

**Department of Human Communication Studies
California State University, Fullerton**

Program Performance Review Self-Study¹

March 27, 2007

¹ Section V. (New Long-term Plan) may be revised based on comments or recommendations from the site visitors. Thus, that section of the report should be considered a draft.

I. Analysis of Department's Strengths, Weaknesses, Opportunities, and Threats (SWOT)

A. Assessment of Department's Strengths, Weaknesses, Opportunities, and Threats.

The SWOT analysis focused on five areas: faculty, curriculum, students, material resources, and community outreach. The results of the analysis are shown below, and the final section presents assessment of the department's leverage, constraints, vulnerabilities, and problems.

I. Faculty

Strengths: First, the faculty shows a strong commitment to excellence in teaching. The department average of student ratings of faculty (SRis) is consistently above 3.4 (on a 4.0 scale) on all survey items. Another strength of the faculty rests in availability to students. The faculty regularly engages students in various collaborative efforts, including scholarly research activities. A recent survey (see Appendix A and Appendix B) reinforces the 1999 Program Performance Review results that students (both undergraduate and graduate) regard the availability of faculty to students to be a strength within the program. Students generally regard the standard of teaching performance to be high. In addition, the faculty demonstrates rigor in assessment of student learning; a number of years ago, the department adopted a grading standards policy, which was intended to maintain rigor in assessment of learning, and faculty generally adhere to that policy.

Second, the department's faculty is active in research and grant-writing activities. At least one-third of the department's faculty produces multiple scholarly publications each year and regularly present research results at professional meetings. Each year, the faculty in Speech Communication receives several intramural awards to support research activities.

Third, the faculty is active professionally. At least one-third of the faculty regularly hold offices in professional organizations, and nearly all the faculty are active members of their professional organizations.

Fourth, the collegiality in the departments is strong. Faculty members get along well and respect others and their respective areas of expertise.

Weaknesses: The primary weakness in the department's faculty continues to be low morale. Heavy teaching loads, a heavy load of thesis advisement on some of the faculty, and a heavy burden of committee assignments in a three-department school have taken their toll. Added to this are the relatively low level of support for research and professional travel and the low level of routine, daily support for instructional technology in the department. In addition, the loss of faculty over the last seven years has been difficult on morale for faculty members and students alike. The deaths of Professor Bill Gudykunst in 2005 and

Professor Richard Wiseman (2003-2004 Outstanding Professor and 2005 Wang Award Recipient) in 2006 have created a void in the department, particularly in the Intercultural Communication area.

A second weakness in the department is that the ethnic diversity of the faculty in Speech Communication does not reflect the diversity of the university's student population or the diversity that we aim to achieve within the department's degree programs. While we believe it is possible to increase the diversity among our majors, it may not be possible to achieve a diversity that mirrors that of the university's student population without a more diverse faculty. This was found to be true in the department's Communicative Disorders Program; when the diversity of the faculty increased, the diversity among the program's majors soon increased proportionately.

A third weakness in the department is that some faculty members are not as active in research as they could be. Not everyone can reach the standards of Bill Gudykunst, Rich Wiseman, or Stella Ting-Toomey but we need to find ways to encourage faculty to become more active in research.

Opportunities: There are significant opportunities outside of the department for support of some of the activities listed in the section on weaknesses. There are extramural funding opportunities to faculty, several of whom have received multiple grants. Support evolving from these activities could help with various research expenses, including personnel costs for research assistance and travel to professional conferences. Support could also be used to reduce teaching loads for persons involved in funded activities. We have been relatively successful in winning such support but a relatively small number of faculty members apply for such support each year.

We have had several faculty members retire and join the Faculty Early Retirement Program (FERP). Professor Robert Emry completed his five-year period in the FERP in June, 2006. Professors Norman Page and Elizabeth Mechling will be completing their FERP in June 2009. Consequently, we should have the opportunity to argue for new tenure lines in key areas.

