for a speech. For why these things were beneficial, the majority of the students indicated that it was important to overcome the fear of public speaking because "one needs to communicate with people daily and in front of public audiences." They understand that they will need to give speeches in other classes and as "a part of life," and for "future careers." Learning better organizational skills helped students to be more confident, to be better prepared, to be more credible and to capture and hold the audience's attention. The majority of students felt there was nothing they had hoped to learn that they had not and most learned all or more than they had

expected they would. A few students wanted to give more speeches, to learn more techniques to deal with nervousness, and a few wanted to learn more advanced things such as "more in-depth researching skills" or "help with vocabulary." Finally, the "last thoughts" question reflected several students' personal feelings about their instructor. The majority of these were favorable but a few students were not pleased with their instructor's grading habits.   A few of the online students indicated that they thought the class was harder than they had expected it to be. Most students who commented on this question, from both the online and face-to-face sections, indicated that they were glad they had taken the class, had enjoyed the course and liked their instructor. **Appendix D** displays the actual responses that were used to develop the open-ended themes described above.

IV. Describe the departmental process by which faculty reviewed the assessment procedures/results and decided on the actions and/or revisions that were indicated by them.

The Communication faculty was closely involved in the revision of the 2008 assessment plan. The C&J 130 Public Speaking director (Janet Shiver) revised the assessment rubric and survey based on faculty recommendations and results from our 2008 assessment.   The revisions approved by a vote of the entire faculty.

A report of the findings will be sent to the Communication faculty prior to our 2011 faculty retreat to be held in early August. At that meeting, the Public Speaking director ask for recommendations for plan/process revisions and ask for input on ways to address those SLOs that need to be improved. However, it is likely that the majority of changes will be in the form instructor training to improve consistency in grading each individual learning objective, rather than curriculum revisions to improve the SLO scores since they have remained consistently good from our 2008 report through the current 2011 report.

V. Describe the actions and/or revisions that were implemented in response to the assessment.

The following are the proposed implementation changes for the faculty in the August 2008 meeting:

-We will develop stronger training for instructors of public speaking to ensure consistent measure of student learning outcomes. The training will be required for all TAs (new and existing) and will include an improved manual for TAs to reference.

Changes will be implemented for the fall 2011 online public speaking sections. All sections will be taught by a full-time faculty member and speeches and assignments will be graded by graduate student graders. The graders will be thoroughly trained and the full-time faculty instructor will monitor the grading and student learning throughout the course to ensure more consistent grading across sections.

TAs teaching face-to-face sections will be assessed on their grading skills as part of their annual teaching review that is conducted by the public speaking director and other full-time faculty members (this will be discussed and voted on by C&J faculty at the faculty retreat in August 2011).

VI. Given the assessment activities and results to date, describe your assessment plans for the next years (2011-2014). If significant changes have been made to the course SLOs or to the general assessment strategy, please clearly describe.

As described above, a report of the findings and the initial recommendations will be sent to the Communication faculty prior to our 2011 faculty retreat and then will be discussed at that meeting. Approved changes and/or actions will be implemented during the fall 2011 and spring 2012 semesters. Annual instructor training will begin during the fall semester 2011. New instructors scheduled to teach public speaking during the fall 2011 semester will attend a 3-day training session that is scheduled August 15-19, 2008. Two additional training sessions will be held thereafter for all public speaking instructors. All SLO's will be measured on a 3-year cycle - again during the fall term 2014 and every three years thereafter. Graders for the online course will be required to attend 3 training sessions that will designed to focus specifically on evaluation of the 8 SLOs.

Additionally, we are going to change the assessment plan as follows:

-Train the independent coder using the same training techniques as the instructor to improve inter-rater reliability.

<div align="center">

APPENDIX A

Learning Outcomes Assessment Rubrics

C & J 130: Public Speaking

</div>

Needs Work   Competent   Excellent

1   2   3   4   5

A. Students were able to demonstrate a clear central idea/thesis

1   2   3   4   5

<div align="center">65</div>

B. Students were able to express information with clarity.

1   2   3   4   5

C. Students were able to synthesize information in a logical and organized structure.

1   2   3   4   5

D. Students were able to utilize ample support for their arguments.

1   2   3   4   5

E. Students were able to demonstrate extemporaneous speech delivery.

1   2   3   4   5

F. Students were able to demonstrate speaking fluency.

1   2   3   4   5

G. Students were able to present using good vocal quality.

1   2   3   4   5

H. Students were able to demonstrate physical behaviors that support the verbal message.

1   2   3   4   5

APPENDIX B

Public Speaking Survey

This survey is designed to help public speaking instructors better understand how students feel about the quality of the course. No names should appear on this form. We appreciate your candid and thoughtful comments.

A. Date survey completed: _____

Demographic Information

B. Class status **(Please check one of the five):**

☐ Freshman

☐ Sophomore

☐ Junior

☐ Senior

C. Major: _____

D. Ethnic Identity: _____

E. Sex: ☐ Male   ☐ Female

F. Age: ☐ Under 25   ☐ 25-45   ☐ 46+____

G: GPA_____

Personal Assessment:

1.   Generally speaking, I feel this course is of a high quality.

    ___5. Strongly agree

    ___4. Agree

    ___3. Neither agree nor disagree

    ___2. Disagree

    ___1. Strongly disagree

2.   Generally speaking, I feel the instructor I have for Public Speaking is of a high quality.

    ___5. Strongly agree

    ___4. Agree

    ___3. Neither agree nor disagree

    ___2. Disagree

    ___1. Strongly disagree

3. Generally speaking, I feel the textbook used for Public Speaking is of a high quality.

    ___5. Strongly agree

    ___4. Agree

    ___3. Neither agree or disagree

    ___2. Disagree

    ___1. Strongly disagree

4. Generally speaking, I feel Public Speaking has been a beneficial class.

    ___5. Strongly agree

    ___4. Agree

    ___3. Neither agree or disagree

___2. Disagree

___1. Strongly disagree

(use the back of the page if necessary on open-ended questions)

5. What are the most important things (up to three) you feel you have learned in this course?

6. Explain why each of these things were particularly beneficial?

7. What things, if any, had you hoped to learn in Public Speaking but have not yet learned (up to three)?

8. Taking Public Speaking has increased my ability to express information with clarity.

___5. Strongly agree

___4. Agree

___3. Neither agree nor disagree

___2. Disagree

___1. Strongly disagree

9. Taking Public Speaking has increased my ability to manage presentation anxiety.

___5. Strongly agree

___4. Agree

___3. Neither agree nor disagree

___2. Disagree

___1. Strongly disagree

10. Taking Public Speaking has increased my ability to utilize support for my arguments.

___5. Strongly Agree

___4. Agree

___3. Neither agree or disagree

___2. Disagree

___1. Strongly disagree

11. Taking Public Speaking has increased my ability to develop a clear central idea/thesis for my presentations.

___5. Strongly agree

___4. Agree

___3. Neither agree nor disagree

___2. Disagree

___1. Strongly disagree

12. Taking Public Speaking has increased my ability to use and conduct research.

___5. Strongly agree

___4. Agree

___3. Neither agree nor disagree

___2. Disagree

___1. Strongly disagree

13. Taking Public Speaking increased my ability to present information using a logical and organized structure.

___5. Strongly agree

___4. Agree

___3. Neither agree nor disagree

___2. Disagree

___1. Strongly disagree

15. Taking Public Speaking has increased my ability to use an extemporaneous delivery style.

    ___5. Strongly agree

    ___4. Agree

    ___3. Neither agree nor disagree

    ___2. Disagree

    ___1. Strongly disagree

16. Taking Public Speaking has increased my ability to speak with fluency.

    ___5. Strongly agree

    ___4. Agree

    ___3. Neither agree nor disagree

    ___2. Disagree

    ___1. Strongly disagree

17. Taking Public Speaking has increased my ability to use good vocal qualities when delivering a speech.

    ___5. Strongly agree

    ___4. Agree

    ___3. Neither agree nor disagree

    ___2. Disagree

    ___1. Strongly disagree

18. Taking Public Speaking has increased my ability to use physical behaviors that support my verbal message.

    ___5. Strongly agree

    ___4. Agree

    ___3. Neither agree nor disagree

    ___2. Disagree

___1. Strongly disagree

19. Any last thoughts?

APPENDIX C

Inter-Rater Reliability for All Items on the Rubric

Face-to Face Sections

Reliability:

3) Inter-rater reliability was assessed on 15% overlap (19 randomly selected speeches of 124):
   Average single measure interclass correlation (ICC) .31

Interclass correlation coefficients for the individual items:

RUBRICS (for all items the total number of valid cases $N = 18$)	ICC
A. Demonstrating a clear central idea/thesis	.21
B. Expressing information with clarity	.28
C. Synthesizing information in a logical and organized structure	.59
D. Utilizing ample support for the arguments	.37
E. Demonstrating extemporaneous speech delivery	.26
F. Demonstrating speaking fluency	.05
G. Using good vocal quality	.25
H. Demonstrating physical behaviors that support the verbal message	.45

4) Internal consistency:
   The report mentioned a need for assessing internal consistency; therefore, I conducted this additional analysis in case this data was needed. Using Cronbach's Alpha reliability test, I assessed internal consistency of the whole scale (8 SLOs) for each grader:

a. **Grader** who only coded 15% of the overall sample ($N = 18$):
   Cronbach's Alpha $= .91$
   ($M = 24.28$, $SD = 5.58$)
b. **Grader #1** – 2nd round of speeches ($N = 21$):
   Cronbach's Alpha $= .84$
   ($M = 31.29$, $SD = 3.05$)
c. **Grader #2** – 2nd round of speeches ($N = 11$):
   Cronbach's Alpha $= .90$
   ($M = 23.27$, $SD = 7.62$)
d. **Grader #3** – 2nd round of speeches ($N = 17$):
   Cronbach's Alpha $= .87$
   ($M = 34.35$, $SD = 4.58$)
e. **Grader #4** – 2nd round of speeches ($N = 22$):
   Cronbach's Alpha $= .29$
   ($M = 36.22$, $SD = 2.07$)
f. **Grader #5** – 2nd round of speeches ($N = 13$):
   Cronbach's Alpha $= .53$
   ($M = 32.08$, $SD = 2.78$)
g. **Grader #6** – 2nd round of speeches ($N = 18$):
   Cronbach's Alpha $= .70$
   ($M = 34.83$, $SD = 3.24$)

Inter-Rater Reliability for All Items on the Rubric

Online Sections

Interclass correlation coefficients for the individual rubrics

RUBRICS (for all items the total number of valid cases $N = 5$)	ICC
I. Demonstrating a clear central idea/thesis	.00
J. Expressing information with clarity	.22
K. Synthesizing information in a logical and organized structure	.40
L. Utilizing ample support for the arguments	.32
M. Demonstrating extemporaneous speech delivery	-.59
N. Demonstrating speaking fluency	.00
O. Using good vocal quality	.35

P. Demonstrating physical behaviors that support the verbal message	-.10

3) Internal consistency:

Using Cronbach's Alpha reliability test, internal consistency of the whole scale was figured (8 speech competencies) for each grader:

1   **Grader** who only coded 18% of the overall sample ($N = 5$):
Cronbach's Alpha = .97
($M = 24.60$, $SD = 6.99$)

2   **Grader #1** – 2nd round of speeches ($N = 7$):
Cronbach's Alpha = .81
($M = 30.86$, $SD = 4.37$)

3   **Grader #2** – 2nd round of speeches ($N = 6$):
Cronbach's Alpha = .84
($M = 35.00$, $SD = 5.21$)

4   **Grader #3** – 2nd round of speeches ($N = 3$):
Cronbach's Alpha = .98
($M = 22.67$, $SD = 9.07$)

5   **Grader #4** – 2nd round of speeches ($N = 3$):
Cronbach's Alpha = .92
($M = 34.00$, $SD = 5.29$)

6   **Grader #5** – 2nd round of speeches ($N = 2$):
Cronbach's Alpha = .98
($M = 23.50$, $SD = 6.36$)

7   **Grader #6** – 2nd round of speeches ($N = 6$):
Cronbach's Alpha = .70
($M = 28.50$, $SD = 3.21$)

APPENDIX D

Open Ended Responses – Public Speaking Survey – 2011

FACE-TO-FACE SECTIONS:

QUESTION 5   QUESTION 6   QUESTION 7

* To be more confident in speaking publicly *The different categories of public speaking *How to organize your speech	You need all of this to have a good speech.	I have learned what I wanted to learn
1) How to be comfortable and natural when speaking to an audience 2) How to properly prepare for a speech	I used to be very shy, but Uri placed high importance on just doing your best and being yourself. This has helped me the most.	I would have liked to have been exposed to more varied types of speech.
Speaking in front of an audience, how to make a good speech.	Speech experience	
To just get up there and go for it.	Promoted confidence and knowing the material rather than memorizing a speech.	How to mind control my audience
*To be confident when speaking *Don't be scared when speaking *Don't use as many likes when speaking	Because I can speak more clearly now without being as scared when speaking in front of people.	N/A
1) Speak comfortably in front of an audience 2) Using proper visual aids 3)Body movements	Because all three are necessary when presenting a good speech	Didn't know what to expect when entering the class. Felt as if I learn more than what I thought.
I've learned to use more movement while speaking to make my speeches more interesting. I've also learned how to make better eye contact.	These were helpful because they make my speeches more engaging for the audience.	I honestly don't think I could or should have learned any more. Great course :)
I learned various ways to do such things as: organizing speeches, prepping for speeches, coping with anxiety etc.	Organizing: made for better presentations Prepping: made for a better product Anxiety: Stopped me from freaking out	I got everything I wanted.

How to stay calm, organize better and not be afraid.	I get awful nerves and this class helped me control them. My thoughts are usually always all over. Knowing I'm not judged in this class helps.	Nothing :)
How to speak in front of people, not be shy, and be imaginative.	They were particularly beneficial because one needs to communicate with people daily and public speak in front of audiences without being ashamed, but being confident.	
1) Having more confidence to give a speech 2)Learning how to present a speech 3) Learning how to improve your speech	I was afraid of presenting in front of an audience. This class has taught me how to present a speech and way I can improve my speeches. Plus I've gained a lot of confidence throughout the class.	N/A
How to speak in public?	Because human beings need to speak publicly.	Talk like Batman.
I learned how to be more comfortable about speaking in public	Just for every day life I think it is important to be comfortable speaking in front of a large audience.	None
bodily awareness speaking styles competence	to know you can do what you want, and to be aware of what and how you are saying makes public speaking easier	
Just how to be comfortable in front of an audience	So you can speak in front of people	None

That most have one idea on what a speech is and will grade based off one idea.	I learned you can't be different in this course.	Nothing
The most important things I learned in this class are 1) How to present myself while speaking in public, and how to be comfortable with my self while public speaking	These are important because I am no longer terrified to speak in public	N/A I achieved all my goals in this class.
How to make a proper presentation How to feel comfortable while giving a speech	Speaking in public is an important skill in general because you never know when you will have to use it.	None
being comfortable speaking my mind in front of others	This allows one to convey ideas more clearly to others	None
How to better organize my thoughts, confidence	It makes you a better more respected speaker.	Nothing.
confidence, methods	not as nervous to speak publicly	none
Nothing, that the teacher grades harshly. This class sucked and I wish never to pursue this field as my major.	They were not beneficial, this class screwed up my gpa and love for learning.	I wish to learn how to be a good speaker, but every time I was put down by the teacher for his harsh grades.
organization criticism bad grading	They where all but as a result of bad grading techniques my grade suffered drastically.	acting your speech
Preparing a speech, delivering,		How to crack a joke after

and evaluating.		the audience is distracted
I've picked up some organizational skills	I tend to be messy & scatter brained, so a little organization is helpful	can't think of anything that I particularly hoped to learn
How to do different kinds of speeches, & address my audience.		
*Getting over stage freight *How to organize a speech *Certain things to put in a speech *& eye contact	They all helped me get over my fear and be a better speaker.	N/A
Comfort w/ speeches, how to write a stronger speech, how to slow down my talking	I have to make speeches in other classes. I will have to have credibility: understanding when speaking for careers.	more confidence speaking
I have learned how to be comfortable in front of a group.	Public speaking is a part of life so I need to get used to it.	N/A
to be more comfortable talking in front of a group of people, how to prepare for a speech	I'm going to be working in an area where I will need to be doing it.	
How to better express myself to a crowd or group.	confidence	N/A
I have learned how to properly structure a speech	Because I will hopefully be giving speeches later on in life	not sure
I have difficulty coming up with even one.	see previous answer.	I had hoped to become more comfortable speaking in front of people. There isn't enough of that (only 4 speeches).

1. How to present a speech 2. some words I didn't know before 3. respect in listening to other's peoples speech	They are beneficial you need to be active.	None
*presenting speeches *feeling more comfortable *research	Public speaking can help at a	
Structures to use while giving a speech.	I will most likely have to give speeches in the future so having these tools will help me get started.	N/A
To be more confident in front of a crowd.	My future career will require being in front of groups often.	Nothing.
Propaganda	Cause the news is fascist	
How to speak How to calm my nerve How to persuade people	All will help me in my future career	
How to become more comfortable speaking	It's helpful	None
*How to not be as nervous *How to manage my speaking volume *How to manage how fast I speak	All three are beneficial for any future presentations that I may have.	
1) Stance 2) Eye contact 3) Preparation	I moved all of when I spoke I tended to read from my paper I learned it was better if I prepared	What makes great speeches
How to organize thoughts into a speech and how to present ideas	Preparing speeches comes more easily.	In depth researching skills

effectively.

*Courage to speak *Organizing Speeches *Learning peers experiences and perceptions	It's important to feel comfortable around other people. It's important to learn how to organize speeches- just as it's important with papers. One must learn about and understand the people around them.	N/A
To not be so nervous when speaking in front of people	Because before I was so nervous I could barely take	NA
*I have learned how to properly speak in front of a large audience and the techniques to use.	* Knowing how to speak in public not only builds my confidence, but also makes me look better when I do give a presentation.	None
* More confidence in front of an audience. *Better speaking skills *Stop being shy	*Confidence is key to success *Speaking skills are needed for life *Shyness leads to lack of confidence	Nothing :)
Organization, thought process and what not to do	They all attribute to a great speech	Rid of fears, proper speaking, vocabulary choice
* Confidence * To prepare * Stress and time management	* Confidence- allows me to voice my opinion *Preparation- ease nerves *Managing Stress and Time- Leads to the 2 above	None
How to talk in front of people How to look confident and how to manage my anxiety	They were beneficial because I how feel more prepared and confident	None, all I wanted to learn I did.

* Better speaking *More confidence *Allen Monroe's Sequences	Better speaking is beneficial because it's an everyday thing. Gaining confidence is beneficial because you are more comfortable when speaking in a crowd.	N/A
*Communication *Preparation *Organization	It helped me have better communication and always prepared before class.	* Better a speaking
Better organization	Helped me learn to organize thoughts and ideas to give a better speech.	
1) How to prepare before speaking 2) 3)	Because I am put up on the spot to speak to youth	Learn how to express my thought into words where everyone can explain
* how to organize my thoughts *How to speak to an audience without seeming nervous	Both will help in future speeches I will have to give for my career.	N/A
I feel more confident when speaking to a crowd.	Because now when I present something for another class I won't be nervous	Learn how to give a good speech.
Delivery, confidence, preparation	Each of things improved my public speaking ability	None
How to handle nervousness	To ensure that I can give good talks	
To speak in front of an audience	You never know when you will speak in front of a crowd	N/A
The two most important things I have learned from this class is	They were beneficial because we use them daily.	To do a demonstration speech

confidence and preparation

Organization of speech, how to overcome speech anxiety, and how to analyze the audience.	They are all equally beneficial for me since I plan on becoming a teacher.	None
How to start conversation Its good to know effective strategies	It's good to know how to initiate a conversation It's good to know effective strategies	None
Overcome Nervousness	Public speaking is an important skill	None
Thinking on my feet How to prepare for a speech Learned to deal with nervousness	Want to teach so thinking on my feet and need to speak in front of people Prepare for class discussions	
How to construct a speech How to lessen speech anxiety	I may have to write a speech and give a speech to a large audience someday.	
1) Value of public speaking 2) Effective speaking strategies	I have learned why public speaking is an important tool and various ways to present my point in a speech	N/A
Organization, how to control speech anxiety	I can organize my ideas more easily now when I do essays I am more relaxed when speaking to large crowds	
Actually public speaking, I can find myself improving.	You always need to have good speaking skills.	
Make my speaking influence people Better body language	I can now sound well educated and credible I can now send better	Loved the instructor and course

nonverbal messages

How to grab the audience's attention, How to create a good connection with the audience, and how to establish credibility	When you feel you have important information to share you must capture the audience, establish why they should listen to you, and keep their attention.	N/A
*Being more comfortable and confident in your speaking abilities	At some point in your professional or academic career you will likely have to speak in public.	There are none.
How to make an interesting and clear speech. Keep voice level at a good spot. How to make an outline.	I am going to be a teacher and I need to be able to explain things clearly, loud enough and organization is important.	
How to get the audience attention.	This way I'm not worried about if the audience is listening or not.	Some tips to better doing and preparing a speech.
1) How to adjust to audience need. 2)How to outline and influential speech 3)How to think on your toes; impromptu	I have used these at work professionally this semester.	N/A
Nothing I haven't picked up in 14 years in the theater.		
* Speech writing *Topic choice *Speech delivery	Speech writing takes time and research and this class gave me all the tools toward writing and effect speech.	All topic covered.

*Confidence *Being able to construct speeches *Being able to speak in public extemporaneously	Confidence is needed daily by each and every person. Constructing speeches helped me learn a different type of writing organization. Speaking in public will help us advance in our professions. Helped with speaking at my job interview.	Learned all I expected to and more.
How to listen to a speech	Because I have a lot of lectures to listen to and being able to identify the points is important.	
* How to construct a speech *Different speech types	It was helpful learning how useful it was to make outlines for different speech types.	N/A
Public speaking skills Teamwork skills Casual speaking skills	They are all beneficial for careers and relations with people	I'm happy with what I have learned.
More confidence speaking, How to construct a speech, and how to address the audience.	All of these things are beneficial because they all relate to my major as a teacher.	Nothing.
I have learned to get past my speech-making anxiety and become a good and reputable public speaker.	These were beneficial because once I get past my fear of speaking I can really focus on getting my message across.	I think I have learned almost everything I just need to apply it to my speaking.

*Being able to speak in front of a class *To speak up, be louder	* I couldn't go in front of a big group before, now I do it all the time and use it at work. * More people hear what I have to say.	None, I learned everything I hoped to.
How to present a speech effectively.	Speech communication will be useful in the job market and / or skills.	* Proper syntax to use in a speech *Impromptu speech review
*How to put a speech together *How to organize research *Work with a group to tie speeches together.	*Speeches are always going to be used *Group work is necessary in the workplace *Research can always be used and organized.	N/A
How to project, be confident, and how to speak in front of people well.	I am a theatre major. I would need all these things for my career.	Be calm
Haven't. I am going on my sixth year in theatre and have had to give many various speeches for it .	<=====	<========= Nothing really.
Eye contact, Forecast main points	I noticed that my speech as more effective if I used these points.	Nothing, everything was good, good class.
How to organize my thought	Because being a scatterbrain can be annoying.	N/A
Confidence, concise performance, accurate data.	Makes you seem credible and helps to get your point across.	N/A
* Speech structure * Confidence * Speech ideas	I know now how to do a well organized speech, with clear ideas and how to deliver with confidence	None

How to memorize a speech How to prepare How to make sure you do a decent job	Each of these things were beneficial in showing me if I want a good speech I need to prepare for it.	How to become more compatible with myself giving aspect.
To put speeches together and to organize my ideas	Now I can speak better in front of groups	
* Confidence *How to persuade * Best visual aids	* Variety of applications * Techniques are proven *When to use what and how	Powerpoint
1) Learned to speak in front of an audience 2) Learned how to be more confident 3) Express my writing orally	It is important because some point in your career, you will have to speak to people in a confident matter.	None
* Confidence in public speaking *Abilities bettered in giving a speech	They are both beneficial because without them I could not have the confidence I to to speak to my boss.	none:)
1) Confidence while speaking to an audience. 2) Organizing thought into an effective speech. 3) The speech devices that appeal to listeners, such as pathos, logos, etc.	1) I often speak in front of my church and get nervous. 2) I have so much to say on certain topics that I speak too long 3) I can better persuade an audience.	Nothing else.
Patience Compassion Composure	Because these qualities make a person able to function in society.	Creativity Boldness Shock value
How to not be as nervous when speaking in front of others	N/A	N/A

How to organize a speech so that it is coherent.

I didn't really understand before how best to structure a speech so that it made sense.

How physically to make your voice more powerful when giving a speech.

I have become more confidant in speaking.
I have a better understanding of formatting a speech.

Now I have a good outline to use for speeches and I am way more confident in speaking to groups.

* How to follow rubric to the bone   *How to outline
* How to adjust to teacher's expectations

* Gotta get an A.
* Some teachers want perfection.
* Gotta get and A.

* I really just took this class because I had to.

To be a better speaker

Talk out loud to a group of people.

 I will need it in my future job.

N/A

Gaining a better understanding of public speaking how to organize a speech, how to execute that speech.

Because in a business field, speaking clearly in public will help my career.

None

1) Public speaking terms and applications
2) Group association
3) How to give speeches of various purposes

Important for possible use in career or public events.

(Ran out of time to answer)

Obviously, how to speak better in public, and how to speak for different occasions.

It is important to be able to speak in front of people.

N/A

I have learned relaxation techniques and how to prepare for a speech.

These help me present my speech more effectively.

1) Transitions 2) Staying calm 3) Approach audience	Each are key points for a speech	
Organization, research, and speaking	Used in every class	Nothing
Comfort ability in front of an audience.	Helps me in job interviews.	More tips of good visual aid
How to speak and watch my body language.	In life experiences, I will need these things.	None
To transform my nervousness into confidence To express my ideas in an organized manner To take criticism positively How to create speeches that are clear and concise	I am attending dental school this Fall. These skills will allow me to educate my future patients and present at conventions and seminars.	To present research making PowerPoint for different presentations.
Confidence, techniques	Learning how to prepare, what to say, or not to say	None
Talking in public Working with strangers Using my words wisely	They were beneficial, Because I was never able to talk in front of people and now I can.	N/A
I didn't really learn anything new/ beneficial.	N/A	N/A
Voice Gestures	Having a clear loud voice and being calm gains audience attention. The way you stand or move also is important.	N/A
Research, Speaking, Outlining	I will use them all in the future	None

Manage anxiety Organization Using sources	They each will help not only in this class but in the future as well.	None
* Confidence *Public Speaking * Speaking appropriately	As it will used in my entire life.	Not that I know of any.
Speaking for a purpose Writing an outline for a speech	Speaking in front of people is necessary for my work field.	N/A

QUESTION 16

Activities were very fun and engaging-keep them up and maybe expand on them.

Great class and Uri was an awesome teacher

Uri is the best!

I overall recommend this class :) It was fun!

This class might make me change majors

Very helpful class even if its hard to get and A on it.

:)

fun games & class!

This teacher SUCKED! This class was horrible and I learned nothing. This wasn't worth the effort, this class ended up hurting me in the long run. This teacher needs to change his one sided grading system or be fired.

This class was amongst the worst I have ever taken, I recommend that if someone needs to take this course to take it with a teacher other than Uri.

One love 4/20

Good Class

Dr. Pressel is very nice, and she is knowledgeable. However, the class material is unbearably simplistic.

Good Teacher

I greatly enjoyed this course!

Great class!

Miss Mutua is amazing

I love our teacher and how she gives everyone a confident, supportive and stress free environment to work in. :)
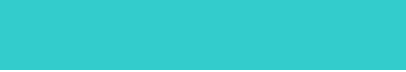
Great semester. Great Teacher.

I really loved my instructor

Good class

Angela is fantastic!

She is a great teacher who makes the class easier to be comfortable in.

Fun teacher not a fun class though.

Great Course!

Awesome class!
Awesome teacher!

Absolutely my favorite class. Ms. Xu is an excellent instructor!

The teacher is really good.

Like the class

I was really dreading taking a public speaking class, but I'm really glad I took it with Angela. She made a positive environment and made it comfortable to speak.

None, professor Hendry was great.

I love Judith Hendry. She makes me laugh.

Don't need to take the class if it doesn't pertain to my major!!!!!

Great instructor very passionate.

Better speech topics. These blow.

Nope :)

Good class, great teacher, good semester.

I enjoy this class, and believe it is very useful.

I feel like this class used arbitrary rulings to grade my presentations. The amount of work and the outcomes didn't match. Every standardized assignment, I excelled in . Everything that was based on a whim, I sucked. Progress should've been the deciding factor in grading but since my grades don't reflect the progress I feel I've made, my progress is not worth mentioning.

Well taught and greatly organized.

Our final should be our group project, not a written exam!

This was a very beneficial class.

Good class, good teacher, good experience.

I wish I learned how to make powerpoints and things to keep in mind while presenting research and defending thesis.

ONLINE SECTIONS

QUESTION 5	QUESTION 6	QUESTION 7
* How to present * How to use aids * How to Reference	* To reference; because it's important in US * To present and use aids; because in Business inform, persuade, are important qualities	
* The way of looking at people * My english	1) Because people are more interested in what I say 2) I improved it because I'm French	
How to organize a speech and what was the most important things in the delivery of a speech	Because as a business students I am expected to give presentations but they never taught me how.	How to not be nervous in front of an audience
I've learned to use references much more professionally.	My presentations, in the past, have lacked support.	
To prepare; that everyone gets nervous; you get better with practice	1) Preparation increases confidence 2) Knowing everyone gets nervous helps me relax 3) Knowing I improve with more practice encouraged me to practice!	To speak in front of a huge audience.
* Time Management (sort of) * Speech structure * Delivery Techniques	Because all of these things are areas I am not great at.	
I have learned better techniques to prepare myself for speeches. I have learned to outline better and research better.	Preparing yourself for speeches is important fpr delivery. Outlining helps prepare for all writing assignments. Researching better helps in all aspects of life.	I hoped to feel less nervous when speaking.

* To prepare speech * Catch who your talking to.	I'm not very good.	
How difficult it is to " work virtually" with other people.		
To talk on Line To get and audience	Helped with not being to scared to talk	?
* Outline speech better * Non- verbal improvement * More confidence in speaking	* My job and at church * Support my main thesis better * Better people skills	* Get better at extemporaneous speaking * Support my main thesis better * Better/ Shorter outlines. Too much info.
I learned how to publicly speak before this class I had very little knowledge on this subject. I learned information I never knew.	Learning how to publicly speak is very important in society. Learning information that is beneficial is also important in society.	I hoped to learn how to become a better speaker.
* I have learned how to organize what I want to say. * The importance of visual aids * How to not be so nervous in public.	It's beneficial to not be nervous when speaking in public for everything in life. Important to show a visual to keep interest with audience. Organization is beneficial because then you don't ramble on.	None
How to effectively take an online course. How to curb nervousness while speaking Organization of speeches	Online courses are actually not as easy as I first thought I get very nervous when speaking Organization is important in making speech effective.	N/A
1) Confidence 2) Express Ideas 3) Time management	They will help me with my future escapades	1) Idea organization

How to speak and organize my speaking	I have 2 kids and want to become a doctor so I want to be able to speak professionally and easy.	Not have stage fright
Confidence Communication is stronger	Need the listed above for everyday life	I have learned everything that I can think of.
Becoming comfortable with my audience	In Arch. I will have to speak to people I don't know and this class eased a lot of stress.	Actually nothing. I've learned more than expected.
structure and repetition	eases the anxiety of delivering a speech	N/A
How to better organize important information. How to convey thoughts clearly How to prepare different speech types.	As a leader all 3 are important not only to get your information across but to also have credibility in you speech.	I think this class has a good combination needed to public speaking
Not to procrastinate How to use webct Tell them what your gonna tell the, tell them and then tell them what you told them	* Not procrastinating is a life skill * I will take another webct class * It makes writing speeches easier	
How to organize a speech Being more comfortable speaking in front of a group.	My speeches in the past had no order. I am very shy.	Persuasive ----> Which is next
To have confidence when speaking	Because u get very fidgety and self conscious when speaking in front of an audience.	How to create a better speech, how to be more confident.
1) How to start and end a speech 2) Bibliography 3) Remain confident	1) didn't know before 2) Now not as much of a task 3) Helps make a speech better	Other types of speeches(not informative)
* Convey information/ ideas clearly * How to prepare/ give speeches	Conveying info. And speaking publicly betters my communication with others.	

1) Different types of speeches 2) Use of an outline	1) Helps in various situations on what speech type to use 2) Outline helps you organize thoughts	N/A
1) Organization 2) importance of writing an outline	Organizing ones thoughts and having a written outline helps produce a better speech.	How to better control my nerves.
People skills, responsibility because this is an online course, talking skills.	It helps me grow in college and do better in my studies.	Nothing
How to organize my thought even when impromptu. How to relax and talk to a group of people	In todays world, it is better to be able to communicate with many people, different backgrounds and all. Also, my job causes me to have to speak unbiased to people regularly.	I can't think of anything not learned that I had hoped for. I just figured it was learning how to speak without nerves and getting flustered.
1) How to relax and coop with the anxiety 2) How to properly source in a speak 3) How to evaluate myself and others	All things were special and beneficial because I feel so much more confident speaking.	How to give more types of speeches but I know they are yet to come.
The most important things I have learned are relating speaking and technology. I am so happy I took this online. It has given me a completely new skill set.	This was beneficial because it is completely new. Public speaking is not new for me but I have never videoed myself speaking or uploaded any video of myself.	
* Every one gets nervous and it's ok	I always felt I am the only on who has a hard time talking in big Groups and everyone can tell mistakes.	I still want to learn how not to rely on my notes and be more engaging.
Organization- Of ideas and paperwork Confidence	Organization is beneficial to any job field I may enter and confidence helps in all aspects	Nothing Yet

of life.

How to overcome nervousness, how to be confident when giving a speech and taking online courses.	I hope to become a pharmacist so speaking to people is a major component so not being nervous and prepared will help. I work 40 hours so online courses are beneficial.	
Tips to use while speaking in public. There are things you don't realize until you take this class.	It helped build my confidence and made me more prepared and relaxed.	I did not know what to expect taking this class so I learned a lot.
I have learned how to better control nervous habits when I am speaking in front of an audience.	Additional confidence.	
I think this class is mostly about becoming confident in yourself, and despite it being online I was able to do so.	I also think it has helped me develop self awareness of my speaking so I am not blurting out whatever first comes to mind.	N/A
APA method	MLA outdated	N/A
Planning	Because I didn't plan speeches before.	
1) Speech presentation 2) Types of speeches 3) Detailed information about online course	To use for future purposes, job students	I have learned what I needed already.

QUESTION 16

It helps me speak up!

People take online class because
of their schedules. Some of the
requirements were hard to
manage. (Mostly meeting up
with enough people for an
audience)

I feel it would help to be able to
correct a presentation to right
some- wrong.

I enjoy this class.

I enjoy this class. HARDER
THAN I EXPECTED.

Great class

Better online organization!!!

I am enjoying this class but am
surprised at how hard it has
been.

Sometimes informative speeches
don't sound extemporaneous
because they are so practice,
rigid and researched.

Good presentations stressful but helpful.

I enjoyed our Saturday class! It seemed a hassle at first, but turned out to be entertaining.

Thanks for all your help

Public speaking makes me very nervous but this class if very friendly and welcoming. The live meeting day was fun. I have had really good experience with the online layout also. Very well done.

This online course has been good to me so far. I do wish we had more meeting to use what we learned.

On exams and quizzes, more discussion about incorrect answers would be more helpful instead of just getting your grade.

I just want to thank Dr. S. She is always helpful and responds quickly. Thank you so much for everything you do. You make the class a lot a lot more calming.

The meeting was great. It really changed and helped my outlook on this class.

The meeting in class was a lot more conducive learning atmosphere

Thank you, this has been more challenging and rewarding than either of the previous 2 times I have taken this class. Unfortunately I was not as successful before.

Use youtube and allow others to comment videos can be set to private

This was a great class

Appendix 2.a *Journalism and Mass Communication Assessment Plan* *Fall 2007*

Introduction

The Department of Communication and Journalism has crafted a comprehensive plan for the assessment of learning outcomes. The assessment plan is designed to determine whether students are meeting learning objectives and to revise curricular, service, and programmatic elements to assist the meeting of learning objectives. The Department decided in 2005 to prepare to seek accreditation and thus an assessment plan was not created until after this decision. Since that time, we have completed a complete review of the program to ensure compliance with ACEJMC standards. A key part of this review is the creation and implementation of this assessment plan. This plan contains three main sections: a) overview of the plan, b) implementation of the plan, and c) continued assessment. The overview of the plan includes a brief description of the steps associated with the assessment of learning objectives. The implementation of the plan includes details related to the six areas of our plan including: goals for learning, curriculum review, decision on assessment tools, implementation of the assessment (including data analysis), and changes based on the assessment. The continued assessment describes the future assessment of learning plan.

Overview of the Plan

In academic year 2005-2006, the Department developed a plan for preparing for accreditation that included several critical preliminary steps related to the assessment of learning objectives. Prior to designing and implementing an assessment plan, we wanted to ensure the program was consistent with the other eight standards of ACEJMC and to establish a clear mission and set of learning goals to base our assessment on. We reviewed the program based on the ACEJMC standards and consulted with ACEJMC (including a preliminary review of our self-study and visit by Susanne Shaw and Trevor Brown) in October 2006. We crafted a plan for assessment focusing on six areas:

1) Adaptation of ACEJMC's 11 professional values and competences—our "Goals for Learning." Completed: spring 2006
2) Curriculum and syllabi review to ensure core courses cover values and competencies. Completed: Initial review summer 2006; review after assessment data June 2007.
3) Decision on assessment tools to be utilized. Completed: December 2006
4) Implementation of the tools. Completed: May 2007
5) Changes to curriculum, services, and program. Completed: July 2007
6) Continued Assessment: Proposed completion: Fall 2007 and May 2010

As with any assessment of learning, the plan, implementation, and changes do not follow a clean, linear order. Changes were made as we gathered information (especially related to Advisory

Board feedback). For the sake of the reader, we try to present this in a linear fashion as much as possible. In sum, the plan followed four key phases: a) Pre-assessment: adoption of standards and review of curriculum to ensure standards were being taught, b) Assessment: assessment of student learning of the standards, c) Changes: re-review of curriculum, services, and other programmatic elements based on assessment data; and d) Continued Assessment: development of a continual assessment plan.

Implementation of Assessment Plan

a) Goals for Learning

In spring 2006, the Department decided to adapt the 11 ACEJMC values and competencies into our "Goals for Learning." These learning objectives for all of our students form the basis for our assessment.

The J & MC majors (and in particular the print, broadcast, public relations, and advertising concentrations) are skills-oriented and designed to train students who intend to practice responsible journalism/mass communication in its many forms. Students are encouraged to participate in professional internships and to be involved with the university newspaper and other publication and broadcast opportunities on campus. In short, our students should be able to work as professional and ethical journalists and practitioners and eventually assume positions of leadership in the media industries. At the same time, they should be qualified for admission to top-flight graduate programs or be able to pursue other media-related careers if they so choose.

The J & MC faculty is committed to using competencies as a way to organize these concentrations and to develop assessment of learning techniques to measure these competencies, thus ensuring the graduates acquire the skills and knowledge critical to career success and to life-long learning.

The **Goals for Learning** for J & MC students in the Department focus on the following professional values and competencies. Students shall be aware of, understand, and apply certain core values and competencies.

VALUES
- ❏ Truth, accuracy, and fairness
- ❏ The First Amendment and freedoms of speech and press
- ❏ Ethical ways of thinking and acting
- ❏ The history and roles of the media
- ❏ The diversity of audiences

COMPETENCIES

- ❑ Write and edit clearly and accurately
- ❑ Use the tools of technology
- ❑ Apply theories in presenting information
- ❑ Engage in research and critical evaluation
- ❑ Understand data and statistics
- ❑ Think creatively and analytically

b) Curricular/Syllabi Review

In summer 2006, we completed a review of the core curriculum to ensure that we were teaching the values and competencies in the core curriculum. To assist this process, the faculty teaching these courses completed a matrix identifying whether the 11 values/competencies were strongly taught, moderately taught, or slightly taught in each course within each concentration. Additionally, the faculty completed a one-page summary syllabi including a description of the course, mission of the course, and learning objectives. The faculty met several times to review these materials and to agree as to what we had been teaching in previous years. We determined that the curriculum had been largely organized around the core values/competencies and thus assessment of these values/competencies made sense. We presented this review in our preliminary self-study in October 2006 to one member of the ACEJMC accrediting committee (Trevor Brown) and the Executive Director (Susanne Shaw). They provided feedback about our assessment plan at that time.

In summer 2007, we repeated this process after reviewing the assessment data. We revised the core courses to enhance certain values/competencies within courses based on the results of the assessment (and updated the one-page syllabi and matrices). All syllabi are required to include the core learning objectives and will be reviewed every semester to ensure compliance. We also completed a matrix and one-page syllabi for elective courses. The revised matrices and one-page syllabi are displayed in the Appendix for section two of the self-study; they are not reviewed in detail here. Finally, we also adopted a new supervisory process of all part-time instructors and teaching assistants. In brief, the matrices, one-page syllabi, and supervision ensure that instruction is consistent across sections and that the learning objectives are being addressed in every class. At the same time, we allow instructors freedom for how they teach to the standards and objectives, but have close coordination in classes with multiple sections.

c) Decision on Assessment Tools

The values and competencies were used in the direct and indirect assessment of student learning. We adopted two direct measures (exam and directed assignment) and five indirect measures of our curriculum and student learning including evaluation of internships, feedback from the Advisory Board, graduating student surveys, 269 survey (survey of students in a specific course in the first and second year of their program), and alumni surveys. We also consider the

ACEJMC accreditation process an indirect measure of assessment. The assessment tools are displayed in the Appendix.

Direct Measures

1. *Student Assignment:* In the capstone courses (460, 475, 482, 489), all students from an outgoing cohort complete an exit assignment that relates to their topic. The faculty created assignments tailored to the requirements in each concentration area: print (written news story), broadcast (video news story), advertising (advertising plan for a selected organization), and public relations (public relations plan for a selected organization). To assess learning related to the 11 values and competencies, the Department created a standard evaluation form. The assignments are available for the site team to review.

2. *Capstone course exit exam/entrance exam for intro students*: The faculty created a 55-item standardized exam that directly measures the competencies and values of students at various points in their program. There are approximately five questions for each of the 11 values/competencies. The faculty revised this exam and shortened to a 47-item questionnaire during summer 2007 and the revised version is displayed in the appendix.

Indirect Measures

3. *Student surveys:* Two types of student surveys are utilized. They are a self-report survey for graduating students and a self-report survey for students in the first/second year of the program. The survey asks the degree to which the program emphasizes the values/competencies and the mastery of the values/competencies during their studies. The survey also includes demographic information to enable comparisons and future contact information (e.g., e-mail address) so that we can find alumni in two years and to further enhance alumni relations (grad survey only).

4. *Alumni surveys:* Annually, we send a self-report survey to alumni approximately two years after graduation to get their feedback about whether the program was helpful in preparing for their careers. The questions are largely the same as on the graduating student survey so that we can compare the newly graduated cohort with the 2-year post cohort.

5. *Advisory Board*: The Advisory Board is composed of professionals in each of the concentration areas. The faculty present curriculum, mission, vision, and action plans for their review. The board provides feedback for the faculty to consider in revising these elements. The board also assists the faculty with fundraising. The C&J faculty meets twice a year with the Advisory Board, with breakout sessions for each concentration and follow-up reports to the chair.

6. *Internships*: All students who complete an internship complete a rigorous evaluation process. The students complete a self-evaluation; the employer completes a written evaluation of the student, and faculty call the employer for additional feedback. The written evaluation from the supervisors considers the ACEJMC values and competencies as well as providing an overall rating.

7. *ACEJMC accreditation (preliminary self-study):* The Chair and all members of the full-time J & MC faculty were involved in preparing the Preliminary Self-Study. We utilized the feedback from the preliminary self-study report in revision of curriculum and the assessment plan.

d) Implementation of the Assessment Tools

All of the assessment tools were implemented in academic year 2006-2007. This subsection describes the process we utilized to implement these tools. We completed an assessment of the face, content, and construct validity of every tool except for the Advisory Board and ACEJMC feedback (as they were simply qualitative responses). Every tool was deemed reliable and valid. This information is available in the assessment summary report and not repeated here.

1. *Student Assignment (April 2007)*: The assignments were evaluated by a committee of three individuals: one faculty member outside of the class and two Advisory Board members/professionals in the area of expertise. They utilized the same rating form to assess the values/competencies and an overall assessment of the project (included was space for open-ended comments). This committee assessed between 6 and 8 student projects for graduating students in each concentration stratified by GPA. In each concentration, we aimed to sample three student projects with a GPA of 2.0 to 2.5, two student projects from 2.51-3.0, two student projects from 3.01 to 3.5, and one student project from 3.51 to 4.0. The exact distribution only included 4 students with a GPA of 2.0 to 2.5 (we had hoped to have 12). Only in public relations were we able to assess more than one student with a GPA of 2.0 to 2.5. The reason is that we only admit students to the majors with a 2.5 GPA and thus very few fall below 2.5 upon graduation (they need a 2.0 to graduate). Instructors administered and collected the assignments. The Department Chair randomly selected the assignments and distributed them to the evaluation committee.
2. *Exam (Spring 2007)*. The exam was piloted in Fall 2006 to assess the validity and reliability of the items. The exam was revised based on this analysis and was administered to entry-level students (171) in January 2007 and the capstone courses composed of graduating seniors in each of the four concentrations areas (460, 475, 482, 489) in March 2007. This approach allowed us to assess where the cohort was at entry and exit of the program. Instructors were responsible for administering and collecting the exams. We revised the exam one more time and now use the revised exam for future assessments (Summer 2007).
3. *Student Surveys (April 2007)*: The graduating student surveys were administered to every graduating student in a capstone course. The instructors administered and collected the surveys. Students could remain anonymous if they chose. To assess progress during the program, we assessed students in our 269 course. The 269 course (Multimedia and Visual Communication) is a course in the first or second year of the program and required of every journalism and mass communication major. This enabled us to collect data from students early in the cohort to determine what might help them learn the

competencies/values and keep them on pace to graduate (graduation rates are a critical issue at our university). Additionally, instructors held a focus group discussion with students to examine specific issues in more depth. Instructors administered and collected the surveys.

4. *Alumni Surveys (April 2007)*. We piloted this survey with alumni in Spring 2006 and revised the survey based on the analysis of those responses (e.g., we did not ask enough questions about core/values and we did not clarify the target of advising in the survey—university or department; the responses to the quality of the program in preparing them for their careers were very positive). We contacted 91 recent alumni and almost one-third participated in the survey. The office staff and chair administered and collected this survey.

5. *Advisory Board Meetings (2x annually since AY 2005)*. Individual faculty took notes of the Advisory Board minutes and the Chair compiled these notes into minutes of board meetings. The Department reports back to the Advisory Board about the changes made in response to their feedback.

6. *Internships (Spring 2007)*. Every student who completes an internship must be evaluated. For assessment purposes, we only included the Spring 2007 interns because earlier semesters only included pilot tests of the evaluation form. Faculty compiled the information and shared it with the internship coordinator who completed an annual report for the faculty.

7. *Preliminary Self-Study Review by ACEJMC (October 2006)*. Brown and Shaw provided a review of the preliminary self-study in October 2006. We utilized their feedback throughout each of the nine standards. A faculty member was assigned one of the nine standards and she/he was primarily responsible for addressing feedback in his/her area (or bringing the issue to meetings for discussion). The Chair oversaw this entire process.

e) Changes to Curriculum, Service, and Program

All of the assessment information was collected by April 2007. Several people worked on the data entry, analysis, and compilation of the results. Office staff completed data entry to ensure anonymity of the students. Original forms were filed and not available to any of the analysis team. The databases were entered into Excel and SPSS files for analysis. The Chair prepared the analysis plan (available upon request) and oversaw all analyses. Quantitative data were analyzed by two graduate students with advanced training in statistics. Qualitative data were analyzed by the assessment coordinator (a faculty member with training in this type of research). The assessment coordinator completed the final report which included all of the conclusions. The assessment coordinator is a communication faculty member and had no vested interest in the findings. In this manner, we attempted to build in several checks and balances to protect students' identity and the accuracy of conclusions. Admittedly, the chair oversaw this entire process and does have a vested interest in the results. However, all data, analyses, and reports are available to the site team upon request (and the Chair has 18 years of research experience and is well versed in research and assessment ethics).

The report was completed May 2007 and shared with all J & MC faculty. The Chair and faculty reviewed the findings and identified patterns and areas for improvement. During this process, we completed an additional curricular review. Collectively, we identify a number of changes to make in curriculum, student services, and other programmatic elements. These are presented at the end of the outcome assessment report and not reviewed here in detail. These changes were implemented in summer 2007 (although some formal curricular changes will not take effect until Fall 2008 per university requirements for curricular review).

Continued Assessment

Brown and Shaw encouraged us to identify our cohort and to simplify our initial assessment plan. We took their advice and we have determined that our cohort is three years. Typical students enroll in 171 during their second year of study. Students are required to complete English 101 and 102 prior to enrolling in 171. 171 is a required course before entering the specific concentrations. The concentrations require students to complete four courses in sequence. The other remaining requirements (7 courses) can be completed in conjunction with these sequences. Thus, the minimum time for completion is five semesters, but six semesters is the average when other requirements are considered.

With the length of cohort in mind, we now have a continued plan for the assessment of learning outcomes. First, we will not make any changes to the curriculum so that we can directly assess whether the changes we have made at this time worked. Second, we will assess the cohort in three years to make this determination. This continued assessment includes the following steps (with responsibilities as we described in the implementation of the assessment in AY 2006-2007):

- ❏ Exam: We administered the entrance exam to 171 students in September 2007. This is our new entry cohort. The graduating students in May 2010 (which will include the majority of 171 entry students) will then take this exam and we will directly compare the scores of the two cohorts.
- ❏ Directed Assignment: The new cohort of students is going to be required to compile a portfolio of directed assignments during their program. This portfolio will be assessed by an evaluation committee in Spring 2010.
- ❏ Student Surveys and Alumni Surveys: We will administer the student and alumni surveys annually in the spring semester. We will analyze the data at the time of administration, but only for spot check of the program (e.g., retention issues). The official assessment will roll these surveys together every three years for formal analysis.
- ❏ Advisory Board Meetings: We will continue to meet with the Advisory Board twice annually. We will compile the feedback every three years for assessment.

- ❑ Internships: We will assess the interns every semester and have the internship coordinator complete a yearly evaluation of the internship program. The data will be rolled up for the formal assessment every three years (Spring 2010).
- ❑ ACEJMC accreditation visit: The site team will visit in January 2008. We will utilize their feedback to make changes in the program. If there are significant changes, we will consider restarting the cohort assessment to August 2008 after we can implement these changes. We are open to this possibility and will make a determination after that visit.

ANALYSIS OF CAPSTONE COURSE PRODUCTS

After reading/viewing the student's work, please indicate how well the student has mastered each of the competencies below. Please use the following scale:

1 Not at all

2 Somewhat

3 For the most part

4 Completely

N/A Not applicable or unable to rank

1. In selection of topic and information, focus and organization, the work shows effective critical judgment.	1	2	3	4	NA
2. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	1	2	3	4	NA
3. The writing is correct, clear, and concise.	1	2	3	4	NA
4. The writing conforms to an appropriate style for the discipline.	1	2	3	4	NA
5. In use, interpretation and presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively.	1	2	3	4	NA
6. In presenting images and information, the work shows	1	2	3	4	NA

effective understanding of visual concepts and theories.					
7. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	1	2	3	4	NA
8. The work illustrates effective use of technology in its preparation.	1	2	3	4	NA
9. The work demonstrates creative thinking.	1	2	3	4	NA
10. The work displays a consideration of ethical thinking and presentation.	1	2	3	4	NA
11. The work is truthful and accurate.	1	2	3	4	NA
12. The work demonstrates analytical thinking.	1	2	3	4	NA
13. The work demonstrates an understanding and accurate application of First Amendment principles.	1	2	3	4	NA
14. The work is of high quality.	1	2	3	4	NA

Any additional comments about the quality of the product:

EXIT EXAM– September 2007

KEY with Principal Breakdown

Dear Students:

The faculty in Journalism and Mass Communication has decided to implement an "exam" as a means of assessing the degree to which the department is meeting our stated learning objectives. This tool will help us identify strengths and areas for improvement. We will use the responses to identify trends and make changes to our program so we appreciate you completing this task. Some of the items simply ask for your opinion, while others are looking for correct answers.

Principle	Attitudes	Knowledge/Accuracy

1) Truth, accuracy, fairness	15	33, 35
2) 1st Amendment, Law	8	17, 18, 29, 36, 37
3) Ethical ways of thinking	7, 9, 11	16, 22
4) History and role of media	2, 6	19, 21, 31
5) Diversity of audiences	1	38, 39, 44
6) Write clearly/accurately	12	40, 41, 42, 43
7) Tools of technology	14	25, 32
8) Theories in presentation	4	45, 46, 47
9) Research/critical thinking	5	26, 27
10) Data and statistics	10	23, 24, 30, 34
11) Think creatively	3, 13	20, 28

1. I think people from nations outside of the United States want to become more like people in the United States in every way. *(Diversity – Attitude)*
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly disagree

2. The primary role of the media is to produce a marketable product rather than to function in a socially responsible fashion. *(History & Role – Attitude)*
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly disagree

3. Creativity, in part, is the process of brainstorming ideas. *(Think Creatively – Attitude)*
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly disagree

4. How capable are you to incorporate communication theory and research concepts when you have to write about particular topics in a research paper/project in your major? *(Theories in Presentation – Attitude)*
    a. **Very capable**
    b. Somewhat capable
    c. Not at all capable
    d. Don't know

5. To what extent have your teachers in Communication & Journalism encouraged you to think critically?
    a. **A lot** *(Research & Critical Thinking – Attitude)*
    b. Some
    c. A little
    d. Not at all

6. According to the direct effects model, the media are capable of manipulating the viewpoints and behaviors of audience members. *(History & Role – Attitude)*
    a. **Strongly Agree**
    b. Agree
    c. Disagree
    d. Strongly disagree

7. A photojournalist takes elements from similar pictures taken at the same time, combining them into one stronger picture. This use of photographic technology is *(Ethical Ways – Attitude)*
    a. Ethical
    b. Somewhat ethical
    c. Somewhat unethical
    d. **Unethical**

8. The First Amendment to the U.S. Constitution has been interpreted to guarantee many aspects of a free press. This has improved the quality of life in the United States. *(First Amendment – Attitude)*
    a. **Strongly Agree**
    b. Agree
    c. Disagree
    d. Strongly disagree

9. How concerned are you when you hear that a journalist or mass communication professional <u>fabricated</u> material or <u>made up a source</u> for a story, press release or advertising? *(Ethical Ways – Attitude)*
    a. **Very**

    b. Somewhat
    c. Not at all
    d. Don't know

10. Mark Twain wrote, "There are three kinds of lies: lies, damned lies and statistics." What is your opinion of this?
    a. Strongly Agree   *(Data & Statistics – Attitude)*
    b. Agree
    c. Disagree
    d. Strongly disagree

11. How much has coursework in C & J helped you in developing an ethical awareness on decisions in journalism or mass communication? *(Ethical Ways – Attitude)*
    a. Very
    b. Somewhat
    c. Not at all
    d. Don't know

12. When writing as a journalist or public relations practitioner, writing with clarity is
    a. very important.   *(Write Clearly & Accurately – Attitude)*
    b. important.
    c. only somewhat important.
    d. not important.

13. Defining objectives, strategies and tactics is an integral part of any communication plan (i.e., investigative reporting, advertising plan, PR program plan). *(Think Creatively – Attitude)*
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

14. The Internet, multimedia and other new digital technologies have increased the possibilities for new and varied communication. *(Tools of Technology – Attitude)*
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

15. On many controversial issues, journalists must sometimes disregard facts and de-emphasize accuracy to avoid offending potential audience members. *(Truth, Accuracy & Fairness – Attitude)*
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

16. The term "The greatest good for the greatest number" is associated with which of the following types of journalists or mass communication professionals? *(Ethical Ways – Knowledge)*
    a. Utilitarian
    b. Kantian
    c. Aristotelian
    d. Veil of Ignorance

17. The *Daily Lobo* runs a story on how college students spend their downtime. With that story the paper also runs a photograph of a woman sunbathing in one of the latest model swimsuits next to the Duck Pond. It turns out she is not a college student, but is a newly hired teacher playing hooky from work. Her school principal sees the photo and fires the young woman, who was still in her probationary period at her new job. The woman sues the newspaper. What is likely to happen?   *(First Amendment – Knowledge)*
    a. She will win because the photo was taken and published without her consent.
    b. She will win because the newspaper made a factual error in labeling her a college student.
    c. She will lose because she was in a public place.
    d. She will lose because she was a public school employee and therefore was a public figure.

18. The photographer who took the picture of the young teacher in the above situation sells that picture to a boutique-clothing store near campus. The boutique uses the picture in an ad in the *Daily Lobo* with the permission of the photographer but not the young woman. She sues the clothing store, the *Daily Lobo* and the photographer for invasion of privacy. What is likely to happen? *(First Amendment – Knowledge)*
    a. She will win because the defendants appropriated her image without her permission.
    b. She will lose because the original picture was taken for an editorial purpose.
    c. She will lose because she was in a public place when the picture was taken.
    d. She will win because the photographer used a telephoto lens to shoot her picture.

19. The First Amendment is based in which of the following philosophical periods?
    (History – Knowledge)
    a. The Enlightenment

b. Early Marxist
c. Elizabethan Era
d. Westward Expansion

20. Which of the following would not be a good strategy for stimulating creativity when originating an advertising campaign for a product?   *(Creativity – Knowledge)*
    a. Account for the benefit, as well as the characteristics of the product.
    b. Adopt a left brain – right brain strategy for the ad.
    c. Avoid audience research to create a more novel approach.
    d. Consider how both words and images could be used to communicate about the product.

21. Which of the following could be said about the media during times of war or national crises? *(History – Knowledge)*
    a. The media routinely expose military secrets, especially during wartime.
    b. The media do not change their practices or content in times of war.
    c. Freedom of the press contracts when the nation is at war.
    d. The media never take sides during war time.

22. The "Golden Mean" defined by Aristotle indicates that the most ethical course of action usually will be:
    a. The greatest good for the greatest number. *(Ethical Ways – Knowledge)*
    b. The exact mid-point between two extremes.
    c. The action that will best protect the weakest in society.
    d. An undetermined point between two extremes.

23. In a recent poll of 500 likely votes in the Albuquerque Area reported in the Albuquerque Journal, 45% of those polled said they'd vote for Candidate A, 42% said they'd vote for Candidate B, and 13% were undecided. The poll reported a margin of error of 4%. Based on this information, which of the following would be the most accurate headline?   *(Data & Stat – Knowledge)*
    a. Candidate A has a slight lead over Candidate B.
    b. Candidate B can catch Candidate A if the undecideds go for Candidate B.
    c. Race is too close to call
    d. Polling flawed because of the margin of error.

24. In another recent poll of the same 500 likely voters in the above question, 56% of those polled said they either strongly agree or agree that Candidate B is honest, while 49% of those polled said they either agree or agree that Candidate A is honest. Based on this information, what can you conclude about respondent's attitudes about the candidates and/or polls? *(Data & Stat – Knowledge)*
    a. Candidate B is viewed as more honest than Candidate A.

b. Neither Candidate is viewed as more honest than the other.

c. You can't trust this poll because more people said Candidate B is honest, but fewer people said they would vote for Candidate B (compared to Candidate A).

d. There isn't enough information to conclude if one candidate is more honest than the other.

25. Which of the following is FALSE? *(Tools of Technology – Knowledge)*
    a. The higher the f-stop or aperture setting, the greater the depth of field
    b. The greater the saturation, the greater the intensity of the colors
    c. The greater the number of pixels per inch, the greater the resolution of the image
    d. Wide angle lenses decrease depth of field and telephoto lenses increase it

26. Imagine that you were asked to write a 5-page paper on the following topic: "*Many social/ technology critics say that the "digital divide" is a major problem throughout the world and that a variety of "digital divides" will continue to drive a wedge between our society's "haves" and "have-nots." What are these divides? Do you think that the federal governments should use public funds to address this problem? If so, how? Or can you propose other means of addressing this important issue*?" What do you think this assignment is asking you to do?
    a. Write a personal opinion piece.   *(Research & Critical Thinking -- Knowledge)*
    b. Find several previously written pieces on the digital divide and writing a brief review of each.
    c. Finding and critically evaluating solutions or alternative ways of treating the issues.
    d. Using the questions as a platform for what your paper should really be about: the existence of "haves" and "have-nots" in late capitalistic societies.

27. What is the main difference between quantitative and qualitative approaches to research? *(Research & Critical Thinking -- Knowledge)*
    a. Quantitative methods are more accurate.
    b. Quantitative approaches use statistical analyses to deliver more generalizable information.
    c. There is really no difference if you use them both well.
    d. Qualitative approaches are more accurate.

28. What would be the most common way for prospective employers to measure an applicant's creativity?
    a. Conduct a personal interview with the applicant. *(Creativity – Knowledge)*
    b. Review a portfolio of work done by the applicant.
    c. Ask the applicant to provide their SATs, ACTs or other standardized test scores.
    d. Perform a left brain – right brain analysis of the applicant.

29. Libel refers to the publication of statements that injure someone's reputation, that lower the person's esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public figure prove? *(First Amendment – Knowledge)*

      1. The libel was published.

      2. The words were of and concerning the plaintiff.

      3. The material was defamatory.

      4. The material was false.

      5. The defendant newspaper's employees knew or did not care that the material was false.

    a. 1 and 2
    b. 1 through 3
    c. 1 through 4
    d. All five

30. Which of the following is true about statistical significance? *(Data & Stat – Knowledge)*
    a. When something is statistically significant, it is highly unlikely that the result could be due to chance.
    b. When something is statistically significant, we can conclude that the result is important.
    c. When something is statistically significant, we can conclude that other people would find the same result using a different sample.
    d. When something is statistically significant, we can conclude that the results will be published.

31. Muckraking journalism – the journalism practiced in the late nineteenth and early twentieth century that exposed corporate and political corruption – was an example of what kind of journalism? *(History – Knowledge)*
    a. Wire-service journalism
    b. Partisan journalism
    c. Corporate-sponsored journalism
    d. Socially responsible journalism

32. Television technology continues to evolve and is converting to a new format, HDTV. This system is different from the current standard due to   *(Tools of Technology – Knowledge)*
    a. the change of bandwidth from 4.5MHz to 1.5Mhz of compressed video.
    b. the change of the image aspect ratio from 4/3 to 16/9.
    c. the change of monitors from 525 lines of resolution to 640 lines of resolution.

d. the inability to make digital copies from the new broadcast signal.

33. In 2005 the Federal Trade Commission ordered the producers of Tropicana orange juice
to stop advertising unfounded claims that the product reduced the risk of heart disease
and strokes, and filed lawsuits against six other companies for claiming that people who
used their products would lose weight without dieting or exercise. What principle was the
FTC safeguarding in these cases? *(Truth, Accuracy, Fairness – Knowledge)*
   a. Truthfulness in public communication
   b. Violation of trademark regulations
   c. Restraint of trade
   d. Prior restraint

34. In a recent newspaper article, the following information was presented about sales of
existing single-family homes. Which of the above numbers is the amount where ½ the
houses sold above and ½ the houses sold below? *(Data & Stat – Knowledge)*

Mean Sale Price: $226,322   **Median Sale Price**: $193,250

Price Range	**Number**
$1-99,999	26
$100,000-$199,999	495
$200,000-$299,999	204
$300,000-$399,999	93
$400,000-$499,999	37
$500,000-$999,999	33
Over $1 million	2
Total	**990**

   a. $226,322
   b. $193,250
   c. $100,000-$199,999
   d. Over $1 million

35. In a news release issued by a local neighborhood association, a reporter reads the
following facts: In the awards ceremony, four association members will be recognized for
their contributions to improving recreational services in the neighborhood: Gina

Gesualdi, a young and attractive mechanical engineer; Leroy Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School. In the interest of fairness, the reporter in charge of rewriting the release omits the following words: *(Truth, Accuracy, Fairness – Knowledge)*
   a. Attractive, black, articulate
   b. Mechanical engineer, attorney, actor, assistant football coach
   c. Young and attractive, black, articulate Hispanic
   d. Contributions, improving

36. A TV station collects video footage of crowds of shoppers in a mall. A few days later during a live news broadcast, the station shows some of mall footage while the anchor says, "One out of three Americans has contracted a sexually transmitted disease." As the anchor says this, a woman from the mall footage is shown in close up; she is clearly identifiable and prominent in the shot. The implication is clear -- this woman has an STD. The identifiable woman retains a lawyer, who sues for invasion of privacy, as the woman apparently has never had an STD. What would be likely to happen in this lawsuit? *(First Amendment – Knowledge)*
   a. She wins the suit because the TV station wrongly injured her by intrusively collecting information about her.
   b. She loses the suit because she was unable to prove actual malice and reckless disregard for the truth on the part of the TV station.
   c. She wins the suit because the TV station invaded her privacy by putting her in a false light.
   d. She loses the suit because the station had no way of knowing whether or not the woman had contracted an STD.

37. The U.S. Supreme Court has interpreted journalistic privilege laws to mean that *(First Amendment – Knowledge)*
   a. journalists can refuse to identify anonymous sources in court or before a grand jury.
   b. judges must balance the relative importance of having a vigorous press against the legal system's need for the information.
   c. journalists never have to reveal their anonymous sources to the judiciary or law enforcement officials.
   d. journalists' work is a form of commercial speech.

38. A school newspaper in Minnesota was doing a story about the University of North Dakota and new curriculum standards it is proposing. The newspaper included a graphic of the University of North Dakota mascot--"Fighting Sioux"—to accompany the story (much as you might see the Lobo used at UNM). Some American Indian students were upset by the use of the graphic for two reasons. First, they opposed the use of American Indians as mascots. Second, they felt the mascot was irrelevant to the story. What is at issue in this case? *(Diversity – Knowledge)*
   a. Truth, accuracy, and fairness

b. Understanding the diversity of audiences
c. Think creatively and analytically
d. Legal liability

39. When delivering messages to Hispanic audiences which of the following is true? *(Diversity – Knowledge)*
    a. We can expect the Hispanic audience to be more individualistic than other cultural groups in the U.S.
    b. We can expect the Hispanic audience to be culturally diverse.
    c. We can expect that the majority of Hispanics will prefer information to be presented in Spanish.
    d. We can expect the Hispanic audience to be relatively consistent.

40. Which of the following is a compound sentence?   *(Write Clearly, Accurately – Knowledge)*
    a. Matt laughs and explains he's been using a pseudonym for years.
    b. Will and Mary found happiness and are now living in Wyoming.
    c. Charles would often leave the set after an exhausting day and go running for hours.
    d. Howard loves talking about the weather, so he became a weatherman.

41. Which of the following sentences uses standard grammar? *(Write Clearly, Accurately – Knowledge)*
    a. Jerry was able to play good in the second half.
    b. The Colts won the game easy.
    c. The logs should be moved slowly.
    d. Eric felt sadly.

42. Which of the following uses standard punctuation? *(Write Clearly, Accurately – Knowledge)*
    a. The Austrian flag has only two colors, red and white.
    b. The Austrian flag has only two colors; red and white.
    c. The Austrian flag has only two colors: red and white.
    d. The Austrian flag has only two colors red and white.

43. Which of the following sentences does **<u>NOT</u>** use standard grammar? *(Write Clearly, Accurately – Knowledge)*
    a. It's too soon to tell if Aaron's foot broke her nose.
    b. Womens' dreams are theirs to fulfill.
    c. Coaches' instructions should be carefully followed by their players.
    d. Both of the trainers' instructions need to be followed by the owners.

44. Corporate diversity policies typically seek to   *(Diversity – Knowledge)*
    a. reduce corporate diversity.
    b. create a more homogeneous workforce.
    c. minimize publicity about diversity problems.
    d. promote understanding and resolution of diversity issues.

45. According to the elaboration likelihood model (ELM), persuasion occurs through what routes? *(Theories in Presentation – Knowledge)*
    a. Central and lateral routes
    b. Central and peripheral routes
    c. Central, peripheral and dynamic routes
    d. On an individual basis, no routes are involved

46. According to uses and gratifications theory *(Theories in Presentation – Knowledge)*
    a. people pay attention to all broadcast messages.
    b. people only pay attention to humorous messages.
    c. people pay attention to messages they can use or enjoy in some manner.
    d. no one believes advertising or related promotional messages.

47. The agenda-setting theory of media effects states that   *(Theories in Presentation – Knowledge)*
    a. the media tell us what to think
    b. the media tell us what to think about
    c. the media are relatively powerless to influence people.
    d. television is more powerful than other media in persuading people.

Journalism and Mass Communication Majors: Graduating Student Survey

This survey is designed to help the C & J faculty better understand how people in the capstone courses (and thus at or near graduation) feel about the quality of their education in Journalism and Mass Communication. Your responses can help the students who follow you. Please take a few minutes to reply. Please return this to your instructor.

1. Concentration area

    a. Advertising

    b. Broadcast Journalism

    c. Print Journalism

d. Public Relations

e. Other

Using the following scale, to what extent do you feel your coursework in your journalism and mass communication program emphasized the following?

a. Not at all
b. Somewhat
c. For the most part
d. Completely
e. Not applicable or unable to rank

2. Truth, accuracy, and fairness	a	b	c	d	e
3. The First Amendment and freedoms of speech and press	a	b	c	d	e
4. Ethical ways of thinking and acting	a	b	c	d	e
5. The history and roles of the media	a	b	c	d	e
6. The diversity of audiences	a	b	c	d	e
7. To write and edit clearly and accurately	a	b	c	d	e
8. To use the tools of technology	a	b	c	d	e
9. To apply theories in presenting information.	a	b	c	d	e
10. To engage in research and critical evaluation	a	b	c	d	e
11. To understand data and statistics	a	b	c	d	e
12. To think creatively and analytically	a	b	c	d	e

For the following statements, please use this scale:

f. Strongly disagree
g. Disagree
h. Neither agree nor disagree
i. Agree
j. Strongly agree

13. Generally speaking, I feel my education in the Communication & Journalism Department was of a high quality.	a	b	c	d	e
14. Generally speaking, I feel the instructors I had in the C&J Department were of a high quality.	a	b	c	d	e
15. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received was of high quality	a	b	c	d	e
16. My studies in journalism and mass communication have increased my values on truth, accuracy, and fairness	a	b	c	d	e
17. My studies in journalism and mass communication have increased my knowledge of the legal aspects of my chosen professional field.	a	b	c	d	e
18. My studies in journalism and mass communication have increased my understanding of ethical dilemmas, principles of decision-making and practices in my field.	a	b	c	d	e
19. My studies in journalism and mass communication have provided me with an understanding of the roles and responsibilities of social communicators in a culturally diverse, democratic society.	a	b	c	d	e
20. My studies in journalism and mass communication have increased my understanding of how to produce verbal and visual messages to meet different communication goals or audiences.	a	b	c	d	e
21. My studies in journalism and mass communication have increased my ability to produce and recognize media messages that meet professional standards or expectations in terms of format, style and grammar.	a	b	c	d	e
22. My studies in journalism and mass communication have increased my ability to use digital media and other technological innovations in my chosen field.	a	b	c	d	e
23. My studies in journalism and mass communication have increased my ability to use theories in the design and	a	b	c	d	e

presentation of information.					
24. My studies in journalism and mass communication have increased my ability to use research skills to produce accurate and well-grounded messages.	a	b	c	d	e
25. My studies in journalism and mass communication have increased my ability to understand and interpret data and statistics.	a	b	c	d	e
26. My studies in journalism and mass communication have increased my ability to address problems in a creative and analytical manner.	a	b	c	d	e
27. My studies in journalism and mass communication have prepared me well for my chosen career.	a	b	c	d	e

Appendix 2.b *2007 JMC Assessment of Learning Outcomes Report*

Journalism and Mass Communication Spring 2007

The following is a **brief description and summary** of the results of seven learning outcome measures used to assess the degree to which the excellence standards are being met. These include two direct measures: Student Assignment/Capstone Evaluation and an Entrance/Exit Exam. Also used in the assessment were five indirect measures: Graduating Student Survey; and C&J 269 (Visual Communication) Survey; Alumni Survey; Advisory Board Comments; and Internship Evaluations. Each measure has a brief description of the process, reliability and validity of the measure, and conclusions.

Student Assignment/Capstone Evaluation Summary
This measure of learning outcomes involved students in the four capstone courses. These are 364 (460): Broadcast News II; 475: Multimedia Journalism; 482: Advertising Campaigns; and 489: PR Campaigns. Students were required to complete a project that relates to their concentration in print, broadcast, advertising, or PR. Student projects were randomly selected using GPA to stratify the students. One student with a GPA above 3.5 was selected, two from 3.01 to 3.5, and 3-5 from 2.0-3.0 (this group was originally stratified by 2.0-2.5 and 2.51-3.0, but the lower GPA students did not significantly differ from the 2.51-3.0 group and thus these data were collapsed). Six or seven students were selected from each of the four concentration areas. The evaluators were two advisory board members and one faculty member in each of their concentration areas. The faculty members were not the instructors of the course. Twenty-seven student projects were used in this assessment.

Reliability and Validity of Measures

Two types of reliability were assessed: internal consistency (agreement of ratings within each coder) and interclass correlation (or agreement among coders). The internal consistency was very good (Cronbach's alpha = .91). The interclass correlation was mediocre (ICC = .56). This is expected as coders have different experiences and were not directly trained. The coders had agreement less than .60 on items 1, 3, 5, 7, 8, 9, 11, and 13. Examination of these ratings demonstrates that certain coders evaluated all projects lower than other coders; despite this disagreement, there is consistency among the coders across ratings and within students' GPAs. That is, one coder might rate everyone lower than another coder, but that person still rates the student with the highest GPA as the best project and the ones with lower GPAs as worst. Thus, there is strong agreement among the coders on the projects evaluation and we determined it made sense to collapse the ratings and analyze the data collectively.

Face and content validity were established by creating an evaluation form based on the *Excellence Standards*. Construct validity was assessment by correlating the composite rating (the 13 evaluation items) with an overall assessment of quality. This correlation was .89 and statistically significant, demonstrating construct validity. (For complete data analysis on the capstone evaluation, see Appendix 1a.)

Interpretation

The ratings of students overall demonstrates mediocre to good performance by students (the range was 1 to 4). Examining these ratings using GPA demonstrates that the higher a student's GPA, the better the performance on the project. Specifically, those with a 3.51 or higher were rated higher than those with a 3.01 to 3.5 (3.1 to 2.7, respectively) and higher than those with a GPA under 3.0 (2.5). This was not statistically significant, but that is a product of small sample size. The table below shows the M and SD for each item by GPA.

Table 9.5. Descriptive Statistics for Capstone Evaluations

Items	GPA> 3.5		GPA 3.0-3.5		GPA < 3.0		Overall	
	M	SD	M	SD	M	SD	M	SD
1. In selection of topic and information, focus and organization, the work shows effective critical judgment.	3.5417	.15957	2.8167	.67776	2.8021	.57873	2.9160	.61458
2. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	3.3477	.57753	2.8232	.43580	2.7527	.68663	2.8618	.62220
3. The writing is correct, clear, and concise.	3.1667	.33333	2.7681	.34993	2.6961	.64810	2.7871	.54683

4. The writing conforms to an appropriate style for the discipline.	3.4167	.31914	2.8531	.64884	2.8154	.62265	2.9157	.61601
5. In use, interpretation and presentation of numbers, the work applies basic numerical and statistical concepts correctly and effectively.	2.6558	.45844	2.6118	.05921	2.6203	.49103	2.6230	.39399
6. In presenting images and information, the work shows effective understanding of visual concepts and theories.	2.6662	.25202	2.8301	.46100	2.7563	.62608	2.7648	.52769
7. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	3.4167	.16667	2.9375	.65427	2.9414	.57203	3.0107	.56958
8. The work illustrates effective use of technology in its preparation.	2.7111	.53949	2.6989	.42116	2.7823	.45389	2.7470	.44034
9. The work demonstrates creative thinking.	2.8750	.25000	2.8333	.43644	2.7417	.31442	2.7886	.33876
10. The work displays a consideration of	3.6348	.34573	2.9980	.49820	2.9264	.50013	3.0525	.52684

ethical thinking and presentation.								
11. The work is truthful and accurate.	3.4295	.15996	3.4006	.42795	3.1339	.38538	3.2567	.38974
12. The work demonstrates analytical thinking.	3.2917	.34359	2.6708	.65863	2.6106	.57221	2.7293	.60379
13. The work demonstrates an understanding and accurate application of First Amendment principles.	3.3629	.25734	3.3212	.23777	3.2046	.27532	3.2626	.26120
14. The work is of high quality.	3.1250	.36956	2.7292	.57692	2.5015	.68068	2.6613	.63567

Summary

As would be expected, students with high GPAs tended to receive higher ratings on their projects than those with lower GPAs (average range was 2.62-3.26). Three of the items were ranked highly across all GPA levels. These were items #10 (ethical thinking and presentation), #11 (truthful and accurate), and #13 (application of First Amendment principles). The mean score was 3.05, 3.25, and 3.26, respectively. Three of the 14 items were evaluated as only "somewhat demonstrated" across all GPA levels. These were items #5 (use and interpretation of numbers), #12 (analytical thinking), and #8 (use of technology). The mean score for these items was 2.62, 2.73, and 2.75, respectively. Generally, the items received respectable ratings in the high twos and low threes.

The open-ended comments made by the reviewers were likewise closely related to GPA. High GPA students tended to receive favorable or highly favorable comments and lower GPA students tended to receive unfavorable or highly unfavorable comments. On the positive side, evaluators frequently mentioned good editing, good use of video, and creativeness. On the negative side, evaluators frequently mentioned spelling and grammar errors, typos, and the need to incorporate more sources or verify data. (For a complete listing of evaluators' open comments see Appendix 1b).

Overall, the ratings reveal that the standards are being met. The average ratings tended to be in the high twos even though the sample was stratified to include more from the lower GPA level than from the high GPA level.

ENTRANCE/EXIT EXAM SUMMARY

This exam was administered in an introductory class (171: Writing for Mass Media) and four other upper division classes (364: Broadcast News II; 475: Multimedia Journalism; 482: Advertising Campaigns; and 489: Public Relations Campaigns). Its purpose was to measure the differences in attitudes toward and knowledge of *Excellence Standards* between the entry level class and upper division classes; 154 students took the exam.

Reliability and Validity of Measures

A Cronbach's alpha (item to total) yielded a score of .499 for items 1-13 (called "Total Attitude"), and a score of .637 for items 14-56 (called "Total Knowledge"). Face and content validity were established by following AEJMC standards. To determine construct validity of the items, Total Attitude (items 1-13) was correlated with Total Accuracy (items 14-56) and with GPA, yielding correlations of .269 for accuracy and .171 for GPA. Total Accuracy was correlated with Total Attitudes and GPA, yielding a correlation of .267 for attitudes and .222 for GPA. The correlations were all significant indicating support for the construct validity of the scale. (For the complete data analysis, see Appendix 2)

Descriptive Statistics

The table below shows the M and SD for each of the excellence standards for both attitudes and knowledge.

Table 9.6. Descriptive Statistics for Attitudes and Knowledge (Range 0 to 1)

Category	Attitudes	Knowledge/Accuracy
1) Truth, accuracy, fairness	M = .96 SD= .12	M = .68 SD= .18
2) 1st amendment, free speech	----------	M= .56 SD= .23
3) Ethical ways of thinking	M= .81 SD= .16	M= .37 SD= .31
4) History and role of media	M= .67	M= .46

	SD= .15	SD= .27
5) Diversity of audiences	M= .57 SD = .25	M= .41 SD= .25
6) Write clearly/accurately	----------	M= .42 SD= .22
7) Tools of technology	----------	M= .85 SD= .22
8) Theories in presentation	M= .77 SD = .25	M= .46 SD= .28
9) Engage in research/critical thinking	M= .78 SD = .25	M= .46 SD= .26
10) Data and statistics	----------	M= .46 SD= .23
11) Think creatively	M= .83 SD= .14	M= .74 SD= .25

The next table shows the M and SD for Total Attitude and Total Knowledge by class.

	171		364		475		482		489	
Standard	Att.	Know.	Att.	Know.	Att.	Know.	Att.	Know.	Att.	Know.
1) Truth, accuracy, fairness	M=.97 (.12)	M=.66 (.20)	M=.92 (.19)	M=.71 (.20)	M=.98 (.09)	M=.73 (.18)	M=.95 (.12)	M=.64 (.17)	M=.96 (.12)	M=.71 (.14)
2) 1st amendment, free speech	____	M=.48 (.19)	____	M=.54 (.25)	____	M=.71 (.18)	____	M=.62 (.24)	____	M=.64 (.25)
3) Ethical ways of thinking	M=.74 (.16)	M=.29 (.28)	M=.84 (.15)	M=.32 (.25)	M=.94 (.06)	M=.43 (.37)	M=.87 (.13)	M=.50 (.33)	M=.87 (.14)	M=.44 (.32)
4) History and role of media	M=.67 (.14)	M=.47 (.31)	M=.64 (.14)	M=.39 (.21)	M=.71 (.13)	M=.53 (.28)	M=.69 (.17)	M=.42 (.22)	M=.66 (.17)	M=.45 (.23)
5) Diversity of audiences	M=.57 (.22)	M=.39 (.27)	M=.49 (.27)	M=.46 (.24)	M=.64 (.37)	M=.50 (.19)	M=.56 (.23)	M=.41 (.21)	M=.59 (.27)	M=.39 (.27)
6) Write clearly/ accurately	____	M=.37 (.24)	____	M=.45 (.17)	____	M=.50 (.19)	____	M=.39 (.24)	____	M=.47 (.18)
7) Tools	____	M=.85	____	M=.92	____	M=.82	____	M=.86	____	M=.83

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7) Tools of technology	_____	M=.85 (.23)	_____	M=.92 (.15)	_____	M=.82 (.25)	_____	M=.86 (.20)	_____	M=.83 (.22)
8) Theories in presentation	M=.72 (.30)	M=.34 (.24)	M=.79 (.20)	M=.47 (.17)	M=.87 (.17)	M=.50 (.25)	M=.83 (.20)	M=.43 (.30)	M=.82 (.22)	M=.68 (.26)
9) Engage in research/critical thinking	M=.75 (.26)	M=.44 (.27)	M=.84 (.17)	M=.49 (.34)	M=.80 (.28)	M=.47 (.21)	M=.79 (.25)	M=.53 (.26)	M=.82 (.20)	M=.43 (.25)
10) Data and statistics	_____	M=.44 (.23)	_____	M=.48 (.26)	_____	M=.51 (.28)	_____	M=.41 (.24)	_____	M=.50 (.20)
11) Think creatively	M=.79 (.14)	M=.74 (.26)	M=.83 (.14)	M=.57 (.26)	M=.85 (.13)	M=.73 (.26)	M=.86 (.11)	M=.70 (.25)	M=.90 (.10)	M=.83 (.19)
Total	M=.69 (.19)	M=.49 (.25)	M=.73 (.18)	M=.53 (.24)	M=.79 (.18)	M=.59 (.24)	M=.76 (.17)	M=.53 (.24)	M=.76 (.17)	M=.58 (.23)

Table 9.7. Descriptive Statistics for Attitude and Knowledge by Concentration

<u>Summary</u>

A comparison of Total Attitudes across the entry level class (171) and the four upper division classes (364, 475, 482, and 489) showed an increase in mean attitude scores from entry to upper division for all excellence standards. Thus, instruction in the concentrations leads to attitudes consistent with the *Excellence Standards*.

A comparison of Total Knowledge across the entry level class and the four upper division classes also showed an increase on accuracy for all excellence standards. These scores indicate that we are enhancing knowledge of the *Excellence Standards*. However, the overall scores are poor (< 60% in each concentration). We expected low scores because we did not tell students this was going to happen and thus they couldn't study for it. Additionally, students were no required to pass the exam to graduate. We also have some concerns about the representational validity of the exam, which we will address before implementing with the next cohort. In sum, we simply have a spontaneous evaluation of the knowledge of the standards that we feel is artificially low. It does indicate that we need to further strengthen emphasis of the knowledge and the exam is comparable across concentration providing indicators where we need to strengthen coverage of the *Excellence Standards*.

GRADUATING STUDENT SURVEY SUMMARY

The Graduating Student Survey was administered in the four capstone courses: 364: Broadcast News II; 475: Multimedia Journalism; 482: Advertising Campaigns; and 489: Public Relations Campaigns (N = 84) to students who were at or near graduation. The survey gathered information regarding how the students feel about the degree to which excellence standards are emphasized, their ability of applying the standards, and the overall quality of their program.

This section examines the reliability and validity of the measures, the descriptive statistics of the items, and whether there are differences in the items across concentrations and demographics.

Reliability and Validity of the Measure

The excellence standards were measured with items that addressed students' perceptions of whether the standards were emphasized in their coursework (called "total emphasis"—items 1-12), how they felt about the overall quality of their program (items 13-15), and ability of applying standards (called "total ability"—items16-26). The reliability of these item groupings was .79 and .91, respectively (Cronbach's alpha).

Face and content validity were established by following the ACEJMC standards. To determine construct validity of the items, "total emphasis" was correlated with four items: (a) total ability, (b) item # 13, (c) item # 14, and (d) item # 15. This yielded positive correlations of .43, .55, .26, and .31 respectively. All of these were statistically significant at the $p < .05$ level indicating strong construct validity.

"Total ability" was likewise correlated with four items to determine construct validity: (a) total emphasis, (b) item # 13, (c) item # 14, and (d) item # 15. This yielded positive correlations of .43, .55, .26, and .31 respectively. All of these were significant at the $p < .01$ level indicating strong construct validity.

The tables below displays the mean and SD of the *Excellence Standards* as reported by the students (the range is 1-4 for items 1-12, and 1-5 for items 13-27).

Table 9.8. Descriptive Statistics of Emphasis (Scores range from 1-4)

Item	M	SD
1. Truth, accuracy, and fairness	3.5238	.64893
2. The First Amendment and freedoms of speech and press	3.4048	.67875
3. Ethical ways of thinking and acting	3.5000	.76835
4. The history and roles of the media	3.0361	.68869
5. The diversity of audiences	3.1071	.82166
6. To write and edit clearly and accurately	3.5357	.64838
7. To use the tools of technology	3.2024	.78816
8. To apply theories in presenting information.	3.1111	.74162
9. To engage in research and critical evaluation	3.3855	.65948
10. To understand data and statistics	2.6310	.95413
11. To think creatively and analytically	3.3855	.65948
12, Total Emphasis	3.2500	.41685

Table 9.9. Descriptive Statistics for Overall Assessment (13-15) and Total Ability (16-26) (Scores range from 1-5)

Item	M	SD
13. Generally speaking, I feel my education in the Communication & Journalism Department is of a high quality	3.7500	.86254
14. Generally speaking, I feel the instructors I have had so far	3.8929	.91859

in the C&J Department are of a high quality.		
15. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received is of high quality	3.2738	1.11237
16. My studies in journalism and mass communication have increased my values on truth, accuracy, and fairness	3.8313	.85282
17. My studies in journalism and mass communication have increased my knowledge of the legal aspects of my chosen professional field	3.6265	.97168
18. My studies in journalism and mass communication have increased my understanding of ethical dilemmas, principles of decision making and practices in my field	3.8434	.86224
19. My studies in journalism and mass communication have provided me with an understanding of the roles and responsibilities of social communicators in a culturally diverse society	3.6867	.86852
20. My studies in journalism and mass communication have increased my understanding of how to produce verbal and visual messages to meet different communication goals or audiences	3.9759	.81114
21. My studies in journalism and mass communication have increased my ability to produce and recognize media messages that meet professional standards or expectations in terms of format, style and grammar	4.0843	.79946
22. My studies in journalism and mass communication have increased my ability to use digital media and other technological innovations in my chosen field	3.5904	.93751
23. My studies in journalism and mass communication have increased my ability to use theories in the design and presentation of information	3.6024	.86869
24. My studies in journalism and mass communication have increased my ability to use research skills to produce accurate and well grounded messages	3.7229	.85985

25. My studies in journalism and mass communication have increased my ability to understand and interpret data and statistics	3.0964	1.06627
26. My studies in journalism and mass communication have increased my ability to address problems in a creative and analytical manner	3.6747	.82799
27. My studies in journalism and mass communication have prepared me well for my chosen career	3.6988	.95936
Total Ability	3.7032	.63985

Comparison by Concentration and Demographics

The emphasis scale was compared by concentration, gender, ethnicity, and age to determine if there are differences in perceptions of the emphasis of excellence standards among these groupings. None of the comparisons by demographics were statistically significant. (See Appendix 3a for complete data analysis).

Summary of Open Ended Themes

The responses to the open-ended questions revealed which classes the students felt were most and least beneficial. The classes that tended to be reported as most beneficial were those which **provided hands-on experience**, **improved their writing skills**, **taught them how to use media tools** (e.g. Photoshop, studio equipment, etc.), **taught them specific techniques** (e.g. how to write a press release, how to create a PR campaign, etc.), and were viewed as **relevant to their careers.**

Classes that were reported as least beneficial tended to be those that **emphasized abstract theory**, **introductory courses seen as too basic and/or broad**, were viewed as **irrelevant to their careers**, or were **taught by instructors students did not like**.

Overall, the positive comments far outweighed the negative comments and, for the most part, students felt they received a high quality education. One frequently expressed comment was a request for **more emphasis on internships**—some even suggesting that an internship be required for all students. (For a complete listing of open-ended comments, see Appendix 3b)

Conclusion

The data reveal that the students perceive the greatest lack of emphasis in the area of "interpretation of data and statistics," with this item receiving scores well below the mean. Other standards that were consistently rated lower across both "total emphasis" and "total ability" were

the "use of tools of technology," "to apply theories in presenting information," and "diversity of audiences." These, however, averaged only slightly below the mean.

Overall, students report that the *Excellence Standards* are emphasized in their coursework and that their classes are beneficial. Specifically, they report that their ability to apply the standards was enhanced at a moderate level (between 3.6 and 4.1). Overall evaluation of the program and faculty is good (between 3.75 and 3.89). Advising was rated somewhat low (3.27).

C&J 269 SURVEY SUMMARY

The survey of Introduction to Visual Communication (269) students consisted of 33 students. These students are generally early in their studies and we surveyed these students to help track progress. This section examines the reliability/validity of the measures, the descriptive statistics of the items, and whether there are differences in the items across concentration and demographics.

Reliability and Validity of the Measures

The *Excellence Standards* were measured with 13 items about whether these standards were emphasized in the coursework (called "total emphasis"). The reliability (item to total) of these items was .74 (Cronbach's alpha). Face and content validity were established by following the AEJMC standards. To determine construct validity of the items, the total emphasis scale was correlated with three items: (a) education is of high quality, (b) instructors of high quality, and (c) advising of high quality. The correlations were all positive (.16, .10, and .38 respectively). Only the correlation to advising was statistically significant. Thus, there is some construct validity, but the scale is not as strong as we would like.

Descriptive Statistics

The table below displays the M and SD of the excellence standards as reported by the students. The range is 1-4. The total mean of items 2-14 is 3.06. Certain items such as 9, 10, and 11 were below the mean. This likely occurs because the course is early in their program and these standards are emphasized in later coursework. Overall, the mean demonstrates that students feel that the *Excellence Standards* are somewhat emphasized in the program.

Table 9.10. Descriptive Statistics of Emphasis of Excellence Standards (range 1-4)

Item	M	SD
2. Truth, accuracy, and fairness	3.2286	.73106
3. The First Amendment and freedoms of speech and press	3.1714	.74698
4. Ethical ways of thinking and acting	3.2571	.74134

5. The history and roles of the media	2.9429	.76477
6. The diversity of audiences	3.1714	.66358
7. To write and edit clearly and accurately	3.2286	.77024
8. To use the tools of technology	3.1714	.66358
9. To apply theories in presenting information.	2.8000	.67737
10. To engage in research and critical evaluation	2.8000	.71948
11. To understand data and statistics	2.3429	.68354
12. To think creatively and analytically	3.1471	.74396
13. Generally speaking, I feel my education in the Communication & Journalism Department is of a high quality	3.3939	.74747
14. Generally speaking, I feel the instructors I have had so far in the C&J Department are of a high quality.	3.6061	.55562
15. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received is of high quality	3.0938	.85607
Total Emphasis (2-12)	3.0561	.35669

Comparison by Concentration and Demographics

Total emphasis was compared by concentration, gender, ethnicity, and age to determine if there are differences in perceptions of emphasis of excellence standards among these groupings. The analysis revealed no statistically significant differences. (See Appendix 4a for the complete data analysis.)

Summary of Open-Ended Themes

The open-ended questions focused on course availability, advisement, connection to the department, and general comments. In terms of course availability, the majority of students reported having no difficulty getting into their required classes (20 out of 34). Students requested **more sections of required classes** and a **lower class cap**. For advisement, students seemed generally pleased with advisement, but would like **more accessibility to advisor** (especially, Mary Bibeau). They generally find the course **planning/graduation process confusing** and would appreciate more help from the website. In regards to connection to the department, 20 out

of 34 students reported not feeling connected to the department. A big part of this is due to our renovation and no building to call home in the 2006-07 academic year. However, several students requested **more communication from the department about such things as events, internships, and jobs**. Finally, the general comments tended to be repeat versions of their comments on course availability, advisement, and connection to the department. (See Appendix 4b for a complete listing of the open-ended comments.)

Summary

Overall, the students report that the *Excellence Standards* are somewhat emphasized in their coursework and feel that courses are available to them when they need them. Further, they are generally satisfied with advising. Areas of improvement are more accessibility to the advisor; more communication about events, internships, and jobs; and to feel more strongly connected to the department.

Alumni Survey Summary

Surveys were sent to 91 alumni asking them to tell us which of the classes they took during their undergraduate program were the most beneficial and which they felt were the least beneficial, and if they had any "other thoughts" about the program. They also were asked for demographic information (year of graduation, ethnic identity, sex, age, and occupation). Twenty-seven responded. Fifteen of the respondents are currently working in careers in PR (7), Advertising (3), or Journalism (5). The following examines the reliability/validity of the measures, the descriptive statistics of the items, a descriptive comparison of alumni total ability and graduating student total ability, and a summary of the open-ended themes.

Reliability and Validity of Measures

A Cronbach's alpha (item to total) yielded a score of .916 indicating a high degree of reliability for the measure. Construct validity was determined by correlating the composition score with four items: quality of overall education, quality of instructors, quality of advising, and preparation for chosen career. This yielded positive correlations with coefficients of .766, .762, .317, and .859 respectively (all but the third item were significant at the .01 level). These finding indicate strong support for the construct validity of the scale. (See Appendix 5a for complete data analysis.)

Descriptive Statistics

The table below displays the M and SD of the excellence standards as reported by alumni. The range is 1-5. The total mean (total ability) was 3.9158 on a 5-point scale. Seven items (4, 6, 8, 11, 12, 14, & 16) were below the mean. Five of the seven below-the-mean items were only slightly below the mean, while item #11 (use of digital media and other technology) was .6958 below the mean and item #14 (ability to interpret data and statistics) was .4758 below the mean.