Threats: There are three primary threats to our faculty. One is the threat of "burn out." The teaching load, research activities, committee assignments, various administrative assignments, and advisement activities have created in some the feeling of isolation from colleagues and of low morale. A second threat relates to the cost of living in the Orange County Region which is significantly higher than in most parts of the country. This situation, combined with the relatively low salaries (the third threat), makes it increasingly difficult to keep our current faculty or to recruit new faculty members. Several potential applicants have turned down requests for interviews because of the heavy teaching load, high cost of living; and low salaries.

2. Curriculum

Strengths: The centrality of the field to academic studies and the potential for significant growth in the number of majors are major strengths of the program. The development of effective communication is regularly listed as a priority in business, industry, and government. Furthermore, the growth in communication specialties as a professional area has suggested a strong need for studies in human communication. Almost regardless of their academic majors, students recognize the importance of effective communication skills to help them get and keep positions in their career areas. When partnered with other disciplines (e.g., Business), our appeal to students is enhanced even further. For example, the cross-unit collaboration (Dr. Matz from our department) with the College of Business and partnership with Target Corporation promoted the integration of knowledge with the development of communication skills, values, professional ethics, teamwork, leadership, and citizenship skills necessary for students to make meaningful contributions to business and society.

Another curricular strength of the department is its centrality to the university's general education program. HCOM 100 (Introduction to Human Communication) and HCOM 102 (Public Speaking) satisfy the oral communication requirement of the general education program for approximately 3,400 undergraduate students each year. HCOM 235 (Essentials of Argumentation) satisfies critical thinking requirements for almost 400 undergraduate students each year. Finally, HCOM 320 (Intercultural Communication) satisfies a cultural diversity requirement for approximately 500 students each year. These courses satisfy general education requirements each year from more than 4,200 undergraduate students.

Weaknesses: The faculty has expressed several concerns collectively that revolve around curriculum. At the center of these concerns is a pattern of declining enrollment. The table in Appendix C shows that the total enrollment in the degree programs (graduate and undergraduate combined) has grown from 146 in Spring 1999, the time of the last PPR, to 183 in Spring 2007. This is a growth of 25% in enrollment. However, during the same period the total university enrollment has grown by 37%. Thus, the ratio (of our program's majors to total university enrollment) has declined by 10% from 0.57% of total university enrollment to 0.52%. The decline is made up entirely by a decline in undergraduate enrollment, not graduate enrollment in the program.

The faculty feels that there are two underlying factors over which there can be control. One is the content of the curriculum, which may not be attractive to prospective undergraduate majors. One of the goals articulated in a later section of this report addresses the need to make changes in the curriculum. These changes should be made in response to (1) student needs; i.e., classes that students see as important to their personal, academic, and professional goals and (2) curricular coherence and responsiveness to current trends in the discipline. We have continued to add classes that faculty members see as important to their particular teaching and research interests but we have not eliminated any classes. We still need to evaluate the overall curriculum, however, to ensure its relevance and importance. A second concern has to do with the marketing of the major.

One key problem in marketing the major was the name of the department which has now been changed from "Speech Communication" to "Human Communication Studies." The current name of the degree remains "Speech Communication" but we are in the process of attempting to change this to "Human Communication Studies." "Speech communication" simply does not capture the nature of the curriculum nor the kinds of career opportunities, such as mediation, relational communication, or health communication, that are open to graduates of the programs. Fewer than 15 percent of the courses in communication and theory include "speech" in the title.

Related to curriculum is the issue of class scheduling. Student feedback has been critical of class scheduling patterns. Students have complained that needed classes are in conflict with each other in the class schedule, of inadequate flexibility in the scheduling of required and elective classes, and of inadequate evening classes to meet the needs of the large proportion of students who are employed full-time. An additional long-term goal (3.d.) was developed to address the issue of scheduling.

Finally, the two areas within the department could share significant areas of curriculum and have done so in the past. Yet, there has been a gradual separation of curriculum over the last ten years. Even those classes that are required for degrees in both majors (HCOM 300: Introduction to Research in Speech Communication; HCOM 500: Speech Communication Research) are now typically partitioned by major with faculty from each of the two areas teaching only students in their own degree program. This separation has been primarily in response to student comments about the difficulty in application of research methodologies to issues other than those drawn directly from the discipline. The result is that the two programs share essentially no curriculum at this point.