Table 9.11. Descriptive Statistics of Excellence Standards by Alumni

Item	M	SD
2. Generally speaking, I feel my education in the Dept. of Communication and Journalism was of a high quality.	4.00	.877
3. Generally speaking, I feel the instructors I had in the C&J Department were of a high quality.	4.11	.892
4. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received was of high quality	3.67	1.177
5. My studies in journalism and mass communication have increased by values on truth, accuracy, and fairness	3.96	1.055
6. My studies in journalism and mass communication have increased my knowledge of the legal aspects of my chosen professional field	3.81	.962
7 My studies in journalism and mass communication have increased my understanding of ethical dilemmas, principles of decision-making and practices in my field	4.15	.907
8. My studies in journalism and mass communication have provided with an understanding of the roles and responsibilities of social communicators in culturally diverse, democratic society.	3.89	1.050
9. My studies in journalism and mass communication have increased my understanding of how to produce verbal and visual messages to meet different communication goals or audiences.	4.19	1.075
10. My studies in journalism and mass communication have increased my ability to produce and recognize media messages that meet professional standards or expectations in terms of format, style and grammar.	4.26	1.130
11. My studies in journalism and mass communication have increased my ability to use digital media and other technology innovations in my chosen field	3.22	1.450
12. My studies in journalism and mass communication have increased my ability to use theories in the design and	3.89	1.050

presentation of information		
13 My studies in journalism and mass communication have increased my ability to use research skills to produce accurate and well-grounded messages.	4.11	1.121
14. My studies in journalism and mass communication have increased my ability to understand and interpret data and statistics.	3.44	1.219
15. My studies in journalism and mass communication have increased my ability to address problem in a creative and analytical manner	4.15	.989
16. My studies in journalism and mass communication have prepare me well for my chosen career	3.89	1.251

Total Ability   3.92   .81

Comparison of Alumni Total Ability to Graduating Student Total Ability (Descriptive)

Although a statistical comparison of alumni total ability scores to graduating student total ability scores was not completed, a descriptive analysis shows a mean total ability for graduating students of 3.7032 compared to a slightly higher mean of 3.9158 for alumni. Thus, the alumni feel the department enhances application of the *Excellence Standards* better than current students do. There was a great deal of consistency between the two groups with regards to the items that scored below the mean. In fact, they were identical with the exception of one item where alumni scored it above the mean and graduating students scored it slightly below the mean (this was item #15-creative analytical). Both surveys showed below the mean scores on the following items (note: the first number in these comparisons is the number on the alumni survey and the second number is the number for the exact same item on the graduating student survey.): 4/15-advisement; 6/17-increased knowledge of legal aspects; 8/19-understanding culturally diverse; 11/22-use of digital and other technology; 12/23-use of theories; 14/25-ability to interpret data and statistics; 16/27 prepared me for my chosen career. In both groups item #14/25 scored the lowest.

Summary of Open-Ended Themes

Frequently mentioned as highly beneficial were those courses that offered "real world" or "hands-on" experience (e.g., PR Campaigns, Ad Campaigns). Also frequently mentioned as beneficial were courses that emphasized specific skills (e.g., writing, copyediting); applications (e.g., desktop publishing, graphic design software); or training on specific kinds of equipment (e.g., editing equipment, cameras).

Classes that were viewed as least beneficial were those dealing with media law and theory courses. Alumni reported finding little use for the information in their current careers. Additional comments stressed the importance of internships. Also stressed was the importance of state-of-the-art equipment. (See Appendix 5b for complete listing of open-ended comments.)

Summary

Generally, the alumni felt that we are meeting the *Excellence Standards*. Five of these items are only very slightly below the mean, although two of the items are further below the mean (although not a whole SD below) and need to be given careful consideration. These two items deal with the "ability to interpret data and statistics" and the "use of digital media and other technology." All seven below-the-mean items were also scored below the mean by graduating seniors.

Overall, the open-ended comments from alumni tended to be positive with alumni reporting that they believed they had received a high-quality education. They tended to view the "real-world," and "hands-on" experiences in classrooms and through internships as highly valuable and important.

Advisory Board Comments Summary
The C & J faculty and staff met with the Advisory Board at four luncheon meetings held on Sept. 21, 2005; March 8, 2006; Sept. 13, 2006, and March 7, 2007. At these meetings we broke out into three working groups: the communication group, the broadcast/print journalism group, and the mass communication group. Professional advisory board members were teamed with faculty members in their respective areas of expertise and were tasked with exploring possible ways of meeting programmatic and curriculum goals. (For meeting agendas and minutes see Appendix 6a.)

The following is a brief summary of the comments made by the broadcast/print journalism and the mass communication working groups. (For a complete record of the comments made by the Advisory Board, see Appendix 6b.)

The discussions focused on six broad areas and the comments from all four meetings are summarized under these six areas.

Internships

Advisory Board members expressed an appreciation for the quality of interns but would also like to find a way to differentiate between the entry level and more advanced level interns so they can better accommodate the interns they receive from us.

Curriculum

A number of comments dealt with the need to teach students about the use and applications of new technologies ranging from effective PowerPoint presentations, e-communication and e-dialog technologies, and distance learning technologies. They also recommended that we teach courses in sports coverage, crisis communication, and Spanish language media.

Technology Concerns

Repeatedly emphasized was the need for state-of-the-art technology so that students enter the workforce with a solid grounding in these technologies.

Community/Campus Outreach

The Advisory Board stressed the importance of outreach and contributions to the community and university. These included developing stronger relationships with local media organizations, the campus newspaper, and local activities with groups such as Freedom Forum and Character Counts programs in local schools.

Fundraising Ideas

A number of good ideas were presented including such things as bricks engraved with a donor's name, linking to UNM United Way, and hosting public events as fundraisers.

Recommendations for Strategic Plan

They reported strong agreement with and appreciation for the strategic plan with a few recommendations for word changes and more emphasis on contributing to the region.

The faculty and staff who have been involved with these meetings feel that they have been very worthwhile and have produced a great deal of insightful recommendations from the Advisory Board. The Advisory Board members have, on numerous occasions, expressed their appreciation for the opportunity to participate in the process and for the changes we have incorporated as a result of their recommendations. The experience has been positive for all.

Internship Survey Summary
The assessment of internships is carried out on several levels. After completing the internship, students complete a self-evaluation survey, the employer completes a survey as well as a written evaluation, and the faculty internship adviser calls the employer for additional feedback. This data analysis looks at the employer survey responses as well as the employers' written feedback.

For the Spring 2007 semester, we had 25 interns, with the majority in the mass communication concentration. Students interned at Rick Johnson & Company, U.S. Sen. Jeff Bingaman's office, the Albuquerque Journal, the Daily Lobo, Bill Richardson for President Exploratory Committee, Albuquerque Thunderbirds, Emmanuelle, KRQE, WECT News (Wilmington, N.C.), KNME,

Adelante Development Center, Citadel, Sandia Preparatory School, UNM Communication and Marketing, The Bell Group, McKee Wallwork Cleveland, Center for Nonprofit Excellence, Children's Hope International, UNM Athletic Media Relations Department, and Griffin & Associates.

Reliability and Validity of Measure

Evaluation of the interns' performance was measured with 14 items with response options that ranged from 1 (not at all) to 4 (completely). These items can be viewed in the table below. An additional three items asked the supervisors to rate the interns' overall performance on general criteria (the student had appropriate basic skills for the position, the student performed well during the internship, the supervisor was satisfied with the intern). Response options ranged from 1 (strongly agree) to 4 (strongly disagree). The reliability of items 1-13 was .964 (Cronbach's alpha) indicating a high degree of internal consistency of the measure. Note: items #14 #15, #16, & #17 were used to determine construct validity. This was determined by correlating the combined mean of the 13 items (called "Total Standards") with items 14-17. This yielded a significant correlation for all items except for item #15. (For a complete data analysis, see Appendix 7a).

The tables below show the M and SD for each item. The total mean of items 1-13 was 3.81 indicating that the supervisors were very pleased with the work of the interns.

Table 9.12. Descriptive Statistics for Excellence Standards by Supervisors of Interns

Item	M	SD
1. In selection of topic and information, focus and organization, the work shows effective critical judgment.	3.81	.402
2. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	3.70	.470
3. The writing is correct, clear, and concise.	3.62	.498
4. The writing conforms to an appropriate style for the discipline.	3.71	.463
5. In use, interpretation and presentation of numbers, he work applies basic numerical and statistical concept correctly and effectively.	3.79	.426
6. In presenting images and information, the work shows effective understanding of visual concepts and theories.	3.88	.342

7. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	3.95	.224
8. The work illustrates effective use of technology in its preparation.	3.84	.375
9. The work demonstrates creative thinking.	3.80	.410
10. The work displays a consideration of ethical thinking and presentation.	3.90	.308
11. The work is truthful and accurate.	3.95	.218
12. The work demonstrates analytical thinking.	3.65	.489
13. The work demonstrates an understanding and accurate application of First Amendment principles.	3.88	.342
14. The work was of high quality.	3.71	.463
Total Standards	3.8056	.26974

Summary of Open-ended Questions

The open-ended questions asked the supervisors to comment on four questions: (1) What were the strengths of the intern? (2) What were the weaknesses of the intern? (3)

What, if anything, could the Department of Communication & Journalism do to improve the internship experience for you? (4) Anything else you'd like to add?

The strengths of the interns were numerous. Several supervisors commented on students being attention-oriented, willing to learn, dedicated, enthusiastic, professional, able to meeting deadlines, able to take on different situations without direct instructions, eager, organized, friendly and creative, as well as having great oral communication and analytical problem-solving skills.

The weaknesses for some interns were writing skills, knowledge of AP style and certain programs such as Excel. The supervisors acknowledged improvement in all these areas during the course of the internships.

When addressing what the department can do to improve the internship experience for the supervisors, the only issue concerned getting the internship postings out to the students. This was

mainly an issue this year because of the building renovation. One supervisor simply commented: "It is a great program. We have been happy with all our C&J students."

Conclusion

Overall assessment of our internship program shows that the department is doing an above average to excellent job in preparing our students for internships. Faculty members report that students are having wonderful experiences and that many internships lead to part-time and full-time jobs.

On-site supervisors are pleased with the performances of C & J students in their internships. It also should be noted that the students have the same feelings toward their internship experiences – invaluable opportunities to learn in the field and build portfolios.

Journalism and Mass Communication Fall 2010

The following is a **brief description and summary** of the results of seven learning outcome measures used to assess the degree to which the excellence standards are being met. These include three direct measures: Student Portfolios Evaluation; an Entrance/Exit Exam; and internship evaluations. Also used in the assessment were three indirect measures: Graduating Student Survey; and C&J 269 (Visual Communication) Survey; and Advisory Board Comments. Each measure has a brief description of the process, reliability and validity of the measure, and conclusions.

STUDENT PORTFOLIOS
This measure of learning outcomes involved students in the four capstone courses. These are 460: Broadcast News II; 475: Multimedia Journalism; 482: Advertising Campaigns; and 489: PR Campaigns. Students were required to complete a portfolio that displays their work in their respective concentrations in print, broadcast, advertising, or PR.

Reliability and Validity of Measures

Two types of reliability were assessed: internal consistency (agreement of ratings within each coder) and interclass correlation (or agreement among coders). The internal consistency was good (Cronbach's alpha = .64). The interclass correlation was mediocre (ICC = .55). The reliability of the measures is difficult to interpret because of the widely divergent score among the 4 classes as demonstrated by the chart below.

	460	475	482	489
ICC	.23	.55	.41	.37
Cronbach's	.33, ___*	.64, ___*	.90, .85	.87, .89

*Cronbach's alpha not calculated because of too few cases

Face and content validity were established by creating and evaluation form based on the *Excellence Standards* established by ACEJMC. Construct validity was tested by correlating Total accuracy with GPA. The results of the Pearson Product Moment were inconsistent across the four classes. Three of the concentrations (460, 475, 482) showed no significant correlations between Total Standards and GPA, while 489 showed a positive and strong correlation between Total Standards and GPA ($r = .84$). Below are the reliability scores and charts showing the descriptive statistics for each class.

Reliability:

5) Average Intercoder reliability: single measure interclass correlation (ICC) .23
   (i.e., degree of agreement between evaluators)
6) Scale (items 1-13; items 11 and 13 excluded) for coder 1:
   Cronbach's Alpha = .33 (M = 38.87, SD = 1.87)
7) Scale (items 1-13) for coder 2: Cronbach's Alpha not calculated because of too few
   cases.

Means and standard deviations for items 1-13 and Total Standard score:

TOTAL ITEMS (coders' average)*	Descriptive statistics		
	Number of valid cases	M	SD
7. In selection of topic and information, focus and organization, the work shows effective critical judgment.	7	3.43	.53
8. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	7	3.29	.75
9. The writing is correct, clear, and concise.	6	3.25	.52
10. The writing conforms to an appropriate style for the discipline	6	3.33	.52
11. In use, interpretation and presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively.	4	3.25	.50
12. In presenting images and information, the work shows effective understanding of visual concepts and theories.	7	3.43	.45
13. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	7	286	.63
14. The work illustrates effective use of technology in its preparation	7	3.00	.64

15. The work demonstrates creative thinking.	7	3.29	.76
16. The work displays a consideration of ethical thinking and presentation.	6	3.42	.49
17. The work is truthful and accurate.	6	3.58	.38
18. The work demonstrates analytical thinking.	7	3.21	.81
19. The work demonstrates an understanding and accurate.	6	2.83	.41
Total Standards	7	3.26	.42
Total Standards**	7	3.29	.28
GPA	7	3.18	.54

* Missing values were not replaced

** Missing values replaced with the series mean

Significant correlation between student's GPA and Total standards** score:

5. For the purpose of this analysis we used Total Standard** variable (missing values were replaced with series mean). Pearson product-momentum correlation showed that Total Standards** score was not correlated to a student's GPA, $r(7) = .60$, $p > .05$ (not significant).

Student Portfolios 475

Reliability:

8) Average Intercoder reliability: single measure interclass correlation (ICC) .55 (i.e., degree of agreement between evaluators)
9) Scale (items 1-13; items 5, 6, 8, 12, & 13 excluded) for coder 1: Cronbach's Alpha = .64 (M = 26.36, SD =2.66)
10) Scale (items 1-13) for coder 2: Cronbach's Alpha was not calculated due to too few cases.

Means and standard deviations for items 1-13 and Total Standard score:

TOTAL ITEMS (coders' average)*	Descriptive statistics		
	Number of valid	M	SD

	cases		
20. In selection of topic and information, focus and organization, the work shows effective critical judgment.	8	3.34	.35
21. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	8	3.09	.96
22. The writing is correct, clear, and concise.	8	3.12	.35
23. The writing conforms to an appropriate style for the discipline	8	3.19	.80
24. In use, interpretation and presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively.	1	2.00	-
25. In presenting images and information, the work shows effective understanding of visual concepts and theories.	7	3.14	.24
26. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	8	3.21	.65
27. The work illustrates effective use of technology in its preparation	2	4.00	.00
28. The work demonstrates creative thinking.	8	3.37	.46
29. The work displays a consideration of ethical thinking and presentation.	5	2.90	.22
30. The work is truthful and accurate.	8	3.12	.38
31. The work demonstrates analytical thinking.	6	3.00	.00
32. The work demonstrates an understanding and accurate.	1	3.00	-
Total Standards	8	3.14	.33
Total Standards**	8	3.11	.22
GPA	8	3.09	.48

* Missing values were not replaced

** Missing values replaced with the series mean

<u>Significant correlation between student's GPA and Total standards** score:</u>

6. For the purpose of this analysis we used Total Standard** variable (missing values were replaced with series mean). Pearson product-momentum correlation showed that Total Standards** score was not correlated to a student's GPA, $r(8) = .30$, $p > .05$ (not significant).

<div align="center">Student Portfolios 482</div>

<u>Reliability:</u>

11) Average Intercoder reliability: single measure interclass correlation (ICC) .41 (i.e., degree of agreement between evaluators)
12) Scale (items 1-13; item 13 excluded) for coder 1:
Cronbach's Alpha = .90 (M = 30.43, SD = 5.42)
13) Scale (items 1-13) for coder 2: Cronbach's Alpha = .85 (M = 36.48, SD = 5.00)

<u>Means and standard deviations for items 1-13 and Total Standard score:</u>

TOTAL ITEMS (coders' average)*	**Descriptive statistics**		
	Number of valid cases	M	SD
33. In selection of topic and information, focus and organization, the work shows effective critical judgment.	7	2.79	.76
34. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	7	3.00	.64
35. The writing is correct, clear, and concise.	7	2.35	.69
36. The writing conforms to an appropriate style for the discipline	7	2.36	.69
37. In use, interpretation and presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively.	6	3.00	.63
38. In presenting images and information, the work shows effective understanding of visual concepts and theories.	5	2.70	.76

39. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	7	2.57	.84
40. The work illustrates effective use of technology in its preparation	5	1.80	.84
41. The work demonstrates creative thinking.	7	2.07	.53
42. The work displays a consideration of ethical thinking and presentation.	6	3.00	.55
43. The work is truthful and accurate.	7	3.07	.45
44. The work demonstrates analytical thinking.	7	2.78	.91
45. The work demonstrates an understanding and accurate.	6	3.33	.82
Total Standards	7	2.69	.52
Total Standards**	7	2.65	.38
GPA	7	3.05	.55

* Missing values were not replaced

** Missing values replaced with the series mean

<u>Significant correlation between student's GPA and Total standards** score:</u>

7. For the purpose of this analysis we used Total Standard** variable (missing values were replaced with series mean). Pearson product-momentum correlation showed that Total Standards** score was not correlated to a student's GPA, $r(7) = -.19$, $p > .05$ (not significant).

Student Portfolios 489

<u>Reliability:</u>

14) Average Intercoder reliability: single measure interclass correlation (ICC) .37 (i.e., degree of agreement between evaluators)
15) Scale (items 1-13) for coder 1: Cronbach's Alpha $= .87$ (M = 40.92, SD = 6.35)
16) Scale (items 1-13; item 11 excluded) for coder 2: Cronbach's Alpha $= .89$ (M $=$ 41.16, SD $= 4.88$)

<u>Means and standard deviations for items 1-13 and Total Standard score:</u>

TOTAL ITEMS (coders' average)*	Descriptive statistics		

	Number of valid cases	M	SD
1. In selection of topic and information, focus and organization, the work shows effective critical judgment.	8	3.50	.53
2. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	8	3.19	.65
3. The writing is correct, clear, and concise.	8	3.25	.65
4. The writing conforms to an appropriate style for the discipline	8	3.25	.80
5. In use, interpretation and presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively.	8	3.00	.84
6. In presenting images and information, the work shows effective understanding of visual concepts and theories.	8	3.12	.58
7. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	8	3.19	.46
8. The work illustrates effective use of technology in its preparation	8	3.19	.46
9. The work demonstrates creative thinking.	8	3.31	.59
10. The work displays a consideration of ethical thinking and presentation.	8	3.44	.42
11. The work is truthful and accurate.	8	3.94	.18
12. The work demonstrates analytical thinking.	8	3.12	.58
13. The work demonstrates an understanding and accurate.	8	3.50	.46
Total Standards	8	3.31	.42
Total Standards**	8	3.31	.40
GPA	8	3.12	.48

* Missing values were not replaced

** Missing values replaced with the series mean

Significant correlation between student's GPA and Total standards** score:

8. For the purpose of this analysis we used Total Standard** variable (missing values were replaced with series mean). Pearson product-momentum correlation showed that Total Standards** score was positively and strongly related to a student's GPA, $r(8) = .84$, $p < .05$. In other words, the higher is the student's GPA the higher is his/her Total standards** score.

Portfolio Project Summary

The interpretation of this data is difficult due to inconsistencies across the four classes that were tested. As discussed above, the reliability scores (both across coders and within each coder) were inconsistent. Construct validity of the measure used by the coders is also questionable since a strong correlation to GPA was found in only one concentration and not in the other three.

Overall, ratings reveal that standards are being met. The average ratings tended to be in the low threes (on a scale of 1-5), except for the 482 class (Ad Campaigns) with a Total Standards score of 2.69. Although this score is acceptable, we need to find a way to understand and address the lower Total Standard score for 482.

Summary of Open-Ended Comments

Because of the inconsistency of our reliability and validity measures, the qualitative data may be the best indicator of our students' performance on their portfolio projects. The majority of comments were very positive for three of the four classes (460, 475, and 489). Reviewers felt that students showed creativity, good critical thinking and analysis, good use of sources and quotations, and attention to accuracy. Errors with AP was the most common negative observation.

The Ad Campaigns class (482) tended to elicit some rather strong criticisms from the reviewers which help to explain the lower Total Standards score for this class. The reviewers felt that the student portfolios had too many typos, errors, and often lacked writing proficiency. The most frequent criticism was lack of preparation and polish, and that the portfolios demonstrated a "do-the-minimum" attitude. (See Appendix A for a complete list of reviewers' comments).

ENTRANCE/EXIT EXAM

This exam was administered in an introductory class (171: Writing for Mass Media) and four other upper division classes (460: Broadcast News II; 475: Multimedia Journalism; 482: Advertising Campaigns; and 489: Public Relations Campaigns). Its purpose was to measure the differences in attitudes toward and knowledge of *Excellence Standards* between the entry level class and upper division classes; 175 students took the exam.

Below are the reliability scores and descriptive statistics for the Entrance/Exit Exam.

Reliability and Validity

Face and content validity were established by following AEJMC standards. Reliability was tested with a Cronbach's alpha for items 1-15 (Total Attitude) yielding and alpha score of .62. A Cronbach's alpha for items 16-47 (Total Accuracy) yielded an alpha score of .67, indicating moderate support for the internal reliability of the exam.

Entrance/Exit Exam

1. Scale "Total Attitude": Items 1-15, Cronbach's Alpha = .62 (m = 11.29, SD = 1.40)

2. Scale "Total Accuracy": Items 16-47, Cronbach's Alpha = .67 (M = 17.38, SD = 4.43)

Excellence standards:

PRINCIPLE	ATTITUDES		ACCURACY	
	Mean	SD	Mean	SD
1) truth, accuracy, fairness	.67	.31	.81	.30
2) 1st Amendment, Law	.74	.22	.53	.22
3) Ethical ways of thinking	.77	.17	.46	.32
4) History and role of the media	.71	.16	.53	.32
5) Diversity of audiences	.65	.25	.63	.31
6) Write clearly/accurately	.97	.12	.49	.25
7) Tool s of technology	.93	.16	.30	.31
8) Theories in presentation	.74	.28	.62	.29
9) Research/critical thinking	.83	.21	.63	.35
10) Data and statistics	.41	.23	.40	.27
11) Think creatively	.83	.15	.72	.33

Total Accuracy (sum) and Total Attitude (sum) by Class

MAJOR	ATTITUDES Total		ACCURACY Total		ACCURACY+ATTITUDE Total	
	Mean	SD	Mean	SD	Mean	SD
1) Advertising	11.51	1.14	18.43	3.93	29.94	4.49
2) Broadcast	11.86	1.53	15.69	5.96	27.55	6.68
3) Public Relations	12.01	1.08	18.54	3.50	30.55	4.12
4) Print journalism	11.18	2.33	19.21	4.99	30.40	6.70
5) Class 171	10.96	1.24	16.57	4.32	27.54	4.59
6) J & MC majors (Combined 1-4)	11.65	1.44	18.18	4.41	29.83	5.17

Differences between 5 classes (majors) on Total Accuracy, Total Attitude and combined Accuracy and Attitude score:

9. Originally, ANOVA showed significant difference ($F_{(4, 170)} = 2.84$, $p < .05$, $\eta^2 = .06$) between five groups on **Total Accuracy score**, but post hoc test did not confirm this, as no significant difference was found between the groups.
Overall, mean comparisons showed that Class 171 (M = 16.57) scored lower than Print Journalism ($M = 19.21$), Public Relations ($M = 18.54$), and Advertising ($M = 18.43$), and higher than Broadcast major ($M = 15.69$). The Table above summarizes these findings (rows 1-5). This was unexpected. We would naturally expect accuracy scores from 171 to be lower than the scores for the other three classes.

10. ANOVA showed significant difference ($F_{(4, 170)} = 3.87$, $p < .01$, $\eta^2 = .08$) between these groups on **Total Attitude score**, and the post hoc test revealed that significant difference exists only between Public relations ($M = 12.01$, $SD = 1.08$) and Class 171 ($M = 10.97$, $SD = 1.24$).
Mean comparisons showed that Class 171 ($M = 10.96$) scored lower than all four majors: Public Relations ($M = 12.01$), Broadcast ($M = 11.86$), Advertising ($M = 11.51$), and Print Journalism ($M = 11.18$). The Table above summarizes these findings (rows 1-5).

11. Third ANOVA showed significant difference ($F_{(4, 170)} = 3.30$, $p < .05$, $\eta^2 = .07$) between these five groups on **Total Score (combined Attitude and Accuracy scores),** but post hoc test did not confirm this as no significant difference was found between the groups.
Overall, mean comparisons showed that Class 171 (M = 27.54) scored lower than all four

majors: Public Relations ($M = 30.55$), Print Journalism ($M = 30.40$), Advertising ($M = 29.94$), and Broadcast ($M = 27.55$). The Table above summarizes these findings (rows 1-5).

12. Three t-test analyses were conducted to test whether communication majors (all four majors combined) have significantly different **Total Accuracy, Total Attitude and Total scores** compared to Class 171. All three tests were significant.
   A) Total Attitude score: $t(173) = 3.35, p < .005$
   B) Total Accuracy score: $t(173) = 2.43, p < .05$
   C) Total score (combined Attitude and Accuracy scores): $t(173) = 3.10, p < .005$

   In all three cases Class 171 scored lower than the combined Communication majors.
   Table above summarizes means and standard deviations (rows 5-6).

Entrance/Exit Exam Summary

A comparison of Total Accuracy and Total Attitude across the entry level class (171) and the four upper division classes (460, 475, 482, and 489) showed an increase in Attitude indicating that we are enhancing students' attitudes as they progress from entry level to upper division courses. However, on Total Accuracy, the Broadcast (460) class scored lower than the 171 class. We would expect to see higher scores on "Accuracy" in all upper level classes than the "Accuracy" scores for the entry level class and we will address this.

GRADUATING STUDENT SURVEY

The Graduating Student Survey was administered in the four capstone courses: 460: Broadcast News II; 475: Multimedia Journalism; 482: Advertising Campaigns; and 489: Public Relations Campaigns to students who were at or near graduation ($N = 71$). The survey gathered information regarding how the students feel about whether standards were emphasized in their coursework (called Emphasis) and how they feel about their ability to apply the standards (called Ability), as well as their feelings about the overall quality of their program. In addition, a series of t-tests and ANOVAs were done to determine if particular groups (gender, age, concentration, ethnicity) were experiencing the program differently.

This section examines the reliability and validity of the measures, the descriptive statistics, and whether there are differences in scores across concentrations and demographics.

Reliability and Validity of the Measure

Face and content validity of the measure was established by following AEJMC standards. The excellence standards were measured with items that addressed students' perceptions of whether the standards were emphasized in their coursework (called "Total Emphasis"—items 1-11) and ability of applying standards (called "Total Ability"—items 15-21). Three additional items measured how they felt about the overall quality of their program (items 12-14). The reliability

of Total Emphasis and Total Ability was .87 and .84 respectively, indicating a high degree of reliability of the measure.

<div align="center">Graduating Student Survey</div>

<u>Reliability:</u>

17) Scale "Total Emphasis": Items 1-11, Cronbach's Alpha = .87 (M = 36.87, SD = 5.27)
18) Scale "Total Ability": Items 15-21, Cronbach's Alpha = .84 (M = 27.85, SD = 4.02)

<u>Means and standard deviations for items 1-21, Total Emphasis and Total Ability scores:</u>

ITEM (N=71)	DESCRIPTIVES	
	Mean	*SD*
1) Truth, accuracy, fairness	3.63	.51
2) 1st Amendment, Law	3.36	.77
3) Ethical ways of thinking	3.58	.60
4) History and role of the media	3.04	.76
5) Diversity of audiences	3.25	.79
6) Write clearly/accurately	3.55	.69
7) Tools of technology	3.34	.73
8) Theories in presentation	3.17	.76
9) Research/critical thinking	3.42	.65
10) Data and statistics	2.99	.87
11) Think creatively	3.53	.69
12) High quality of education	3.97	.84
13) High quality of instructors	4.07	.68
14) High quality of departmental advising	3.76	1.20
15) Production of media messages	4.14	.70
16) Use of research skills	4.03	.75

17) Understanding of ethical dilemmas	4.17	.74	
18) Knowledge of legal issues	3.59	1.02	
19) Production of visual and verbal messages	4.20	.73	
20) Understanding of roles and responsibilities	4.01	.76	
21) Preparation for career	3.71	.86	
Total Emphasis score	3.35	.48	
Total Ability score	3.98	.57	

Total Emphasis (sum of items 1-11) and Total Ability (sum of items 15-21) by major, gender, age and ethnicity:

	TOTAL EMPHASIS			TOTAL ABILITY		
	Number of valid cases	Mean	SD	Number of valid cases	Mean	SD
MAJOR (N =71)						
Advertising	37	3.44	.50	37	4.04	.53
Broadcast	0			0		
Print journalism	11	3.16	.52	11	3.79	.71
Public relations	23	3.29	.41	23	3.97	.57
Other	0			0		
GENDER (N = 70)						
Male	20	3.39	.53	20	3.99	.53
Female	50	3.32	.46	50	3.97	.60
AGE (N = 71)						

Under 25	63	3.36	.48	63	3.99	.56
25-45	7	3.35	.43	7	4.10	.55
46+	1	2.54	-	1	2.57	-
ETHNICITY (N = 65)						
White	30	3.29	.52	30	3.93	.58
African American	28	3.51	.41	28	4.17	.46
Hispanic	3	3.39	.29	3	4.19	.72
Asian American	2	3.04	.19	2	3.64	.10
American Indian	1	3.00	-	1	3.57	-
Other/mixed	1	3.09	-	1	3.28	-

Differences based on major, gender, ethnicity, and age on total emphasis score:

1. Majors on Total Emphasis and Total Ability: no significant difference was found
2. Gender on Total Emphasis and Total Ability: no significant difference was found
3. Ethnicity on Total Emphasis and Total Ability: no significant difference was found
4. Age on Total Emphasis and Total Ability: no significant difference was found

Graduating Student Survey Summary

Comparison by Concentration and Demographics

A series of t-test and ANOVAs compared concentration, gender, ethnicity, and age to determine if there are differences in perceptions of the emphasis of excellence standards among these groupings. None of the comparisons by demographics were statistically significant, indicating that we are reaching all groups equally.

Summary of Open Ended Themes

The responses to the open-ended questions revealed which classes the students felt were most and least beneficial. The classes that tended to be reported as most beneficial were those which **provided hands-on experience**, **improved their writing skills**, **taught them how to use media tools** (e.g. Photoshop, studio equipment, etc.), **taught them specific techniques** (e.g. how to

write a press release, how to create a PR campaign, etc.), and were viewed as **relevant to their careers.**

Classes that were reported as least beneficial tended to be those that **emphasized abstract theory**, **introductory courses seen as too basic and/or broad**, were viewed as **irrelevant to their careers**, or were **taught by instructors students did not like**. One frequently recurring comment was that students felt that 171 was irrelevant for advertising and PR students. Another frequently expressed comment was a request for **more multi-media classes and classes that teach techno-design.** (For a complete list of comments, see Appendix B).

Overall, the positive comments outweighed the negative comments and, for the most part, students felt they received a high quality education. Overall, students report that the *Excellence Standards* are emphasized in their coursework and that their classes are beneficial. The mean scores for overall-quality of their education, quality of instructors, and quality of departmental advisement was 3.97, 4.07, and 3.76 respectively (on a 5 point scale). The mean scores for all Excellence Standards exceeded 3.0, with the exception of item 10 (data and statistics = 2.99). We find this acceptable and encouraging.

C&J 269 SURVEY

The survey of Introduction to Visual Communication (269) students consisted of 46 students. These students are generally early in their studies and we surveyed these students to help track progress. This section examines the reliability/validity of the measures, the descriptive statistics of the items, and whether there are differences in the items across concentration and demographics.

Reliability and Validity

Face and content validity were established by following AEJMC standards. Reliability of the measure was tested with Cronbach's alpha which yielded a score of .91 indicating a high degree of internal consistency.

269 Survey

Reliability:

19) Scale "Total Emphasis": Items 2-12, Cronbach's Alpha = .91 (M = 35.56, SD = 6.79)

Means and standard deviations for items 2-15 and Total Emphasis score:

ITEM	DESCRIPTIVES		
	Number of valid	Mean	SD

	cases		
20) Truth, accuracy, fairness	46	3.37	.74
21) 1st Amendment, Law	46	3.37	.88
22) Ethical ways of thinking	46	3.52	.75
23) History and role of the media	46	3.20	.78
24) Diversity of audiences	46	3.26	.88
25) Write clearly/accurately	46	3.24	.87
26) Tools of technology	45	3.44	.78
27) Theories in presentation	45	2.98	.94
28) Research/critical thinking	44	3.04	.89
29) Data and statistics	43	2.79	.89
30) Think creatively	44	3.56	.69
31) High quality of education	46	3.74	1.02
32) High quality of instructors	46	3.89	.99
33) High quality of departmental advising	46	3.11	1.14
Total Emphasis score	46	3.26	.61

Total Emphasis (sum of items 2-12) by major, gender, age and ethnicity:

	DESCRIPTIVES		
	Number of valid cases	Mean	SD
MAJOR (N =45)			
Advertising	18	3.38	.55
Broadcast	4	3.24	.34

Print journalism	8	2.64	.77
Public relations	12	3.55	.44
Other	3	2.94	.10
GENDER (N =43)			
Male	16	3.07	.80
Female	27	3.34	.46
AGE (N =43)			
Under 25	37	3.30	.50
25-45	6	2.92	1.09
ETHNICITY (N =38)			
White	19	3.08	.75
African American	14	3.36	.45
Hispanic	2	3.18	.64
Asian American	2	3.41	.19
American Indian	1	3.60	-

Significant differences based on major, gender, ethnicity, and age on total emphasis score:

13. ANOVA showed significant difference (F (4, 40) = 3.91, $p < .01$, $\eta^2 = .28$) between **five groups** on Total Emphasis score**.** The post hoc test showed that significant difference exists between Print ($M = 2.64$) and Advertising majors ($M = 3.38$), and also between Print and Public relations majors ($M = 3.55$), meaning that print journalism majors in this sample thought that coursework in C&J program less emphasized excellence standards than did those in Advertising and Public relations majors. The Table above summarizes these findings.

14. The t-test analysis did not show significant difference between **males and females** on Total Emphasis score.

15. ANOVA did not show significant difference between **Whites, African Americans and Other** ethnicities (all other ethnic groups were summarized under this label) on Total Emphasis score.

16. T-test did not show significant differences between two age groups (under 25 and 25-45) on Total Emphasis score.

<u>Comparison by Concentration and Demographics</u>

The Total Emphasis was compared across four groups: concentration, age, gender, and ethnicity to determine if there are differences in perceptions of the emphases of Excellence Standards among these groupings. The ANOVA revealed that Print Journalism majors thought that the standards were less emphasized in their coursework than did Advertising and PR majors. This is probably due to the fact that students are just beginning their program, and standards will be emphasized more strongly later on as they advance through their major.

<u>Summary of Open-Ended Themes</u>

The open-ended questions focused on course availability, advisement, connection to the department, and general comments. In terms of course availability, a number of students reported having difficulty getting into their required classes. Students requested **more sections of required classes.** Regarding advisement, students seemed generally pleased with advisement and accessibility, but some felt the wait to see Mary Bibeau was too long. In regards to connection to the department, the majority reported feeling connected. Finally, the general comments tended to be repeat versions of their comments on course availability, advisement, and connection to the department. The most frequent comment had to do with required course availability (See Appendix C for a complete list of the open-ended comments.)

<u>Summary of 269 Survey</u>
Overall, the students report that the *Excellence Standards* are emphasized in their coursework. The mean scores for overall quality of their education, quality of their instructors, and quality of departmental advisement were 3.74, 3.89, and 3.11 respectively. The mean scores for all Excellence Standards exceeded 3.0, with the exception of item 12 (theories in presentation = 2.98) and item 14 (data and statistics = 2.79). Both of these are acceptable but we expect to see both increase as they advance further in their programs and are exposed more thoroughly to these topics.

ADVISORY BOARD COMMENTS SUMMARY
The C & J faculty and staff met with the Advisory Board at two luncheon meetings held on April 15, 2009 and October 28, 2009. At the April 15 meeting, participants broke out into two working groups: the broadcast/print journalism group, and the mass communication group. Professional advisory board members were teamed with faculty members in their respective areas of expertise and were tasked with discussing revisions to the Journalism and Mass Communication

curriculum to address the changing environment in media. (Note: the October meeting dealt primarily with input regarding plans for our department's 60th anniversary celebration. Comments from this session are not summarized in this report.)

The following is a brief summary of the comments made by the broadcast/print journalism and the mass communication working groups. (For a complete record of the comments made by the Advisory Board, see Appendix D.)

Summary of comments from Print a Broadcast Group:

-Need to aim at convergence of print/broadcast/Web. Students must be able to do all three.

-Journalists must maintain ethics and journalistic codes in emerging media

-Teach students to be interested in what's important to the community (City Council, zoning, bond issues, local politics, etc.)

-Students should know business side of journalism (revenues, ad sales, etc.)

-Students should be made award of work ethic--amount of work required of

journalists is staggering.

Summary of comments from the Mass Communication Group

-Pros and Cons of combining Ad and PR concentrations under one umbrella:

      Several in favor of combining because of overlapping skills

      Several opposed to combining because each field has separate goals and   perspectives

-Students need a portfolio class to develop the kind of portfolio required to apply for employment in an agency or design firm

-Students should be versed in theory, research, writing, pitching stories, crisis communication

-Students should work with legal department when responding to critical issues.

      The faculty and staff who have been involved with these meetings feel that they have been very worthwhile and have produced a great deal of insightful recommendations from the Advisory Board. The Advisory Board members have, on numerous occasions, expressed their appreciation for the opportunity to participate in the process and for the changes we have incorporated as a result of their recommendations. The experience has been positive for all.

Internships

Karolyn Cannata-Winge, Faculty Internship Coordinator

Program

The Department of Communication & Journalism's Internship Program for the academic year of 2009-2010 continues to maintain excellent results for both students and participating organizations. Revisions implemented in 2007-2008, which included an on-site supervisor final-evaluation survey — directly addressing our excellence standards and competencies — have indicated the program's growth.

For the Summer '09 semester, we had 7 interns. For Fall '09 semester, we had 19 interns. For Spring '10 semester, we had 15 interns.* The majority of internships were in the mass communication and journalism concentrations. Students interned at ABQ Convention & Visitors Bureau, Rick Johnson & Company, ClearChannel Radio, UNM Athletic Department, Creative Recreation/Marketing, Breast Cancer Resource Center, ABQ The Magazine, Comcast Public Relations Department, Carroll Strategies, Griffin & Associates, UNM Communication & Marketing Department, Sandia Preparatory School, ARCA, The Garrity Group, Presbyterian Healthcare Services, HSC Office of Public Affairs, New Mexico VA Healthcare System, Santa Ana Star Center/Global Spectrum, Sandia National Laboratories, UNM Popejoy Hall and Rio Grande Credit Union.

Please see the attached table providing information about the on-site supervisors' surveys. *Note number of interns per semester and on-site supervisors' surveys do not reflect materials turned in after the deadline for data collection.*

Synopsis of on-site supervisors' qualitative comments:

The strengths of the interns were numerous. Several supervisors commented on students being dependable, go-getters, willingness to learn, dedicated, enthusiastic, professional, meeting deadlines, taking the initiative, motivated, great research and communication skills, organized, friendly, team player and creative.

The weaknesses for some interns were writing skills, lack of AP Style knowledge, too quiet/speaking up, knowledge of some aspects specific to the organization or company. The supervisors acknowledged improvement in all these areas during the course of the internships. And, supervisors found no other weaknesses.

When addressing what the department can do to improve the internship experience for the supervisors, a few noted to prep students with more writing and AP style assignments. It should be noted that most of these comments came from supervisors of our Public Relations students. However, the majority of supervisors said the program is strong: "Keep 'em coming."

In conclusion

Overall assessment of our internship program shows that the department is doing an above average to excellent job in preparing our students for internships. Faculty report that students are having wonderful experiences and that many internships lead to part-time and full-time jobs, even with a tough economy. On-site supervisors are excited to have and happy with the performances of C&J students in their internships. It also should be noted that the students have the same feelings toward their internship experiences – invaluable opportunities to learn in the field and build portfolios.

As the faculty internship coordinator, I post all internship announcements to the list serve, and I continue to receive positive feedback from students. They are receiving the posts, reading them and acting on them. Through our C&J Career Fairs and my additional efforts as a liaison with the community, we have expanded our participating organizations greatly. I posted internships from roughly 16 new organizations or companies interested in working with our students and program for this academic year.

For the '10-'11 academic year, I will work on re-designing and updating information on our online Internship Page.

Finally, I am very pleased with our internship program and will continue to help maintain the positive and successful experience for both students and on-site supervisors.

Table: On-site Supervisors' Survey Data — Ratings for 1-14

1 = Not at all, 2 = Somewhat, 3 = For the most part, 4 = Completely, NA

Competencies	Mean	Standard Deviation
1. In selection of topic and information, focus and organization, the work shows effective critical judgment.	3.72	0.51
2. In range and selection of people interviewed and of other sources of information, the work shows thorough,	3.76	0.49

balanced and fair research and reporting.		
3. The writing is correct, clear, and concise.	3.72	0.56
4. The writing conforms to an appropriate style for the discipline.	3.67	0.53
5. In use, interpretation and presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively.	3.83	0.38
6. In presenting images and information, the work shows effective understanding of visual concepts and theories.	3.84	0.44
7. The work demonstrates an	3.83	0.44

understanding of the needs and wants of the audience for which the work is intended.		
8. The work illustrates effective use of technology in its preparation.	3.85	0.36
9. The work demonstrates creative thinking.	3.68	0.61
10. The work displays a consideration of ethical thinking and presentation.	3.89	0.39
11. The work is truthful and accurate.	3.90	0.38
12. The work demonstrates analytical thinking.	3.76	0.49
13. The work demonstrates an understanding and accurate application	3.96	0.19

of First Amendment principles.		
14. The work was of high quality.	3.76	0.48

Ratings for 15-17

4 = Strongly agree, 2 = Agree, 3 = Disagree, 1 = Strongly disagree

15. The student had the appropriate basic skills in preparation for the duties for this position.	3.59	0.59
16. The student performed well during the internship.	3.68	0.52
17. I was satisfied with the intern.	3.73	0.59

Moving Forward: Lessons Learned, Issues to Address

The multimedia journalism and mass communication faculty met to address three issues from our outcome assessment report. The following paragraphs acknowledge the problems in each area and make suggestions for change and improvement.

1. C&J 482: Ad Campaigns fell down on portfolio evaluations.

The multimedia journalism and mass communication faculty acknowledge that the process for informing students about keeping work for future portfolio submission, prepping them for assembling those portfolios and holding students accountable for solid submissions was insufficient. The following steps will be taken to improve the process.

-Create a specific portfolio information sheet for students detailing exactly what is required for the portfolio based on which concentration the students are majors in. This will be distributed in C&J 171, all Department core courses and courses in the concentrations prior to and in the capstone course.

-Place a statement in each multimedia journalism and mass communication syllabi informing students to keep all materials in preparation of future portfolio submission.

-Make the portfolios an actual assignment in each capstone class to be graded per capstone professors' judgment.

-Portfolios will now be due at end of semester (May) to include students' best work, i.e. capstone course final projects. Previously, portfolios were collected in April making it impossible to include these projects.

2. In the Entrance/Exit exam, students in C&J 460 Broadcast News actually scored lower on Accuracy (15.69) than students in C&J 171 Writing for the Mass Media (16.57).

The multimedia journalism and mass communication faculty would obviously expect the entry-level course to score lower than the capstone course.

A possible explanation of this outcome might be due to the fact that in our former Broadcast concentration, much time was spent teaching the technical aspects and perspectives, getting students up-to-speed quicker to allow them to take internships that are critical for job placement in this field. While this is not an excuse, and theory and strategies were taught, we believe we needed to integrate more theory. This has been done on two levels: Changing to a multimedia curriculum (starting Fall 2010), which has required history, theory and research courses and improvement in our advisement process. Prior to our curriculum change and new academic advisement, students often took their concentration core prior to or not concurrently with our Department core, enabling them to take the exit exam in C&J 460 (Broadcast News II) before they had taken the law, ethics or history courses. With the revision to our curriculum and advisement, hopefully students will take the full sequence of classes in a more complimentary order.

3. The most frequent comments from the student surveys were: a) 171 is not relevant for Advertising and Public Relations majors; b) requests for more multimedia and techno-design classes; and c) more sections of required courses.

The multimedia journalism and mass communication faculty reviewed the most frequent student survey comments and offer the following:

   a) C&J 171 is not relevant for Advertising and Public Relations majors
   -We acknowledge that students might simply not have a mature understanding of the integrated nature of journalism, public relations and advertising
   -In C&J 171, faculty will continue to impress upon the students that it is all about strong writing skills, visual presentation and packaging across multiple media platforms. In the fields today, there is total integrated communication.
   -We also acknowledge a need to have a more diverse teaching perspective in C&J 171 lecture/lab and are working on that collaboration.

   b) Requests for more multimedia and techno-design classes
   -We have answered these requests with a curriculum change and started our multimedia journalism concentration Fall 2010. In addition, we also have collaboration with the Interdisciplinary Film and Digital Media program for majors. Finally, we offer an advanced Design and Visual Presentation II class each Spring.

   c) More sections of required courses
   -The multimedia journalism and mass communication faculty couldn't agree more and would certainly like to offer that option. However, since the part-time instructors budget continues to decrease, we simply don't have the money to offer more sections.
   -Past advising problems might have also added to students not taking classes in order, therefore, classes were closed when they tried to register. With the hire of our new academic adviser, students have more access to checking degree plans and knowing when classes are offered. We will also look at some creative scheduling options, such as adding additional summer courses to meet demand, both face-to-face and online.

Appendix 3: Degree Program and Curricula: Doctoral Program

Appendix 3.a *Graduate Programs Assessment Retreat & Summary of Curriculum and Policy Decisions & Work in Progress*

Date: January 15, 2008

Agenda

8:15-8:30 am: **Continental Breakfast** (Thank you to Karen Foss & Stephen Littlejohn!)

Activity: On a slip of paper describe your vision of ideal, successful, satisfied graduate students at the end of their MA and PhD programs and place in a basket. We'll distribute the anonymous descriptions at lunch and read them to each other.

8:30-9:00 a.m.

Clarify Scope of Retreat: Approve **action plan and timeline for required university assessment** as well as develop a **departmental action plan and timeline** to address any additional areas of concern.

Review Goals for Retreat: Assessment of where we are, what works well, concerns/areas in need of attention, and actions to address concerns.

Clarify, "Where are we now?"

1. Brief **review of current information on programs from Handbook and website**. (Please review attachments prior to January 15.)

2. Oetzel briefly reviews **status and funding issues of 3 and 4 year Ph.D. program**, Collier reviews norms and information presented to students.

3. **Brief summary of University assessment SLOs AND data already gathered**. (Please review attachments on time to degree, placement of Ph.Ds upon graduation, summary reports of grad student views of program and comps)

9:00-10:30 a.m: **Small group discussions: BROAD PROGRAMMATIC ISSUES**

Group 1: MA Program: Werder, Schaefer, White, McDermott, Lutgen-Sandvik, Gibson, Covarrubias, Gandert, Schuetz (facilitator)   MEET in 119.

Laptop note taker: McDermott

Group 2: PhD Program: Rodriquez, Oetzel, Rao, Woodall, Foss, Cramer, Chavez, Pant, Milstein, Collier (facilitator)   MEET in Upstairs Conference Room

Group Discussions: Broad Programmatic Issues

Topics:

1. (9:00 – 9:15) Agree on **goals of the program and expectations of students** (i.e., coursework, comps, dissertation/thesis/project, teaching, research assignments & what should students know/be able to do upon graduation?)

   Group then decides what is important to discuss, noting areas in which things are:

   a. working well, b. need attention c. actions needed
2. enrollments and interest
3. required courses: theory
4. methods courses
5. electives in department and cognate outside (PhD)
6. graduation rates and time to degree (PhD 3 and 4 year options)
7. scheduling
8. scheduling of PhD courses
   a. Do we have the right number of courses?
   b. Do we have the right sequence/order?
   c. C & J Electives/ topic courses
9. advising – written policies needed
10. committee composition over course of program (e.g., outside member added at what point, changes between comps and dissertation?)
11. comprehensive exams, thesis/project
    a. content
    b. process
    c. establishing norms for exams in writing
12. Annual review
13. Balancing committee assignments among faculty
14. Funding for grad student research & teaching
15. other concerns/suggestions
16. revisit & clarify action items

10:30 – 10:45 break

10:45 – 12:15: **Continue small group discussions**

(Faculty members may wish to switch groups to give input on both programs.)

12: 15 --1:15 p.m: lunch break (Lunch provided by department.)

1:15 – 2:30 pm: Group Discussions: PhD Area of concentration

Group 1: Intercultural Communication: Milstein, Pant, Chavez, Foss Schuetz, Lutgen-Sandvik, Collier, Schuetz, Covarrubias (facilitator) MEET in 119.

Laptop note taker: Chavez

Group 2: Health & Culture: Oetzel, Rao, McDermott, White, Woodall (facilitator) MEET in small conference room   Laptop note taker: Rao

Group 3: Mass Comm. & Culture: Schaefer, Cramer, Rodriquez, Gandert, Gibson, & Werder (facilitator) MEET in upstairs conference room Laptop note taker: Rodriquez

Group Discussions: PhD Area of concentration

Topics:

1. Revisit goals and make more specific related to expectations during program & what should students be/be able to do upon graduation?
    Group then decides what is important to discuss, noting areas in which things are:
    a. working well, b. need attention c. actions needed

2. current enrollments and interest

3. recruitment & marketing

4. background & preparation of applicants (spoken English, writing abilities, making up deficits if no coursework in communication)

5. required theory courses (including 614)

6. methods

7. electives (scheduling challenges & faculty opportunities to teach)

8. cognate courses outside of department

9. 509/510

10. advising

11. committees (plan of study, comps, dissertation) composition, selection

12. student productivity, progress toward degree and placement

13. action items

2:30 – 2:45 pm: Break

2:45 – 3:15   Oral reports: Area of Concentration Action Plans (Room 119)

3:15 – 4:00   Revisit University Assessment Plan & Timeline

1. Review by Oetzel of schedule and deadlines for completion

2. PhD & MA committee reviews student learning outcomes and proposed measures; faculty discusses, modifies and approves

3. Discussion, modifications, and approval of proposed rubrics to be used to measure outcomes

4. Agree on action plan and timeline

4:00 – 4:30 Clarify Overall Action Plans for MA and PhD Program

1. Review action plans from morning discussion groups
2. Integrate broad program action plans with area of concentration action plans
3. Agree on actions to be taken, who will take responsibility by what date

4. New Business

5. Adjournment

Faculty Graduate Programs Retreat January 15, 2009

Summary of Curriculum and Policy Decisions & Work in Progress

Mary Jane Collier   March 2, 2009

1. **PROPOSED PROCEDURE CHANGE FOR PHD STUDENTS SELECTING TIME TO DEGREE:** At the Annual Review in the second year PhD students will be asked to select a three year or four year "track" and communicate that to department chair for planning purposes. Students will work with Plan of Studies/Comps Committee to establish an appropriate timetable given their research/creative goals.

2. **PROPOSED POLICY/PROCEDURE CHANGE FOR GRADS WHO SEEK EXTENDED TEACHING AFTER ORIGINAL CONTRACT:** MA and PhD students at second year annual review will fill out an **Application for Extended Teaching.** There will be no funding available after 4th year for PhD students and after 3rd year for MA students.

Under development: A policy, procedures and criteria for funding has been drafted by Oetzel & Collier, edited by PhD committee, and graduate students will provide feedback in March 09.

Upcoming Action: Final policy, procedures and criteria will be presented for approval at April faculty meeting.

3. **PROPOSED POLICY FOR PHD OUTSIDE COGNATE COURSES**: Since some students need more electives than cognate courses, the three outside-department cognate courses are now optional.

This policy will take effect immediately for the 2008 cohort. Students will work with Plan of Studies/Comps Committee to make decisions about appropriate courses.

Under discussion by PhD Committee: Should this policy also apply to 2007 cohort?

4. **PROPOSED POLICY FOR OPTIONAL OUTSIDE MEMBER ON COMPREHENSIVE EXAM COMMITTEE:** The outside member of the committee for COMPREHENSIVE EXAMS is optional. (Note: an outside member is still required for dissertation committee.)

This policy will take effect immediately for the 2008 cohort.

Under discussion by PhD Committee: Should this policy also apply to 2007 cohort? Is it acceptable for PhD students who have taken three outside courses to have a committee composed of 4 C & J faculty and not be examined on courses taken outside of the department? Should this decision be up to the student's comprehensive examination committee, or should there be an overall policy?

5. **PROPOSED POLICY FOR MINIMUM REQUIREMENT OF THREE GRADUATE COURSES IN AREA OF CONCENTRATION IN C & J:** All PhD students must take a minimum of three courses in C & J and these three courses must be in or related to area of concentration. Each area of concentration has (or will designate) the three required courses.

Health & Culture: 550: Health Communication (required); Choose 2: 553: Health Campaigns; 552: Topics/current developments, 554: Diffusion.

Under discussion by MCOM Ad hoc committee: Required courses

Pending Discussion per Recommendation from Intercultural Group Meeting at Retreat:

Tenure-track faculty who teach in the area of concentration Intercultural/Culture and Communication will meet in March 09 to discuss:

a. What do we mean by intercultural/culture and communication as an area of concentration? Does the label fit what we address? Are there "sub" specialties that we could list to feature the variety of areas in which PhD students could specialize?

b. What are the key areas of knowledge that should be foundational for PhD students specializing in intercultural/culture and communication? (i.e., what should PhD students who specialize in this area know at the end of our program?)

c. What are the areas of research specialization among tenure-track faculty related to intercultural/culture and communication? To what extent do/should they cross area of concentration?

d. What courses are required for students working in this area of concentration?

6. **PROPOSED COURSE ROTATION SCHEDULE** (accommodating MA & 3-4 year PhD)

1. 600 and 601 will be offered in the fall and offered every other year. [NOTE: 600 will be offered in fall, 2009 and hopefully 601 will be offered in spring 2010 as we transition into the new rotation.]

2. 614 will be offered every spring and will continue as a broad course addressing "Theorizing Culture" as applied across the areas of concentration.

3. Related to health and culture courses: 550 and 554 will be offered every other fall; 552 and 553 will be offered every other spring

Under development: Expanding qualitative and other methods offerings. Three courses will still be required. PRELIMINARY IDEAS: 608a field methods (offered every spring); 608b textual analysis (offered every fall); a qualitative practicum (offered every spring) and a mixed methods course (offered spring). 506 may also be re-categorized as a theory elective in the future since it was agreed that the one-semester course cannot do justice to providing Critical Cultural theoretical background AND experience working in critical methods.

New POSSIBLE BUT NOT FINALIZED Course Rotation Schedule:

	Fall	Spring
Theory	600/601

500 | Theorizing culture (614) |

Methods	501	507
	607	608a Field
	608b Textual	Mixed methods
Content	Health (550/554)	Health (552/553)
	Intercultural topics	Intercultural topics
	Mass comm. Topics	Mass comm.. topics
Other	557/other topics	Other topics seminars
	Qualitative practicum	506,
	509	510

Upcoming Actions: Spring 09 the PhD Committee and MA committee in a joint meeting will discuss and formulate a proposal for developing new methods courses.

The joint committees, after reviewing the required courses identified by faculty in each area of concentration, and considering such issues as approved sabbaticals, administrative assignments, and background expertise, will propose a "final" course rotation sequence for the upcoming year. Also they will develop a set of annual procedures to provide more information to the chair related to preferences for teaching assignments for graduate level "theories," methods, and topics courses.

7. PROPOSED COMPREHENSIVE EXAM POLICIES, PROCEDURES AND CRITERIA FOR EVALUATION

Under development: An Ad-hoc Committee developed at the August 08 Faculty Retreat (Karma Chavez, Karen Foss & Ginny McDermott) drafted language to add to the existing description of procedures and policies for Comprehensive Exams in the *Graduate Handbook*. The PhD Committee has begun discussing the proposed changes, and adding additional information.

Action Items: The PhD Committee will bring a final proposal for an expanded description of Comprehensive Exam procedures, what students should expect, policies regarding outcomes, and a rubric for evaluation, to the full faculty for approval on April 1.

When approved by the faculty, in spring 2009, this expanded description will be distributed via email to graduate students, discussed in graduate workshops, added to the *Graduate Handbook,* and posted on-line.

8. PROPOSED PROCEDURES FOR ASSESSING ADDITIONAL OUTCOMES FOR PHD STUDENTS

Approved Additional PhD Research outcome: A.3: By the end of the program students should have a manuscript accepted for publication (this excluded non peer-reviewed and on-line journals).

A.3. <u>Criteria for Success for publications</u>: By the end of their program, 50% of PhD students will have at least two manuscripts accepted for publication, 75% of PhD students will have at least one manuscript accepted for publication.

<u>Upcoming Actions</u>:

The PhD and MA Committees will analyze the following data and produce a preliminary summary by the end of spring semester, 2009.

Learning Goal A: PhD research

SLO A.1: By the end of the first year, PhD students will present a research manuscript that reflects disciplinary standards at a C & J department colloquium.

Direct Measure: A minimum of three C & J faculty members will evaluate the quality of the research manuscript and colloquium presentation by a rubric using approved colloquium research presentation rubric.) <u>Criteria for success</u>: 90% of all PhD students must earn a grade equivalent to "B" across the three faculty raters using the assigned rubric.

SLO A.2: By the end of the program, PhD students will present at least two research manuscripts that are peer reviewed at professional, local, regional, national, or international conferences.

Indirect Measure 09: During late April 09, the PhD Committee will review annual reports submitted by $2^{nd,}$ 3rd and 4th year Ph.D. students and count the number of research manuscripts presented. <u>Criteria for success:</u> 90% of PhD students in their 3rd and 4th year will meet the requirement of presenting two research manuscripts.

SLO A.3: By the end of the program students should have a manuscript accepted for publication (this excludes non peer-reviewed and on-line journals).

Indirect Measure 09: During late April 09, the PhD Committee will review annual reports submitted by $2^{nd,}$ 3rd and 4th year Ph.D. students and count the number of manuscripts accepted. <u>Criteria for success:</u> 50% of PhD students at the end of their 3rd or 4th year will have at least two manuscripts accepted for publication, and 75% of PhD students will have at least one manuscript accepted for publication.

Learning Goal B: Teaching Effectiveness

SLO B1: Graduate student teaching assistants and graduate instructors will design course content at the appropriate level.

Direct Measure 1: Teaching Observation letters from course supervisors and or faculty observers will be reviewed according to the approved rubric. Teaching observation letters from 2008 will constitute the population. A random sample, weighted to include lower division and upper division courses, will be selected and graduate program directors will de-identify information in the letters. The three faculty members of the MA and PhD committees

respectively will then each apply the rubric to the sample of letters for the MA or PhD students. Criteria for success: Using the mean rating of the three evaluators, 90% of graduate students must earn the equivalent of "B" or better on the rubric.

Direct Measure 2: IDEA averages on the overall ratings for content, and course will be compiled from 2008 for all graduate student TAs and graduate instructors. Criteria for success: For both items, mean ratings for 90% of graduate student teachers will be at or above a rating of 4 on a 5-point scale.

SLO B2: Graduate students who have teaching assignments will demonstrate their abilities to be effective classroom instructors. **Direct Measure 1:** IDEA averages on the overall ratings for instructor will be compiled from 2008 for all graduate student TAs and graduate instructors. Criteria for success: Mean ratings for 90% of graduate student teachers will be at or above a rating of 4 on a 5-point scale.

Direct Measure 2: Teaching Observation letters from course supervisors and or faculty observers will be reviewed according to approved rubric. Teaching observation letters from 2008 will constitute the population. A random sample, weighted to include lower division and upper division courses, will be selected and graduate program directors will de-identify information in the letters. The three faculty members of the PhD committee will then each apply the rubric to the sample of letters for the PhD students. Criteria for success: Using the mean rating of the three evaluators, 90% of graduate students must earn the equivalent of "B" or better on the rubric.

Learning Goal C: Timely Completion of Degree

SLO C.1: Ph.D. students will complete their degree in a timely manner (4-5 years on average).

Direct Measure: A matrix of time to completion of degree for all students entering from 1999 through 2006 has been compiled. The MA & PhD Committees will update the matrix in spring, 2009, and calculate time to completion of degree. Criteria for success: the mean rating of all students' time to completion of degree will be less than 5 years.

The timeline for Assessment data collection/analysis:

1) Data collection — Completed by April 2009.
2) Analysis and preliminary report of findings—Completed by May 2009
3) Discuss data & implications, Faculty Retreat—August 2009
4) Implement Changes based on the report (including curricular changes and changes to assessment plan)—Fall 2009 and Spring 2010
5) Next assessment—Fall 2011 (data collection will be ongoing)

Appendix 2.b *Ph.D. Student Research Colloquium Presentation Rubric*

Criteria	Excellent	Good	Unsatisfactory
Goal statement, research question, and/or hypotheses	Stated directly in paper and oral presentation	Implied in paper and presentation	Missing in paper and presentation
Rationale for professional paper	Stated directly in paper and oral presentation	Implied in paper and presentation	Missing in paper and presentation
Grounding in existing theory	Explanations of theoretical concepts and relational statements precise	Explanations of theoretical concepts and relational statements general	Explanations of theoretical concepts and relational statements missing or unclear
Research method/design	Procedures and protocols of design explained and followed in explicit manner	Procedures and protocols of design explained and followed in a general manner	Procedures and protocols of design not explicated or followed in a clear manner
Results/data analysis	Results/analysis presented in a clear and coherent manner that relates to research goals, questions hypotheses for readers and listeners	Results/analysis summarized in a general manner for readers and listeners	Results/analysis not presented in a clear or understandable manner for readers and listeners
Oral presentation	Condenses and explains theory, method, and findings in a coherent manner for audience	Summaries in ways that clarify a few key ideas for audience	Presentations lacks clarity and relevance for the audience
Visual reinforcement	Provides appropriate handout, power point	Provides limited handouts, power point	Provides no visual reinforcement for

	slides, or posters to reinforce oral presentation	slides, or posters to reinforce a few ideas	research presented

Assessment of Graduate Research Colloquium

(for Outcome Assessment)

Presenter_____   Evaluator:_____

1. Presentation of goal statement, research question, and/or hypotheses

Excellent	Very Good	Good	Fair	Unsatisfactory
5	4	3	2	1

2. Explanation of rationale for paper

Excellent	Very Good	Good	Fair	Unsatisfactory
5	4	3	2	1

3. Grounding of paper in existing theory

Excellent	Very Good	Good	Fair	Unsatisfactory
5	4	3	2	1

4. Explication of design/method/ procedures

Excellent	Very Good	Good	Fair	Unsatisfactory
5	4	3	2	1

5. Explication of findings/results

Excellent	Very Good	Good	Fair	Unsatisfactory
5	4	3	2	1

6. Quality of oral presentation

Excellent	Very Good	Good	Fair	Unsatisfactory
5	4	3	2	1

7. Visual reinforcement of oral content

Excellent	Very Good	Good	Fair	Unsatisfactory
5	4	3	2	1

Graduate Student Cumulative Review Form

(See attached policy & procedure)

Student: _____   Semester:
                                                 Spring _____

The **Graduate Student Cumulative Review Form** is due to your advisor (also send a copy to associated graduate program director [e.g., MA, PhD]) by **April 1ˢᵗ.**

Name: _____   Date entering MA/Ph.D. program: _____

1. Graduate level courses completed and in progress:

Courses	Semester completed, enrolled	Instructor:	Grade earned, pending, or I*

		185	

*Incompletes. If student has incompletes, attach the following to this evaluation: explanation for the incomplete and plan for completion of work. Explanation Plans must be signed by both instructor of record and student.

2. Summary of three evaluation scores for each course taught in previous spring & fall. For each course, list IDEA scores for: (A) Progress on Relevant Objectives, (B) Excellent Teacher, and (C) Excellent course. Provide explanation if necessary.

Fall courses

Courses	A. Progress on Objectives	B. Excellent Teacher	C. Excellent course
Explanation:			

Spring courses

Courses	A. Progress on Objectives	B. Excellent Teacher	C. Excellent course
Explanation:			

3. (**Cumulative to date**) Provide full citations for all peer-reviewed manuscript accepted for publication manuscripts during program

4. (**Cumulative to date**) Provide full citations for peer-reviewed research manuscripts presented at professional, local, regional, national, or international conferences during program

5. Service to professional organizations, UNM, and the department (list separately)

| |
| |
| |
| |

6. Faculty Advisement

Advisor

_____

Committee members: POS, Comps, or Dissertation

_____	_____
_____	_____
_____	_____

7. Significant accomplishments or awards (list separately)

| |
| |
| |
| |

8. Professional goals after the program:

| |
| |

9. Projected Timeline for Finishing Program

_____

10. Areas of concern/unmet needs:

┌───┐
│   │
│   │
│   │
└───┘

11. Recommendations for improving the quality of the program:

┌───┐
│   │
│   │
│   │
└───┘

Q12 to be completed by advisory/temporary advisor

12. Student show satisfactory progress in program (Evidence of unsatisfactory progress: numerous incompletes, GPA < 3.0, lack of progress on required coursework, etc.)

_____ **Satisfactory (no consultation needed)**   _____ **Consultation needed**

Student
_____

Student's Advisor/Committee
Chair
_____

Appendix 3.c *C & J Graduate Student Cumulative Review Policy, Procedure, and Form*

Policy: <u>All</u> graduate students are required to participate in the cumulative review procedure in order to continue to receive or be considered for funding for the following year and to retain their good standing in the program, which includes being able to defend the prospectus and dissertation.

The purpose of the Cumulative Review is to: provide information for annual graduate student award selection, assess each student's progress toward the degree, identify accomplishments and areas worthy of praise as well as areas in need of improvement, outline any unmet needs and concerns, and offer recommendations for ways the department can support student success in the program.

Procedure:

Step 1. All graduate students must submit an Cumulative Review Form by April 1ST to:

1. Director of the graduate program (MA, PhD).
2. Advisor/Thesis-Dissertation Director (If you have not selected an advisor, the director of the associated graduate program [MA/PhD] will act as your advisor.)
3. Members of your Plan of Studies/Comprehensive Exam/Thesis-Dissertation Committee (This does not apply to students who do not have the Plan of Studies Committee designated.)

Step 2. All graduate students will schedule a meeting with their advisor no later than

April 30th to discuss the annual review.

Step 3. By May 15 of the spring semester each advisor will write a letter summarizing student's progress toward degree and outlining any concerns. Electronic copies of the letter will be sent to: (a) department chair, (b) graduate program director (MA/PhD), and (c) graduate student. A written copy of the letter will also be placed in the student's permanent file.

We recommend that faculty advisors, when meeting annually in the spring with their advisees to discuss the student's annual review, review the student's research goals, outline resources that could be beneficial, and establish a schedule for upcoming conference presentations and publication submissions.

Step 4. All students, upon successfully defending their thesis/dissertations, will participate in

an Exit Interview with the director of the associated graduate program (MA/PhD).

C & J Graduate Student Cumulative Review

Policy, Procedure, and Form

Revision approved 4/6/11

> *Policy*: <u>All</u> graduate students are required to participate in the cumulative review procedure in order to continue to receive or be considered for funding for the following year and to retain their good standing in the program, which includes being able to defend the prospectus and dissertation.

The purpose of the Cumulative Review is to provide information for annual graduate student award selection, assess each student's progress toward the degree, identify accomplishments and areas worthy of praise as well as areas in need of improvement, outline any unmet needs and concerns, and offer recommendations for ways the department can support student success in the program.

Procedure:

Step 1. All graduate students must submit an Cumulative Review Form by April 1ST to:

1. Director of the graduate program (MA, PhD), electronically or hard copy.
2. Advisor/Thesis-Dissertation Director (If you have not selected an advisor, the director of the associated graduate program [MA/PhD] will act as your advisor.)

Step 2. All graduate students will schedule a meeting with their advisor no later than

> April 30th to discuss the annual review. During this meeting, student and advisor will review the student's progress, check appropriate box on last page, and both sign the evaluation documenting the meeting and discussion.

> If student progress is not satisfactory and faculty checks box "Consultation Needed" on last page of evaluation, faculty member will discuss issues with the student and write a summary of key issues and areas where student needs to improve in order to regain satisfactory status. This summary can be included on the last page of the evaluation form or written in a separate letter. The letter/summary and copies of the signed evaluation form should be sent to the Department Chair, Students' Committee Members, and the Graduate Program Director.

> We recommend that faculty advisors, when meeting annually in the spring with their advisees to discuss the student's annual review, review the student's research goals,

outline resources that could be beneficial, and establish a schedule for upcoming conference presentations and publication submissions.

Step 3. By May 15 of the spring semester advisors will submit a signed hard copy of the entire evaluation document, including advisement letter/summary, to the Advisement Coordinator to be placed in the student's permanent file.

Step 4. All students, upon successfully defending their thesis/dissertations, will participate in

an Exit Interview with the director of the associated graduate program (MA/PhD).

Appendix 3.d *Rubric for Teaching Observation Assessment*

Observation # _____

Course: _____   Date: _____

1—Strongly Disagree, 2—Disagree, 3—Neutral, 4—Agree, 5—Strongly Agree

COURSE CONTENT

1. The syllabus identified clear objectives   1   2   3   4   5   NA

2. The syllabus included assignments and due dates   1   2   3   4   5   NA

3. The course topics covered were appropriate   1   2   3   4   5   NA

4. The topics covered were appropriate to the course level   1   2   3   4   5   NA

5. The learning activities were appropriate   1   2   3   4   5   NA

6. The learning activities were appropriate to the course level   1   2   3   4   5   NA

7. The lecture/discussion topics were appropriate to the course   1   2   3   4   5   NA

EFFECTIVE INSTRUCTION

8. Content presented was coherent and clearly organized   1   2   3   4   5   NA

9. Instructor encouraged students to make comments   1   2   3   4   5   NA

    and ask questions

10. Instructor asked thought provoking questions   1   2   3   4   5   NA

11. Instructor provided prompt and constructive feedback   1   2   3   4   5   NA

12. Instructor used appropriate vocabulary and grammar   1   2   3   4   5   NA

13. Students seemed responsive   1   2   3   4   5   NA

14. Students seemed to understand material   1   2   3   4   5   NA

Total points:

"A" = 63 points and above

"B" = 56 - 62

"C" = 49 – 55

"D" = below 55

Appendix 4: Internships, experiential learning and/or community outreach

Appendix 4.a *Current Internship Packet*

Department of Communication & Journalism

Off-Campus Internship Guidelines

In order to be considered for an internship, a student must:

1. Have a minimum of nine (9) credits in Communication & Journalism, with at least one (1) 300 level course relevant to the internship.

2. Have a 2.5 G.P.A. in the Department of Communication & Journalism and in the areas of the internship.

3. Have an approval letter signed by a faculty member from the Department of Communication & Journalism.

A complete application for an internship must include:

1. A letter from the sponsoring organization specifying:

   a. What the intern will be doing for the organization.

   b. The name and contact numbers of the person in the sponsoring organization who is responsible for supervising the intern.

   Two copies of the letter are needed: one with the application and one for the faculty sponsor.

2. An application for internship signed by the student and the on-site supervisor (attached).

3. An Off-Campus Internship Agreement signed by the on-site supervisor and the faculty sponsor (attached).

4. A signed Faculty Approval Letter (attached).

5. An unofficial transcript or Lobo Trax Degree Audit with the most current semester and posted grades.

   The student will bring the letters, application, agreement and transcript/e-progress report to the faculty sponsor for approval and signature. Then the paperwork is given to the academic adviser to receive the override to register.

In order to receive credit for the course, the intern MUST:

1. Keep a daily log of activities for each day of the internship. The log must include:

   a. All dates and times spent working on the internship.

   b. Activities conducted on the respective dates and times — this can be put in bullet format.

2. Submit a paper (2-5 pages) which describes:

   a. The general nature of the work done during the internship.

   b. To what degree the internship was valuable (or not) for the intern.

   c. The quality of the supervision during the internship.

   d. Changes suggested by the intern for future students seeking an internship with the sponsoring organization.

3. Submit the Internship Student Exit Survey (attached).

4. Submit 3-4 work samples from the internship.

5. Submit the On-Site Supervisor Exit Survey (final evaluation), which should be given to the intern in a sealed envelope (attached).

6. Turn in items 1-5 to the faculty sponsor by 5:00 p.m. on the last day of classes for the internship.

7. Work 45 hours at the sponsoring organization for each one (1) credit hour, up to 135 hours for three (3) credit hours.

For more information, please contact Gregoria Cavazos, C&J Program Advisement Coordinator at 277-1903,
email at gcavazos@unm.edu OR contact Karolyn Cannata-Winge, C&J Faculty Internship Coordinator at kcwinge@unm.edu.

☀ **STUDENTS – KEEP THIS SHEET FOR REFERENCE** ☀

Department of Communication & Journalism

Off-Campus Internship – Application

❻ 492/Comm   ❻ 495/Strategic Comm   ❻ 496/Multimedia Journalism

Student: _____   ID#: _____

Address: _____   Phone: _____

_____   E-mail: _____

Number of Credits Completed in C&J: _____   GPA in C&J: _____

300 level (or above) courses in C&J relevant to the internship:

_____	_____	_____	_____	_____	_____
Course	Grade	Course	Grade	Course	Grade

_____	_____	_____	_____	_____	_____
Course	Grade	Course	Grade	Course	Grade

I am applying for an internship with: _____

My principle duties will include: _____

I agree to represent the University of New Mexico and myself in a professional manner in all dealings with my On-Site Internship Supervisor.

I agree to keep a daily log of my activities at the sponsoring organization. I wish to receive _____ internship credits by working at least 45 hours per each credit requested.

I agree to complete all other requirements of the internship specified by the "Guidelines for Off-Campus Internships" from the Department of Communication & Journalism.

_____

Student Signature

Sponsoring Organization Approval

I agree to accept this student as an intern and to abide by the "Off-Campus Communication & Journalism Internship Agreement," which is on file in the Department of Communication & Journalism at the University of New Mexico.

On-Site Supervisor's Signature	Date

Name (please type or print)	Phone

Department of Communication & Journalism

Off-Campus Internship – Agreement

This agreement is made by and between the Regents of the University of New Mexico (UNM), a corporation of the State of New Mexico (hereafter called the "University"), the UNM Department of Communication & Journalism (hereafter called the "Department,"), and _____ _____ (hereafter called the "Organization").

The University, Department, and the Organization agree as follows:

1. The purpose of the internship program is to provide students of the Department with an opportunity to receive practical experience in communication, journalism, and mass communication in all types of agencies, businesses, industries, and other organizations.
2. That the intern was not an employee of the Organization before the commencement of the internship (unless given special approval by the Faculty Internship Coordinator).
3. The Department is recognized as the credit granting, coordinating, and supervisory sponsor of the internship program.
4. All students of the Department are notified of possible internships via list serve, bulletin board postings, Facebook, and class announcements. Qualified students interested in the internships will contact the Organization directly.
5. The Organization will accept an intern from the Department only after determining if specific skills relevant to the needs of the Organization are met.
6. That the intern shall be assigned to the Organization for forty-five (45) hours per credit hour up to a maximum of three (3) credit hours per semester or term. During a regular semester, an intern will be expected to perform internship duties for approximately nine to eleven (8-9) hours per week for fifteen (15) weeks. During a summer term, the schedule can be adjusted so long as the intern is made aware of how the forty-five hours per credit hour will be scheduled.
7. That both the Organization and the Department have the right to release or dismiss an intern from his/her duties at any time. Violations of the rules, regulations, or requirements of the Organization, the University, and/or the Department will be considered sufficient cause for

dismissal. The Organization must contact the intern's faculty sponsor prior to release or dismissal.

8. That the Organization will provide direct supervision of the intern.

9. Department will provide an adviser who will be responsible for coordinating academic activities of the intern.

10. That when the intern is expected to travel in order to carry out assigned duties, the Organization will provide per diem or room and board for the intern unless arranged with the Department or Organization in advance.

11. The intern will provide his/her own transportation to and from his/her assignments outside the city limits.

12. That the Organization may provide compensation to the intern for services provided. Nothing in the agreement shall be construed to imply that providing compensation is obligatory. This provision is permissive only.

13. That the Organization shall be responsible for providing an evaluation of each intern before the end of the academic term for which the internship is being offered. The Department will provide an exit evaluation survey to the Organization.

Organization

Business/Organization Name	Date

Internship On-Site Supervisor	Title

Department of Communication & Journalism

Internship Faculty Sponsor	Date

Department of Communication & Journalism

Off-Campus Internship – Faculty Approval Letter

_____ is applying for the following
internship:

_____
_____

Name of the sponsoring organization:

_____
_____

What the intern will be doing: _____

_____

_____
_____

This student received a grade of C+ or better in C&J _____ course, which is a 300-level
(or higher) course relevant to this internship.

_____

_____

Signature of Faculty Sponsor   Date

Internship Exit Survey - Supervisor

Supervisor's Name: _____

Organization and Title: _____

Intern's Name: _____

Please give this survey to the intern in a sealed envelope.

Reviewing the student's work during this internship, please indicate how well the student has mastered each of the competencies below. Please use the following scale:

  1   Not at all
  2   Somewhat
  3   For the most part
  4   Completely
 NA   Not applicable or unable to rank

	1	2	3	4	NA
In selection of topic and information, focus and organization, the work shows effective critical judgment.	1	2	3	4	NA
In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced, and fair research and reporting.	1	2	3	4	NA
The writing is correct, clear, and concise.	1	2	3	4	NA
The writing conforms to an appropriate style for the discipline.	1	2	3	4	NA
In use, interpretation, and presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively.	1	2	3	4	NA
In presenting images and information, the work shows effective understanding of visual concepts and theories.	1	2	3	4	NA
The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	1	2	3	4	NA
The work illustrates effective use of technology in its preparation.	1	2	3	4	NA
The work demonstrates creative thinking.	1	2	3	4	NA

The work displays a consideration of ethical thinking and presentation.	1	2	3	4	NA
The work is truthful and accurate.	1	2	3	4	NA
The work demonstrates analytical thinking	1	2	3	4	NA
The work demonstrates an understanding and accurate application of First Amendment principles.	1	2	3	4	NA
The work was of high quality.	1	2	3	4	NA

Please rate the following statements by circling the answer which best reflects your position.

1. The student had the appropriate basic skills in preparation for the duties for this position.

      Strongly Agree   Agree   Disagree   Strongly Disagree

2. The student performed well during the internship.

      Strongly Agree   Agree   Disagree   Strongly Disagree

3. I was satisfied with the intern.

      Strongly Agree   Agree   Disagree   Strongly Disagree

Please answer the following open-ended questions.

4. What were the strengths of the intern?

5. What were the weaknesses of the intern?

6. What, if anything, could the Department of Communication & Journalism do to improve the internship experience for you?

7. Anything else you would like to add?

All surveys are kept confidential.

Department of Communication & Journalism

Internship Exit Survey - Student

Intern's Name: _____

Organization: _____

Supervisor's Name: _____

To be completed by the intern (student).

Please rate the following statements by circling the answer which best reflects your position.

    1. I felt my prior coursework prepared me adequately for this internship.

    Strongly Agree   Agree   Disagree   Strongly Disagree

    2. The supervisor (employer) provided clear expectations for my work.

    Strongly Agree   Agree   Disagree   Strongly Disagree

    3. The supervisor (employer) had me perform tasks that were relevant for my skills and background.

    Strongly Agree   Agree   Disagree   Strongly Disagree

    4. I was satisfied with the internship.

    Strongly Agree   Agree   Disagree   Strongly Disagree

Please answer the following open-ended questions.

    5. What were the strengths of the internship?

6. What were the weaknesses of the internship?

7. What, if anything, could the Department of Communication & Journalism do to improve the internship experience for you?

8. Anything else you would like to add?

All surveys are kept confidential.

Appendix 4.b *Revised Faculty Internship Information*

Revised Faculty Internship Information
(includes overview and sample reminders sent to faculty throughout the semester)

Internship Information for Faculty – Revised 08/10

Hi all – We have revised the Internship Packet over the Summer Break. The new packet is attached for your information. Please send students to the C&J Main Office to pick up their copies – those copies use colored paper.

I also thought it would be a good idea to send out how the internship process works since we have several new faculty members this year.

The Process:

-- Students secure internships and complete packet obtained from the C&J main office (the packet contains: a guideline sheet, application, off-campus agreement, faculty approval letter, on-site supervisor survey and student survey – PLEASE NOTE: students keep guideline sheet and two surveys)

-- Faculty sponsor signs off on completed packet and returns it to students

-- Students turn in completed packet (w/faculty sponsor signature) to Gregoria, and Gregoria will give out appropriate Call Numbers and Overrides and have the initial paperwork filed

-- Faculty is required to make **a mandatory midterm call** to Internship on-site supervisors (checking in on students' progress) — midterm meeting with students is optional

-- By the end of each semester, Faculty will meet with each intern she/he sponsors and collect and turn into me, the following documents:

> **— Students' final internship log**
>
> — **Students' 2-5 page internship summary paper**
> — **Students' survey**
> — **Student works samples are encouraged (2-3 only)**
> — **On-site supervisors' survey**
> **— A 2-3 sentence summary from faculty member on how the internship went for each student the faculty member sponsors**

> Please be sure student names are on all documents, group and paperclip documents by student and put in my mailbox – do not send me information via e-mail.

On-site supervisors' surveys, students' logs, summary papers and surveys and faculty summaries will be kept on file for six years in our new file room.

I will send out reminders at midterm to make calls and toward the end of the semester with a deadline to turn in the paperwork.

If you have any questions, please feel free to contact me. The internship program is an important part of our degree plans. Thanks in advance for your time and effort in helping students gain this valuable experience.

Have a great semester!

Karolyn

Karolyn Cannata-Winge

Journalism & Mass Communication Faculty
Faculty Internship Coordinator
Department of Communication & Journalism
The University of New Mexico
505.277.5305 (Main Office)
kcwinge@unm.edu

"Stay open to the possibilities"

Midterm Note:

Hi all! As you are preparing for Spring Break, I'm sending along a friendly reminder to check in with your interns' on-site supervisors for the mandatory midterm phone call. Please make the calls by the end of March or sooner. The call should be short. Below are the questions I use. Feel free to use them or modify them as needed.

Have a wonderful Break!

Karolyn

Karolyn Cannata-Winge
Journalism & Mass Communication Faculty
Faculty Internship Coordinator
Department of Communication & Journalism
The University of New Mexico
505.277.5305 (Main Office)
kcwinge@unm.edu

Internship Midterm Questions

1) How has the student performed to this point in the internship?

What's expected/Beyond expectations/Not up to expectations

2) Has the student been a team player?

Strongly Agree/Agree/Disagree/Strongly Disagree

3) Anything else you'd like to add?

End of Fall Semester Note:

Hi all! It's that time of year, again! No, not just the football bowl games, great food and sharing the Holidays with friends and family, BUT rounding up and turning in your students' internship paperwork!

Here's what you need to do:

By 5pm on Wednesday, Dec 15, 2010, you will collect and turn into me, the following five documents:

-- Students' final internship log

-- Students' 2-5 page internship summary paper (if your students also submitted samples of work, feel free to include them, as well)

-- Students' surveys

-- On-site supervisors' surveys

-- A 2-3 sentence summary from faculty member on how the internship went for each student the faculty member sponsors

Please be sure students' names are on all documents, group and paperclip documents (or put in a folder) by student and put in my mailbox – do not send me information via e-mail.

In the spirit of the season, please make the deadline:) so I can process the paperwork and enjoy some Holiday fun. If you can't make the deadline, please let me know.

All the best for a great end of the semester and beginning of the New Year,

Karolyn

Karolyn Cannata-Winge

End of Spring Semester Note:

Hi all! It's that time of year, again! No, not just the BBQs, baseball games and great summer evenings spent with family and friends, BUT rounding up and turning in your students' internship paperwork!

Here's what you need to do:

By 5pm on Wednesday, May 11, 2011, you will collect and turn into me, the following five documents:

-- Students' final internship log

-- Students' 2-5 page internship summary paper (if your students also submitted samples of work, feel free to include them, as well)

-- Students' surveys

-- On-site supervisors' surveys

-- A 2-3 sentence summary from faculty member on how the internship went for each student the faculty member sponsors

Please be sure students' names are on all documents, group and paperclip documents (or put in a folder) by student and put in my mailbox – do not send me information via email.

In the spirit of starting summer off right, please make the deadline :) I need to compile all the data, analyze it and turn in a written report to Glenda within a week of receiving the materials. If you can't make the deadline, please let me know.

All the best for a great end of the semester,

Karolyn

Partner Organization/Company Internship Summary
(information sent to potential new partners)

C&J INTERNSHIP PROGRAM SUMMARY:

Hello,

Thank you for your interest in the UNM Department of Communication & Journalism's Internship Program. Sponsoring interns gives students an opportunity to work in the field with clients, see how agencies, companies, organizations operate and build their portfolios. Basically, you provide students with invaluable experience necessary to successfully compete in the job market.

To get started as a partner in our program, you send me a job description for the internship, which should include responsibilities, when you would like to have the interns (Spring, Summer, Fall semesters), whether a resume and work samples are needed and your contact information. It will be posted to our student list serve, Facebook page, internship book, bulletin boards and send it to the appropriate faculty to announce in classes. Those students interested will contact you directly.

After students have been selected, they will get the application packet from our program advisement coordinator, Gregoria Cavazos (gcavazos@unm.edu). The forms detail what is required of the student and of the on-site supervisor, which includes a letter from you of what the student's responsibilities will be. Students are also required to find a C&J faculty sponsor. To be eligible, students must have a 2.5 GPA and have at least 9 hours (3 courses) in C&J.

After the forms are completed and signed by you and the faculty sponsor, they are returned to Gregoria Cavazos, and she gives the student the appropriate override to register for the internship. Interns receive 1 hour of credit for every 45 hours they work to a limit of 3 credit hours or up to 135 hours per semester. This is roughly 8-9 hours per week. Students may do a second internship the following semester, but cannot exceed 6 hours of internship credit.

Usually the internships go for the 15 weeks of the semester (Summer session is 8 weeks, unless the student works full time for 3 credits -- it would be 3.5 weeks). You will receive a midterm email or call from the faculty sponsor and have to fill out a supervisor evaluation survey at the end of the internship. However, you should feel free to contact the faculty sponsor at any point during the internship if you have concerns or questions. The students will turn in daily logs (documenting their work each time they come in), a 2-5 page paper about their experience, work samples and a student evaluation survey at the end of the internship.

As the faculty internship coordinator for the department, one of my responsibilities is to be a liaison between the community (agencies, companies, organizations, etc.) and the Department and assessing if our program will fit the needs of the community. If you have any more questions or would like to discuss the program in more detail, please feel free to contact me.

I look forward to receiving your internship job description and connecting you with one of our talented Communication & Journalism students. Thank you, again, for the interest in our program.

Sincerely,

Karolyn

(all summary reports written by faculty internship coordinator, please note that in AY 2007-2008, two separate reports where written — single, end-of-the-year report with tables started in AY 2008-2009)

Internship Summary – Dec 2007

Karolyn Cannata-Winge, Internship coordinator

Program and placement

After discussing our assessment needs for accreditation, we (John Oetzel, Karolyn Cannata-Winge, Mary Bibeau) have made some revisions and additions to the Department of Communication & Journalism's Internship Program for the academic year of 2007-2008. These revisions and additions have included an on-site supervisor survey, which directly address our excellence standards and competencies, midterm phone calls by faculty supervisors to on-site supervisors, faculty summaries of students' internship experiences and a student survey.

For the Fall '07 semester, we had 18 interns, with the majority in the mass communication concentration. Students interned at Rick Johnson & Company, the Albuquerque Tribune, Albuquerque Thunderbirds, KOAT, Adelante Development Center, Sandia Preparatory School, The Bell Group, Center for Nonprofit Excellence, Children's Hope International, Squires & Co., Special Olympics New Mexico, Verge Fund, Metropolitan Court, Southwest Builders, Lovelace Medical Group, Presbyterian Healthcare Services and Palo Alto.

On-site Supervisor Survey (open-ended questions)

I looked at the following open-ended questions:

-- What were the strengths of the intern?

-- What were the weaknesses of the intern?

-- What, if anything, could the Department of Communication & Journalism do to improve the internship experience for you?

-- Anything else you'd like to add?

The strengths of the interns were numerous. Several supervisors commented on students being attention-oriented, willingness to learn, dedicated, enthusiastic, professional, meeting deadlines, abilities to take on different situations without direct instructions, eager, great oral communication and analytical problem-solving skills, organized, friendly and creative.

The weaknesses for some interns were writing skills, too quiet/ speaking up, knowledge of some software programs, such as Excel. The supervisors acknowledged improved in all these areas during the course of the internships. And, supervisors found no other weaknesses.

When addressing what the department can do to improve the internship experience for the supervisors, the only issue concerned getting the internship postings out to the students. The majority of supervisors said the program is strong: "The C&J students we've worked with are very well prepared."

In conclusion

Overall assessment of our internship program shows that the department is doing an above average to excellent job in preparing our students for internships. Faculty report that students are having wonderful experiences and that many internships lead to part-time and full-time jobs. On-site supervisors are excited to have and happy with the performances of C&J students in their internships. It also should be noted that the students have the same feelings toward their internship experiences – invaluable opportunities to learn in the field and build portfolios.

I believe our revisions and additions have been extremely helpful in allowing us to assess the success of our internship program. As the internship coordinator, I have (with the chair's approval) streamlined the internship process for students, faculty and on-site supervisors. Faculty make one phone call at midterm and submit a 2-3 sentence summary on how the internship went for each student the faculty member sponsors. For on-site supervisors, they now complete a detailed survey on their interns instead of both a survey and evaluation letter. Finally, for the students, I will be working on an updated internship packet, which will include the surveys and any new internship information. I will bring the new internship packet to an early Spring semester '08 faculty meeting for review. After approval, the packet will be in place for the Fall '08 semester.

Finally, I am very pleased with our internship program and will continue to help maintain the positive and successful experience for both students and on-site supervisors.

Internship Summary – May 2007

Karolyn Cannata-Winge, Internship coordinator

Program and placement

After discussing our assessment needs for accreditation, we (John Oetzel, Karolyn Cannata-Winge, Mary Bibeau) have made some revisions and additions to the Department of Communication & Journalism's Internship Program for the academic year of 2006-2007. These revisions and additions have included an on-site supervisor survey, which directly address our excellence standards and competencies, midterm phone calls by faculty supervisors to on-site supervisors, faculty summaries of students' internship experiences and a student survey.

For the Spring '07 semester, we had 25 interns, with the majority in the mass communication concentration. Students interned at Rick Johnson & Company, U.S. Sen. Jeff Bingaman's office, the Albuquerque Journal, the Daily Lobo, Bill Richardson for President Exploratory Committee, Albuquerque Thunderbirds, Emmanuelle, KRQE, WECT News (Wilmington, N.C.), KNME, Adelante Development Center, Citadel, Sandia Preparatory School, UNM Communication and Marketing, The Bell Group, McKee Wallwork Cleveland, Center for Nonprofit Excellence, Children's Hope International, UNM Athletic Media Relations Department and Griffin & Associates.

On-site Supervisor Survey (open-ended questions)

Judie Hendry is doing an analysis of the 17 survey questions dealing with how well the students mastered the competencies. I looked at the following open-ended questions:

> -- What were the strengths of the intern?

> -- What were the weaknesses of the intern?

> -- What, if anything, could the Department of Communication & Journalism do to improve the internship experience for you?

> -- Anything else you'd like to add?

The strengths of the interns were numerous. Several supervisors commented on students being attention-oriented, willingness to learn, dedicated, enthusiastic, professional, meeting deadlines, abilities to take on different situations without direct instructions, eager, great oral communication and analytical problem-solving skills, organized, friendly and creative.

The weaknesses for some interns were writing skills, knowledge of AP style and certain programs, such as Excel. The supervisors acknowledged improved in all these areas during the course of the internships. And, supervisors found no other weaknesses.

When addressing what the department can do to improve the internship experience for the supervisors, the only issue concerned getting the internship postings out to the students. This was mainly an issue this year because of the building renovation. One supervisor simply commented: " It is a great program. We have been happy with all our C&J students."

In conclusion

Overall assessment of our internship program shows that the department is doing an above average to excellent job in preparing our students for internships. Faculty report that students are having wonderful experiences and that many internships lead to part-time and full-time jobs. On-site supervisors are excited to have and happy with the performances of C&J students in their internships. It also should be noted that the students have the same feelings toward their internship experiences – invaluable opportunities to learn in the field and build portfolios.

I believe our revisions and additions have been extremely helpful in allowing us to assess the success of our internship program. However, as the internship coordination, I would like to propose three points in a plan of action for our internship program. First, I would like to streamline the internship process for students, faculty and on-site supervisors (update paperwork, one phone call at midterm for faculty and either an evaluation letter OR survey for on-site supervisors, not both). I would like to also update the internship packets to contain the surveys and any new internship information. And, finally, to continue to work on getting the internship postings out to students in multiple formats – listserve, bulletin board, etc. I will bring an updated internship packet to the Fall '07 faculty retreat for review. After approval, the packet will be in place for the Spring '08 semester.

Finally, I am very pleased with our internship program and will continue to help maintain the positive and successful experience for both students and on-site supervisors.

Internship Summary – May 2008 (compiled June 2008)

Karolyn Cannata-Winge, Faculty Internship Coordinator

Program and placement

Revisions and additions to the Department of Communication & Journalism's Internship Program for the academic year of 2007-2008 were made and implemented. These revisions and additions included an on-site supervisor final-evaluation survey, which directly address our excellence standards and competencies, midterm phone calls by faculty supervisors to on-site supervisors, faculty summaries of students' internship experiences and a student survey.

For the Spring '08 semester, we had 15 interns, with the majority in the mass communication concentration. Students interned at KQRE, KNME, Miscellaneous Publications Inc., Albuquerque Thunderbirds, PSJ Inc., Citi Credit Cards, Rick Johnson & Company, Weekly Alibi, The Bell Group, Squires & Co., UNM Athletic Department, Sandia Preparatory School, New Mexico Business Weekly, UNM Health Sciences Center Office of Public Affairs, Comcast Public Relations Department and Southwest Builders.

Please see the attached table providing information about the on-site supervisors' surveys. Note only 8 surveys were turned in to meet the deadline for data collection, 4 turned in after the deadline and 3 were never submitted to faculty supervisor.

Synopsis of on-site supervisors' qualitative comments:

The strengths of the interns were numerous. Several supervisors commented on students being attention-oriented, willingness to learn, dedicated, enthusiastic, professional, meeting deadlines,

taking the initiative, motivated, great research skills, organized, friendly, team player and creative.

The weaknesses for some interns were writing skills, too quiet/ speaking up, knowledge of some aspects specific to the organization or company. The supervisors acknowledged improvement in all these areas during the course of the internships. And, supervisors found no other weaknesses.

When addressing what the department can do to improve the internship experience for the supervisors two main points were noted: working directly with organization/company to select interns and when a student is doing a second internship at the same organization/company, be sure it is the right fit, and not just convenient for the student and organization/company. The majority of supervisors said the program is strong: "Just keep them coming."

In conclusion

Overall assessment of our internship program shows that the department is doing an above average to excellent job in preparing our students for internships. Faculty report that students are having wonderful experiences and that many internships lead to part-time and full-time jobs. On-site supervisors are excited to have and happy with the performances of C&J students in their internships. It also should be noted that the students have the same feelings toward their internship experiences – invaluable opportunities to learn in the field and build portfolios.