Opportunities: The Speech Communication Program have opportunities to form stronger, more productive relationships with business, industry, government, and other community organizations. Such relationships have been of value to both programs over the years. Partnering with community organizations could be of significant value to both programs in revising and updating curriculum to maximize the career value of the degrees. The Town Hall meetings (initiated and directed by Professor Robert Emry) have been very successful in generating discussion of significant social issues. Projects by our graduate students can also provide opportunities to connect with the community. For example, the "Local Champions" graduate project (a community partnership with St. Jude Medical Center) is designed to better communicate prenatal information to the "West Fullerton" community.

There is significant opportunity for the program to increase its role in the liberal education of non-majors as well as to increase its attractiveness to prospective majors because of the importance of communication in today's complex society and because of the importance of understanding the influences of cultural and linguistic diversity on communication.

In addition, the Speech Communication Program had considerable opportunity to collaborate with the community in such areas as conflict mediation. There has been some initial consideration of creating a "Center for Conflict Management" and a "Communication Training and Development Center," which could be of value to the department, the university, and the community. The opportunities to collaborate with the community on issues of mutual interest can and should provide opportunities to renew and update the curriculum to provide our graduates with the communication knowledge and skills that will maximize their value to business, industry, government, and other community organizations.

Threats: The heavy commitment of the department to the university's general education program does have the potential to also pose a threat. Approximately 60% of the department's FfES involves general education courses. Any changes of significance to general education requirements, either at the system or the local level, could have profound effects on the department. The department needs to work in a proactive manner to ensure that its curriculum continues to form an important component of the general education program and that it updates and revises its own curriculum as the needs of the general education program change across time.

3. Students

Strengths: Advancement of student achievement and the overall level of student quality is a strength of the program. Students are regularly prepared to pursue advanced studies, including doctoral-level work. At least 25 students who completed the graduate program in Speech Communication have gone on for doctoral studies, and many students in the forensics program have pursued advanced professional degrees, particularly in law. Faculty mentoring of students has been noteworthy. This effort has shown significant results as students have been guided through successful research activities resulting in publications, convention presentations, and receipt of honors such as thesis awards and honors for work presented at conferences. Students have also participated actively in the development of programs for students. One prime example is the development of the Peer Advisement Center for students in Speech Communication, which was developed jointly by faculty and students and that is, as the title indicates, staffed by students in the program.

In addition to the quality of student achievements, the department has been successful in its effort to recruit students from under-represented ethnic groups. Over the past seven years from Fall, 1999, through Fall, 2006, the percentage of majors in Speech Communication who are from under-represented ethnic groups has increased from 24% to 38%. This ratio still lags behind that of the university, which is 57% non-white. Thus, it continues to be a goal of the program to increase the ethnic diversity of its majors to mirror that of the university as a whole and, indeed, to mirror that of the community.

The Forensics Program stands as a prime example of student strengths. Last year was one of the most successful seasons in the history of the program. The CSU-Fullerton forensics program was selected last year as one of the top 16

programs in the nation. The defeated such nationally ranked teams as Harvard, Emory, Georgetown, Michigan State, Northwestern, Dartmouth, and the University of Southern California. This marks the 6th consecutive year that we have finished in the top 16 in the nation, either in end-of-season rankings or finishes at national tournaments. We also had a number of local and regional successes, including First Place at the CSU, Northridge tournament. Overall, the squad received over 50 awards, including 5 first-place awards, and Brenda Montes was named the Debater of the Year by the Cross Examination Debate Association.

Weakness: The faculty has perceived a gradual decline in the writing skills of students, particularly in the undergraduate program. This has been complicated by the growth of SFR and large classes, which makes it more difficult to address this issue. We do not have a programmatic strategy for the assessment of writing and it is not, therefore, possible at this time to assess the effects of any curricular or programmatic changes designed to foster an improvement in writing skills among our students. This issue is addressed through a goal in a subsequent section of the report. Currently, there is a writing tutor in the College of Communications which may alleviate this concern to some degree.