I believe our revisions and additions have been extremely helpful in allowing us to assess the success of our internship program. As the internship coordinator, I have streamlined the internship process for students, faculty and on-site supervisors. Faculty make one phone call at midterm and submit a 2-3 sentence summary on how the internship went for each student the faculty member sponsors. For on-site supervisors, they now complete a detailed survey on their interns instead of both a survey and evaluation letter. Finally, for the students, I designed a new internship packet that was available for Fall '08 registration. The packet contained an update on all paperwork, including the new internship number designations, and copies of both surveys for the students to keep.

I now post all internship announcements to the list serve, and an informal poll shows students are receiving and reading them. I have also written a summary of our program, which has been given out to many prospective organizations/companies interested in our program. For the '08-'09 academic year, I will work on updating information on our Web site and implementing an electronic internship board.

I have one request. I would like Mary Bibeau, academic adviser, to supply me with a list by midterm each semester with how many students have registered for internships and a list of each faculty member sponsoring an intern and how many each has. This will aid me in the collection of data at the end of each semester.

Finally, I am very pleased with our internship program and will continue to help maintain the positive and successful experience for both students and on-site supervisors.

Table: On-site Supervisors' Survey Data — Ratings for 1-14

1 = Not at all, 2 = Somewhat, 3 = For the most part, 4 = Completely, NA

Competencies	Mean	Standard Deviation
1. In selection of topic and information, focus and organization, the work shows effective critical judgment.	3.571428571	0.534522484
2. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	3.714285714	0.487950036
3. The writing is correct, clear, and concise.	3.428571429	0.786795792
4. The writing conforms to an appropriate style for the discipline.	3.714285714	0.487950036

5. In use, interpretation and presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively.	3.666666667	0.516397779
6. In presenting images and information, the work shows effective understanding of visual concepts and theories.	3.75	0.46291005
7. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	3.75	3.71875
8. The work illustrates effective use of technology in its preparation.	3.5	0.755928946
9. The work demonstrates creative thinking.	3.5	0.9258201

10. The work displays a consideration of ethical thinking and presentation.	3.428571429	0.786795792
11. The work is truthful and accurate.	3.625	0.744023809
12. The work demonstrates analytical thinking.	3.5	0.9258201
13. The work demonstrates an understanding and accurate application of First Amendment principles.	3.714285714	0.487950036
14. The work was of high quality.	3.625	0.744023809

Ratings for 15-17

4 = Strongly agree, 2 = Agree, 3 = Disagree, 1 = Strongly disagree

15. The student had the appropriate basic skills in preparation for the duties for this position.	3.875	0.353553391
16. The student performed well during the internship.	3.75	0.46291005
17. I was satisfied with the intern.	3.75	0.46291005

Internship Summary – Aug. 2009

Karolyn Cannata-Winge, Faculty Internship Coordinator

Program

The Department of Communication & Journalism's Internship Program for the academic year of 2008-2009 continues to maintain excellent results for both students and participating organizations. Revisions implemented in 2007-2008, which included an on-site supervisor final-evaluation survey — directly addressing our excellence standards and competencies — have indicated the program's growth.

For the Summer '08 semester, we had 8 interns. For Fall '08 semester, we had 18 interns. For Spring '09 semester, we had 22 interns.* The majority of internships were in the mass communication and journalism concentrations. Students interned at KQRE, KNME, KOAT, Albuquerque Isotopes, ABQ The Magazine, Rick Johnson & Company, Weekly Alibi, Mckee

Wallwork Cleveland, Adelante, Presbyterian Healthcare Services, Santa Ana Golf Club, UNM Athletic Department, Sandia Preparatory School, DW Turner, Comcast Public Relations Department, ClearChannel Radio, New Mexico Magazine, NM Office of the State Engineer, Bradbury Science Museum, UNM Popejoy Hall, UNM Student Union and The Garrity Group.

Please see the attached table providing information about the on-site supervisors' surveys. *Note in for Spring '09, five surveys were turned in after the deadline for data collection.

Synopsis of on-site supervisors' qualitative comments:

The strengths of the interns were numerous. Several supervisors commented on students being attention-oriented, willingness to learn, dedicated, enthusiastic, professional, meeting deadlines, taking the initiative, motivated, great research skills, organized, friendly, team player and creative.

The weaknesses for some interns were writing skills, too quiet/ speaking up, knowledge of some aspects specific to the organization or company. The supervisors acknowledged improvement in all these areas during the course of the internships. And, supervisors found no other weaknesses.

When addressing what the department can do to improve the internship experience for the supervisors a few noted to prep students with more writing assignments. However, the majority of supervisors said the program is strong: "Please send more."

In conclusion

Overall assessment of our internship program shows that the department is doing an above average to excellent job in preparing our students for internships. Faculty report that students are having wonderful experiences and that many internships lead to part-time and full-time jobs, even with a tough economy. On-site supervisors are excited to have and happy with the performances of C&J students in their internships. It also should be noted that the students have the same feelings toward their internship experiences – invaluable opportunities to learn in the field and build portfolios.

I believe our revisions and additions have been extremely helpful in allowing us to assess the success of our internship program. Since the process has been streamlined for students, faculty and on-site supervisors, the submission and collection of data has gone much smoother.

As the faculty internship coordinator, I post all internship announcements to the list serve, and an informal poll shows students are receiving and reading them. Through our C&J Career Fairs and my additional efforts as a liaison with the community, we have expanded our participating organizations greatly. For the '09-'10 academic year, I will work on updating information on our Web site and implementing an electronic internship board.

Finally, I am very pleased with our internship program and will continue to help maintain the positive and successful experience for both students and on-site supervisors.

Table: On-site Supervisors' Survey Data — Ratings for 1-14

1 = Not at all, 2 = Somewhat, 3 = For the most part, 4 = Completely, NA

Competencies	Mean	Standard Deviation
1. In selection of topic and information, focus and organization, the work shows effective critical judgment.	3.82	0.45
2. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	3.71	0.46
3. The writing is correct, clear, and concise.	3.62	0.58
4. The writing conforms to an appropriate style for the discipline.	3.68	0.53

5. In use, interpretation and presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively.	3.70	0.53
6. In presenting images and information, the work shows effective understanding of visual concepts and theories.	3.87	0.34
7. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	3.79	0.47
8. The work illustrates effective use of technology in its preparation.	3.78	0.47
9. The work demonstrates creative thinking.	3.74	0.54

10. The work displays a consideration of ethical thinking and presentation.	3.90	0.30
11. The work is truthful and accurate.	3.86	0.35
12. The work demonstrates analytical thinking.	3.69	0.56
13. The work demonstrates an understanding and accurate application of First Amendment principles.	3.85	0.36
14. The work was of high quality.	3.70	0.51

Ratings for 15-17

4 = Strongly agree, 2 = Agree, 3 = Disagree, 1 = Strongly disagree

15. The student had the appropriate basic skills in preparation for the duties for this position.	3.51	0.59

16. The student performed well during the internship.	3.67	0.52
17. I was satisfied with the intern.	3.74	0.49

Internship Summary – May 2010

Karolyn Cannata-Winge, Faculty Internship Coordinator

Program

The Department of Communication & Journalism's Internship Program for the academic year of 2009-2010 continues to maintain excellent results for both students and participating organizations. Revisions implemented in 2007-2008, which included an on-site supervisor final-evaluation survey — directly addressing our excellence standards and competencies — have indicated the program's growth.

For the Summer '09 semester, we had 7 interns. For Fall '09 semester, we had 19 interns. For Spring '10 semester, we had 15 interns.* The majority of internships were in the mass communication and journalism concentrations. Students interned at ABQ Convention & Visitors Bureau, Rick Johnson & Company, ClearChannel Radio, UNM Athletic Department, Creative Recreation/Marketing, Breast Cancer Resource Center, ABQ The Magazine, Comcast Public Relations Department, Carroll Strategies, Griffin & Associates, UNM Communication & Marketing Department, Sandia Preparatory School, ARCA, The Garrity Group, Presbyterian Healthcare Services, HSC Office of Public Affairs, New Mexico VA Healthcare System, Santa Ana Star Center/Global Spectrum, Sandia National Laboratories, UNM Popejoy Hall and Rio Grande Credit Union.

Please see the attached table providing information about the on-site supervisors' surveys. *Note number of interns per semester and on-site supervisors' surveys do not reflect materials turned in after the deadline for data collection.*

Synopsis of on-site supervisors' qualitative comments:

The strengths of the interns were numerous. Several supervisors commented on students being dependable, go-getters, willingness to learn, dedicated, enthusiastic, professional, meeting

deadlines, taking the initiative, motivated, great research and communication skills, organized, friendly, team player and creative.

The weaknesses for some interns were writing skills, lack of AP Style knowledge, too quiet/ speaking up, knowledge of some aspects specific to the organization or company. The supervisors acknowledged improvement in all these areas during the course of the internships. And, supervisors found no other weaknesses.

When addressing what the department can do to improve the internship experience for the supervisors, a few noted to prep students with more writing and AP style assignments. It should be noted that most of these comments came from supervisors of our Public Relations students. However, the majority of supervisors said the program is strong: "Keep 'em coming."

In conclusion

Overall assessment of our internship program shows that the department is doing an above average to excellent job in preparing our students for internships. Faculty report that students are having wonderful experiences and that many internships lead to part-time and full-time jobs, even with a tough economy. On-site supervisors are excited to have and happy with the performances of C&J students in their internships. It also should be noted that the students have the same feelings toward their internship experiences – invaluable opportunities to learn in the field and build portfolios.

As the faculty internship coordinator, I post all internship announcements to the list serve, and I continue to receive positive feedback from students. They are receiving the posts, reading them and acting on them. Through our C&J Career Fairs and my additional efforts as a liaison with the community, we have expanded our participating organizations greatly. I posted internships from roughly 16 new organizations or companies interested in working with our students and program for this academic year.

For the '10-'11 academic year, I will work on re-designing and updating information on our online Internship Page.

Finally, I am very pleased with our internship program and will continue to help maintain the positive and successful experience for both students and on-site supervisors.

Table: On-site Supervisors' Survey Data — Ratings for 1-14

1 = Not at all, 2 = Somewhat, 3 = For the most part, 4 = Completely, NA

Competencies	Mean	Standard Deviation

225

1. In selection of topic and information, focus and organization, the work shows effective critical judgment.	3.72	0.51
2. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	3.76	0.49
3. The writing is correct, clear, and concise.	3.72	0.56
4. The writing conforms to an appropriate style for the discipline.	3.67	0.53
5. In use, interpretation and presentation of numbers, the work applies basic numerical and statistical concept	3.83	0.38

correctly and effectively.		
6. In presenting images and information, the work shows effective understanding of visual concepts and theories.	3.84	0.44
7. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	3.83	0.44
8. The work illustrates effective use of technology in its preparation.	3.85	0.36
9. The work demonstrates creative thinking.	3.68	0.61
10. The work displays a consideration of ethical thinking and presentation.	3.89	0.39

11. The work is truthful and accurate.	3.90	0.38
12. The work demonstrates analytical thinking.	3.76	0.49
13. The work demonstrates an understanding and accurate application of First Amendment principles.	3.96	0.19
14. The work was of high quality.	3.76	0.48

Ratings for 15-17

4 = Strongly agree, 2 = Agree, 3 = Disagree, 1 = Strongly disagree

15. The student had the appropriate basic skills in preparation for the duties for this position.	3.59	0.59
16. The student performed well during the internship.	3.68	0.52

17. I was satisfied with the intern.	3.73	0.59

Internship Summary – May 2011

Karolyn Cannata-Winge, Faculty Internship Coordinator

Program

The Department of Communication & Journalism's Internship Program for the academic year of 2010-2011 continues to maintain excellent results for both students and participating organizations. Revisions implemented in 2007-2008, which included an on-site supervisor final-evaluation survey — directly addressing our excellence standards and competencies — have indicated the program's growth.

For the Summer '10 semester, we had 8 interns. For Fall '10 semester, we had 17 interns. For Spring '11 semester, we had 24 interns.* The majority of internships were in the mass communication and journalism concentrations. Students interned at ABQ Convention & Visitors Bureau, Rick Johnson & Company, ClearChannel Radio, McKee Wallwork Cleveland, ABQ The Magazine, Citadel Broadcasting, KOB-TV, Local iQ, ABQ on the Cheap, Johnny Board LLC, Working Boy Productions, Brand Communications Inc, Griffin & Associates, UNM Communication & Marketing Department, Sandia Preparatory School, The Garrity Group, Santa Ana Star Center/Global Spectrum, NM Child Advocacy Network, HSC-TV, KRQE-TV, Asthma Allies, ESPN Radio, Littleglobe Inc, Animal Humane NM, Environment New Mexico, Entravision Communications, Citadel Radio, UNM Theatre, TRNS, Adelante Development Center and Live Nation.

Please see the attached table providing information about the on-site supervisors' surveys. *Note number of interns per semester and on-site supervisors' surveys do not reflect materials turned in after the deadline for data collection.*

Synopsis of on-site supervisors' qualitative comments:

The strengths of the interns were numerous. Several supervisors commented on students being professional, dependable, dedicated, enthusiastic, meeting deadlines, taking the initiative, motivated, great research and communication skills, eager to learn, organized, friendly, team player and creative.

The weaknesses for some interns were writing skills, time management, too quiet/ speaking up, knowledge of some aspects specific to the organization or company. The supervisors

acknowledged improvement in all these areas during the course of the internships. And, supervisors found no other weaknesses.

When addressing what the department can do to improve the internship experience for the supervisors, a few noted to prep students with more writing assignments and have C&J equipment more available for student use, However, the majority of supervisors said the program is strong, students were a pleasure to have as part of the team and "super, thank you."

In conclusion

Overall assessment of our internship program shows that the department is doing an above average to excellent job in preparing our students for internships. Faculty report that students are having wonderful experiences and that many internships lead to part-time and full-time jobs, even with a tough economy. One such example from Spring '11, two interns were hired to work part-time with Live Nation. On-site supervisors are excited to have and happy with the performances of C&J students in their internships. It also should be noted that the students have the same feelings toward their internship experiences – invaluable opportunities to learn in the field and build portfolios.

As the faculty internship coordinator, I post all internship announcements to the list serve, and I continue to receive positive feedback from students. They are receiving the posts, reading them and acting on them. Through my additional efforts as liaison with the community, we have expanded our participating organizations greatly. I posted internships from roughly 17 new organizations or companies interested in working with our students and program for this academic year.

Because of the growth and success of the internship program, and the hours necessary to maintain it, Chair Glenda Balas and I have decided to split handling of the program between myself and Gregoria A. Cavazos, our program advisement coordinator.

Beginning Summer '11, Gregoria will run the program through the summer months to maintain continuity and have a central contact for students and community partners. When I return in August, Gregoria will work directly with the students applying for internships, while I will continue to be the community partner liaison. I will also attend our next C&J Career Fair and other off-campus networking events to further our recruitment efforts.

For the '11-'12 academic year, Gregoria and I will work on re-designing and updating information on our online Internship Page, and Gregoria will continue to post internship opportunities to our C&J Facebook page.

Finally, I am excited to have Gregoria join me in maintaining our internship program. I continue to be very pleased with the results and will help to maintain the positive and successful experience for both students and on-site supervisors, along with Gregoria.

Table: On-site Supervisors' Survey Data — Ratings for 1-14

1 = Not at all, 2 = Somewhat, 3 = For the most part, 4 = Completely, NA

Competencies	Mean	Standard Deviation
1. In selection of topic and information, focus and organization, the work shows effective critical judgment.	3.57	0.59
2. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced and fair research and reporting.	3.71	0.45
3. The writing is correct, clear, and concise.	3.68	0.56
4. The writing conforms to an appropriate style for the discipline.	3.7	0.51
5. In use, interpretation and	3.7	0.46

presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively.		
6. In presenting images and information, the work shows effective understanding of visual concepts and theories.	3.7	0.51
7. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended.	3.61	0.49
8. The work illustrates effective use of technology in its preparation.	3.82	0.38
9. The work demonstrates creative thinking.	3.59	0.54
10. The work displays a consideration of	3.75	0.43

ethical thinking and presentation.		
11. The work is truthful and accurate.	3.85	0.35
12. The work demonstrates analytical thinking.	3.56	0.59
13. The work demonstrates an understanding and accurate application of First Amendment principles.	3.71	0.53
14. The work was of high quality.	3.71	0.45

Ratings for 15-17

4 = Strongly agree, 2 = Agree, 3 = Disagree, 1 = Strongly disagree

15. The student had the appropriate basic skills in preparation for the duties for this position.	3.51	0.73
16. The student performed well during	3.58	0.73

the internship.		
17. I was satisfied with the intern.	3.62	0.72

Appendix 5: Faculty Matters

Appendix 5.a *Faculty Vitae*

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Faculty Vitae

These CVs cover the period from 2006 – present

(the period since our last program review)

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GLENDA R. BALAS

Associate Professor, Communication & Journalism

Department Chair, University of New Mexico

PhD, University of Iowa, 1999

Professional Experience

Department Chair, Communication & Journalism Department, University of New Mexico, 2010 – present.

Department Chair, Mass Communication Department, Sam Houston State University, 2008 – 2010.

Associate Professor, Department of Communication & Journalism, University of New Mexico, 2007 – present.

Doctoral Director, Department of Communication & Journalism, University of New Mexico, 2005 - 2007.

Fulbright Scholar and Visiting Research Chair of Globalization and Cultural Studies, Department of Sociology and Social Anthropology, Dalhousie University, Halifax, Nova Scotia, Canada, Spring 2009.

Honors and Awards

Administrator Award, Outstanding Research, College of Humanities and Social Sciences, Sam Houston State University, 2009.

"The Long Road to Decatur: A History of Personal Influence" (video documentary):

Award of Merit, Accolade Awards (2010); Award of Merit, IndieFest Awards (2010); First Place for Documentary, National Federation of Press Women (2008); First Place for Documentary, New Mexico Press Women (2008); Honorable Mention, Hermes Creative Awards (2008); Gold Award, International AVA Awards (2008).

Leah Vande Berg 2007 Lecture on Media, University of Iowa, Iowa City, IA, April 2007.

Publications and Creative Projects
"Public Television Programming." In *Media Programming: Strategies and Practices* (9th

236

ed.), edited by Susan Eastman, forthcoming 2012.

"Eavesdropping at Allerton: The Recovery of Paul Lazarsfeld's Progressive Critique of

Educational Broadcasting." *Democratic Communique* (Summer 2011), in press.

"In Her Words: The Thoughts and Memories of Dr. Mary Roberts" (video documentary), funded
by UNM Feminist Research Institute and National Communication Association; archived
in Special Collections, Fayetteville Public Library, Fayetteville, AR, 2011.

"The Legacies of Sam Becker" (video documentary), funded by the Department of
Communication Studies, University of Iowa; archived in Special Collections, Department
of Communication Studies, University of Iowa, 2010.

Rural Students and Their Choices about College: Real and Perceived Barriers to Higher

Education in New Mexico. Policy report for "Rural Student Recruitment and Retention
Project," UNM Enrollment Management Division and Chase Oil Corporation, 2009.

"Advancing Public Goals Through Private Competencies: The Role of Oral History in Teaching

the Liberal Arts Tradition." Action Research in the Classroom*, edited by Elwyn C. Hulett, pp.
95-100. Portales, NM: Eastern New Mexico University Press, 2009.*

"The Long Road to Decatur: A History of Personal Influence" (video documentary). *The Annals
of the American Academy of Political and Social Science* 608 (2008). DVD duplication
and distribution funded by the Annenberg School for Communication, University of
Pennsylvania, (www.unm.edu/~balas/).

"From Underserved to Broadly Served: The Class Interests of Public Broadcasting." *Critical*

Studies in Media Communication 24 (October 2007): 365-69.

"Remembering Ev Rogers" (video documentary). *The Innovation Journal* 10.3 (2006):

(http://www.innovation.cc/editorial-board/roger_dedication.htm).

"The Lessons of Anapra: International Service Learning and Character Education." *Journal of*

College and Character 7.7 (September 2006): www.collegevalues.org.

"Coming Home: Writing About Connections." *Academic Exchange Quarterly* 10.2 (Summer

2006): 288-92

"Marginalizing Media," book review of *Women and the Media: Diverse Perspectives*, edited by

Theresa Carilli and Jane Campbell, *Global Media Journal* 5 (Spring 2006):
http://lass.calumet.purdue.edu/cca/gmj/gmj_bookreviews.htm)

Selected Video Screenings

"In Her Words: The Thoughts and Memories of Dr. Mary Roberts" (video documentary), Central

States Communication Association, Milwaukee, WI, April 2011.

"Remembering Ev Roger*s"* (video documentary), Celebrating the Scholarship and Mentorship of
Everett M. Rogers, Symposium, Ohio University, Athens, Ohio, March 2011.

"The Legacies of Sam Becker" (video documentary), National Communication Association, San

Francisco, CA, November 2010.

"The Long Road to Decatur: A History of *Personal Influence*" (video documentary), School of
Journalism, University of King's College, Halifax, Nova Scotia, Canada, March 2009.

"The Long Road to Decatur: A History of *Personal Influence*" (video documentary), Speakers

Series, Department of Sociology and Social Anthropology, Dalhousie University,
Halifax, Nova Scotia, Canada, March 2009.

"The Long Road to Decatur: A History of *Personal Influence*" (video documentary), 2008 Jay G.

Blumler Annual Lecture, Institute of Communication Studies, University of Leeds,
Leeds, UK, December 2008.

"The Long Road to Decatur: A History of *Personal Influence*" (video documentary).

International Communication Association Conference, Montreal, Canada, May 2008.

Research Funding

"Project Vital: A Study of Water in North America," international exchange/research program

about climate change and water supply in Canada, Mexico, and U.S.; Funded by Fund for
Improvement of Postsecondary Education (FIPSE), U.S. Department of Education, 2009
– 2014, $50,000.00.

"Public Media, Public Culture(s), and the Canadian Paradigm: Public Service Broadcasting and

Globalization." Fulbright Scholar Program, U.S. Department of State, 2009, $25,000.00.

"Facing Down the Odds: Women Pioneers in Communication" (video documentary), 2008 –
23009. Funded by Feminist Research Institute, University of New Mexico, $800.00; and
National Communication Association Special Projects, $5,000.00.
"Rural Student Recruitment and Retention." Funded by University of New Mexico Enrollment
Management and Chase Oil Corporation, 2009, $20,000.00.
"Advancing Public Goals Through Private Competencies: The Role of Oral History in
Teachingthe Liberal Arts Tradition." Funded by New Mexico Center for Teaching
Excellence, 2007 – 2008, $1,961.00.

Selected Lectures and Presentations

"Digital Ethnography and the Academic Record." Viscom 25, Taos, NM, June 2011.

"Boon or Bust? The Fortunes of Early HD for One PBS Station." Broadcast Education
Association Conference, Las Vegas, NV, April 2011.

"Digital Storytelling and Cell Phone Videography." Broadcast Education Association
Conference, Las Vegas, NV, April 2011.

"Culture and Education: Barriers to Higher Education for Rural Students in New Mexico." NM
Higher Education Assessment and Retention Conference, Albuquerque, NM, Feb 2011.

"The Whole Town's Talking: Form and Content in Early PTV." Broadcast Education
Association Conference, Las Vegas, NV, April 2010.

"Culture, Identity, and Canadian Public Broadcasting: The Negotiated Meanings of *Little
Mosque on the Prairie.*" CHSS Colloquium, November 2009.

"Global Migrations and the Role of Public Broadcasting: An Examination of Diaspora
Communities in the United States and Canada." National Communication Association,
Chicago, IL, November 2009.

"Life on the Land: Rural Women's Stories of Sustainability." National Communication
Association, Chicago, IL, November 2009.

"WLBT and the Fairness Doctrine: Countering Racism in Local Television." National
Communication Association, Chicago, IL, November 2009.

"Policy, Identity, and National Culture: Intersections of the CBC and Canada's Immigrant
Communities." Invited presentation, Dalhousie Institute on Society and Culture,
Dalhousie University, Halifax, Nova Scotia, Canada, February 2009.

"Staying Connected: Social Isolation and Elderly Rural Women." National Communication
Association Conference, San Diego, CA, November 2008,

"Public Narratives by Private People: Reflections on a Rural Life." International
Communication Association Conference, Montreal, Canada, May 2008

"From Podcasts to Attitude Shifts: The Value of the Oral History Interview in IntroductoryJournalism Class

Advising

Committee member/chair, MA theses/projects in progress, 2006 - present: Siobhan McBride, Stacey Overholt.

Committee chair, PhD dissertations in progress, Jo Carter.

Committee chair, PhD dissertations completed, 2006 - present: Holly Kawakami.

Committee member, PhD dissertations completed, 2006 - present: Bhavna Upadhyaya, Heidi Carr Murphy, Ashley Grisso.

Committee chair, MA theses/projects completed, 2006 - present: Vonnie Feng, Mark Andrews, Nicole Gillespie, Myra Luna-Lucero.

Committee member, MA theses/projects completed, 2006 - present: Elaine Baumgartel, Melanie Salazar, Monica Gallegos, Mary Melville, Loretta Sanchez, Hiromi Takahashi.

KAROLYN CANNATA-WINGE

Lecturer II, Communication & Journalism
MA, University of Missouri, 1991

Academic Experience

Lecturer II, Department of Communication & Journalism, University of New Mexico. Teaching
classes in multimedia journalism and strategic communication with an emphasis on visual
communication, design, creativity, and teamwork, January 2005 - present.

Assistant Professor of Practice, Missouri School of Journalism, University of Missouri-
Columbia, July 1999 - May 2003.

Instructor, Communication Department, University of Texas at El Paso, September 1992 - May
1994.

Professional Experience

Freelance designer/design consultant/speaker/owner**,** J*ersey Girl Designs*. Design work of print
collateral pieces for local and national clients and facilitate design and management
seminars for professionals seeking to gain a better understanding of theories, strategies
and skills in visual communication and management, August 1992 - present.

Assistant design director, *Albuquerque Journal*, February 2004 - December 2004.

Graphic designer, Museum of Art and Archaeology, University of Missouri-Columbia, July 2003 -
January 2004.

Features/news page designer, *Detroit Free Press*, March 1996 - May 1999.

Design editor, *The Livingston County Tribune*, March-June 1995.

Education

Master of Arts, University of Missouri-Columbia, December 1991. Area of Emphasis: Media
Management.

Bachelor of Journalism, University of Missouri-Columbia, May 1989. Area of Emphasis:
Design/News-Editorial

Honors

Lo Mejor — UNM Student Choice Award, "Second Best Teacher at UNM," 2010.

UNM Outstanding Lecturer of the Year, 2009 - 2010.

AEJMC Teacher of the Year, nominee, 2009.

Faculty Mentor Recognition Award, AAF Most Promising Minority Student Program, 2009

Faculty Recognition Award, UNM Mortar Board Maia Chapter, 2007.

Faculty Mentor Recognition Award, AAF Most Promising Minority Student Program, 2007.

Lo Mejor — UNM Student Choice Award, "Second Best Teacher at UNM," 2006 - 2007.

Publications

THE idea — The drama. The storytelling. The touch points. Prepared for C&J 389 Creative
Concepts class.

Cover design for "Destructive Organizational Communication: Processes, Consequences and
Constructive Ways of Organizing" by UNM Assistant Professor Pamela Lutgen-Sandvik.

Designer of *Detroit Free Press* feature columnist Susan Ager's book, *Susan Ager At Heart*.

Others: Designer and/or design consultant for the *Rio Grande Sun*, La Bella Salon & Spa, Song Warrior Music, WH Coaching Connection, the Missouri School of Journalism, the Columbia Missourian, the Detroit Free Press

Service to Department
Lead faculty member on development of curriculum for new departmental concentration — Strategic Communication, 2010 - 2011.
Faculty Adviser for C&J Department undergraduate Multimedia/Mass Communication Concentration, 2010 - 2011.
Chair, C&J Department Multimedia/Mass Communication Committee, 2010 - 2011.
Member, C&J Department Technology Committee, 2010 - 011.
Member, C&J Department Community Relations Committee (Development), 2009 - 2010.
Chair, C&J Department 60th Anniversary Celebration Committee, 2009 - 2010.
C&J Faculty Co-chair for the Native American Press Association's Project Phoenix Workshop, April-July 2009.
Chair, C&J Department undergraduate honors thesis committee, 2009.
Faculty Adviser for C&J Department Undergraduate Mass Communication Concentration, 2008 - 2009.
Chair, C&J Department Mass Communication Committee, 2008 - 2009.
Member, C&J Department Scholarship Committee, 2008 - 2009.
Member, C&J Department Mass Communication Committee, 2007-2008.
Member, UNM Student Publications Board, 2007 - 2009.
Member, C&J Department Art Committee, 2007.
Committee member, C&J Department undergraduate thesis committee, April 2007.
Member, C&J Department Accreditation Committee, 2006 - 2008.
Member, C&J Department Diversity Committee, 2006 - 2009.
Faculty member, C&J Department graduate project committee, October 2006.
Judge, C&J Department annual Mercer Speech Competition, April 2006, 2008, 2010.
Member, C&J Department Development Committee, 2005 - 2006.
Chair, C&J Department Community Relations Committee, 2005 - 2008.
Art director for several C&J Department publications & collateral pieces, 2005 - present.
Member, C&J Department Undergrad Journalism Committee, 2005 - 2007.
Member, C&J Department Grad Awards Committee, 2005 - 2006.
Faculty adviser, C&J Department AdFed Student Chapter, 2006 - present.
Faculty Coordinator, C&J Department Internship Program, 2006 - present.

Service to Profession
Judge, New Mexico Scholastic Press Association Student Competition, February 2011
Guest Speaker, UNM Journalism Bootcamp Workshop, January 2011
Guest Speaker, New Mexico Scholastic Press Association Workshop, September 2010.
Past-President, the New Mexico Advertising Federation, 2010.
President, the New Mexico Advertising Federation, 2009 – 2010.
Guest Speaker, NMCTSO Fall Leadership Conference/Workshop, 2009.
Judge, the Local iQ Smart List, Spring 2009.
Designer, NM Public Relations Society of America Cumbre Awards, April 2009.
Vice President, Education chair, the New Mexico Advertising Federation, 2008 – 2009.

Guest speaker, New Mexico Primary Care Association Outreach Workshop, October 2008.
Guest speaker, Highland High School, Fall 2007 and Fall 2008.
Judge (editorial/design) Newspaper Association of America Contest, December 2007.
Guest speaker, New Mexico Press Association's High School Journalism Workshop, June 2007,
Member, Board member and ADDY chair, Education chair, of the New Mexico Advertising Federation, 2005 - 2011
Member of the American Advertising Federation, 1992 - 1994 and 2006 - present.

MARY JANE COLLIER

Professor, Communication & Journalism
Director, C & J Institute for Communication, Culture, and Change
PhD, University of Southern California, 1982

Professional Experience

Director, C & J Institute of Communication, Culture and Change, University of New Mexico, Albuquerque, 2010 - present.
Visiting Scholar, Corrymeela Centre for Reconciliation, Ballycastle, Northern Ireland, January 2009.
Director, C & J Doctoral Program, 2007 - 2009.
Professor, C & J, University of New Mexico, Albuquerque, 2006 - present.
President, Western States Communication Association, 2005 - 2007.

Honors

Spotlight Scholar. Intercultural Communication Interest Group, Western States Communication Association, February 2010.
Feminist Scholar Award (2006) presented by ORWAC (Organization for Research on Women and Communication) for "Cultural Ascriptions Displayed by Restraining Court Representatives," *Women's Studies in Communication* 28 (2006): 258-89.

Publications

"Preferences for Conflict Resolution Processes in Trinidad and Tobago." *Caribbean Journal of Social Work* 8/9, in press.
"Problematizing National Dimensions: Community Members' Views of Conflict Management in Trinidad and Tobago, West Indies." *Howard Journal of Communications* 22 (2011): 140-62.
 "Bridging Divergent Diversity Standpoints and Ideologies." *The International Journal of Diversity in Organizations, Communities and Nations* 10 (2010): 61-73.
"Contextual Negotiation of Cultural Identification& Relationships: Interview Discourse with Palestinian, Israeli, and Palestinian/Israeli Young Women in a Peace-Building Program." *Journal of International and Intercultural Communication* 2 (2009): 344-68.
"Negotiating Intercommunity and Community Group Identity Positions: Summary Discourses from Two Northern Ireland Intercommunity Groups*." Negotiation and Conflict Management Research* 2 (2009): 285-306
"Cultural Identities Negotiation Theory." In *Encyclopedia of Communication Theory*, edited by Stephen W. Littlejohn and Karen A. Foss, pp. 260-62*.* Thousand Oaks, CA: Sage, 2009.
"Culture and Communication: Diversity in U.S. Theorizing." In *Encyclopedia of Communication Theory,* edited by Stephen W. Littlejohn and Karen A. Foss, pp. 279-85. Thousand Oaks, CA: Sage, 2009.
"Toward Contingent Understandings of Intersecting Identifications Among Selected U.S. Interracial Couples: Integrating Interpretive and Critical Views." *Communication Quarterly* 54 (2006): 487-506.
"Cultural Positioning, Dialogic Reflexivity, and Transformative/Third Spaces." *Western Journal of Communication* 70 (2006): 263-69.

Invited Lectures and Keynote Presentations

Visiting Scholar Lecture. "Dancing with Difference: Negotiating Power, Cultural Identities and Intercultural Relationships in Nepal." Department of Communication, University of Texas, Austin, TX, May 2010.

Spotlight Scholar in Intercultural Communication Keynote. "Scholarship of Mary Jane Collier: Past, Present and Future." Western States Communication Association conference, Anchorage, AK, February 2010.

Visiting Researcher Presentation for Visiting Trinidad/Tobago Research Team and Conflict Resolution Graduate Students. "Thematic Analysis of Interview Discourses for Cultural Identity Negotiation during Conflict in Trinidad." University of Denver, Denver, CO, May 2007.

"Podcast Interviews of *International and Intercultural Communication Annual* Editors about Launch of *Journal of International and Intercultural Communication*." National Communication Association conference, Chicago. Posted on Taylor & Francis Publisher website, November 2007.

Visiting Researcher and Scholar/Practitioner Presentation. "Intercultural Communication and Conflict Transformation." Corrymeela Centre for Reconciliation, Ballycastle, Northern Ireland, January 2009.

Visiting Researcher Presentations. "Intercultural Communication: Applications to International Development." UN Office for Coordination of Humanitarian Affairs, Kathmandu, Nepal, June, July 2008.

President's Keynote Address. Western States Communication Association, Palm Springs, CA, February 2006.

Visiting Keynote Scholar. "Negotiating Intercultural Alliances: A Critical and Constructive Option for Social Change" and "Negotiating Third Spaces in Communication." Keynote addresses sponsored by the Intellectual Life, University Diversity Committee, College of Arts & Letters, and Department of Communication Studies, California State University, San Bernardino, CA, February 2006.

Conference Paper Presentations (Competitively selected unless noted)

"Re-examining Cultural Identity Theory: Intersecting Cultural Identities and Relationship Building at Two Identity-Based Nonprofit Organizations in the U.S. Southwest." TOP PAPER, Intercultural Communication, Western States Communication Association conference, Monterey, CA, February 2011.

"Peacebuilding and Conflict Transformation as Cultural Bridgework: A Mini-Conference." National Communication Association, San Francisco, CA, November 2010.

"Working with Divergent Diversity Standpoints and Ideologies: Facilitating Cconversations/Confrontations Between U.S. Policy Makers, Educators and Trainers." Paper and practitioner session, Tenth Annual Conference on Diversity in Organizations, Communities & Nations, Belfast, Northern Ireland, July 2010.

"Still Not American enough for Ya?" De/colonizing Blog Discourse on Immigration." TOP PAPER, Intercultural Communication, Western States Communication Association conference, Anchorage, AK, February 2010.

"Dancing with Difference: Power Relations and Issues in UN and INGO Interview Discourses in Kathmandu, Nepal." Western States Communication Association conference, Anchorage, AK, February 2010.

"Paying Tribute to the Work and Life of Todd Imahori. " Invited presentation at National Communication Association conference, Chicago, IL, November 2009.

"Pedagogy and Pragmatics: State of Art of Teaching: Cultural issues." National Communication Association conference, San Diego, CA, November 2008.

"A Critical Analysis of Discourse on Immigration/Admission of Foreign Workers: Japanese and U.S. Political Activist and Governmental Websites." Western States Communication Association conference, Denver/Boulder, CO, February 2008.

"Negotiating Identity Positions and Intercultural Relationships: Summary Discourses from two Northern Ireland Intercommunity Groups." International Communication Association conference, San Francisco, CA, May 2007.

"Preferences for Third Party Interventions: A Study of Trinidad." Caribbean & International Social Work Educators Conference, Port of Spain, Trinidad and Tobago, June 2007.

Grants

"Evaluating National Circles Initiatives to Move Individuals out of Poverty." Move the Mountain Nonprofit Organization, 2010 – 2011, $34,000.

Journeys in Film Evaluation of 300 middle school students' views and open-ended responses to two international films, 2007 – 2008, $6000.

Grant team member, University of Denver and University of West Indies team. U.S. State Dept Grant for work with University of West Indies, Trinidad/Tobago, developing mediation program, 2004 – 2007, $475,601.

Advising, University of New Mexico

Chair, PhD Committee, degree in progress: Jaelyn DeMaria, Brandi Lawless, Anjana Mudambi, Cleophas Muneri, Angela Putman, Sarah Upton, Olga Zaysteva.

Member, PhD Committee, degree in progress: Jo Carter, Mercedes Kelsey.

Chair, PhD committee, doctorate completed, 2006 – present: Karambu Ringera (degree granted at previous institution, University of Denver) Yea-Wen Chen, Jessica Crespo, Hannah Oliha, Chie Torigoe, Michael Weinman.

Member, PhD committee, doctorate completed, 2006 – present: Chris Brown, Soumia Dhar, Sachi Sekimoto, Abdissa Zerai.

Member, MA Committee, degree in progress: Pamela Gerber.

Member MA Committee, theses completed, 2006 – present: Tatjana Rosev.

Professional Service on International and National Boards

Founding and Continuing Member, Board of Directors, International Peace Initiatives, an international nonprofit working in Kenya, 2003 - present.

Member of National Guiding Coalition, National Circles Campaign working to move individuals in the U.S. out of poverty. Sponsored by Movethemountain nonprofit organization, 2010 - present.

PATRICIA OLIVIA COVARRUBIAS

Associate Professor, Communication & Journalism

PhD, University of Washington, 1999

Professional Experience

Director of M.A. Program, Department of Communication & Journalism, University of
New Mexico, 2009-2011.

Acting Associate Chair, of Communication & Journalism, University of New Mexico, June
2010.

Associate Professor, Department of Communication & Journalism, University of New
Mexico, 2009 - present.

Affiliated Faculty, Southwest Hispanic Research Institute (SHRI), University of New Mexico
2007 - present.

Affiliated Faculty, Religious Studies, University of New Mexico, 2007 - 2009.

Assistant Professor, Department of Communication & Journalism, University of New
Mexico, 2006 - 2009.

Honors

"Silences in Stewardship: Some American Indian College Students Examples, co-authored with
Sweeney Windchief. Article nominated for Distinguished Scholarship Annual Awards by
the Division of International and Intercultural Communication, National Communication
Association, 2010.

Honorary Coach, University of New Mexico, UNM Lobos Football Team, Fall 2009.

 "Masked Silence Sequences: Hearing discrimination in the College Classroom," *ommunication,
Culture & Critique*. Article selected by the publisher, Wiley-Blackwell, to be showcased
in the journal's sole promotion of the year, 2008 (see physorg.com, sciencedaily.com,
sciencecodex.com, and firstscience.com).

Honoree, Project for New Mexico Graduates of Color (PNMGC) Faculty of Color Network,
University of New Mexico, 2008.

Honoree, Apple Polishers Dinner, Chi Omega Sorority, University of New Mexico, Spring 2008.

Featured professor in *PODER y NEGOCIOS* (a major Mexican national/international publication), in issue, *"La Otra Migración: 100 Mexicanos Que Enseñan En Universidades De Estados Unidos"* [The Other Migration: 100 Mexican Teaching in United States Universities], 2007.

Nominee, Faculty of Color Awards, Peer Mentors for Graduate Students of Color, University of New Mexico, 2007.

Nominee, Outstanding Teacher of the Year Award, sponsored by the Office of Support for Effective Teaching, University of New Mexico, 2007.

Publications

"Silences in Stewardship: Some American Indian College Students Examples." *The Howard Journal of Communications* 20 (2009): 1-20.

"The Ethnography of Communication." In *Encyclopedia of Communication Theory,* edited by Stephen W. Littlejohn and Karen A. Foss, pp. 355-60. Thousand Oaks, CA: Sage, 2009.

"Speech Codes Theory." In *Encyclopedia of Communication Theory,* edited by Stephen W. Littlejohn and Karen A. Foss, pp. 918-24. Thousand Oaks, CA: Sage, 2009.

"Masked Silence Sequences: Hearing Discrimination in the College Classroom." *Communication, Culture & Critique* 1 (2008): 227-52.

"(Un)biased in Western Theory: Generative Silence in American Indian Communication." *Communication Monographs* 74 (2007): 265-71.

Lectures, Presentations, and Media Appearances

"Talking Silence and Silencing Talk: Healing and Hurting Communication Following the Suicide of a Classmate." Panel paper on the thematic panel: "When Bad Things Happen in Good Classrooms," at the Western State Communication Association Annual Conference, Monterey, CA, February 2011.

Guest on live call-in radio show, *Native America Calling*. Show Title: *Words Shape Reality*. Featured research on American Indian silences. Host: Harlan McKasato

http://nativeamericacalling.com/nac_past.shtml, January 2010,

"Communication: NOT a One-Size-Fits-All in the Workplace or Elsewhere." Guest presenter at the Anderson School of Management in Organizational Behavior and Diversity,

University of New Mexico, May 2010.

"The Stand-Out Teaching Portfolio." Communication & Journalism, University of New

Mexico, April 2010.

"Echoes in Two Tongues: Lessons Learned by a Mexican Immigrant Academic." U.S.

Department of the Interior, Fish and Wildlife Service, Diversity and Civil Rights,

Albuquerque, NM. In observance of Hispanic Heritage Month, September 2009.

"Celebrating Diversity in the C&J Classroom: Notes on Strategies for Weaving Diversity into

Pedagogy." Communication & Journalism Orientation Workshop, University of New

Mexico, August 2009.

"American Indian Ways of Silence: Masked Silence Sequences." Faculty Colloquium,

Communication & Journalism, University of New Mexico, April 2009.

"Multiculturalism, Gender, and Media: Reflections and Applications." Communication &

Journalism, University of New Mexico, February 2009.

"Walking the Talk: This Ethnographer's Cosmological, Ontological, Epistemological, and

Axiological standpoints." Communication & Journalism, University of New Mexico,
November 2008.

"On Their Terms: Using Ethnographic Means for Discovering the Linkages Between Identity

and Conceptualization of Health." University of Southern Denmark, Department of
Cultural Studies, Odense, Denmark, May 2008.

"The Stand-Out Curriculum Vitae, Teaching Portfolio, and Job Search Cover Letter."
Department of Communication & Journalism, University of New Mexico, April
2008.
"What Makes this Research Feminist?" Women's Studies, Feminist Research Methodologies,

University of New Mexico, March 2008.

"American Indian Generative Silences as Culture-Insulatives: Perpetuating, Protecting, and

Particularizing Culture." Paper presented to the Intercultural Communication

Division at the National Communication Association Annual Conference, Chicago, IL,

November 2007.

"Theoretical Perspectives." Guest presenter in graduate seminar in Intercultural

Communication & Journalism, University of New Mexico, September 2007.

"Why Difference Matters." Guest presenter in Communication in Organizations, University

of New Mexico, March 2007.

"What's Communal about Personal Address?" Guest presenter for the Student Organization

for Latin American Studies (SOLAS), , University of New Mexico, February 2007.

"Writing the M.A. or Ph.D. Research Proposal." Presenter at the Department of Communication &
Journalism's, "Introduction to Graduate Studies Workshop," University of New Mexico,
October 2006.

"Teaching the Cultural Codes Course." Core presenter at Ethnography Conference,

University of Washington, Seattle, WA, April 2006.

"Listening to Native Stories to Understand Academic Success." Co-presenter, New Mexico

Higher Education Assessment and Retention Conference, Las Cruces, New Mexico,

February 2006.

"American Indian Conceptualizations of 'Academic Success': A Culture-Rich Definition."
Colloquium presenter, Department of Communication & Journalism, University of New
Mexico, January 2006.

"Redefining Academic Success." Colloquium speaker, The College Board 2006 Colloquium,

Laguna Nigel, CA, January 2006.

 Advising

Committee member/chair, PhD dissertations in progress: Satoshi Moriizumi, Danielle Jones-
Kvam, Mercedes Sharp, Consolata Mutua.

Committee member/chair, MA theses in progress: Jason Boys, Pamela Gerber, Michael Snyder,
LaRae Tronstad, Gavin Leach, Camille Velarde.

Committee chair, MA theses completed, 2006 – present: D. Carolina Ramos, Marleah Dean,

Elizabeth Gregor, Myra Luna-Lucero.

Committee chair, MA comprehensive exams completed, 2006 present: Caissa Jupiter and
Richard Wooton.

Service

Latin American and Iberian Institute (LAII) Faculty Concilium Executive Committee, President
Fall 2011-Spring 2013.

Director M.A. program, Department of Communication & Journalism, University of New Mexico,
2009-2011.

Editorial Board, *Journal of International and Intercultural Communication*, published by
International Communication Association, 2009 - present.

Editorial Board, *Great Plains Quarterly*, published by the University of Nebraska at Lincoln, 2003 -
present.

Editorial Board, *Western Journal of Communication*, published by the Western States
Communication Association, 2009 - 2011.

JANET M. CRAMER

Associate Professor, Communication & Journalism

Associate Dean, College of Arts and Sciences

PhD, University of Minnesota, 1999

Professional Experience

Associate Dean, College of Arts and Sciences, University of New Mexico, 2010 - present

Special Assistant to the Dean, College of Arts and Sciences, University of New Mexico, 2009 - 2010

Director, Women Studies Program, University of New Mexico, 2007 - 2010

Associate Professor, Department of Communication & Journalism, University of New Mexico, 2005 - present

Associate Chair, Department of Communication & Journalism, University of New Mexico, 2005 - 2006

Publications

Food as Communication/Communication as Food. New York: Peter Lang Publishing, 2011.

 "Discourses of Consumption and Sustainability on the Food Network." In *Food as Communication/Communication as Food*. Eds. J. M. Cramer, C. P. Greene, & L. M. Walters. New York: Peter Lang Publishing, 2011, pp. 317-33.

"Beyond Mere Sustenance: Food as Communication/Communication as Food." In *Food as Communication/Communication as Food*. Eds. J. M. Cramer, C. P. Greene & L. M. Walters. New York: Peter Lang Publishing, 2011, pp. ix-xix.

Media/History/Society: Cultural and Intellectual Traditions of U. S. Media. Boston, MA: Wiley Blackwell, 2009.

"Critical Discourse Analysis." In *Encyclopedia of Communication Theory*, edited by Stephen W. Littlejohn and Karen A. Foss, pp. 220-23. Thousand Oaks, CA: Sage, 2009.

"Baudrillard and Our Destiny with the Natural World: Fatal Strategies and Environmental Communication." *Environmental Communication: A Journal of Nature and Culture* 3(1), 2009, 1-19.

"LGBT Diversity and the Communication & Journalism Department at UNM." *Campus Roundtable*, edited by T. Avila. National Lesbian and Gay Journalists Association, 2008,

URL: www.nlgja.org/publications/articles/roundtable.htm.

"Discourses of Sexual Morality in *Sex and the City* and *Queer as Folk*." *The Journal of Popular Culture* 40 (2007: 409-32.

Lectures and Presentations

"'It All Started in the Garden': Food, Spirituality and Community." Presented at Food Studies: An Interdisciplinary Conference, Las Vegas, NV, 2011.

"Culinary Meanings: Food as Communication/Communication as Food." Presented to the International Culinary Tourism Association, Halifax, Nova Scotia, 2010.

"How UNM Leaders Use their Mediation Skills." Presented at the Ombuds/Dispute Resolution Services for Faculty Workshop. University of New Mexico, 2010.

"Significant Voices: Women on Equal Rights and Sexual Justice." Presented at the Civil Rights Colloquium, University of New Mexico, Albuquerque, NM, 2009.

"What does *The L Word* Stand For?: Queer Disarticulations and Possibilities." Presented at the annual meeting of the National Communication Association (NCA), San Diego, CA, 2009.

"Tim Gunn's Guide to Patriarchy: Fashion, Feminism, and Heteronormative Privilege." Presented at the annual meeting of the National Women's Studies Association (NWSA), Cincinnati, OH, 2008.

"Feast or Famine: Discourses of Consumption and Sustainability on the *Food Network*." Presented at the annual meeting of the Popular Culture Association (PCA), San Francisco, CA, 2008.

"Teaching Gender and Communication." Presented at the Western States Communication Association annual conference, Palm Springs, CA, 2006.

Advising

Committee member/chair, Ph.D. dissertations in progress: Jo Carter, Lynn Walters, Cleophas Muneri, Anjana Mudambi, Brandi Lawless, Pamela Gravagne.

Committee member/chair, MA theses in progress: Krystal Zaragoza.

Committee chair, Ph.D. dissertations completed, 2006 - present: Heidi Carr, Jaime Chavez, Abdissa Zerai, Sachi Sekimoto.

Committee member, Ph.D. dissertations completed, 2006 - present: Ruben Ramirez, Ashley Grisso, Matthew Petrunia, Melissa Curtin, Anchalee Ngampornchai, Abigail Adams, Yea Wen Chen, Claudia Anguiano, Melanie Cattrell, Haibin Dong.

Committee chair, MA theses completed, 2006 - present: Kristin Munson, Benjamin Mabe.

Committee member, MA theses completed, 2006 - present: Keena Neal, Stefania Gray.

KAREN A. FOSS

Professor, Communication & Journalism

Regents Professor, University of New Mexico

PhD, University of Iowa, 1976

Professional Experience

Co-Director, Women Studies, University of New Mexico, Spring 2011.

Associate Chair, Communication & Journalism, University of New Mexico, 2008 - present.

Coordinator, C&J Danish Exchange Program, 2006 – present.

Professor, Department of Communication & Journalism, University of New Mexico, Albuquerque, 1996 - present.

Senior Specialist Fulbright Scholar, University of Southern Denmark, Odense, Denmark, March 2007.

Honors

Awarded the Robert J. Kibler Memorial Award by the National Communication Association for service to the discipline, November 2010.

Recipient of a Faculty Mentor Award, University of New Mexico, 2010.

"Our Journey to Repowered Feminism: Expanding the Feminist Tool Box," with Sonja K. Foss, named best article of the year in the journal, *Women's Studies in Communication,* by the Organization for Research on Women and Communication, 2009.

Named Regents Professor, University of New Mexico, 2006 - 2009.

Publications

Gender Stories: Negotiating Identity in a Binary World. Long Grove, IL: Waveland Press, 2012.

"Constricted and Constructed Potentiality: An Inquiry into Paradigms of Change." *Western States Communication Journal* 75 (2011): 205-38.

Inviting Transformation: Presentational Speaking for a Changing World. Long Grove, IL: Waveland (3rd ed. 2011; 2nd ed. 2003; 1st ed. 1994).

Theories of Human Communication, 10th ed. Long Grove, IL: Waveland Press, 2010 (9th ed. 2007; 8th ed. 2005, Thomson Wadsworth).

"What's in a Name? Negotiating Marital Name Choices." In *Casing Interpersonal Communication: Case Studies in Personal and Social Relationships*, edited by Dawn O. Braithwaite and Julia T. Wood, pp. 3-8. Belmont, CA: Wadsworth, 2010.

"The Commodification of Motherhood: Surrogacy as a Matter of Choice." In *Contemplating Maternity in the Era of Choice: Exploration into Discourses of Reproduction,* edited by Lynn Hallstein O'Brien and Sara Hayden, pp. 95-114. Lanham, MD: Lexington, 2010.

Encyclopedia of Communication Theory. 2 vols. Thousand Oaks, CA: Sage, 2009.

"Our Journey to Repowered Feminism: Expanding the Feminist Toolbox." *Women's Studies in Communication*, 32 (Spring 2009): 36-62.

"Baudrillard and Our Destiny with the Natural World: Fatal Strategies for Environmental Communication." *Environmental Communication: A Journal of Nature and Culture*, 3 (November 2009): 1-19.

"Accomplishing the Mission: Creating a Partnership with Your Advisor." In *Getting the Most from your Graduate Education in Communication: A Student's Handbook*, edited by Sherwyn Morreale and Pat Arneson, pp. 59-70. Washington, D. C.: National Communication Association, 2008.

"Rhetoric and Gender." In *International Encyclopedia of Communication*, edited by Wolfgang Donsbach, pp. 4253-57. Malden, MA: Blackwell, 2008.

"Harvey Milk and the Queer Rhetorical Situation: A Rhetoric of Contradiction." In *Queering Public Address*: *Sexualities in American Historical Discourse,* edited by Charles Morris, pp. 72-94. Columbia, SC: University of South Carolina Press, 2007.

"'Sorg hellere for en solid tremmesent': Feministiske udfordringer til retorikken" ["'You'd Better Build a Strong Crib': Feminist Challenges to Rhetoric"] *Rhetorica Scandinavica*, 42 (July 2007): 4-19.

"The Construction of Feminine Spectatorship in Garrison Keillor's Radio Monologues." *Contemporary Literary Criticism*, edited by Jeff Hunter. Rowlett, TX: Gale Group, 2006.

"Kön retorik" ["Engendering Rhetorics"]. *RetorikMagasinet,* 59 (March 2006): 18-21.

Lectures and Presentations

"Speaking About the Basic Course: How Voice is Constructed and Expressed." Presented at the National Communication Association convention, New Orleans, LA, November 2011.

"Integrating Multiplicity into the Teaching of Gender." Presented at the Lewis & Clark Gender Studies Symposium, Portland, OR, March 2011.

"Addressing Generation NeXters with Personalized Instruction: Pedagogical Strategies in Response to *My Freshman Year."* Presented at the Western States Communication Association convention, Monterey, CA, February 2011.

"Priming, Painting, Peeling, and Polishing: Constructing and Deconstructing the Woman-Bullying-Woman Identity at Work. Presented at the National Communication Association Convention, San Francisco, CA, November 2010.

"Goddesses, Heroes, Monsters, and Villains: Rhetorical Constructions of Surrogacy in India." Presented at the Society for Social Studies of Science Annual Meeting with the Japanese Society for Science and Technology Studies, Tokyo, Japan, August 2010.

"Humor Me: Creating and Consuming Discursive Spaces for Change." Presented at the National Communication Association convention, Chicago, IL, November 2009.

"Expanding the Options for Change: A Tale of Two Paradigms." Presented at the National Communication Association convention, Chicago, IL, November 2009.

"The Contributions of New Reference Works in Communication." Participated, as co-editor of the *Encyclopedia of Communication Theory*, in a roundtable about new reference works in communication. Presented at the National Communication Association convention, Chicago, IL, November 2009.

"The Commodification of Motherhood: Choice and Surrogacy." Presented at the National Communication Association convention, Chicago, IL, November 2009.

"Constricted and Constructed Potentiality: Two Paradigms of Change." Presented at the Undergraduate Honors Conference, DePauw University, Greencastle, IN, April 2009.

"Women Bullying Women: A Metaphoric Explanation." Presented to the Women Studies faculty, DePauw University, Greencastle, IN, April 2009.

"Remembering Harvey Milk." Presented at the National Communication Association convention, San Diego, CA, November 2008.

"Accomplishing the Mission: Creating a Partnership With Your Advisor." Presented at the National Communication convention, San Diego, CA, November 2008.

"Interrogating Rhetorics of Change." Presented at the Promise of Reason Conference, Eugene, OR, May 2008.

"The History of the Organization for Research on Women and Communication (ORWAC)." Presented at the Western States Communication Association, Boulder, CO, February 2008.

"Creating a Shared Vision Between Advisor and Advisee." Presented at the Western States Communication Association, Boulder, February 2008.

Presented a short course, "Reinvigorating the Public Speaking Course." National Communication Association, Chicago, IL, November 2007.

Presented a position paper on the challenges of teaching gender and communication at a pre-conference on Gender and Communication, National Communication Association, Chicago, IL, November 2007.

Presented a workshop, "Color Up: Decisions to Thrive On," for the Administrator's Professional Conference, sponsored by Continuing Education, University of New Mexico, Albuquerque, NM, April 25, 2007.

"Feminist Perspectives on Change." Presented at an International Women's Day Celebration, Odense, Denmark, March 2007.

"Creating a Learning Environment for Today's Students Though the Intensive Intersession Course." Part of a program, "Transforming Teaching with Lessons from *My Freshman Year: What a Professor Learned by Becoming a Student*." Presented at the National Communication Association, San Antonio, TX, November 2006.

"Gender and Agency in Mediated Discourse." Presented at the Cultural Studies Crossroads Conference, Istanbul Bilgi University, Istanbul, July 2006.

Member of a roundtable on teaching Gender and Communication. Presented at the Western States Communication Association convention, Palm Springs, CA, February 2006.
"You'd Better Build a Strong Crib." Presented at the Western States Communication Association convention, Palm Springs, CA, February 2006.

Grants
"Rent a Womb: Surrogacy in India." Research grant from UNM to interview clinic directors, doctors, surrogates, and intended parents about surrogacy in Mumbai, Ahmedabad, and Anand, India, December 2009, $4,000.

Advising

Committee member/chair, PhD dissertations in progress: Willow Jackson-Anderson, Vanessa Brandon, Kristen Cole, Alexis Poulos, Jessica Nodulman, Sarah Uptown, Olga Zytseva.

Committee member/chair, MA theses in progress: Lingjing Bao.

Committee chair, PhD dissertations completed, 2006 – present: Claudia Anguiano, Chris Brown, Soumia Dhar, Elizabeth Dickinson, Sara Dolan, Donna George, Ashley Grisso, Kris Kirschbaum, Matthew Petrunia, Elizabeth Root, Judith Stauber.

Committee member, PhD dissertations completed, 2006 – present: Jessica Crespo, Heidi Carr
    Murphy, Iliana Rucker, Jennifer Sandoval.

Committee chair, MA theses completed, 2006 – present: Hiromi Takahashi.

Committee member, MA theses completed, 2006 – present: Darla Antoine, Perry Cohen.

MIGUEL GANDERT

Professor, Communication & Journalism

Director, College of Fine Arts Interdisciplinary Film and Digital Media Program (IFDM)

MA, University of New Mexico, 1983

Professional Experience

Director, College of Fine Arts Interdisciplinary Film and Digital Media Program (IFDM)

Distinguished Professor, University of New Mexico, 2011

Associate chair, Communication & Journalism, Spring 2003-2005; fall 2006-2007.

Research Associate, Southwest Hispanic Research Institute, 1991 – present.

Other University of New Mexico department affiliations: American Studies, Chicano Studies, Art and Art History, Media Arts, Architecture, Anthropology, and Latin American/Iberian Institute. 1991 – present.

Master of Arts in Photography, University of New Mexico, 1983.

Honors and Awards

Gilberto Espinosa Award for best article on New Mexico History, 2009.

GSA Art and Architecture, Las Cruces Federal Courthouse, 2010.

Creative Works

One-Person Exhibitions**:**

"Rutas en duerpa y alma: Fotografia antropologica de Miguel Gandert." Museo de La Universidad de Valladolid, Spain, October 2010.

"From Field to Feast." Hispanic Culture Center, Albuquerque, New Mexico, September 12 – December 9, 2008.

Group Exhibitions:

"Through the Lens." Palace of the Governors, Santa Fe, New Mexico, October 2008 – September 2009.

"Photography New Mexico." University of New Mexico Art Museum, Albuquerque, New Mexico, September – December 2008.

"Llano Estacado: Island in the Sky." Houston Fotofest, Houston Center for Photography, Houston, Texas, Spring 2006.

Publications

The Plaza Book: The Cultural Space of New Mexico by Chris Wilson; photographs by Miguel Gandert. San Antonio, TX: Trinity University Press, 2011.

Llano Estacado: Island in the Sky, Contributing photographer. Lubbock, TX: Texas Tech Press, 2011.

Santa Fe Nativa, Contributing photographer. Albuquerque, NM: University of New Mexico Press, 2009.

Through the Lens, Creating Santa Fe, Contributing photographer. Santa Fe, NM: Museum of New Mexico Press, 2008.

Photography New Mexico, Contributing photographer. Santa Fe, NM: Fresco Books, 2008.

GSA Art and Architecture, Las Cruces Federal Courthouse, 2010.

Gilberto Espinosa Award for best Article on New Mexico History, 2009.

Advising

Chair/committee member of MA theses completed, 2006 - present: Darla Antoine.

DIRK C. GIBSON

Associate Professor, Communication & Journalism

PhD, Indiana University, 1983

Professional Experience

Associate Professor, The University of New Mexico, Fall 1996 – present.

> Courses taught: Introduction to Public Relations, Introduction to Advertising, Introduction to Mass Communication, Public Relations Case Study, Interviewing, Advertising Copywriting, Advertising Campaigns, Public Relations Campaigns, Foundations of Communication Theory, Persuasion, Interpersonal Communication, Public Speaking, Rhetorical Criticism, Public Relations Writing, Media Ethics and Communication Paradigms of Serial Murder.

Publications

Space Tourism Policy: Barriers and Communication Solutions. Sharjah, United Arab Emirates: Bentham Science Publications; Bentham E-Books. In press; scheduled for publication September 2011.

Myths & Monsters: The Historic Reality of Serial Murder. Westport, CT: Praeger. In press; scheduled for publication November 2011.

"The Necessity for International Cooperation in Commercial Space Development." *Freiberger Beitrage zur Interkulturellen und Wirtschafskommunikation.* Germany: Peter Lang, 2010.

"The Whitechapel Crimes as Public Relations," *Ripperologist* 116 (September, 2010): 31-43.

Serial Killing for Profit: Multiple Murder for Money. Westport, CT: Praeger, 2009.

"Managed Competition," In *Encyclopedia of Business Ethics and Society*. Edited Robert W. Kolb. Thousand Oaks, CA: Sage, 2008, 1312-14.

"Egalitarianism," In *Encyclopedia of Business Ethics and Society.* Edited Robert W. Kolb. Thousand Oaks, CA: Sage, 2008, 661-64.

"Equal Employment Opportunity," In *Encyclopedia of Business Ethics and Society.* Edited Robert W. Kolb. Thousand Oaks, CA: Sage, 2008, 760-63.

"Mass Communication Aspects of the Ripper Letters," *Journal of Global Intelligence & Policy.* 2 (2008): 12-28.

Clues from Killers: Serial Murder & Crime Scene Messages. New York: Barnes & Nobles, 2007.

"The Product Recall Blame Game: Stereotypical Villains and Actual Recall Failure Factors." In *Freiberger Beitrage zur interkulturellen und Wirtschafskommniukation [A Forum for General and Intercultural Business Communication. The Role of Communication in Business Transactions and Relationships,* edited by Michael B. Hinner, Germany: Peter Lang, 2007: 365-86.

Serial Murder and Media Circuses. Westport, CT: Praeger, 2006.

 "The Relationship Between Serial Murder and the American Travel and Tourism Industry." *Journal of Travel & Tourism Marketing* 20 (2006): 45-60.

"The B.T.K. Strangler vs. the Wichita Police Department: The Significance of Serial Murder Media Relations." *Public Relations Review 32* (2006): 58-65.

Lectures and Presentations

 "The Capital Investment Impediment to Commercial Space Tourism & Investor Relations Solutions." *Space 2009: Proceedings of the American Institute of Aeronautics and Astronautics. AIAA 2009-6577,* 2009, 1-20.

"The Significance of Space Hotels in the Development of Commercial Space Tourism." *Space 2009: Proceedings of the American Institute of Aeronautics and Astronautics. AIAA 2009-6579,* 2009, 1-11.

"Communication Characteristics of Space Tourism Websites." *Space 2009: Proceedings of the American Institute of Aeronautics and Astronautics. AIAA 2009-658,* 2009: 1-11.

"Regulatory Obstacles to Commercial Space Tourism and the Lobbying Solution." *Space 2009: Proceedings of the American Institute of Aeronautics and Astronautics. AIAA 2009-657,* 2009, 1-15.

"A Critical Analysis of the International Space Station as a Space Tourism Destination." *Space 2008: Proceedings of the American Institute for Aeronautics & Astronautics. AIAA 2008-7677*, 2008, 1-11.

"The Paradox of Pre-Industrial Space Tourism Public Relations," *Space 2008: Proceedings of the American Institute for Aeronautics & Astronautics. AIAA 2008-7676*, 2008, 1-15.

 "Commercial Space Tourism and Human Survival." *Proceedings of the Space Technology and Applications International Forum.* February 2008, 1-8. CD Rom. PACS: 01.75.+m; 07.87.+v.

"The Ripper Correspondence: Mass Communication Dimensions of the Whitechapel Murders." *Proceedings of the 2008 IntellectBase International Consortium.* ISSN 1940-1876, 2008, 366-73.

"A Quantitative Description of Space Tourism Public Relations Tactics." *Space 2007: Proceedings of the American Institute of Aeronautics & Astronautics. AIAA 2007-6225,* 2007, 1-18.

"A Quantified Description of Space Tourism Public Relations Functions." *Space 2007: Proceedings of the American Institute of Aeronautics & Astronautics. AIAA 2007-6141,* 2006, 1-33.

"Adequate Communication & Informed Consent: The Duty to Warn, Judicial Warning Adequacy Standards, and the Federal Aviation Administration's Proposed 'Human Space Flight Requirements for Crew & Spaceflight Participants.'" *Space 2006: Proceedings of the American Institute of Aeronautics & Astronautics. AIAA 2006-7346*, 2006, 1-15.

Editorial Experience

E-Book Reviewer, *Handbook of Technology Management*, 2008.

Manuscript Referee, *Journal of Tourism,* 2008 to present.

Editorial Review Committee, *Public Relations Review,* 1995 to present.

TAMAR GINOSSAR

Assistant Professor, Communication & Journalism
PhD, University of New Mexico, 2002

Professional Experience

Assistant Professor, Department of Communication & Journalism University of New Mexico. 2011 – present.

Research Assistant Professor, University of New Mexico School of Medicine, Department of Internal Medicine, Division of Oncology-Hematology. December 2009- July 2011. Research of health disparities, information behavior of cancer communication, including physicians' barriers to referring patients to cancer clinical trials ($317,000).

Associate Scientist II: University of New Mexico School of Medicine, Department of Pediatrics, Prevention and Populations Sciences. September 2008 - December 2009.
Program Manager, New Mexico Youth Risk and Resiliency Survey, a Public Health survey of middle and high school students' risk and resiliency behavior, and participated in assessment of tobacco prevention programs.

Adjunct Faculty: Research Assistant Professor, University of New Mexico, Department of Communication & Journalism. Spring 2006-Spring 2011.
Taught the following undergraduate courses—Public Speaking, Intercultural Communication, Organizational Communication, Advanced Interpersonal Communication—and a graduate seminar, Diffusion of Innovations.

Faculty, Tel Aviv University, The Participatory Social Marketing Program. Spring 2007-present. Development of participatory social marketing in health-related projects for diverse populations in Israel.

Honors and Awards
Fellow, National Institutes of Health/Office of Behavioral and Social Sciences Research NIH Advanced Training Institute in Health Behavior Theory. Selected to attend the National Cancer Institute (NCI) and the Office of Behavioral and Social Sciences Research 7-day workshop for early career investigators, July 25-August 1, 2010.

Funded Research

"Entertainment Education Approach to Reducing Disparities in early Childhood Development and Behavioral Health." The goal of the study is to create a pilot intervention to increase parental and care takers' knowledge of early childhood development and behavior.

Funded by the "Community Engagement Award" of the University of New Mexico Clinical and Translational Sciences Center," April 2011- March 2012, $20,000.

"Investigating Cancer Prevention Information Behavior of Family Members of Hispanics Diagnosed with Cancer." The goal of the study is to explore cancer prevention information behavior of Hispanics with a family member diagnosed with cancer.

Funded by the American Cancer Society Institutional Research Grant (ACS-IRG), October 2010 – September 2011, $30,000.

"Promoting Childhood Development Knowledge in Hispanic Community." The goal of the study is to examine perceptions and provide a short educational intervention to increase the knowledge of parents in Hispanic community about childhood development and mental health. Funded by La Tierra Sagrada Association, October 2010 – September 2011, $19,812.

"Research Supplement to Promote Re-Entry into Biomedical and Behavioral Research Careers: Increasing minority participation in Cancer Clinical Trials." I received this supplemental grant to New Mexico Minority-Based Community Clinical Oncology Program led by Dr. Verschraegen. The goal of the study is to examine perceptions of university and of community oncologists of barriers and facilitators in recruitment of minority cancer patients to clinical trials. Funded by NCI, December 2009 – September 2012, $317,000.

"Reducing Disparities in Childhood Development and Behavioral Health." The goal of the study is to explore parental and care takers' information needs regarding childhood development and behavioral health in low income urban community. Funded by the "Community Engagement Award" of the University of New Mexico Clinical and Translational Sciences Center, October 2010 – March 2011, $23,100.

Publications

"Promoting Women Leadership as a Strategy for Reducing Health and Digital Disparities in Latino/a Immigrant Communities ". In *Reducing Health Disparities: Working with* Communities, edited by G. L. Kreps and M. Dutta. New York: Peter Lang (invited chapter, under review).
"Coping with Women's Cancer: Type of Cancer, Coping Styles, and Perceived Importance of Information and Emotional Support from Physicians and from Nurses." Under revision, *Health Communication.*

"Media Globalization and 'The Secondary Flow': Consumption of Telenovelas in Israel." In *Soap Operas and Telenovelas in the Digital Age: Global Industries, Hybrid Content, and New* Audiences, edited by D. I. Rios and M. Castaneda (in press).

"The Role of Stigma, Smoking, and the Tobacco Industry in Communication in Lung Internet Cancer Support Group." In *Talking Tobacco*: *Interpersonal, Organizational, and Mediated* Messages, edited by K. L. Walker, S. L. Esrock, and J. L. Hart. New York: Peter Lang, accepted for publication.

"Bridging the Health and Digital Divide in a Low Income Hispanic Community: Using
Community-Based Participatory Research to Advance Communities' Well-Being. In
Contemporary Case Studies in Health Communication: Theoretical and Applied
Approaches, edited by M. Brann, chapter 16. Dubuque, IA: Kendall Hunt, 2011.

"Content, Participants, and Dynamics in Online Discussion in a Lung Internet Cancer Support
Group: A Case Study." In *Cases on Online Discussion and Interaction: Experiences and
Outcomes.* edited by L. Shedletsky and J. E. Aitken. *IGI* Global 2010.

"La Comunidad Habla: Using Internet Community-Based Information Interventions to Increase
Empowerment and Access to Health Care of Low-Income Latino/a Immigrants."
Communication Education 59 (2010): 328-43.

"Reducing the Health and Digital Divides: A Model for Using Community-Based Participatory Research
Approach to E-Health Interventions in Low-Income Hispanic Communities." *Journal of Computer
Mediated Communication* (2010): 530-51 (lead article).

 "That Word, Cancer:" Breast Care Behavior of Hispanic Women in New Mexico. *Health Care
for Women International* 31 (2010): 68-87.

"Online Participation: A Content Analysis of Differences in Utilization of Two Online Cancer
Communities by Men and Women, Patients and Family Members." *Health
Communication* 23 (2008): 1-12 (lead article).
"Hispanic Women's Preferences for Breast Health Information." *Health Communication* 21
(2007): 223-33.

Lectures and Presentations

Bridging the Hegemonic Media Flow: Telenovelas in Israel. Presented at the National
Communication Association annual meeting, San Francisco, CA, November 2010.

There's always hope: Content, participants and dynamics of discussion in a lung cancer Internet
support group. Presented at the National Communication Association annual meeting,
San Francisco, CA, November 2010.

Charisma, conflict, and filling up the void: Different roles of moderators in online cancer support
groups. Presented at the National Communication Association annual meeting, San
Francisco, CA, November 2010.

 Communication about Clinical Trials in Online Forums. ASCO/NCI Cancer Clinical Trials
Meeting, Bethesda, MD, May 2010.
*"Communication in Online Cancer Support Groups." Invited talk at the Division of
Epidemiology, Department of Internal Medicine, University of New Mexico, February
2010.*

"Research of Health Disparities in Health Communication in New Mexico: The Promise of Community-Based Internet Interventions." Invited talk at the research meeting of NCI-funded researchers, October 2009.

"Coping with Women's Cancer: Type of Cancer, Coping Styles, and Perceived Importance of Information and Emotional Support from Physicians and from Nurses." International Communication Association annual convention, Chicago, IL, May 2009.

"Cancer-Related Uncertainty Management and Patient-Provider Communication: Exploring Perceptions of Women with Breast Cancer and Ovarian Cancer. Presented at the Western States Communication Association annual conference, Denver, CO, February 2008.

EUDALINE P. HELL (CIA)

Postdoctoral Fellow, Communication & Journalism
PhD, University of New Mexico, 2011

Education

Ph.D., Health Communication and Culture, University of New Mexico, July 2011

M.S., Communication, Education and Culture, Illinois State University, August 2007

B.A., Communication, Mass Media and French, Henderson State University, May 2005

Professional Experience

Post-Doctoral fellow, University of New Mexico, Albuquerque, NM, 2011 - present.

Instructor, Department of Communication, University of New Mexico, Albuquerque, NM, 2007-2011

Communication analyst, ASCOVIME, Yaounde, Cameroon, Africa, 2010

Co-director of Teaching Assistant Resource Center, University of New Mexico, Albuquerque, NM, 2009 - 2010

Speech Laboratory Assistant and Coordinator, Illinois State University, Normal, IL, 2006 - 2007

Co-investigator for Training and Development, Home Sweet Home Ministries, Bloomington, IL, 2006

Instructor, Communication Department, Illinois State University, Normal, IL, 2005 - 2007

Editor, International Office, Henderson State University, Arkadelphia, AR, 2003 - 2005

Honors and Professional Membership

Recipient of the Outstanding Graduate Student Teacher Award, University of New Mexico, 2011

Member of the National Communication Association, 2006 - 2011

Member of the Religious Communication Association 2010 - present

Conference Papers

"Cameroonian Health Care: A Metaphorical Approach." Presented at the National Communication Association Annual Conference, Chicago, IL, November 2009.

"A Frame Analysis of the African Birthing Crisis Through the Lens of Post-Colonial Theory."
     Paper presented at the Intercultural Health Communication Conference, Houston, TX,
     April 2008.
 "African Expectations of Immediacy in the College Classroom." Paper presented to the
     Ethnographic Qualitative Research in Education conference, Cedarville, OH, June 2007.
"An Assessment of Students' Critical Thinking Development in Illinois State University's Basic
     Communication Course." Paper presented at the National Communication Association
     Annual Conference, San Antonio, CA, November 2006.

Lectures, Presentations, and Workshops

"Experiential Learning as a Linking Strategy." Panel presentation to the Freshmen Learning
     Community Faculty Institute, University of New Mexico, Albuquerque, NM, 2010.
"Health and the Instructional Setting: Creation of Healthy Communities in the Classroom."
     Teaching Assistant Resource Center Workshop Series, University of New Mexico,
     Albuquerque, NM, 2010.
"Cameroonian Health Care System: Tension Between Traditional and Western Beliefs."
     Presented to the Learning Community Members of the BA/MD Interdisciplinary
     Program, University of New Mexico, Albuquerque, NM, 2009.

JUDITH E. HENDRY

Lecturer III, Communication & Journalism

PhD, University of Denver, 1994

Professional Experience

Lecturer III, Communication & Journalism, University of New Mexico, 1998 - present.

Faculty Undergraduate Advisor, Communication & Journalism, 2008 – present.

Scholarships Committee Chair, Communication & Journalism, 2001-2009.

Director, Mercer Speech Tournament, Communication & Journalism, 2001- present.

Chair, Communication Undergraduate Committee, Communication & Journalism, 2008 – present.

Outcome Assessment Coordinator, Communication & Journalism, 2008 – present.

Editorial Board, *Environmental Communication Yearbook,* 2004 – 2006.

Editorial Board, *Environmental Communication: A Journal of Nature and Culture*, 2007 – present.

Director, Core Course in Public Speaking, Communication & Journalism, 2000 – 2006.

Honors and Awards
Hall of Fame inductee—Las Placitas Association—for years of service to the preservation of open space, 2009

Publications

Communication and the Natural World. State College, PA: Strata Publishing, 2010.
 "Insisting on Persisting: The Nuclear Rhetoric of 'Stockpile Stewardship.'" *Rhetoric & Public Affairs* 11 (2008*): 303-34.*

"Public Discourse and the Rhetorical Construction of the Technospecter." *Environmental Communication: A Journal of Nature and Culture* 2 (2008): 302-19.

"Decide, Announce, Defend: Turning the NEPA Process into an Advocacy Tool rather than a Decision-making Tool." In *Communication and Public Participation in Environmental Decision Making: Advances in Theory and* Practice, edited by J. W. Delicath, S. P. Depoe, and M. F. Aepli. Albany, NY: SUNY Press*,* 2006.

Lectures and Presentations

"NIMBY, Inverted Quarantine, and GHOST: A Comparative Look at Constructions of Environmental Risk and Their Implications for Environmental Action." *Proceedings from the Conference on Environment and Communication,* 2009.

Convention Panel Respondent: "Scholar to Scholar III." National Communication Association, Chicago, IL, November 2009.

"Myth as Political Rhetoric: A Look at the Discourse of Stewardship in the Healthy Forest Initiative." *Proceedings from the Conference on Environment and Communication,* 2006.

Top Paper: "Mystery, Paradox, and Occupational Psychosis in the Stewardship Discourse of Nuclear Weapons." Presented at the National Communication Association Convention, Boston, MA, November 2006.

Co-Instructor, Short Course: "Teaching Environmental Communication." National Communication Association Convention, San Antonio, TX, November 2006.

Community Service

Volunteer in various capacities for organizations involved in regional planning, preservation of regional open space, water needs, and environmental issues generally. Includes serving on the Board of Directors of *Del Agua* Institute, the Las Placitas Association, and La Mesa Water Cooperative.

Founder and member of *Sage,* a 3-piece folk band that performs for local fundraisers and nonprofit organizations.

Advising

Committee member, PhD dissertations: Alice Loy (in progress); Jo Carter (completed)

Committee member, MA theses: Julianna Montoya (in progress); Nicole Abeyta (completed)

STEPHEN W. LITTLEJOHN

Lecturer II, Communication & Journalism

PhD, University of Utah, 1970

Professional Experience

Lecturer, Communication & Journalism, University of New Mexico, 2010 - present.
Adjunct Professor of Communication & Journalism, University of New Mexico, 1995 - present.

Communication Consultant, Domenici Littlejohn, Inc., 2000 – 2010

Emeritus Professor, Humboldt State University (service 1970 – 1996)

Honors

Paul Re Peace Prize, 2008, for "promoting peace, harmony, and goodwill among the people of the world."

Part-Time Instructor of the Year, Department of Communication & Journalism, 2009-2010.

Publications

Editor, *Festschrift* in honor of W. Barnett Pearce. In preparation.
"Moral Conflict," in *The Sage Handbook of Conflict Communication*, 2nd ed., edited by John Oetzel and Stella Ting-Toomey. Thousand Oaks, CA: Sage, 2012, forthcoming.
Theories of Human Communication, 10th ed. Long Grove, IL: Waveland Press, 2011.
Encyclopedia of Communication Theory. 2 vols. Thousand Oaks, CA: Sage, 2009.
"The Affirmative Turn in Strategic Planning," *OD Practitioner*, 39 (2007): 32-35.
Communication, Conflict, and the Management of Difference. Long Grove, IL: Waveland Press, 2007.
"Dialogue and the Discourse of Peacebuilding in Maluku, Indonesia," *Conflict Resolution Quarterly*, 23 (2006): 409-26.
Facework: Bridging Theory and Practice. Thousand Oaks, CA: Sage, 2006.
"A Facework Frame for Mediation." In *Handbook of Mediation: Bridging Theory, Research, and Practice*, edited by M. Hermann. Oxford, UK: Blackwell, 2006, pp. 228-46.
"Moral Conflict." In *The Sage Handbook of Conflict Communication*, edited by John Oetzel and Stella Ting-Toomey, pp. 395-417. Thousand Oaks, CA: Sage, 2006.

Lectures and Presentations

"Living in a World of Difference," London, March 24-25, 2011.

Five presentations in Jakarta, Semarang, and Jogyakarta, Indonesia, November 22-25, 2010.
"Communication and the Management of Difference," a workshop in Bilbao, Spain, July 2, 2010.
"Designing Talk for Change," a workshop in Rio de Janeiro, February 26-27, 2010.
"The Contributions of New Reference Works in Communication." Participated, as co-editor of the *Encyclopedia of Communication Theory*, in a roundtable about new reference works in communication. Presented at the National Communication Association convention, Chicago, IL, November 2009.

"Implement Basics: Fundamental Skills, Concepts, and Practice for Basic Group Facilitation," a workshop for consultants in Stockholm, Sweden, October 8, 2008.
"Advanced Facilitation Training," a workshop for consultants in Stockholm, Sweden, October 9, 2008.
"Difficult Dialogues: Core Group Refresher," a workshop for faculty and staff at the University of Nebraska, Omaha, August 20, 2007.
"Breaking Silence: Difficult Dialogues," a workshop for faculty and staff at the University of Nebraska, Omaha, May 15-19, 2006.

Grants

Grant from Waterhouse Family Institute for development of a web-based platform for simulating various communication futures. CMM Institute for Personal and Social Transformation, 2011, $10,000.

PAMELA LUTGEN-SANDVIK

Associate Professor, Communication & Journalism

PhD, Arizona State University, 2005

Professional Experience

Associate Professor, Communication & Journalism, University of New Mexico, 2006 – present.

Director PhD Program, Communication & Journalism, University of New Mexico, 2009 – 2011.

Faculty Senate, Representative for Communication & Journalism, University of New Mexico, 2006 – 2009.

Respectful Campus Policy Committee Member, Faculty Ad-hoc Committee, University of New Mexico 2007 – 2011.

Honors/Awards

2009 Book of the Year, *Destructive Organizational Communication: Processes, Consequences, and Constructive Ways of Organizing.* New York: Routledge. Awarded by Organizational Communication Division, National Communication Association, Chicago, November 2010.

2009 Article of the Year. "Intensive Remedial Identity Work: Responses to Workplace Bullying as Trauma and Stigma." *Organization*, Special Issue (Managing Identities in Complex Organizations), 15(2009): 97-119. Awarded by Organizational Communication Division, National Communication Association, Chicago, IL, November 2010.

2009 Top Paper. "Work as a Source of Positive Emotional Experiences and the Discourses Informing Positive Assessment." Awarded by Organizational Communication Division, National Communication Association, Chicago, IL, November 2010.

2008 Outstanding Scholarly Article in Applied Communication. "Take this Job and …: Quitting and Other Forms of Resistance to Workplace Bullying." *Communication Monographs* 73 (2008): 406-33. Awarded by Applied Communication Division, National Communication Association, Annual Conference, San Diego, November 2009.

2007 Distinguished Scholarly Article in Applied Communication. "Nightmares, Demons and Slaves: Exploring the Painful Metaphors of Workplace Bullying." *Management Communication Quarterly* 20 (2007): 148-85. Awarded by Applied Communication Division, National Communication Association, Annual Conference, Chicago, IL, November 2008.

Publications

"Answering Five Key Questions about Workplace Bullying: How Communication Scholarship Provides Thought Leadership for Transforming Abuse at Work." *Management Communication Quarterly* (forthcoming).

Destructive Organizational Communication: Processes, Consequences, and Constructive Ways of Organizing. New York: Routledge/Taylor & Francis, 2009.

"Work as a Source of Positive Emotional Experiences and the Discourses Informing Positive Assessment." *Western Journal of Communication 75*(2011): 3-29.

"Making Sense of Supervisory Bullying: Perceived Powerlessness, Empowered Possibilities." *Southern Communication Journal* 76 (2011): PP??

"Active and Passive Accomplices: The Communal Character of Workplace Bullying." *International Journal of Communication* 4,(2010): 343-73.

"The Constitution of Employee Abusive Organizations: A Communication Flows Theory." *Communication Theory* 18 (2008): 304-33.

"Intensive Remedial Identity Work: Responses to Workplace Bullying as Trauma and Stigma." *Organization Special Issue* (Managing Identities in Complex Organizations) 15 (2008): 97-119.

"But Words Will Never Hurt Me: Abuse and Bullying at Work, a Comparison Between Two Worker Samples." *Ohio Communication Journal* 45 (2007): 27-52.

"Burned by Bullying in the American Workplace: Prevalence, Perception, Degree, and Iimpact." *Journal of Management Studies* 44 (2007): 835-60.

"Take this Job and …: Quitting and Other Forms of Resistance to Workplace Bullying." *Communication Monographs* 7 (2006): 406-33.

"Nightmares, Demons and Slaves: Exploring the Painful Metaphors of Workplace Bullying." *Management Communication Quarterly* 20 (2006): 148-85.

Lectures and Presentations

"The Power of Positive Emotions to Transform Organizations." Foraker Group, Leadership Summit, Anchorage, AK, September 20 and 21, 2010.
"Positive Emotions and Personal Power: How Feeling Good Unlocks Potential." Foraker Group, Leadership Summit, Anchorage, AK, September 20, 2010.
"Case Management With Adults Bullied at Work: Understanding and Responding to Workplace Bullying." Case Management Society of America, Albuquerque, NM, October 2, 2009.

"Workplace Bullying: What It is and What to Do about It." Eighth annual Administrative Professionals Conference, UNM Continuing Education, Albuquerque, NM, April 22, 2009.

"Workplace Bullying in the United States: Prevalence, Resistance, and Identity" Project for Wellness and Work-Life; Hugh Downs School of Human Communication. Tempe, AZ, October 13, 2008.

"The Emergence of Workplace Bullying in Organizations and How Organizations Might Respond." Sandia National Laboratories, Albuquerque, NM, August 11, 2008.

"Workplace Bullying." University of New Mexico Administrative Professionals, Administrative Professionals Day, Keynote Speaker, June 17, 2008.

"Workplace Bullying in the United States: Prevalence, Resistance, and Emotions." 6th International Conference on Workplace Bullying." Montreal, Quebec, June 6, 2008.

"Workplace Bullying: What's Leadership Got to Do With It?" 19th Annual Diversity Forum, Albuquerque, NM, April 24, 2008.

"Workplace Bullying: Causes, Consequences, and Interventions." Special presentation for College Deans, Department Chairs, FDR Faculty Mediators, and Faculty Senators. Sponsored by the Faculty Dispute Resolution Center and the Office of the Provost, University of New Mexico, October 17, 2007.

"Workplace Bullying: How Targets Present and Potential Ways to Advise and Counsel Them." UNM Counseling and Referral Services (CARS), August 7, 2007.

"What You Should Know about Bullying and Harassment." UNM Women's Resource Center, September 19, 2007.

"Workplace Bullying: Causes and Consequences." UNM Counseling and Referral Services (CARS), March 23, 2006.

"What Kind of Woman Are You?" A Forum on Gendered Violence. Feminist Research Institute, University of New Mexico, February 6, 2006.

"Pain and Suffering: Emotional Abuse and Bullying at Work." Colloquium, Department of Communication & Journalism, UNM, March 29, 2006.

Advising

Committee member/chair, PhD dissertations in progress: Susan Arsht, Carmen Lowry, Consolata Mutua, Wendy Hines, Julie Lucero, Sasha Arjannikova, Willow Jackson-Anderson, Angela Putman, Jessica Nodulman, Ashley Archiopoli, Audrey Riffenburgh,

Committee member/chair, MA theses in progress: Miwa Kimura, Qingjing Xu, Siobhan Kilbride, Camille Valerde, Stacey Overholt

Committee chair, PhD dissertations completed, 2006 – present: Martina H. Myers.

Committee member, PhD dissertations completed, 2006 - present: Courtney Fletcher.

Committee chair, MA theses completed, 2006 – present: Elijah Murphy, Jennifer L. Caswell, Shannon Guess,

Committee member, MA theses completed, 2006 – present: Rachel Stohr, Amber S. Davies-Sloan, Laura Burton, Sonia Gomez, Zheng An.

TEMA MILSTEIN

Assistant Professor, Communication & Journalism

PhD, University of Washington, 2007

Professional Experience

Assistant Professor, Communication & Journalism, University of New Mexico, 2007 – present.

Affiliated Faculty. *Sustainability Studies Program*. University of New Mexico. 2007 - present.

Board Member. *Collaborative for Foodshed Development*. University of New Mexico. 2010 - present.

Executive Board Member. *Women Studies Program*. University of New Mexico. 2007 - 2010.

Honors

Fulbright Scholar. Study title: New Zealand Ecotourism Communication Practices and Sustainability. Spring 2012.

Outstanding New Teacher of the Year Award. University of New Mexico. 2011.

Christine L. Oravec Award for Outstanding Scholarship in Environmental Communication, 2009. National Communication Association award for top published Environmental Communication scholarship.

Publications

"Communicating a 'New' Environmental Vernacular: A Sense of Relations-in-Place." *Communication Monographs* 78 (2011): in press.

"Nature Identification: The power of Pointing and Naming." *Environmental Communication: A Journal of Nature and Culture* 5 (2011): 3-24.

Hispanic Environmental Meanings and Messages: Report to Conservation Voters of New Mexico and The Wilderness Society on research findings of the Connecting Community Voices study. Albuquerque: University of New Mexico, 2010.

"Calling All Artists: Moving Climate Change From My Space to My Place." In *Social Movement to Address Climate Change: Local Steps for Global Action*, edited by D. Endres, L. Sprain, and T. R. Peterson, pp. 53-80. Amherst, NY: Cambria Press, 2009.

"Step It Up! and Image Politics in the Pacific Northwest." In *Social Movement to Address Climate Change: Local Steps for global Action,* edited by D. Endres, L. Sprain, and T. R. Peterson, pp. 281-308. Amherst, NY: Cambria Press.

"Environmental Communication Theories." In *Encyclopedia of Communication Theory,* edited by Stephen W. Littlejohn and Karen A. Foss, pp. 344-49. Thousand Oaks, CA: Sage, 2009.

"'Somethin' Tells Me It's All Happening at the Zoo:' Discourse, Power, and Conservationism." *Environmental Communication: A Journal of Nature and Culture* 3 (2009): 25-48.

"Oppositional Discourse in Israeli Media: Reflections of Multiple Cultural Identities in Coverage of the Rabin-Arafat Handshake. *Howard Journal of Communications* 20 (2009): 353-69.

"When Whales "Speak for Themselves": Communication as a Mediating Force in Wildlife Tourism." *Environmental Communication: A Journal of Nature and Culture* 2 (2008): 173-92. Recipient of the 2009 Christine L. Oravec Award for Outstanding Scholarship in Environmental Communication, National Communication Association.

"The Nature Inside our Heads: Exploring Possibilities for Widespread Cultural Paradigm Shifts about Nature." *Drain: Journal of Contemporary Art and Culture,* 10 (2008):

"Human Communication's Effects on Relationships with Animals. In *Encyclopedia of Human-Animal relationships: A Global Exploration of our Connections with Animals,* edited by M. Bekoff (Vol. 3), pp. 1044-1054. Westport, CT: Greenwood, 2008.

Lectures and Presentations
"Banging on the Divide: Cultural Reflection and Refraction at the Zoo*."* National Communication Association, New Orleans, LA, November 2011.

"The Gynocentric-Androcentric Dialectic: Gendering Nature in Ocean and Forest Contexts." In the panel, "Environmental Dialectics: Exploring the Material-Symbolic Tensions of Human-Nature Relations." Conference on Communication and Environment, El Paso, TX, June 2011.

"Communication Strategies in Mexican Gray Wolf Reintroduction." In the panel, "The Challenge of Mexican Wolf Recovery: Multi-Disciplinary Perspectives of Key Players." University of New Mexico Law School, March 2011.

"Connecting Community Voices: Using Latino/a Critical Race Theory to Analyze Environmental Justice Coalitions in New Mexico." Western States Communication Association, Monterey, CA, February 2011. Top Paper, Environmental Communication Division

"Transcorporeal Tourism: Whale Watching, Fetus Watching, and the Rupturing and Reinscribing of Cultural Constraints." National Communication Association, San Francisco, CA, November 2010. Top Paper, Environmental Communication Division

"Relations-in-Place: Identifying an Ecocultural Premise." National Communication Association, San Francisco, CA, November 2010.

"Challenges and Benefits of Community-Based Participatory Action Research: A Case of Collaboratively Examining Environmental Struggles in New Mexico." National Communication Association, San Francisco, CA, November 2010.

"La Resolana: An Exploration of a New Narrative Paradigm in the Connecting Community Voices Collaboration." National Communication Association, San Francisco, CA, November 2010.

"Pan-American Nature: Culture, Communication, and Borderland Whales." Pan-American Round Table (PART), Albuquerque, NM, February 2010.

"Environmental Communication and Community Participatory Action Research with US Southwest Hispanic Communities." National Communication Association, Chicago, IL, November 2009.

"Critical Directions and Emerging Theoretical Trends: Environmental Communication Five Years Out." National Communication Association, Chicago, IL, November 2009.

"Connecting Communities Through Environmental Communication and Empowerment: Examining Local Hispanic Environmental Meaning Systems in the US Southwest." Conference on Communication and Environment, Portland, ME, June 2009.

"Orcas and 'Dorcas': The Cultural Limits to Expressing Emotional Connection with Nature." Conference on Communication and Environment, Portland, ME, June 2009.

Ideology in Environmental Communication." University of New Mexico Cultural Studies Panel (What is Ideology?), Albuquerque, NM, October 2009.

"Whale of a 'Show' or 'Encounter?': Lived Metaphor and Eco-Cultural Experience." National Communication Association, San Diego, CA, November 2008.

"Ecocultural Conversations: Killer Whale Tales and Other Discourses of Human-Nature Relations." Featured speaker at UNM's Communication & Journalism Department Colloquium, Albuquerque, NM, September 2008.

"Animal Discourse: Reflexively Redirecting Human-Nature Relations." Paper presented as invited response to Marc Bekoff lecture, "Animal Passions and Beastly Virtues:

Reflections on Redecorating Nature,"University of New Mexico Law School," February 2008.

"Watching Endangered Orcas: The Role of Communication in Balancing Marine Tourism and Sustainability." International Coastal and Marine Tourism Congress, Auckland, New Zealand, September 2007.

"When 'There are No Words' and When Whales 'Kind of Speak for Themselves:' An Ethnographic Exploration of Communication as a Mediating Force in Canada and U.S. Whale Watch Tourism." Conference of Communication and Environment, Chicago, IL, June 2007. Conference's Highest Rated Refereed Paper.

"From Pointing and Naming to Speaking for Whales: A Study of Communicative Acts as They Inform Human-Nature Relations." Conference of Communication and Environment, Chicago, IL, June 2007.

The Nature Inside Our Heads: Exploring Possibilities for Widespread Cultural Paradigm Shifts about Nature." Cultural Studies Association, Portland, OR, April 2007.

"Survive, Critique, and Create: Guideposts for Promoting Social Justice and Environmental Justice Through Radical Pedagogy, Eco Pedagogy, and Public Scholarship." Western Speech Communication Association, Seattle, WA, February 2007.

"Somethin' Tells Me It's All Happening at the Zoo:' Discourse, Power, and Conservationism in the Contemporary Zoo. "National Communication Association, San Antonio, TX, November 2006. First Place Top Paper, Environmental Communication Division

Advising

PhD committee member/chair: Ricky Hill, Alice Loy, Tatjana Rosev, Brandi Lawless, Santhosh Chandrashekar, Lissa Knudsen, Lex Pulos, Antonio Lopez (Prescott College).

MA committee member/chair: Kenneth Lythgoe, TJ Martinez, Brian Andrews, Lora Roberts, Brendan Picker.