Opportunities: Because of the ethnic, cultural, and linguistic diversity of the student population at CSUF, the program has tremendous opportunity to increase the diversity of the majors within the programs. The program has made strides in increasing the diversity of majors, as indicated in a previous section. The university's diversity composition provides an inherent opportunity for the department to increase the diversity among its majors. The focus of several of the faculty on intercultural communication provides an additional opportunity to increase the diversity among our own majors as well.

Threats: Students' perception of the career opportunities available to them with a degree in Speech Communication poses a threat to the department. Students do not necessarily see a link between the knowledge and skills they acquire in their major and specific career opportunities. More than that, they perceive that others do not see the link.

4. Material Resources

Strengths: One of the strengths in the department's materials resources is a strength of every program on campus now: the Computer Roll Out program, which has put networked computers in the office of every faculty and staff member, and the Faculty Development Center, which is available to ensure that every faculty member has the opportunity to learn how to use the technology that is available to them. The SMART classrooms also have been instrumental in linking technology with pedagogical design and delivery.

Weaknesses: The primary weakness is delays in repairs caused by the heavy workload of the College of Communications' Information Technology Consultants. The instructional technology in several of our classrooms must be maintained and repaired within the college; these classrooms are not included in the university's system for supporting the SMART classrooms. Some of the

department's equipment is unavailable at times because of breakdowns, various kinds of interfacing problems, lack of knowledge on components that are needed to make systems work, etc.

In addition, there is insufficient availability of multi-station computer labs for instructional purposes. The School of Communication has two such labs, but there is greater demand than there is availability. One course in particular would be better taught in such labs: HCOM 308 Introduction to Research in Speech. Yet, at times, there is insufficient availability to schedule either class on a consistent basis in one of the available labs in our building.

Opportunities: There are significant opportunities for all faculty members to maximize their ability to use the Roll Out Computers to enhance their performance in teaching and research.

Threats: The lack of access to large, technologically advanced classrooms, multimedia presentation equipment for all classrooms, and consistent access to technology assistance within the department serve to reduce faculty motivation to begin to use all that is available to them.

5. Community Outreach

Strengths: The level of outreach into the community has been strong. The Southern California Urban Debate League (SCUDL) is an example of outreach. This innovative program, founded in 1997, teams the department's forensic coaches and debaters with students from Santa Ana and other area High Schools, where dropout rates exceed 60 percent. Each year, the team has participated in numerous competitions hosted by the Orange County Speech League and by various colleges and universities. The SCUDL performance at last year's state qualifier is typical: three out of five teams that qualified for the state tournament were SCUDL teams. Absent SCUDL efforts, the schools involved would not even be able to field debate teams.

Another example of outreach is the *Center for Community Dialogue*. With approval and support of the President's Administrative Board, the *Center for Community Dialogue* was established to maintain and expand the commitment made nearly a decade ago by the university to facilitate a dialogue on issues central to the quality of life in Southern California. Through the efforts of Dr. Robert Emry, Emeritus Professor, Department of Human Communication Studies, and Owen Holmes, Associate Vice President for Public Affairs and Government Relations, the Center has devoted significant effort to creating forums for public dialogue on key issues. These forums position Cal State Fullerton in a leadership role on finding solutions to important issues and in building a sense of community in an ever increasingly diverse society. The "Our Divided Political Culture" series that has been put on since 2004 has addressed (a) The Patriot Act, (b) Environment and Development, (c) Same-Sex Marriage, (d) Immigration, and (e) The Death Penalty. The events have attracted live audiences of up to 800.

Since 2005, HCOM 435 has been actively engaged in the West Fullerton community. A study by the Public Policy Institute of California, entitled The Ties that Bind: Changing Demographics and Civic Engagement, found that the new immigrant is not fully participating in American civic life. Because of this lack of participation, the new immigrant community's agenda does not become a part of the statewide, regional or local policy and or resource allocation dialogue. This results in a lack of public policy choice and/or resources devoted to meet these communities unique hopes and aspirations. Drs. Emery and Holmes' work in West Fullerton attempts to resolve this lack of participation by collecting stories of hope and civic renewal from an isolated immigrant community, West Fullerton. Guided by this approach to community building, Drs. Emery and Holmes worked with the West Fullerton Improvement Committee to identify 10 persons who were providing positive leadership in the community. These ten people were interviewed and videotaped by students enrolled in HCOM 435. The interviews were analyzed to identify themes and the videotaped interviews were used to create a 15-minute video capturing the multifaceted nature of this community. In addition, this video has been used in a civic congress as a catalyst for identifying community-based issues. The civic congress discussions resulted in the community reaching consensus on twenty-one next steps such as finding opportunities for civic engagement for teens and preteens to strengthening existing resident groups. Both the video and the result of the civic congress were discussed in a town hall on campus in the fall of 2005.