Committee member, PhD dissertations completed, 2006 - present: Claudia Anguiano, Elizabeth Dickinson.

Committee Member, MA thesis/project completed, 2006 - present: Michael Redondo.

ILIA RODRIGUEZ

Associate Professor, Department of Communication & Journalism

PhD, University of Minnesota, 1999

Professional Experience

PhD Graduate Director, Communication & Journalism, University of New Mexico, Summer
2011 - present.

Associate Professor, Department of Communication & Journalism, University of New Mexico,
2009 - present.

Assistant Professor, Department of Communication & Journalism, University of New Mexico,
2003 - 2009.

Honors

Selected as a member of AEJMC's Task Force on Spanish-language Media, May 2011.

Invited by Dart Center for Journalism and Trauma as UNM representative to participate in the
workshop "Teaching Border Reporting," University of Arizona, Oct. 1-3, 2010.

Outstanding Service Award to Vice Head/Program Chair of the Division of Minorities and
Communication, Association for Education in Journalism & Mass Communication,
August 2010.

Teaching Award presented by the Communication Graduate Student Association, Department of
Communication & Journalism, University of New Mexico, May 2010.

Distinguished Service Award, Division of Minorities and Communication, Association for
Education in Journalism & Mass Communication, August 2009.

"Best Teacher" and "Most Encouraging Teacher" Awards presented by the Communication
Graduate Association, Department of Communication & Journalism, The University of
New Mexico, May 2009.

Outstanding Faculty Award presented by The Project for New Mexico Graduates of Color
(PNMGC), The University of New Mexico, May 2009.

Distinguished Service Award, Division of Minorities and Communication, Association for
Education in Journalism & Mass Communication, August 2008.

Outstanding Faculty Award presented by The Project for New Mexico Graduates of Color (PNMGC), The University of New Mexico, May 2008.

Best Teacher Award presented by the Communication Graduate Association, Department of Communication & Journalism, University of New Mexico, April 2008.

Nomination for Outstanding Teacher of the Year Award, College of Arts & Sciences, University of New Mexico, Spring 2007.

Publications

"Border Writing Against Literary Whiteness: The Afro-Puerto Rican outcry of Piri Thomas." *Bilingual Review* (Fall 2011), forthcoming.

"Desde las fronteras raciales de dos casas letradas: Habla Piri Thomas." *Revista Iberoamericana* 75 (2009): 1199-22.

"El valor de la investigación histórica para la teorización sobre la prensa 'étnica' en los Estados Unidos: El caso del periodismo en español de Nueva Orleans." *Razon y Palabra. Primera Revista Electrónica en América Latina Especializada en Comunicación* [on-line serial] 63 (July 2008).

"Telling Stories of Latino Population Growth in the United States: Narratives of Inter-Ethnic Conflict in Mainstream, Hispanic and African-American Newspapers." *Journalism: Theory, Practice and Criticism* 8 (2007): 568-85.

"The Spanish-Language and Bilingual Press of New Orleans in the Crosscurrents of Journalistic Trends in the 19th and early 20th Centuries." *Louisiana Communication Journal* 8 (2006): 42-57.

Lectures and Presentations

"Narratives of Progress in Times of Optimism and Faith in Industrial Development: Press Coverage of Operation Bootstrap in Puerto Rico." Presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Denver, CO, August 2010.

"Media Discourses and Multicultural Imaginaries." Invited speaker for the 2008 - 2009 Colloquium Series sponsored by the UNM Department of Communication & Journalism, February 2009.

"Narratives of Latino Population Growth in the Popular Press*: Imaginaries of a Black/Hispanic Conflict.*" Presented at a session on Afro-Latino Cultural Studies sponsored by the Department of Modern Languages and Literatures, University of Vermont, Burlington, VT, April 2008.

"News Discourses on Latino Population Growth." Invited talk for El Centro de la Raza's brown bag series for faculty, University of New Mexico, November 2008.

"Contesting Ideologies of Press Freedom in Ricardo Flores Magón´s Journalistic Writing (1904-1922). Presented at the Recovering the U.S. Hispanic Literary Heritage Project Conference: The Bicentennial of Hispanic Newspapers in the United States, Houston, Texas, November 2008.

"Liberal Racism in Academic Institutions." Presented at the annual meeting of the American Studies Association, Albuquerque, NM, October 2008.

Regeneración *(1904-1918) and the Spanish-language anarchist press in the U.S.: Challenging U.S. exceptionalism.* Presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Chicago, IL, August 2008.

" Immigrant Women Braving Cultural Isolation: Ethnographic Research and Theoretical Insights on Dialogic Communication." Paper presented at the annual meeting of the International Communication Association, Montreal, Canada, May 2008.

"La prensa afroamericana ante la movilización de los inmigrantesen el 2006: Narrativa periodística y relaciones interraciales en los Estados Unidos" ["African-American Press Coverage of the 2006 Immigrant Marches: News Narratives and Interracial Relations in the United States"]. Paper presented at the annual meeting of the Asociación Mexicana de Estudios Caribeños [Mexican Association for Caribbean Studies], Veracruz, Mexico, April 2008.

"The Relevance of Historical Research for the Theorization of Ethnic Press Models." Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Washington, D.C., August 2007.

"Building Bridges Between Educators and Journalists." Panel presentation at the 2007 SPJ Regional Conference in Salt Lake City, UT, March 2007.

Participant in the PMGC Critical Issues Roundtable: "Women of Color in the Academia." Invited by The Project for New Mexico Graduates of Color, September 2007.

"Doing Research with Latina Immigrants." Presentation to the graduate seminar in research methods in Women Studies. Women Studies Graduate Certificate Program, University of New Mexico, Albuquerque, NM, April 2007.

"Missing Accents: A Portrait of a Spanish-Language Editor in a Mainstream News Organization." Presented at the cross-disciplinary conference "Politics of Language: The invisible majority of the Southwest, University of New Mexico, Albuquerque, NM, October 2006.

" *Latino Anarchist Journalists in the U.S. and Their Critique of the Nascent Industrial Society (1900-1918)." Presented at the Latin American Studies Association national conference in San Juan, Puerto Rico, March 2006.*

Participant at the *NewsTrain* editing workshop for journalists and educators sponsored by The Associated Press Managing Editors at *The Albuquerque Journal*, Albuquerque, NM, June 2006.

 Guest speaker for the Albuquerque Press Women panel, "Trends in Journalism Education Programs in New Mexico," Albuquerque, NM, June 2006.

Advising

Committee member/chair, PhD dissertations in progress: Sarah Holmes, Santhosh Chadrashekar, Jelena Petrovic, Marisa Garcia Rodriguez, Anjana Mudambi, Kristen Cole, Jessica

Nodulman, Chad Perry, Consolata Mutua, Sasha Arjannikova, Susan Scheller-Arscht, Cleophas Muneri, Taura Mangone, Willow Jackson-Anderson, Dani Jones-Kvam, Justin Delacour (Polski), Manuel Burgos (Linguistics), Hector Contreras (Spanish)

Committee member/chair, MA theses in progress: Krystal Zaragoza, Hakim Bellamy

Committee chair, PhD dissertations completed, 2006 - present: Haibin Dong, Bhavana Upadhyaya, Melissa Curtin, Anchalee Ngampornchai.

Committee member, PhD dissertations completed, 2006 - present: Chie Torigoe, Sachi Sekimoto, Abdissa Zerai, Hannah Oliha, Iliana Rucker, Ruben Ramirez, Martina Myers, Dyvia Sreenivas, Natasha Howard (LLSC), Carmen J. Holguin (Spanish)

Committee chair, MA theses completed, 2006 - present: Elaine Baumgartel, Mary Melville, Santhosh Chandrashekar.

Committee member, MA theses completed, 2006 - present: Carolina Ramos, Marne Austin, Vonnie Feng, Sayuri Arai, Amber Davies-Sloan, Kendall Speten, Nicole Gillespie, Sara Dolan.

Chair/Committee member Honor's theses, 2006 - present: Julie Medina, Christina Vehar

RICHARD J. SCHAEFER

Associate Professor, Communication & Journalism

PhD, University of Utah, 1992

Professional Experience

Assistant and Associate Professor, University of New Mexico. 1996 - present.

Assistant Professor, Department of Journalism, Texas A&M University, College Station, TX, 1991 - 1996.

Teaching and Research Assistant, University of Utah, 1984 - 1990.

Principal writer for interactive videodisk project and production consultant for WICAT Systems, Orem, UT, 1983 - 1984.

Field Team producer on four documentary film projects for the BBC, 1983.

KUTV Television, Salt Lake City, UT. Editor and co-producer for evening newscasts. 1980 - 1983.

Salt Lake Art Center, First Filmmaker in Residence at Arts Center, Salt Lake City, UT, 1979.

Honors and Awards

Scholars in Action Award, Project for New Mexico Graduates of Color and the Office of Equity and Inclusion, 2011. Ten UNM scholars whose research assists people of color are chosen each year.

"Louie" Student Service Provider Award Faculty Nominee, by UNM Student Affairs, 2011.

One of four Invited lecturer/presenter on immigration issues for Tec de Monterrey, Estado de México's "Week of the Humanities." Provided six hours of research presentations during the week including "Central American Migration," "Migration Economics," and "Backpack Journalism," March 2010.

U.S. Press Women's Association and New Mexico Press Women Association awards for the 2008 radio documentary, *Perspectives on Mexican Immigration*, Richard J. Schaefer and Carolyn Gonzales, executive producers and reporters. Second-place award for best long-format radio journalism produced in the United States in 2008, and first-place award for best long-format radio journalism report produced in New Mexico in 2008.

Publications

"Human Trafficking and the Southwest Border." In *Border Trafficking*, edited by Susan Tiano. London: Ashgate Press, in press.

"Controversy on the Airwaves: Public Diplomacy, Portraying America, and Public Outreach Through the *Voice of America* Uzbek Service." *Central Asia and the Caucasus: Journal of Social and Political Studies* 11 (2010): 110-25.

Writing for the Media (digital book). Dubuque, IA: Great River Technologies, 2010.

"Trends in Network News Editing Strategies From 1969 Through 2005." *Journal of Broadcasting & Electronic Media* 53 (2009): 347-64.

Creative Work

"Indigenous Architecture Series." Editor on 10 NEH-funded presentations by Native American architects at UNM, completed May 2011. Zimmerman Library – Web.

"Sealing the Southwest Border: Accounts from Hidalgo and Cochise Counties." Multimedia report posted to CBIG Website, published in January 2011: http://cbig.unm.edu/

Red Migrante. Invited guest, along with Carolyn Gonzales and CBIG exchange students, on one-hour syndicated non-commercial radio programs taped in the Canal Tres studios in Cuernavaca, Mexico, July 2009, June 2008, July 2007.

Perspectives on Mexican Immigration. Cross-Border Issues Group (2008, Nov. 23.). Executive producer and reporter, along with Carolyn Gonzales, on one-hour radio documentary that presented Mexican and indigenous perspectives on migration. Student reporters Jennifer Vieth, Christina Lovato and Maggie Ybarra also produced material for the Cross-Border Issues Group documentary. (Aired on KUNM-FM and the public radio exchange). Winner NM Press Women best radio documentary for 2008 and runner-up in National Press Association long-format radio competition in 2008.)

Public radio pieces, Cross-Border Issues Group (2007, Oct.-Nov.). Executive producer and reporter for five extended (5-7 minute) public radio reports on Mexican migration to the United States that aired on public radio in October 2007.

Lectures and Presentations

"Conducting Journalism Exchange Programs in Migratory Hot Spots." Competitive paper presented to the International Association of Mass Communication Researchers annual convention, Istanbul, Turkey, July 2011.

"Albergues and Border Crossers: Difficulties Confronting Migrants." Invited presentation to New Mexico Graduates of Color by Scholars in Action award winners, Albuquerque, NM, March 24, 2011.

"Casa de Migrante: Lecheria Albergue." Competitive paper delivered to the Latin American
Crises and Opportunities Conference, Riverside, CA, April 2010.

"Indigenous Immigration, Language and Assimilation." Paper presented to the Mass
Communication Division at the National Communication Association Annual
Convention, Chicago, IL, November 2009.

"Migratory Challenges to Indigenous Language and Culture." Competitive paper presented at
the International Symposium on Indigenous Language Policy Research in Albuquerque,
NM, April 2009.

"The Media and the Financial Crisis." A presentation at the University of New Mexico School of
Law Financial Crisis Symposium, Albuquerque, NM, October 2008.

"Navajo Migratory Experience." Paper presented at the Second Intercultural Congresso, Mexico
City, Mexico, October 2008.

"Echoes of Mexican Migration." Invited 90-minute documentary presentation,University of New
Mexico Immigration Symposium, Albuquerque, NM, October 2008.

"Teaching Digital Media at a Public Commuting University." Invited presentation to the New
Mexico Media Industries Conference, Albuquerque, NM, February 2007.

"A Time Series Analysis of Network News Editing Strategies From 1969 through 2005." Competitive
paper presented to the Radio-Television Journalism Division at the AEJMC annual convention in
San Francisco, CA, August 2006.

Grants

Challenging Invisibility: Asian Immigrants in Albuquerque. Funded by New Mexico Asian
Family Center (appox. $1,000), Institute for Culture, Communication and Change ($899),
UNM Office of Student Affairs ($750), and CBIG ($750).

FIPSE: VITAL Exchange Program Grant (2008-2010). Federal Fund for Improvement in Post-
Secondary Education Grant to bring Canadian and Mexico students to the University of
New Mexico and send UNM students to Canada and Mexico to study water issues, in
conjunction with the University of Iowa:, with approximately $50,000 in UNM funding.

Center for Regional Studies several research grants of approximately $15,000 to support Cross-
Border Issues Group research activities, 2009 – 2012.

Additional grants, Cross-Border Issues summer journalism exchange program:

- University of New Mexico Office of the Vice President for Student Services grants
totaling approximately $12,000 to support the CJ 393: Cross-Border Issues: In-depth

journalism exchange program, 2007 – 2010.

- UISFL (Dept. of Education) grants of $3,820 in 2009 and 2010 administered through Latin-American Iberian Institute to support CJ 393: Cross-Border Issues: In-depth journalism exchange program.

UNM News Bureau in Washington: Faculty Advisor for the Talk Radio News Service / Young American Broadcasters Internships in Washington, DC. Program annually provides approximately $82,000 for scholarships, stipends, and living allowances to New Mexico students interning in Washington, D.C., 2009 – present. Funding provided by UNM Office of the President and New Mexico Broadcasters Association.

University of New Mexico Office of the Vice President for Student Services Grant of $2,000, UNM Arts and Sciences Special Projects Grant of $3,102, and Universidad Fray Luca Paccioli Grant of $2,500 for course entitled "Cross-Border Issues: In-Depth Journalistic Experiences," based on an exchange program between the University of New Mexico and Universidad Fray Luca Paccioli in Cuernavaca, Mexico.

SafeTeen New Mexico Grant (2008) of $2,500 for assessment survey of SafeTeen Safe Driving Module in New Mexico high schools. Research Development Grant and SafeTeen New Mexico grants (2007) for $3,000 to graduate students Santhosh Chandrashekar and Laura Burton to conduct a survey evaluating the SafeTeen Safe Driving Program in Albuquerque high schools.

University of New Mexico TAS Grant (2006), $2996. For multi-camera remote Web broadcasting using laptops and digital cameras.

Advising

Committee chair/member: PhD dissertations/MA theses in progress: Jelena Petrovic, Alexis Pulos, Zhibin Hong, Uriel Lapcvic, Kirby Witten-Smith, Carolyn Gonzales

Committee chair/member: PhD dissertations completed, 2006 - present: Divya Sreenivas

Committee chair/member: MA theses completed, 2006 - present: Lorena Sanchez, Bodi Li, Laura Burton.

PAVEL SHLOSSBERG

Postdoctoral Fellow, Communication & Journalism

PhD, Columbia University, 2008

Professional Experience

Postdoctoral Fellow, Department of Communication & Journalism, University of New Mexico, Albuquerque, NM, 2011 – present.

Adjunct Assistant Professor, Department of Media, Culture, and Communication, New York University, New York, NY, 2010 – 2011.

Lecturer, Departments of Media Studies and Sociology, University of Virginia, Charlottesville, VA, 2009 – 2010.

Education

Ph.D., Communications, Columbia University, New York, NY, 2008.

Dissertation: "A Tale of Two Tales: Artisans, Transnational Folklore, Cultural Hierarchies, Social Exclusion, Rural Poverty, and Petty Capitalism in Michoacan, Mexico," sponsored by Michael Schudson.

B.A., English, cum laude, Williams College, Williamstown, MA, 1996.

Honors and Awards

University of New Mexico, Postdoctoral Fellowship, 2011 - 2012.

"Top 4 Paper," Eastern Communication Association Conference, Philadelphia, PA, 2009.

Columbia University Graduate School Fellowship, 2000 - 2003, 2006

Dissertation Fieldwork Grant, Columbia University, 2004 – 2006 ($15,000)

James W. Carey Fellowship, Columbia University, 2001 ($10,000)

H.R. Young Graduate Scholarship, Columbia University, 2000 ($15,000)

Publications

Indian Arts and the Politics of Race, Class, and Culture in Central Mexico. Book manuscript in preparation; proposal to be submitted to Duke University Press.

"Ritual Clowns, Media Cultures, the Performance of Festival Dances, and the Negotiation of Inequalities in Michoacan, Mexico." To be submitted to *Text and Performance Quarterly.*

"The Concurso Artesanal and the Cultural Politics of Indigenous Authenticity in Michoacan, Mexico." To be submitted to *The Journal of Latin American and Caribbean Anthropology*.

"Cultural Diversity? UNESCO, Global Governance, and the 'Convention for the Safeguarding of Intangible Heritage.'" Book Review in preparation: *Global Indigenous Media: Cultures, Poetics, and Politics*, edited by Pamela Wilson and Michelle Stewart. To be submitted to *Visual Anthropology Review*.

"James Carey, the Devil and His Masks, Journalism, and the Shepherd's Play in Michoacan, Mexico." *Cultural Studies* 23: 2 (2009): 262-82.

"Reading Memoir, Revisiting the Personal: Ethnography and Method." *Souls: A Critical Journal of Black Politics, Culture, and Society,* special issue on Identity, Inequality, and Race, 5:2 (2003): 123-31.

"James Carey, the Devil and His Masks, Journalism, and the Shepherd's Play in Michoacan, Mexico." In *James Carey: Critical Dialogues in Media Studies*, edited by Frank Moretti, under review with Columbia University Press, 2011.

Day of the Dead in the USA: The Migration and Transformation of a Cultural Phenomenon, by Regina M. Marchi. *Cultural Studies* 26: 1 (2012), in press.

"Harold Adams Innis and Marshall McLuhan, by James W. Carey," Multimedia Study Environment, Columbia Center for New Media Teaching and Learning (http://ccnmtl.columbia.edu/projects/mmt/mcluhan/), login: medium; password: carey64.

Lectures and Presentations

"James Carey, the Devil and His Masks, Journalism, and the Shepherd's Play in Michoacan, Mexico." Eastern Communication Association Conference, Philadelphia, PA, 2009. Top Four Paper.

Panel, "Religion, Politics, and Identities in Motion: Ethnohistoric, Media Studies, and Anthropological Scholarship on Performative Mesoamerican Rituals." Convened at American Anthropological Association Conference, Philadelphia, PA, 2009.

"Ritual Clowns, Media Culture, and the Performance of Festival Dances in Michoacan, Mexico." Presented at the American Anthropological Association Conference, Philadelphia, PA, 2009.

"The Shepherd's Play, Media Icons, Mass Entertainment, and Popular Religion in Michoacan, Mexico." Poster session presented at the International Communication Association Conference, Chicago, IL, 2009.

"Indigenous Mexican Mask Artists, Ethnic Art Market Elites, Exclusionary Racial Norms, and the Cultural Politics of Authenticity in the United States and Mexico." Presented at the National Association for Chicana and Chicano Studies Conference, Rutgers University, New Brunswick, NJ, 2009.

"Judgment Days: Indian Tales at the Concurso Artesanal in Uruapan, Mexico." Invited presentation, Graduate Seminar in Critical Theory: Race and Ethnicity, Department of English, University of Virginia, Charlottesville, VA, 2010.

"Indigenous Masquerades, Ethnic Art Discourses, Media, Politics, Markets, and the Reproduction of Racial Stratification in Mexico and the United States," Invited presentation, Dissertation Research Workshop, Communications Ph.D. Program, Columbia University, New York, NY, 2009.

Teaching and Related Experience

Fall 2010- Spring 2011

New York University, New York, NY

"Senior Seminar: Ethnic and Racial Authenticity,"

Department of Media, Culture, and Communication

"Introduction to Human Communication and Culture,"

Department of Media, Culture, and Communication

Summer 2010

University of Virginia, Charlottesville, VA

"Sociology of Consumption," Department of Sociology

Spring 2010

University of Virginia, Charlottesville, VA

"Media History," Department of Media Studies

"Global Media Policy," Department of Media Studies

"Sociological Perspectives on Whiteness," Department of Sociology

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University of Virginia, Charlottesville, VA

"Race and the Media," Department of Media Studies

"Media Anthropology," Department of Media Studies

"American Society and Popular Culture," Department of Sociology

KAREN L. SCHMIDT

Lecturer III, Department of Communication & Journalism

PhD, Arizona State University, 1991

Professional Experience

Lecturer III, Department of Communication & Journalism, University of New Mexico, Albuquerque, NM, 2010 – present.

Adjunct faculty, Department of Communication & Journalism, University of New Mexico, Albuquerque, NM, 2008 - 2010.

Adjunct faculty, Department of Humanities & Communication, Monterey Peninsula College, Monterey, CA, 2003 - 2008

Adjunct faculty, Department of Humanities & Communication, California State University at Monterey Bay, Seaside, CA, 2003-2006

Courses Taught (2006-present)

Introduction to Communication (lecture section, 100+ students)

Small Group Communication

Intercultural Communication

Communication Ethics

Business and Professional Speaking

Cooperative Argumentation

Professional Communication

Public Speaking/Freshman Learning Community; "Society and Inequality" (public speaking and sociology)

Current Service

Associate Director for the Graduate Program, Fall 2010 – present.
Course Coordinator for Nonverbal Communication
Undergraduate Student Committee
Western States Communication Association Planning Committee

JANICE ELLEN SCHUETZ

Professor, Department of Communication & Journalism

PhD, University of Colorado, 1975

Professional Experience

Professor of Communication, University of New Mexico

Chair's Advisory Communication, Department of Communication & Journalism, 2009 - 2011

Undergraduate Advisor in Communication, 2006 - 2007

M.A. Advisor in Communication, 2007 - 2009

University Curriculum Committee, 2006 - 2009

University Undergraduate Committee, 2006 - 2009

University Mentoring Committee, 2006 – 2009

Publications

"Strategic Maneuvering in *Boumediene v. Bush." Cogency: Journal of Reasoning and Argumentation* 5, forthcoming 2011.

"Rationalizing Torture at Abu Ghraib." In *The Functions of Argument in Social Context*, edited by Dennis S. Gouran, Washington, DC: Douglas Publishers, 2010.

"Definitional Arguments in *Kitzmiller v. Dover. Argument and Social* Change, edited by Scott Jacobs. Washington: D.C.: Douglas Publishers, 2009.

"Rhetorical Imprints in the Guadalupe Controversy. *Religion as Art: Guadalupe, Orishas, and Sufi,*" edited by Steve Loza. Albuquerque, NM: University of New Mexico Press, 2009.

"Religious Communication Theory." In *Encyclopedia of Communication Theory,* edited by Stephen W. Littlejohn and Karen A. Foss., pp. 847-50. Thousand Oaks, CA: Sage, 2009.

"Political Communication Theory." In *Encyclopedia of Communication Theory,* edited by Stephen W. Littlejohn and Karen A. Foss, pp. 757-61. Thousand Oaks, CA: Sage, 2009.

"Argumentation Theory." In *Encyclopedia of Communication Theory*, edited by Stephen W. Littlejohn and Karen A. Foss, pp. 40-45. Thousand Oaks, CA: Sage, 2009.

"Legal Communication Theory." In *Encyclopedia of Communication Theory*, edited by Stephen W. Littlejohn and Karen A. Foss, pp. 600-05. Thousand Oaks, CA: Sage, 2009.

"Aberrations of Argument and Subversions of Justice in the Zacarious Moussaoui Trial." In *The Law and Justice,* edited by T. Suzuki, T. Kto, and A Kubota. Tokyo: JPA Publications, 2008.

"A Typology of Argument in U.S. Judicial Opinions on Immigration." In *Argumentation in Special Fields,* edited by F. Van Eemeren, J. A. Blair, C. A. Willard, and B. Garessen. Amsterdam: SicSac Press, 2007.

"Blogs, Arguments, and the Terry Schiavo Case." In *Engaging Argument,* edited by P. Reilly. Washington, D.C.: Douglas Publishers, ==YEAR?==

Communicating the Law: Lessons from Landmark Cases. Long Grove: IL: Waveland Press, 2006.

Perspectives on Argumentation Theory, 2nd edition. New York: NDTA, 2006.

Reviews

Review of *Judging the Supreme Court: Constructions of Motives in Bush v. Gore.* In *Rhetoric Review* 29 (2011): 204-06.

Review of *Strategic Maneuvering in Argument.* In *Cogency: Journal of Reasoning and Argumentation* 4 (2010): 60-65.

Review of *The God Strategy: How Religion Became a Political Weapon.* In *Rhetoric Review* 27 (2008): 451-56.

Review of *Radicals, Rhetoric and War.* In *Rhetoric Review* 26 (2006): 452-56.

Professional Activities/Memberships

National Communication Association

American Forensic Association

Western Speech Communication Association

American Association of Behavioral Trial Consultants

Religious Speech Communication Association

Rhetoric Society of America

International Society for the Study of Argumentation

Rocky Mountain and Great Plains Division of American Academy of Religion

Lectures and Presentations

I have presented more than twenty lectures and papers including international presentations in
Vaasa, Finland, and Amsterdam, Holland, on argumentation theory and law.

I have delivered numerous conference papers during 2006-2011 at the Western Communication
Conference, National Communication Association, Central Communication Association,
American Forensic Association, Religious Communication Association, American
Academy of Religion, International Society for the Study of Argumentation, and Society
for Philosophy and Literature.

I have also done special lectures and simulations for the NM Trial Lawyers annual meetings and
for several state and national political campaigns.

I have been part of a national videography project interviewing distinguished women in
Communication.

Graduate Advising

Committee chair/member: PhD dissertations completed, 2006 - present: Iliana Rucker,
Marianne Leonardi, Cia Hell, Sasha Arjannikova, Matt Petrtunia, Adolfo Garcia, Una
Medina, Courtney fletcher, Elizabeth Dickinson, Hannah Oliha, Bhavana Uppishada,
Santoshi Montezumi, Jaelynn Demara, Julie Lucero, Jelena Petrovic, Sara Holmes, Lex
Pulos, Liz Waltzer (OLIT), Paul Lucero (OLIT).

Committee chair/member: MA theses completed, 2006 - present: Shannon Petticord, Melissa
Aslasksen, Radi Simoneva, Kendall Speten. Tom Damp, Annette Torres, Tatiana Rosev,
Lela Richards, Melanie Salazaar, Rachel Stohr, Monica Gallegos, Laura Burton, Hiroaki
Okada, Mark Graham, Caissa Jupiter, Richard Wooten, Leisel Sharabi, Shannon Guess,
Angela Xu, Ken Lythgoe.

JANET SHIVER

Lecturer II, Communication & Journalism

PhD, University of New Mexico, 2001

Professional Experience

Lecturer II, Department of Communication & Journalism, University of New Mexico, Albuquerque, NM 2006 - present

Director and Course Supervisor for Public Speaking, Department of Communication & Journalism, University of New Mexico, Albuquerque, 2006 - present

Shiver Group Inc., Independent Consultant, Albuquerque, NM, 1995 - present

Publications

Teams: An Approach to Business and Professional Speaking, 3rd ed. New York: McGraw Hill, 2001.

Training Manuals

Team Based Learning for Presentations in Business and the Professions. Unpublished training manual, 2010.

Teaching Public Speaking: Training for Graduate Teaching Assistants. Unpublished training manual, 2009.

Managing Your Management Style. Unpublished training manual, 2005.

What They See is What They Get: Creating a Personal Competitive Advantage. Unpublished training manual, 2004.

Customize Your Customer Service. Unpublished training manual, 2003.

Creating the Ideal Dental Practice. Unpublished training manual, 2002.

Teams and Successful Teamwork. Unpublished training manual, 1995.

Cultural Diversity Training. Unpublished training manual, 1995.

Online Course Design and Development

Organizational Communication: Analysis and Training, 2010

Public Speaking, 2011

Perspectives on Communication: Senior Seminar, 2011

Awards

Course Supervisor of the Year, UNM Department of Communication & Journalism, 2009, 2008.

JUDITH MCINTOSH WHITE

Assistant Professor, Communication & Journalism

PhD, Texas A&M, 2006

Professional Experience

Assistant Professor, Communication & Journalism, University of New Mexico, 2007 - present.

Faculty Liaison, College of Arts & Sciences/Extended University, University of New Mexico
November 2009 - present.

Senior Fellow, Robert Wood Johnson Center for Health Policy, University of New Mexico,
Spring 2009 - present

Public Information Officer, Texas A&M University, 1999 - 2007.

Honors

Nominated for Best Online Teacher, Best New Instructor, Best Instructor, University of New
Mexico, 2010.

Best Dissertation, Agricultural Leadership, Education & Communications, Texas A&M
University, 2006 – 2007.

Runner-up, National Best Agricultural Communications Dissertation, Achieving
Communications Excellence, 2007.

Publications

"Barriers to Effective Health Reporting: Impacts of Attitudinal Differences between Public
Information Officers and Mass Media Journalists." *Journal of Public Relations
Research,* in press, August 2011.

"New Mexico Legislators' Preferences for Receiving Healthcare Policy Information: A
Critical Application of Grunig's Situational Theory." *Prism*, under review, August
2011.

"Communicative Action of Journalists and Public Information Officers: Habermas Revisited."

Journalism Practice, under review, August 2011.

"Impact of Newspaper Characteristics on Reporters' Agricultural Crisis Stories: Productivity,

Story Length, and Source Selection**."** *Journal of Applied Communications,* under review,

August 2011.

"Translating Science, Health and Technology: Reporters as Knowledge Transfer Intermediaries."

SAGEOpen, under review, August 2011.

"Translating Technology, Science and Health: Public Information Officers as Knowledge

Transfer Intermediaries." *Online Journal of Communication & Media Technology,* under

review, August 2011.

"Using Entertainment Education Methods to Reach Border Populations with Health

Information." In proposed volume on U.S.-Mexican border health, edited by Jeff

Brandon et al., New Mexico State University. Accepted January 2011.

"Impact of Reporter Work Role Identity on News Story Source Selection: Implications for
Coverage of Agricultural Crises." *Journal of Applied Communications* 93 (2009): 15-31.

"ACE Membership: A Benchmark Study. *Journal of Applied Communications* 91 (2008): 57-79.

Lectures and Presentations

"Translating Science, Health and Technology Information for the Public: Predictors of

Public Information Officers' Roles as Intermediaries in the Knowledge Transfer

Process." AEJMC Conference, Denver, CO, August 2010.

"Teaching Communicators Science: Boon to Public Science Literacy or Fruitless Endeavor?"

SWARM (AAAS region) Conference, Houston, TX, April 2010.

"Impact of Reporter Beat Assignment on Source Selection: Implications for Journalism

Education." ACE Conference, Des Moines, IA, June 2009.

"Mandatory Immunization: Resistance: History, Recent Developments, and Policy

Implications." New Mexico Public Health Association Annual Conference,

Albuquerque, NM, April 2009.

"Relationship of Student Teachers' Knowledge and Teaching Comfort Levels with

Agricultural Science and Technology Objectives." NACTA Conference, Vancouver,

BC, Canada, June 2006.

"Five-Iteration Online Survey Method Replicates Response-Pattern Curves Seen by Other

Researchers" (poster). NACTA Conference, Vancouver, BC, Canada, June 2006.

"Influence of Involvement, Institutional Affiliation, and Geographic Location on

Membership Retention in Voluntary Professional Organizations, Part II: An Online

Survey." Achieving Communications Excellence International Conference, Quebec

City, Quebec, Canada, June 2006.

Research Funding

"The Need National Ag Research Has for Communications Support: Kern and Jones'

Perspective 25 Years On." Achieving Communications Excellence (professional

organization for agricultural communicators), April 2011 - April 2012, $1500.00.

"An Examination of Sources and the Sourcing Process Used by Reporters and Public

Information Officers in Writing Science, Health or Technology News Stories and News

Releases." UNM College of Arts and Sciences (RACS grant), April 2008 - December

2008, $4000.00.

"Teaching Public Relations Online.", UNM College of Arts and Sciences (TACS grant),

December 2007-December 2008, $2448.00.

"Influence of Involvement, Institutional Affiliation, and Geographic Location on

Membership Retention in Voluntary Professional Organization, Part II: An Online

Survey," Achieving Communications Excellence, January - June 2006, $1000.00.

"Influence of Involvement, Institutional Affiliation, and Geographic Location on

    Membership Retention in Voluntary Professional Organization." Achieving

    Communications Excellence, January - June 2005, $1500.00.

Advising

Committee member/chair, PhD dissertations in progress: Ashley Archiopoli, Vanessa

    Brandon, Wendy Hine, Alice Loy, Mercedes Sharp.

Committee member/chair, MA theses in progress: Lingjing Bao, Miwa Kimura, Zhibin

    Hong, Stacey Overholt.

TODD L. WINGE

Lecturer II, Communication & Journalism

MA, University of Missouri, 1991

Academic Experience

Lecturer II, Department of Communication & Journalism, University of New Mexico.
Teaching CJ 279 Web Design, CJ 375 Intermediate Reporting, CJ 475 Advanced
Multimedia Journalism, CJ 466 Media Ethics & Law (fully online), and CJ 278 Writing
and Editing for Multimedia Journalism, 2010 - present.
Webmaster, Communication & Journalism Department website, University of New Mexico,
2011 – present.
Chair of the Communication & Journalism Technology Committee, University of New Mexico,
2010 – present.
WebCT training-session coordinator for Communication & Journalism Department, University
of New Mexico, 2010 – present.
Assistant Professor of Practice, Missouri School of Journalism, University of Missouri-
Columbia, 1999 - 2004.

Professional Experience

Instructional Media Specialist/online course designer, New Media in Extended Learning
(NMEL), University of New Mexico. Assisted faculty in developing fully-online courses,
instructed them on the multimedia technology needed to prepare course content, and
advised them regarding online pedagogy and teaching within WebCT Vista LMS, 2009 -
2010.
Online Producer, *Albuquerque Journal* Web team, Albuquerque, NM, 2004 - 2009.

Assistant Professor of Practice, Missouri School of Journalism, University of Missouri-
Columbia, 1999 - 2004.
Picture editor/assignments editor, *Detroit Free Press*, Detroit, MI, 1994 - 1999.
Visuals Director, *El Paso Herald-Post*, El Paso, TX, 1992 - 1994.

Education

Master of Arts in journalism, University of Missouri School of Journalism, 1991.

Bachelor of Science degree in accounting, Bemidji State University. MN, 1985

Publications

Designer/editor/teacher, news website, "*CJ 475 Multimedia Journalism News*"
(http://www.unm.edu/~cj475/spring2011/), University of New Mexico, 2011.

Online Producer, news website, *Albuquerque Journal* web team
(http://www.abqjournal.com/), 2004 – 2009.

Service, University of New Mexico

Member, WSCA Committee, web-page coordinator, 2011 - present.

Guest speaker, various Journalism & Mass Communication courses, 2005 - 2010.

Service to Profession

Board member, Society of Professional Journalists (SPJ), 2011 – present.

Discussion panelist, Rio Grande Chapter, Society of Professional Journalists, 2010.

Relevant Skills

Macintosh and Windows, proficient in both systems and in networking, 1985 – present.

Photography (still and video), on-location deadline shooting and editing, software knowledge includes: Adobe Photoshop, Audacity, Soundslides, Final Cut Express.

Design (print and website), software/coding knowledge includes: InDesign, PowerPoint, Dreamweaver, HTML, Cascading Style Sheets (CSS), FTP programs.

Audio (music and lecture), software knowledge includes: Sound Studio, Audacity, iTunes, GarageBand, Toast/Jam CD mastering software, Camtasia, iShowU.

Data (numbers and record-keeping), software knowledge includes: Excel, AppleWorks, FileMaker Pro and MediaWiki for wiki data management.

W. GILL WOODALL

Professor, Communication & Journalism

Senior Research Scientist, Center on Alcoholism, Substance Abuse and Addictions

PhD, University of Florida, 1978

Professional Experience

Full, Associate and Assistant Professor, Department of Communication & Journalism,

University of New Mexico, 1982 - present.

Senior Research Scientist, Center on Alcoholism, Substance Abuse and Addictions,

University of New Mexico, 1990 - present.

Community Influence on Health Behavior (CIHB) study section, Center for Scientific

Review, National Institutes of Health, standing member, 2009 - present.

Honors

Recipient of a Creative Award from UNM-STC in recognition of two disclosed copyrights:

UconsiderThis.org and WayToServe.org, two commercialized websites

produced by NIH sponsored research at UNM.

Publications

"Field Trial of Alcohol Server Training for Prevention of Fetal Alcohol Spectrum Disorders." *Journal of Studies on Alcohol and Drugs* 72 (2011): 490-96.

"Gambling Trends in the State of New Mexico: 1996-1998*." International Journal of Mental Health and Addictions* 7 (2009): 203-16.

"Problem Gambling in New Mexico: 1996 and 1998." *International Journal of Mental Health and Addiction.*7 (2009): 138-48.

"Randomized Trials on *Consider This*, a Tailored Internet-Delivered Smoking Prevention Program." *Health, Education and Behavior* 35 (2008): 260-81.

"Randomized Trial on the *5 a Day, the Rio Grande Way* Website, a Web-based Program to Improve Fruit and Vegetable Consumption." *Journal of Health Communication* 13 (2008): 230-49.

"Gambling and Alcohol Use: Trends in the State of New Mexico from 1996 – 1998." *Journal of Gambling Studies* 23 (2007): 157-74.

"A Randomized Trial of a DWI Intervention Program for First Offenders: Intervention Outcomes and Interactions with Anti-Social Personality Disorder Among a Primarily American Indian Sample." *Alcoholism: Clinical and Experimental Research* 31 (2007): 1-14.

"Effect of Emailed Messages on Return Use of a Nutrition Educations Website and Subsequent Changes in Dietary Behavior." *Journal of Medical Internet Research* 9 (2007): e27.

"Effects of the *Sunny Days, Healthy Ways C*urriculum on Students in Grades 6 to 8." *American Journal of Preventive Medicine* 30 (2006): 13-22.

"Small-Area Variations in Conviction Rates for DWI: The Significance of Contextual Variables in a Southwestern State. *Accident Analysis and Prevention* 38 (2006): 600-09.

Grants

"Treatment Sentencing and Participation for DWI Offenders in New Mexico." Funded by the New Mexico Dept. of Transportation, 2006, $25,000.00. Goal: To examine what treatment options DWI offenders are sentenced to under new state law and the degree to which those sentenced adhere to these options.

"Web-based Responsible Beverage Retail Service Training." Funded by the National Institute on Alcohol Abuse and Alcoholism, October 2007 – September 2012, $2,780,818.00. Goal: To develop a specialized web-based training for off-premise package liquor salespeople to reduce package alcohol sales to intoxicated and underage patrons.

"Web-based Substance Abuse and STD/HIV Prevention." Funded by the National Institute on Drug Abuse, August 2009 – August 2011, $1,427,035. Goal: To develop and test a drug use, sexual debut, and sexually transmitted diseases website for adolescents.

"Web Enhanced Adoption of HPV Vaccine in Minority Communities." Funded by National Institute of Allergy and Infectious Diseases, September 2009 - August 2014, $2,230,595. Goal: To develop and test a website intervention to improve HPV vaccine uptake in minority communities.

Lectures and Presentations

Systematic Development of a Website to Reduce Risky College Alcohol Consumption. Poster presented at the annual meeting of the Society for Prevention Research, Washington, D.C., June 2007.

Problem Gambling in New Mexico: 1996 & 1998. Poster presented at the annual International Conference on Treatment of Addictive Behaviors, Santa Fe, NM, 2006.

Gambling and Alcohol use: Trends in the State of New Mexico from 1996 – 1998. Poster presented at the annual International Conference on Treatment of Addictive Behaviors, Santa Fe, NM, 2006.

Gambling trends in the State of New Mexico: 1996 – 1998. Poster presented at the annual International Conference on Treatment of Addictive Behaviors, Santa Fe, NM, 2006.

Advising

Committee member/chair: PhD dissertations in progress: Lissa Knudsen.

Committee member/chair, completed PhD dissertations, 2006 - 2009: Una Medina, Jared Dart (University of Queensland, Australia).

Appendix 6: Student Profile and Support Data

This section describes trends in student enrollment, demographics, graduation, and assistantships within the Department of Communication & Journalism. The section presents the data in the following order: 1) undergraduate programs in communication, 2) graduate programs—master's and doctorate—in communication studies, 3) undergraduate program in journalism/mass communication. Tables 5.1a shows a sustained increase in the number of undergraduate students declaring a Communication major, while the number admitted to the

Table 6.1a

Fall Enrollment by Major and Level (2001 to 2010)

Declared Major: Communication

Undergraduate Students in University College with Declared Major in Discipline										
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Year 1: Freshman	22	25	20	20	17	27	26	33	31	31
Year 2: Sophomore	31	24	20	28	18	29	36	30	27	34
Year 3: Junior	1	6	7	5	4	6	12	12	3	17
Year 4: Senior					2		1	2	3	2
Total	54	55	47	53	41	62	75	77	64	84

Undergraduate Students with Declared Major Admitted to Major College										
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Year 1: Freshman	4	4	3	1	4	1				
Year 2: Sophomore	12	13	11	8	12	11	9	17	22	8
Year 3: Junior	79	63	51	56	50	36	53	63	49	43
Year 4: Senior	91	107	85	96	80	74	71	67	85	94
Total	186	187	150	161	146	122	133	147	156	145

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

UNM Institutional Research: C. Bernhard

College of Arts and Sciences has remained fairly consistent between 2000 and 2010.

 As Table 6.1b shows, Fall enrollment in the MA program has seen a gradual decline in the past decade, most noticeable in 2009 and 2010. This is a tendency that may be linked to limited resources for financial assistance at the MA level resulting in lower numbers in admissions. At the PhD level, the long term has been the opposite, with a gradual increase in enrollment through the decade. This trend may be linked to the fact that assistantships at the doctoral level have remained more secure I throughout the decade. When MA and PhD enrollments are combined, the numbers show a fairly constant pattern.

Table 6.1b

Fall Enrollment by Major and Level (2001 to 2010)

Graduate Students in Communication Studies

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Masters	42	45	46	37	30	33	34	31	27	22
Special Graduate										
Doctoral	23	23	25	28	34	33	36	36	38	40
Professional										
Post Doctoral										
Total	65	68	71	65	64	66	70	67	65	62

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

UNM Institutional Research: C. Bernhard

Undergraduate enrollment in the Journalism/Mass Communication program, in Table 6.1c, shows a consistent range in the number of undergraduate students in University College declaring a communication major, with the number of students admitted to major college has remained fairly consistent across the decade.

Table 6.1c

Fall Enrollment by Major and Level (2001 to 2010)

Declared Major: JRMC – Journalism & Mass Communication

Undergraduate Students in University College with Declared Major in Discipline										
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Year 1: Freshman	40	48	54	38	60	57	51	28	27	37
Year 2: Sophomore	26	32	44	42	53	47	71	41	70	75
Year 3: Junior	4	5	5	2	6	7	15	6	10	22
Year 4: Senior							3			2
Total	70	85	103	82	119	111	140	75	107	136

Undergraduate Students with Declared Major Admitted to Major College										
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Year 1: Freshman	3	2	3	1	3		1			
Year 2: Sophomore	37	23	27	36	39	22	11	15	42	23
Year 3: Junior	78	99	95	82	105	94	72	68	108	116
Year 4: Senior	121	110	114	114	107	124	111	104	129	139
Total	239	234	239	233	254	240	195	187	279	278

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

UNM Institutional Research: C. Bernhard

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Enrollment by Sex and Ethnicity of Students Admitted to the Program

Table 6.2a shows the sex and ethnicity of students admitted to the undergraduate and graduate communication programs.

At the undergraduate level, female students have remained the majority in the program, with between 60% to 70% enrollment through the decade. The female population has remained fairly consistent (111 students in 2001 and 98 in 2010), while the male population has shown a decline over the long term (75 in 2001 and 47 in 2010) with some increasing tendencies in 2009 and 2010.

Ethnicity among female students also shows a consistent pattern, with Whites and Hispanics making up 80% or more of the population. White females have remained the majority (between 40% and 50% overall) followed by Hispanic females (30% to 40% overall), with the number of Native Americans, Asians, African Americans, and other ethnicities combined remaining fairly consistent across the decade (14% average for the decade). Among male undergraduates in communication, White and Hispanic males have constituted the majority consistently. White males have remained the largest group with 40% to 50% of the population across the decade, while Hispanic males have consistently made up 30% to 40% of the male population, with other ethnicities making up between 10% and 20% of the male population. The overall ethnic representation for both males and female undergraduates in the communication program mirrors this consistent trend: Whites and Hispanics account for 80% or more of the total population.

Among graduate students in communication studies, sex distribution shows a sustained tendency toward a majority female population, with average 65% representation in the total graduate student population between 2001 and 2010.

Ethnicity among graduate students show consistent distributions across the decade, with White females accounting for 50% or more of the female population, and White males constituting an average 44% of the male population between 2001 and 2010. Combined, White males and females have represented the majority of the population with an average 48% of the total population between 2001 and 2010. International students are the second largest group, with females making up 25% of the total female population and males making up 32% of the male population. Hispanic females (13% of the total female population) and males (12% of the total male population) are the third largest group. Asian females (2% of the total female population) and males (2% of the total male population), Native American females (2%) and males (0%), and African American females (2%) and African American males (5% of the total male population) make up the rest of the distribution with consistent levels between 2001 and 2010.

Table 6.2a

Enrollment by Sex and Ethnicity of Students Admitted to Program [1]

Communication

Fall 2001 to Fall 2010

Undergraduate Enrollment

Sex	Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Female	Hispanic	53	34	34	38	30	31	35	37	41	38
Female	American Indian	4	6	4	6	4	5	2	2	6	4
Female	Asian	2	3	3	6	3	2	1	3	3	1
Female	Black or Afro American	2	2	2		4	3	3	7	2	3
Female	Native Hawaiian										
Female	White	47	52	44	46	42	39	47	51	47	49
Female	Two or More Races										1
Female	Race/Ethicity Unknown	3	3	6	9	8	5	1	1	4	1
Female	International				1	1		1	2	2	1
	Total	111	100	93	106	92	85	90	103	105	98
	Percent Minority	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Sex	Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	Hispanic	23	30	17	21	16	14	12	15	17	18
Male	American Indian	5	6	5	3	4	1	2	2	2	2
Male	Asian	1	3	2	2		1	2	2	2	1
Male	Black or Afro American	9	10	9	5	5	1		4	5	6
Male	Native Hawaiian										
Male	White	35	36	20	22	27	17	24	21	23	15
Male	Two or More										

Sex	Ethnicity									
	Races									
Male	Race/Ethicity Unknown	1	2	4	2	2	3	3		2	3
Male	International	1									2
	Total	75	87	57	55	54	37	43	44	51	47
	Percent Minority	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0%

Sex	Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
M & F Combined	Hispanic	76	64	51	59	46	45	47	52	58	56
M & F Combined	American Indian	9	12	9	9	8	6	4	4	8	6
M & F Combined	Asian	3	6	5	8	3	3	3	5	5	2
M & F Combined	Black or Afro American	11	12	11	5	9	4	3	11	7	9
M & F Combined	Native Hawaiian	0	0	0	0	0	0	0	0	0	0
M & F Combined	White	82	88	64	68	69	56	71	72	70	64
M & F Combined	Two or More Races	0	0	0	0	0	0	0	0	0	1
M & F Combined	Race/Ethicity Unknown	4	5	10	11	10	8	4	1	6	4
M & F Combined	International	1	0	0	1	1	0	1	2	2	3
	Total	186	187	150	161	146	122	133	147	156	145
	Percent Minority	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0%

Graduate Enrollment

Sex	Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Female	Hispanic	7	9	7	2	5	5	7	8	9	9
Female	American Indian				1	2	2	2	2	2	1
Female	Asian				1	1	2	3	2	2	1
Female	Black or Afro American	2	1	1	2	1	1	3	2	2	
Female	Native Hawaiian										

Sex	Ethnicity									
Female	White	27	28	30	29	25	29	22	21	20	24
Female	Two or More Races										2
Female	Race/Ethicity Unknown	1	3	4	2	1	1	3	3	4	3
Female	International	13	13	12	12	12	11	12	12	12	12
	Total	50	54	54	49	47	51	52	50	51	52
	Percent Minority	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0%
Sex	**Ethnicity**	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	Hispanic		1	2	4	3	3	2	1	1	1
Male	American Indian										
Male	Asian	1	1	1	1						
Male	Black or Afro American					2	2	2	1	1	
Male	Native Hawaiian										
Male	White	8	5	7	7	6	8	9	9	5	3
Male	Two or More Races										
Male	Race/Ethicity Unknown		1	1	1	2				1	1
Male	International	6	6	6	3	4	2	5	6	6	5
	Total	15	14	17	16	17	15	18	17	14	10
	Percent Minority	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0%
Sex	**Ethnicity**	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
M & F Combined	Hispanic	7	10	9	6	8	8	9	9	10	10
M & F Combined	American Indian	0	0	0	1	2	2	2	2	2	1
M & F Combined	Asian	1	1	1	2	1	2	3	2	2	1
M & F Combined	Black or Afro American	2	1	1	2	3	3	5	3	3	0
M & F Combined	Native Hawaiian	0	0	0	0	0	0	0	0	0	0
M & F	White	35	33	37	36	31	37	31	30	25	27

Combined											
M & F Combined	Two or More Races	0	0	0	0	0	0	0	0	0	2
M & F Combined	Race/Ethnicity Unknown	1	4	5	3	3	1	3	3	5	4
M & F Combined	International	19	19	18	15	16	13	17	18	18	17
	Total	65	68	71	65	64	66	70	67	65	62
	Percent Minority	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 6.2b

Enrollment by Sex and Ethnicity of Students Admitted to Program [1]

Journalism & Mass Comm

Fall 2001 to Fall 2010

Undergraduate Enrollment											
Sex	**Ethnicity**	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Female	Hispanic	61	50	59	51	52	51	49	54	79	81
Female	American Indian	10	7	5	3	4	3	3	4	6	8
Female	Asian		1	1	2	6	2	2	1	5	1
Female	Black or Afro American	2	2	4	5	5	7	5	2	7	7
Female	Native Hawaiian										1
Female	White	78	80	75	70	72	80	68	60	79	76
Female	Two or More Races										1
Female	Race/Ethnicity Unknown	3	4	4	3	8	8	7	4	9	3
Female	International	2		2	3	2	3	1		1	2
	Total	156	144	150	137	149	154	135	125	186	180
	Percent Minority	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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Sex	Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	Hispanic	29	28	21	30	34	27	20	23	30	35
Male	American Indian	4	1	5	3	4	1	1	4	7	3
Male	Asian		1					2	2	2	2
Male	Black or Afro American	3	3	1	2	3	2	2	3	4	3
Male	Native Hawaiian										
Male	White	45	53	57	55	59	50	28	27	45	47
Male	Two or More Races										3
Male	Race/Ethnicity Unknown	2	4	5	6	5	5	6	3	5	5
Male	International							1	1		
	Total	83	90	89	96	105	86	60	62	93	98
	Percent Minority	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Sex	**Ethnicity**	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
M & F Combined	Hispanic	90	78	80	81	86	78	69	77	109	116
M & F Combined	American Indian	14	8	10	6	8	4	4	8	13	11
M & F Combined	Asian	0	2	1	2	6	2	4	3	7	3
M & F Combined	Black or Afro American	5	5	5	7	8	9	7	5	11	10
M & F Combined	Native Hawaiian	0	0	0	0	0	0	0	0	0	1
M & F Combined	White	123	133	132	125	131	130	96	87	124	123
M & F Combined	Two or More Races	0	0	0	0	0	0	0	0	0	4
M & F Combined	Race/Ethnicity Unknown	5	8	9	9	13	13	13	7	14	8
M & F Combined	International	2	0	2	3	2	4	2	0	1	2
	Total	239	234	239	233	254	240	195	187	279	278
	Percent Minority	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Full-Time/Part-Time Enrollment

Tables 6.3a and 6.3b show that our undergraduate degrees are made up of mostly full-time students, whereas our graduate program in Communication is split evenly between full and part-time students.

Table 6.3a

Full-Time/Part-Time Enrollment by Level of Students Admitted to Program [1]

Communication

Fall 2001 to Fall 2010

Level	FT-PT	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Undergrad	FT	139	145	113	112	96	86	99	116	119	108
Undergrad	PT	47	42	37	49	50	36	34	31	37	37
Undergrad	**Total**	**186**	**187**	**150**	**161**	**146**	**122**	**133**	**147**	**156**	**145**
Grad	FT	30	34	43	27	22	33	32	44	32	31
Grad	PT	35	34	28	38	42	33	38	23	33	31
Grad	**Total**	**65**	**68**	**71**	**65**	**64**	**66**	**70**	**67**	**65**	**62**
Total	FT	169	179	156	139	118	119	131	160	151	139
Total	PT	82	76	65	87	92	69	72	54	70	68
Total	**Total**	**251**	**255**	**221**	**226**	**210**	**188**	**203**	**214**	**221**	**207**

Table 6.3b

Full-Time/Part-Time Enrollment by Level of Students Admitted to Program 1

Journalism & Mass Comm

Fall 2001 to Fall 2010

Level	FT-PT	2001	2002	2003	2004	2005	2006	2007	2008	2009
Undergrad	FT	207	193	191	192	211	200	163	153	234
Undergrad	PT	32	41	48	41	43	40	32	34	45
Undergrad	**Total**	**239**	**234**	**239**	**233**	**254**	**240**	**195**	**187**	**279**
Grad	FT									
Grad	PT									
Grad	**Total**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total	FT	207	193	191	192	211	200	163	153	234
Total	PT	32	41	48	41	43	40	32	34	45
Total	**Total**	**239**	**234**	**239**	**233**	**254**	**240**	**195**	**187**	**279**

[1] Undergraduate enrollments exclude declared majors in program who are in University College and have not yet been admitted to the program's college.

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

UNM Institutional Research: C. Bernhard

Total Number of Degree Recipients

Tables 6.4a and 6.4b show the number of students who have graduated from C & J programs. As the tables indicate, there are more students graduating from our JMC programs than from our Communication program, with the exception of 2008 and 2009 when the number of students graduating from the JMC dropped. We don't have an explanation for this drop, except for, perhaps, a declining job market for journalists. For our graduate students, the number of degrees awarded in any given year will vary because of the varied rate at which graduate students complete their degree programs.

Table 6.4a

Total Number of Degree Recipients

2001-2002 to 2009-2010 Academic Years

Communication

Major	Degree	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Communication	BA	48	65	39	58	56	50	51	42	49	54
	MA	9	13	14	16	11	10	9	9	9	4
	PHD	8	3	1	7	4	5	7	1	11	7
Total Degrees Awarded		65	81	54	81	71	65	67	52	69	65

Data Source: Deggrant database maintained by the Office of
Institutional Research

UNM Institutional Research: C. Bernhard

Table 6.4b

Total Number of Degree Recipients

2001-2002 to 2009-2010 Academic Years

Journalism & Mass Comm

Major	Degree	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Journalism	BA	80	83	80	78	72	90	67	36
and Mass Comm									
Total Degrees Awarded		80	83	80	78	72	90	67	36

Data Source: Deggrant database maintained by the Office of Institutional Research

Table 6.5 shows the number of student credit hours carried by our department. The large number of freshmen credit hours reflect our department's Core Course in Public Speaking. Most of our students take their C&J courses in their junior year after having been accepted to the program.

Table 6.5
Total Student Credit Hours

2001-2001 to 2009-2010 Academic Years

Course Level	Course Discipline	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Freshman		6375	7056	7644	7152	7743	7275	7206	7143	7428	8023
Sophomore		3168	2738	2588	2567	2681	2514	2410	2479	2845	2750
Junior		6495	6699	6357	6268	6250	6791	6676	7054	7672	8095
Senior		2054	2031	1907	1920	1681	1805	1795	1811	1817	1977
Graduate		1073	1061	1096	1205	1040	968	1037	1038	1170	1093
Total		19165	19585	19592	19112	19395	19353	19124	19525	20932	21938

Freshmen = 100-level courses
Sophomore = 200-level courses
Junior = 300-level courses
Senior = 400-level courses
Graduate = 500- & 600-level courses

Table 6.6 shows the number of graduate student teaching assistantships awarded by our department. The majority are teaching assistantships. The numbers have varied since 2001 with a low in 2005 when we awarded 34 assistantships, and a spike in 2008 when we awarded 48 assistantships. The last two years (2009-2010) show a downward trend in the number of assistantships offered.

Table 6.6
Assistantships by Job Title

for Graduate Students Enrolled in Department/Program

As of October 31st

Communication & Journalism

Job Title	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Assistantship Headcount										
Graduate Assistant	2	6	3	2		3		1	2	2
Project Assistant	2	3	1	1				2	1	
Research Assistant		1	2				1			1
Teaching Assistant	34	30	36	33	34	33	42	45	43	40
Teaching Associate										
Total	38	40	42	36	34	36	43	48	46	43

While graduate students may have multiple assignments, job classification based on primary assignment only.

Assistantships reported here are for graduate students in dept./program. These assistantships may be paid by another unit.

Data source: Empcount database maintained by Institutional Research

UNM Institutional Research: C. Bernhard

Student Support Services: Recruitment, Retention, and Advising

Undergraduate recruitment, retention and advising

The Department of Communication and Journalism website is visually appealing and an easy to navigate source of information for students. Students can access general information about the department and specific information about the Bachelor of Arts programs in Communication, and Journalism & Mass Communication. Also available is information on course planning, course descriptions, and a schedule of classes.

The C&J department also actively recruits high school students, incoming freshmen and transfer students. The department's full-time student advisor attends Senior Day to talk to and distribute brochures to local high school seniors. The advisor also meets with incoming freshmen at each of the fourteen Lobo Orientations, and potential transfer students at the UC Transfer Fair, CNM Transfer Fair, and each of the transfer fairs at UNM branch campuses in Gallup, Valencia, Taos, and Los Alamos.

Incoming freshmen are also reached through the Freshman Learning Community program. Each fall, dedicated C & J faculty members and graduate students are paired with professors from other disciplines to teach a variety of connected courses. Freshman Learning Community classes have 25 or fewer students which allows for relationship development and mentorship. Students are able to ask questions, discuss ideas and obtain information from their instructors, thus acting as both a recruitment and retention strategy.

Student retention is influenced by students' connections to each other and opportunities to use knowledge obtained in the classroom. Students enrolled in C&J programs are strongly encouraged to complete a professional internship before graduation. Numerous internship opportunities are available for students to apply their knowledge while working for various companies and organizations. In addition, students are encouraged to participate in student chapters of professional organizations such as the American Advertising Federation, the Public Relations Society of America, the Society of Professional Journalists and Women in Communication.

Students are also more likely to remain in the program when they are able to obtain accurate information and guidance. In addition to student recruiting, the department's full-time advisor meets with current students, introduces them to the program and major requirements, and encourages them to meet with her on a regular basis. Two faculty advisors are also available to discuss program and career options.

Overall, the department has successfully utilized a variety of student recruitment and retention strategies, and provided quality advisement for students.

Graduate Recruitment, Retention, and Advising

For the MA and PhD programs, the department has institutionalized a set of practices that have proven effective for recruitment, advising, and retention of students. In the area of recruitment, each year the department organizes formal receptions and informational meetings during the national convention of the National Convention Association and the regional conference of the Western States Communication Association, two of the largest and most relevant academic conferences in the field. The receptions and meetings are organized by the directors of the doctoral and master's programs with the sponsorship of the department, and the assistance of faculty and members of the departmental graduate student organization, Comm Grads. These activities have proven very fruitful in attracting highly qualified doctoral students to the program, and many of our applicants to the program mention the NCA reception as a key element in their decision to apply to UNM. In addition, faculty representation at the annual convention of the Association for Education and Journalism and Mass Communication, the other major national conference for our discipline, also ensures the visibility of the program in that important venue. Another measure taken to facilitate recruitment was the redesign of the departmental web site and, in particular, the

creation of a link that gives prospective applicants the chance to send inquiries directly to the coordinators of the MA and PhD programs.

In the interrelated areas of retention and advising, the C&J Department offers activities to familiarize students with the department, foster intellectual community and professional development, and to allow faculty to advise graduates in multiple ways. For instance, before the start of classes each Fall, the directors of the MA and PhD program coordinate an orientation program for incoming graduate students that complements campus orientations for new teaching assistants with talks about departmental policies and expectations. During their first semester, new MA and PhD students are also assigned to temporary advisers to facilitate communication with faculty in their areas of interest. By the end of their first year, students are expected to choose their permanent advisors. Another key element in retention and advising is the collaboration of the department with the graduate student organization, Comm Grads, in: 1) the organization of the C&J Colloquium, where graduate students and faculty discuss research and professional issues through research presentations, invited speakers, workshops and other activities; 2) the inclusion of graduate student representation in departmental governance through faculty committee assignments and presence at the monthly faculty meeting; 3) the encouragement of collaboration between faculty and students in research projects, more recently through the creation of C&J's Institute for Communication, Culture and Change, which offers small grants for community-based research projects involving collaboration of faculty, students, and representatives of local organizations; and 4) the coordination of academic and social events (like departmental graduate student conferences and the yearly Fall Ball and Spring Fling social receptions).

In addition, the C&J department offers advising and other events designed to familiarize graduate students with disciplinary conventions and best practices in academic work, including talks and workshops on research, writing, conference presentation, publication trends, and job searches. Three years ago, the department formalized these offerings by creating the one-credit course Introduction to Graduate Studies for first-year doctoral students as a required component of their programs. Another important piece in the efforts to maintain high quality advising is the creation of an annual evaluation process where all active graduate students submit a progress report to advisers and have a chance to receive feedback from faculty regarding their progress in program.

Appendix 7: Programs Comparison Data

Appendix 7.a *Comparative Analysis Data for 2010-2011 Academic Year*

Communication & Journalism

Comparative Analysis Data for 2010-2011 Academic Year

	UNM	U of W	U of U	ASU-HD	ASU-WC
FACULTY					
Full profs	6	10	8	13	7
Assoc profs	7	6	10	9	8
Asst profs	2	3	11	0	3
Prof of Practice					9
Other[i]	7			4	11
Tenure track	15	19	29	22	27
ENROLLMENT					
UNDGRAD					
Pre major			265		
Evening degree		59			
MCOM	19				
JOURNALISM	67	122			
MCOM/JOUR	414				1,253
COMM	229	483	560	1,923	
TOTAL UNDGD	729	664	825	1,923	1,253

M.A.	22	Unavailable	Unavailable	5	48
Ph.D.	40	Unavailable	Unavailable	53	
DEGREE EARNED					
UNDGRAD					
MCOM	26				
JOUR	15	46			
MCOM/JOUR	61				
COMM	54	372	415	Unavailable	
EVE DEGREE		53			
TOTAL UNDGD	156	471	415		
M.A.	4	4[ii]	9	Unavailable	Unavailable
Ph.D.	7	6	8	Unavailable	Unavailable
CREDIT HOURS					
UNDGRD	12,527	Unavailable	24,971	Unavailable	Unavailable
GRAD	428	Unavailable	1,187		
TOTAL	12,955	24,313	26,258		
DEMOGRAPHICS	**Fall 2010**				

	African Amer	Native Amer	Hisp	Asian Pac Is	White	Non res alien	Other	Internat	Females	Males	TOTAL
UNDGRD											
UNM	9	9	62	2	70	Unav	17	3	108	53	161
UofW	18	8	43	215	366		15	unav	495	170	665
U of U	10	6	18	19	215	6		6	303	256	559
ASU HD	61	12	222	34	864	9	25		839	414	1253
ASU WC	unav										
GRAD											
UNM		1	10	1	27		2	17	52	10	62
UofW	unav										
UofU			7	4	73	1			58	33	91
ASU HD	unav										
ASU WC	2		2	1	40	13	3		41	20	61

GRAD APPLICATION INFORMATION for FALL, 2010

UNM: 2010-11 average, MA: 18 applications, 6 funded/enrolled;

2010-11 average, PhD: 41 applications, 15 admitted, 8 funded/enrolled, 6 receive departmental funding, 2 receive funding from outside of department

UofW: 2009-10 average, 130 applications (MA and PhD), 16 admitted, 10 enrolled, 10 funded internally in department

UofU: 2009-2011 average: 100 applications (PhD & MA), 40 accepted, 25 admitted (7 MA and 18 PhD), typically 10 funded internally in department, 5 receive outside funding

ASUHD: MA program being dis-established.

2010: PhD: 78 applications, 35 admitted, 12 funded, 12 enrolled, 10 TAs, 1 RA within HD School, 1 minority scholarship from within Graduate College

FACULTY RESEARCH AREAS OF INTEREST AND EXPERTISE:

	UNM	UofW	UofU	ASU-HD	ASU-WC[iii]
Faculty Research Interest Areas[iv]					
Culture and communication	7	12		6	
Health and communication	4		2	6	
Mass comm/media	5		8		
Media organization		8			
Journalism	5		3		
Conflict/interpersonal	3		2	6	
Rhetoric	3	5	4	3	
Political communication		12			
Social interaction/discourse analysis		4	2	1	
Environmental communication	2		4		
Organizational	2			8	
Strategic communication	2				
New media/technology		6	3	5	
Global communication		5			
Crit/cultural studies				3	

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[i] Other includes visiting and instructional faculty

[ii] 2009-2010 latest available

[iii] No data available for ASU-WC.
[iv] Note: data for UNM is from 2010; for all schools, individual faculty members often indicated multiple research interests and areas of expertise

Appendix 8: C & J Technology and Equipment

Appendix 8.a *C & J Technology List*

2011 List of Communication & Journalism Departmental Equipment

Rental gear 116A:

20 Firewire Hard Drives for 200-series production courses

18 Firewire Hard Drives for 300-series production courses

10 Sony PD170 Video camera Kits for 300-series production courses(Tripod, 2 mics, WA lens, case)

7 Panasonic 1-chip Video camera Kits for 200-series production courses

9 Panasonic Digital Audio Recorder kits for department and 200-series production courses

2 ZOOM H4 Digital Audio Recorder kits for 300-series production courses

4 Lowel Light kits for 300-series production courses

1 Nikon D80 Digital Still camera for department rental

1 Panasonic Lumix Digital Still camera for department rental

6 Electrovoice 635 handheld microphones

4 Audio-Technica AT831b Lavalier microphones

4 Analogue audio cassette recorders

3 USB foot-pedals with digital transcribing software for PC or Mac

1 Panasonic HVX200 Video Camera for studio head use

1 Firestore FX-100 DV storage drive for studio use

1 Glidecam Steadicam camera support system

2 Vinten video tripods with fluid heads

1 overhead transparency projectors for legacy department use

1 Cine60 Battery-powered video light kit

1 Anton Bauer battery-powered video light kit

1 4-unit wireless field communications set

4 Sony GVD-1000 miniDV clamshell decks with monitor for 300-series production courses

Video Library on DVD and VHS

4 PC Laptop/Projector kits for legacy department use

1 Panasonic VHS camcorders for legacy department use

1 Apple Macintosh G4 Powerbook for legacy department use

1 Apple Macbook Pro for department use

4 Beachtek audio mixer/adapters

2 Audio boomboxes for legacy department use

1 DVD players for legacy department use

5 iMic USB to analogue audio converters

2 small folding light reflectors

1 microphone boom-pole with wind zeppelin

3 Mini-disc audio recorders for legacy department use

3 Sure headset/mic units for 300-series production courses

1 telephone recording interface units

2 Samson USB Microphones

Studio 116:

4 Scoop open-faced lights

6 Century 500w Fresnel lights

2 Arri Fresnel lights

1 Lowel Softlight

3 Pedastals with fluid heads

1 Teleprompter head unit

1 News set furniture

1 cyclone muslin curtain system

Control Room 120:

1 Sony Anycast digital A/V Mixer

1 Panasonic MX-30 Analogue A/V Mixer

ProCom wired studio communications headsets and controls

1 pair audio monitors

1 USB 8-track audio mixer

Edit suite / observation room 108:

1 Macintosh G4 edit systems running Final Cut Express

7 iMac Edit Systems running Final Cut Express

COMMUNICATION PLAN: COMMUNICATION & JOURNALISM DEPARTMENT
FY 2011-12
Glenda R. Balas, Department Chair

1-Increase departmental internal communication about C & J goals, gains, activities, and success
2-Enhance general brand awareness about C & J and its offerings
3-Position C & J as a leader and innovator in intercultural communication, multimedia journalism, and strategic communication

Goals	Increase departmental internal communication about C & J goals, gains, activities, and success	Enhance general brand awareness about C & J and its offerings	Position C & J as a leader and innovator in the discipline (with emphasis on intercultural communication, multimedia journalism, and strategic communication)
Strategies	Create avenues for increased knowledge about the department, appreciation for colleagues' achievements, and pride in association with C & J Department	Develop projects and campaigns that advance a positive image and increased information about C &J's accomplishments to broad local and global audiences	Pursue and promote projects and achievement that enhance the regional, national, and international reputation of the C & J Department among discipline-related entities
Audience(s)	1-C & J faculty 2-C & J staff 3-C & J students (graduate and undergraduate)	1-C & J faculty, staff, and students 2-UNM community 3-Albuquerque and New Mexico residents 4-New Mexico legislators, trade organizations, tribal groups, business community, nonprofit community, educators, media companies 5-Potential students and their parents 6-Members of the discipline	Members of the discipline: Faculty throughout the discipline (2-yr; 4-yr, comprehensive, regional, doctoral granting); students (graduate) and potential graduate students; leadership and membership of NCA, ICA, WSCA, CSSA, SSSA, BEA, and AEJMC; administrators; journal editors

Products & Activities	C & J Newsletter; frequent within-department get-togethers; electronic newsletter (video monitor in hallway of C & J Building); master year-long calendar on web (access to departmental members only)	C & J Newsletter; new line of collateral materials; Washington Internship Experience (TRNS, CPB, PBS, NAB, WETA, NBC, NM congressional offices); new web page; U-News; online news site on webpage; graduate certificate in IFDM; student and faculty awards (teaching, research, service, media production); sponsorship of conferences (Viscom 25, WSCA, ICCC); collaborations with UNM branch campuses	New line of collateral materials; signage and materials for conference booths; graduate certificate in IFDM; student and faculty awards (teaching, research, service, media production); sponsorship of conferences (Viscom 25, WSCA, ICCC); Washington Internship Experience (TRNS, CPB, PBS, NAB, WETA, NBC, NM congressional offices); new web page; U-News; online news site on webpage

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Education

Bachelor of Arts in Latin American Studies
May 1996   University of New Mexico
   Albuquerque, NM

Work Experience

Department Administrator 2A
Feb 2009 – Present   Communication and Journalism, University of New Mexico,
                                            Albuquerque, New Mexico
Administrative Oversight:
- Expert in university and department policies.
- Participate in creating department policies and goals as evidenced by departments participation in Extended University revenue sharing and distribution.
- Manage faculty hiring process, including advertising, UNMJobs, tracking pool, and contract preparation. For AY2011-2012, department is hiring a total of seven new faculty and three visiting faculty.
- Manage tenure and promotion cases for tenure track faculty.
- Manage faculty processes such as sabbaticals and research semesters, leave without pay and other contract related functions.
- Provide support and direction to the instructional, research, and service programs of the department.
- Oversee the organization of department course-scheduling, budgeting activities.
- Building Manager, Communication and Journalism building.
Budget and Fiscal:
- Oversee all fiscal activity of the department including budget development and grant administration.
- Manage monthly ledgers and reports for unit accounts which include Instructional and General (I&G), restricted, overhead, public service, and foundation (endowed and non-endowed) indices. Coordinate budgets and allocation of funds of just over $2.4 million in unrestricted accounts.
- Assist and advise chair on fiscal planning.
- Experienced in Banner Finances budget distributions, and Chart of Accounts.
Staff Supervision and Personnel Relations:
- Supervise 2.0 FTE regular staff and five student employees.
- Oversee teaching assistant and graduate assistant contracts preparation and manage the hiring of additional part-time instructors to meet student enrollment demands.
- Process faculty contracts and manage all staff hiring.
- Serve as principal liaison between students, faculty, staff, and other departments or external constituencies on day-to-day programmatic, operational, and administrative issues.
Event Planning:
- Oversee special department activities such as spring convocation, annual faculty retreat, and new student orientation.

- 60th Anniversary of Communication and Journalism week of events which included a donor recognition and awards banquet.

Department Administrator I

Nov 1998 – 2009   Department of Linguistics, University of New Mexico,
                                                Albuquerque, New Mexico

Administrative Oversight:
- Expert in university and department policies.
- Participated in creating department policies and goals as evidenced by our expansion initiatives in programs.
- Managed faculty hiring process, including advertising, tracking pool, and contract preparation.
- Managed tenure and promotion cases for tenure track faculty.
- Provided support and direction to the instructional, research, and service programs of the department.
- Organized all department course-scheduling activities.

Budget and Fiscal:
- Oversaw all fiscal activity of the department including budget development and grant administration.
- Managed monthly ledgers and reports for unit accounts which include Instructional and General (I&G), restricted, overhead, public service, and foundation (endowed and non-endowed) indices. Coordinate budgets and allocation of funds of just over $1.1 million in state-funded accounts.
- Experienced in Banner Finances processes including Lobo Mart, DPR/DPI processing, Purchase Card, Journal vouchers and budget distributions, and Chart of Accounts.

Staff Supervision and Personnel Relations:
- Supervised 2.5 FTE regular staff. Reorganized staff structure, doubling staff within nine years, and moved one position from a .75 FTE Administrative Assistant I to a full-time Administrative Assistant III through career ladder upgrades.
- Processed faculty, teaching assistant, and graduate assistant contracts and managed the hiring of additional part-time instructors to meet student enrollment demands.
- Served as principal liaison between students, faculty, staff, and other departments or external constituencies on day-to-day programmatic, operational, and administrative issues.
- Served on the Banner Catalog and Scheduling work group as a department/college representative and helped implement the module.

Event Planning:
- Oversaw and organized special department activities such as spring convocation and new student orientation.
- Athabaskan Language Conference (1998) a three day conference attended by Native American Language scholars from the United States and Canada.
- Oversaw the move of the Signed Language Interpreting program to their new space (2000). This included obtaining a minor capital improvement grant and fundraising events supporting the project.
- Navajo/Diné Language Program 35th Anniversary (2005) which included an opening reception (over 300 guests and dignitaries from the Navajo Nation, the State Legislature, and UNM, and three speaking events: Navajo Storytelling, Navajo Weavers of Crownpoint, and Navajo Code Talkers.
- Navajo Linguistics Workshop, Navajo Language Academy (2008), a three-week workshop attended by representatives of Navajo-serving institutions in New Mexico and Arizona.

Administrative Assistant III

July 1988 - Nov 1998   Art Museum, University of New Mexico,
                                                Albuquerque, New Mexico

Administrative Oversight:
- Served as central liaison with other departments and external constituencies in the resolution of a variety of day-to-day matters.
- Implemented and maintained data management systems.

Budget and Report Management:
- Monitored, reconciled, and assisted with all fiscal administration for the department.
- Prepared, reviewed, and monitored all PO's, SPO's, Travel Vouchers, Purchase Requisitions, and other financial documents.
- Provided financial activity and cost monitoring reports to Associate Director and Director.

Staff Supervision:
- Trained, lead, and guided work of lower-level staff.
- Supervised student employees as appropriate.
- Participated in hiring decisions and performance appraisals.

Event Planning:
- Coordinated and facilitated meetings, facilities usage, events, and travel arrangements.

Accounting Clerk
Sept 1987 – June 1988   Property Management, University of New Mexico,
                                         Albuquerque, New Mexico
Administrative Oversight:
• Received and responded to customer concerns and inquiries, explaining university policies and procedures, and coordinating services between units.
• Maintained department records systems and vehicle inventories.
• Processed all insurance claims for the University campus-wide.
Report Management:
• Prepared all fiscal related documents and year-end closing balances/reports.

Professional Training

Anderson School of Management
2001   Non-profit Management Certificate
2002   Advance Management Certificate
2004   Managing for Success through Coaching Certificate
2001   Dispute Resolution Mediation, Peer Mediator Certificate

Banner Finance Module

Banner Student and Advising Module

Project Link

Negotiation and Conflict Resolution

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Education

> Doctor of Education, Educational Administration-Higher Ed. Leadership
> ABD
> Northcentral University
> Prescott Valley, AZ
>
> Master of Arts, Counseling
> January, 2006
> Liberty University
> Lynchburg, VA

Bachelor of Arts, English & American Literature/Minor in History
December, 1999
University of Texas at Austin
Austin, TX

Teaching and Curriculum Experience

The University of New Mexico, Albuquerque, New Mexico.
Part-time Faculty, August, 2011-December, 2011

Northeast Lakeview Community College, San Antonio, Texas.
Part-time Adjunct Instructor, August, 2009-December, 2009

Our Lady of the Lake University, San Antonio, Texas.
Lead Academic Counselor – Curriculum Development, May, 2008-August, 2008

The University of Texas at El Paso, El Paso, Texas.
Freshman Seminar Instructor, August, 2006-December, 2006

Teaching positions in the above institutions allowed me to prepare curriculum and lead instruction for Freshman seminars, both skills- and theme-based. I developed skills-based curricula in regards to study skills, goal setting, learning styles, and tools needed to successfully navigate the college experience. I developed themed curricula around the topic of self-efficacy, psychological behaviors of adolescents and college students, and the university experience. Students were provided opportunities to perform research and report, in writing and orally, on campus events, career goals, and topics of interest related to subject matter. I have had the experience of developing web-based course content for the WebCT platform, to include learning styles, goal setting, career development, and culmination of students' final project. In each course, I provided students with opportunities to hear from guest speakers, facilitated group learning experiences, and assessed student learning outcomes.

Higher Education Work Experience

The University of New Mexico – Communication & Journalism, Albuquerque, NM.
Program Advisement Coordinator, June, 2010 – present
This position allows me to provide both undergraduate and graduate advisement to Communication and Journalism students. I facilitate the process of tracking degree completion, referring students to campus resources, offering information on job availabilities and internships, proctoring comprehensive examinations, and performing the administrative and counseling functions to move graduate and undergraduate students towards their degree. I am able to work with faculty on curriculum changes and planning, as well as develop programs to further support students within the department on a holistic level in regards to student development. I collaborate with advisors across campus and perform outreach at branch campuses to ensure that all students are provided with accurate and current information.

The University of San Antonio – College of Business, San Antonio, TX.
Academic Advisor, October, 2008 – May, 2010
The duties of this position included performing degree audits to ensure that students were progressing appropriately to completion of their degree. I met with students to discuss academic and career goals, along with issues regarding admission to, or dismissal from, the business school at the university. I provided counsel to students and made appropriate referrals. I performed outreach across campus and during summer orientation to discuss requirements with incoming students.

Our Lady of the Lake University – Student Success & Retention, San Antonio, TX.
Lead Academic Counselor, May, 2008-August, 2008
This position allowed me to supervise a staff of five academic counselors. I worked with administrators and faculty to assess student retention issues, perform outreach for incoming students, and counsel students on academic and personal issues. I successfully developed program coordination between various administrators on campus to increase campus-wide collaboration, and worked with academic counselors and campus resources in developing web-based content for WebCT course.

The University of Texas at El Paso – Academic Advising Center, El Paso, TX.
Program Advisor, November, 2005 – April, 2008
In this position, I worked with lower-division undergraduate students from all majors in scheduling courses, exploring majors and career options, understanding academic probation consequences, counseling students on personal issues affecting their success, and made appropriate referrals. I developed orientation sessions to introduce students to curricula requirements and campus resources. I performed outreach both on and off campus to recruit students and disseminate program information. During the 2006-2007 academic year, I served as interim manager for the START program, which is the program designed for students admitted to the university provisionally. I collaborated with peers to develop a campus-wide career/major fair for students, and collaborated with members of the El Paso Community College to organize the UTEP/EPCC advising meeting held each semester.

The University of Texas at Austin – Distance Education Center, Austin, TX.
Administrative Associate/Lessons Coordinator, June, 2002 – October, 2005
The duties of this position included corresponding with distance education students from high school through college level regarding the distance learning program and course requirements. I worked with faculty on the distribution of lessons and exams, both traditionally and online, and served as a liaison to troubleshoot technical difficulties with online course materials. I traveled to the main campus, city wide, and to state events to market the distance learning program to the public and served as a resource for prospective students. I was the direct liaison between the distance education department and the advisors on the main campus, through my membership in the Academic Counselors Association.

Professional Committee Involvement

Texas Academic Advising Network (TEXAAN), Texas.

Member and Vice-President of Programs, February, 2009 – May, 2010
Coordinated with members of the executive committee to review the TEXAAN constitution and plan the annual state conference. Sent out a call for proposals, reviewed and selected proposals for the program, and created survey tools for conference review.

National Academic Advising Association (NACADA), Nationwide.
Member, October, 2007 – present.

Volunteer Work

Underrepresented Freshmen Mentor, University of Texas at Austin, 2003-2005.
Provided counsel on development and adjustment issues of underrepresented students.

Lunch Mentor, Believe in New Mexico Girls, 2010.
Provided information on career goals and counsel on self-esteem and adjustment issues.

Publications & Presentations

Burgess, V. & Cavazos, G., (2007) *Be WISE:Ways of Interacting with Students Effectively.* Poster Session. NACADA Conference, Baltimore: MD.

Cavazos, G., (2011) *From Screenplay to Action: How to respond to student needs.* Concurrent session. NACADA regional conference, Albuquerque: NM.

Honors

Kappa Delta Pi – Alpha Delta Epsilon Chapter, International Honor Society in Education.
Member since April, 2009.

How to Review a Contract I

Faculty and Tier II Hiring

Grants Management

Igniting (or, Re-Igniting High Motivation at Work

Dealing with Emotional Behavior

Performance Coaching

The Project Manager

Leadership, Power, and Influence

*Schedule of additional Professional Development and Training courses provided upon request.

Service

Member, Senior Scheduling Coordinator Hiring Committee, Arts & Sciences	2011
Arts and Sciences Human Resources Task Team	2010-2011
Member, Arts and Sciences Quality Initiative, Faculty Hiring	2007-2008
Member, Department Administrator Hiring Committee, Department of Philosophy	2007
Member, Department Administrator Hiring Committee, Speech and Hearing Sciences	2006
Arts and Sciences Fiscal Processes Help Group	2005-2006
Banner Catalog and Scheduling Task Team	2004-2006
Department Administrator Information Portal project	2001-2002
Member, Dean's Search, College of Arts and Sciences	2000
Member, Administrative Assistant Search, Maxwell Museum Foundation	1998
Department Administrators Professional group	1998-2002
Co-chair, Staff Council Career Development Committee	1997-1998
Facilitator, Human Resources Career Ladders project	1997
Member, Staff Council Career Development Committee	1996-2002

Jeanette M. Albany

701 CARDENAS DRIVE SE, ALBUQUERQUE, NM 87108 ❖ 505 268-6094

QUALIFICATIONS SUMMARY

Administrative support professional with over 33 years of experience in desktop publishing, secretarial, Web design, accounting, and administrative activities. Detail oriented and resourceful in completing projects; possessing strong technical and organizational skills including multi-tasking.

EXPERIENCE

DEPARTMENT OF COMMUNICATION AND JOURNALISM - UNM
Administrative Assistant II, February 2008-Present

Provides staff support to the Department, which includes assisting the Chair with the scheduling of classes, maintaining the calendars for the meeting rooms and classrooms, maintaining and monitoring budget/fiscal records, purchasing supplies and equipment, organizing the purchase of textbooks, making travel arrangements, handling day-to-day problems and situations, and providing secretarial support.

Tasks

- Schedules and coordinates meetings, events, appointments, travel arrangements, and/or other similar activities for the Department Chair.

- Scheduling coordinator: Assists with the preparation and maintenance of Department class schedules each semester. This includes filling out and submitting various scheduling forms and maintaining a correct and up-to-date class schedule. Classified as a Department Scheduler 1 (updates instructor assignments via the Banner system).

- Serves as Department P-Card cardholder and reconciler, Banner direct pay processor, and time keeper. Performs basic routine bookkeeping functions (i.e., processes travel and other reimbursements, purchase orders, and other miscellaneous purchasing documents for faculty, staff, and students; oversees and processes payroll time sheets).

- Coordinates the building/in-house calendar; scheduling conference and classrooms for meetings, special class sessions, colloquia, and presentations.

- Oversees the ordering of textbooks, i.e., assists the faculty and other instructors to ensure that textbooks are ordered for all classes in a timely manner.

- Coordinates and oversees the day-to-day management of supplies, equipment, and facilities for the Department, as appropriate, to include maintenance, inventory management, logistics, security, and related activities.

- Manage faculty yearly allowance spreadsheet to ensure they stay on budget.

- Performs basic information gathering as specifically directed.

- Assists faculty and staff in problem solving, project planning, and development and execution of stated goals and objectives; assists in the coordination, supervision, and completion of special projects, as appropriate.

- Coordinates the processing and distribution of IDEA evaluations (student feedback) each semester.

- Supervises the training of new employees and the ongoing training of other employees, resolving problems, and supervising employee time and attendance records.

- Oversees and maintains department copier and copier user codes.

- Composes and edits correspondence.

ALLIANCE FOR TRANSPORTATION RESEARCH INSTITUTE (ATRI)
Administrative Assistant/Web Designer, July 1996-May 2006

Proficient in creating and producing project oriented publications and designing/maintaining various Web sites using a wide range of media, methods, techniques, and equipment. Coordinates publications and documents for the Institute to ensure quality and accuracy. Has also performed various accounting tasks in support of the operating unit, including posting entries; processing payments, payroll time sheets, and employment documents; maintaining sick and annual leave and other payroll records; and assisting in the preparation of billings and other financial reports. Has taken required classes to become proficient in the University of New Mexico's new accounting systems (Banner and Hyperion) and continues to take classes to keep current in the system.

Tasks

- Produce and format research publications and reports for contracts and make them available on the Internet.

- Design and produce promotional and marketing materials such as flyers, brochures, and displays, as well as camera-ready art.

- Maintain graphics library and digital records.

- Develop, create, and update Web sites. This includes editing, composing, and proofreading content. Designed Web sites for the ATR Institute, New Mexico Department of Transportation (NMDOT), NMDOT Research Bureau, NMDOT Passenger Transportation Programs Bureau, Environmental Justice Planning Committee, and the NM Regional Transit District Information Toolkit. This included planning the overall look of site, getting input about the content of the Web site, and producing attachments.

- Oversee overall quality and content of the ATR Institute web site. In January 1997, the ATR Institute web site was given the "LOGcity Website Designated Site of the Week Award" for the most informative and outstanding transportation website on the Internet. In 2002 and 2003 it received the Golden Web Award which is presented by The International Association of Web Masters and Designers to those sites whose web design, originality, and content have achieved levels of excellence deserving of recognition.

- Contact person for any site problems. Interact with staff to solve any problems with the Web site and answer questions related to content.

- Prepares purchasing, travel, personnel, or related documents.

- Prepares routine accounting entries and posts financial transactions.

- Assists in ordering, care, maintenance, and utilization of department equipment, supplies, and inventories.

- Distributes, reviews, calculates, and processes payroll time sheets and employment documents; verifies account numbers; maintains sick and annual leave and other payroll records.

EARTH DATA ANALYSIS CENTER (EDAC) (formerly Technology Application Center)
Administrative Assistant, 1987-1996

Duties included: Editor of EDAC's quarterly bibliography, *Remote Sensing of Earth Resources* from 1987 until 1994. Editor duties included searching NASA's Recon database, compiling abstracts, and inputting data into a publishable form. Other duties included data inventory and management, graphic design and production, office communications, records maintenance, ordering office supplies, overseeing office equipment, and assisting the entire EDAC staff in the areas of project preparation, i.e., preparing technical reports, newsletters, and proposals. Graphic design duties included designing CD booklet covers and inserts, designing marketing materials, making visuals for presentations, and designing in-house forms.

TECHNOLOGY APPLICATION CENTER, UNIVERSITY OF NEW MEXICO
Department Secretary, 1983-1987

Duties included: Assisting director and manager of Visiting Scientist Program in preparation of technical materials for classroom, general training, and seminars; assisting senior accountant with preparation of payroll, daily purchase orders, correspondence, and management information reports; co-editor of *Remote Sensing of Natural Resources: A Quarterly Literature Review* which included preparing, editing, and mailing; updating and computerizing subscription lists; assisting director and program manager with coordinating projects, including technical reports, graphics preparation, and proposal preparation; maintaining and ordering supplies; typing letters, proposals, and assorted company documents and publications, both regular and confidential.

TECHNOLOGY APPLICATION CENTER, UNIVERSITY OF NEW MEXICO
Staff Secretary, 1977-1983

Duties included: Typing letters, proposals, and assorted company documents and publications, light bookkeeping, word processing, maintaining supplies, and occasionally making travel arrangements for company personnel.

EDUCATION

ALBUQUERQUE TECHNICAL-VOCATIONAL INSTITUTE, NEW MEXICO
Secretarial Degree, 1975

UNIVERSITY OF NEW MEXICO, DIVISION OF CONTINUING EDUCATION
Various classes in personal and business computer education, 1983-present.

Classes taken include: Adobe Illustrator, "Graphic Design and Layout One" (February 1997); "Creating a Home Page on the World Wide Web" (April 1997);

"Developing Web Pages Using Java" (October 1998); "Web Page Authoring" (August 2001); "Intermediate HTML" (August 2001); "Computer Graphics Fundamentals" (September 2001); "Presentation Authoring with PowerPoint" (December 2001); "Beginning Dreamweaver" (February 2002), "Intermediate Dreamweaver" (March 2002), and "Networking Fundamentals for the Internet" (August 2002), InDesign: Beginning Fast Track (March 2010), and Administrative Professional Conference (April 2008/2010).

MANAGEMENT DEVELOPMENT AND TRAINING PROGRAM (UNM)

Time Management – September 2004

The Seven Habits of Highly Effective People – May 2003

Increasing Human Effectiveness – 1993

Top-Level Administrative Workshop ‐ 1992

EMPLOYEE AND ORGANIZATIONAL DEVELOPMENT (UNM)

Performance Review for Staff – February 2011

Preventing Sexual Harassment – July 2011

Ethics: A Framework for Ethical Decision Making – July 2011

Basic Annual Safety Training – July 2011

Department Time Approvals – July 2010

Accurate Time Reporting – October 2009

Violence in the Workplace – October 2009

Department Time Entry – February 2008

Purchasing Process for Departments Lab – February 2008

Securing Private Data – February 2008

Travel Policies and Procedures – February 2008

Grants Management Program: General Workshop – February 2006

Payroll Policies, Procedures, and Time Reporting – February 2004

Travel Policies and Procedures Refresher – February 2004

Performance Review for Staff – May 2003

P-Card Program (On-Line Course) – December 2003 and February 2008

P-Card for Purchasing Airline Tickets (On-Line Course) – December 2003/February 2008

UNM BANNER TRAINING

PCard for Travel (Review) – February 2011

PCard Program (Review – February 2011

Direct Pay Training Lab – February 2008

Finance Standard Reporting Overview (On-Line) – February 2008

Encumbrance Processing (On-Line) – February 2008

Purchasing and Accounts Payable Policies and Procedures – March 2008

Cash Management – February 2008

Primary E-Print Monthly Report Online Training – May 2005 and February 2008

DP-EZ Workshop – April 2006

Tracking Purchases Refresher – April 2005

Higher Markets (LoboMart) Refresher – March 2005

Contract and Grants Fundamentals (On-Line) – May 2004, February 2005/February 2008

Journal Voucher Processing (On-Line) – May 2004, February 2005, and February 2008

Chart of Accounts Maintenance Application –June 2004

Purchasing Process for Departments Lab – June 2004 and February 2008

Direct and General Encumbrance Payment Lab – May 2004

Purchasing and Accounts Payable Overview – April 2004

Banner Fundamentals and Navigation On-Line Training – April 2004

General Finance Overview (On-Line) – April 2004 and February 2008

COMPUTER SOFTWARE PROFICIENCIES

- Word processing and desktop publishing (Word, Publisher, InDesign, PageMaker).
- Web-related software (Dreamweaver, FrontPage).
- UNM related software programs (Banner, Hyperion, LoboMart, E-Print)
- Computer graphics (PowerPoint, Photoshop, Illustrator).
- Basic knowledge of Excel and Access software.
- Basic knowledge of Internet searching strategies and web page design.

PAPERS

TRIBAL/STATE BUDGETARY PROCESSES: IDENTIFYING DIFFERING REVENUE AND ALLOCATION PROCESSES: A REPORT OF THE DOLLAR GROUP FROM ITS MEETING AT THE FOUR CORNERS INSTITUTE FOR TRIBAL/STATE RELATIONS

Annual Meeting of the Transportation Research Board, TRB A5020—Committee on Native American Transportation Issues, submitted August 1, 2002. Authors: Angela Arviso, Angelita Benally, Lee Bigwater, Steve Bunch, Roy Cornelius, Robert "Bo" Olcott, Rudy Ramierez, Jeff Swan, Charles Trujillo, Rita Critchfield, Jeanette Albany, Elaine Brouillard, and Mary E. White.

511 Stagecoach Rd SE Rio Rancho, NM 87124

Phone (419) 308-6590 Email: adang25@unm.edu

Adan Garcia

Education

August 2006	Bowling Green State University	Bowling Green, OH

Master of Education in Career and Technology Education

August 2000	Bowling Green State University	Bowling Green, OH

Bachelor of Arts in Communications

August 1995	Art Institute of Pittsburgh	Pittsburgh, PA

Associates in Music and Video Business

Work Experience

2009-present	University of New Mexico	Albuquerque, NM

Operations manager/video Instructor

Maintain all computers, software maintenance and upgrade, studio maintenance and upgrade, upkeep on current classroom technology, teach video classes and video editing classes, assist students in their projects for all classes. Helps with operation budget. Continue to upgrade technology in the classrooms and studio. Supervise equipment checkout and perform repairs to equipment.

2006- 2008	Bowling Green State University	Bowling Green, OH

Instructor of Digital Media

Taught web design, basic Photoshop, introduction and advance video class. Also taught video editing and after effects classes, lighting for interviews, and field production.

2003- 2006	WBGU TV 27 PBS	Bowling Green, OH

Field Production Coordinator

Videotape and edit segments for local programming. Light studio for five local shows. Maintain studio and field equipment. Train students camera operations and lighting.

2000-2003	WTVG TV 13 ABC	Toledo, OH

Photojournalist, Senior Editor

Videotape and edit local news video covering a variety of events for voiceovers and reporter packages for all six newscasts.

1997- 2000	WBGU TV 27 PBS	Toledo, OH

Production assistant

Technical director, camera operator, switcher, font operator, audio engineer and editor.

1998-1999	WTVG TV 13 ABC	Toledo, OH

Studio camera operator

Certification and Awards

- Omni Award winner
- Ohio Film Festival Selection
- Regional Emmy award winning documentary
- Multi-Crystal Award winning documentary
- Final Cut Pro Certified, NISDM
- Completion of Advance Cinematographer from The Workshops in Maine
- Spirit of Achievement, WBGU- PBS
- Outstanding Production Student WBGU- PBS