Weaknesses: The primary weakness of the outreach programs is support. There is significant value in each of these programs. All tend to keep the faculty at the cutting edge of their discipline, some offer research and practical experiential training opportunities to faculty and/or students, and all offer direct benefits to the community. But some of the programs do not have on-going support, and faculty members sometimes must divide their time and attention between these outreach activities and their other responsibilities at the university.

Opportunities: There are many opportunities for outreach, and many of these opportunities can result in substantial contribution to the department and the university's mission and goals. The greatest opportunities, however, lie in the outreach activities that have the greatest chance of becoming self-supporting or of finding a continuous source of support. The department needs to search for other opportunities that can directly enhance mission of the university in education, research, and outreach, and can at the same time become self-supporting so as to not drain department budget and not bum out our faculty.

Threats: The primary threats posed by the outreach activities are their potential for contributing to faculty burnout. Previous sections have pointed out the value to the department, university, and community brought about by the outreach activities. But if the activities do not have a continuous source of support, continuation of the program is usually at the expense of faculty in terms of time and sometimes in terms of money as well. We seriously risk losing faculty who ultimately bum out as a result of over-extending themselves in outreach activities.

B. Assessment of the Department's Leverage, Constraints, Vulnerabilities, and Problems Based on SWOT Analysis

The department's leverage is best expressed in terms of the content and focus of its curriculum. Students learn in the department's general education courses both theory and skills that are one mark of a liberally educated person. Persons seeking degrees in Human Communication Studies may acquire knowledge and skills that are highly valued by employers and that form an excellent basis for advanced study and professional study in disciplines that require an exceptional level of communicative skills, e.g., law. In addition, the faculty provides leverage. We have a number of faculty who are producing scholarly level work in a prodigious manner. This fact distinguishes the department outside of the university, and it positions the department well inside the university for continuing to make a contribution that is especially relevant in California with its diverse society and the resulting rapid evolution of its social, business, and economic structures. This combination of features of the department probably best summarizes the leverage of the department.

The constraints stem from two resource issues. First, there is a heightened sense that faculty feel overloaded. Some of this comes from the fact that the department exists with just two other departments in the College of Communication. This position gives rise to certain opportunities, but it also gives rise to greater demands for participation in committee work and for doing the work that must be done in order to completely realize the advantages of being in a smaller school. All seem to agree that the 4-4 teaching load and the requirements for research are already heavy without the demands for additional school-level governance activities. Some of the sense of being overloaded probably results from the budget constraints that have existed since the beginning of this decade. The loss of faculty over the last seven years and the difficulty in hiring new faculty have weakened the department and increased the workload of the remaining faculty.

Vulnerabilities lie primarily in any failure to update curriculum or to adopt modern approaches to assessment of learning outcomes. Failure in either area would reduce our ability as a department to position ourselves as important contributors to the general education program and to maximize the value of our degree to our majors. We do also have significant vulnerability if we fail in our recruitment of excellent new faculty members.

C. Analysis of Use of Leverage to Minimize Constraints, Vulnerabilities, and Problems

The best way to use our leverage is to ensure that we have the best curriculum possible and to be able to demonstrate that through a variety of outcomes measurement tools, including measures for the general education components of our curriculum and for our undergraduate and graduate degree programs. We have completed an assessment of two of our courses (HCOM 308 and HCOM 500) and are currently designing assessment strategies for two of our G.E. courses (HCOM 100 and HCOM 102). We also should attempt to find better ways to support research and scholarly activities by our faculty, and we should work hard to find outside support for our activities as a department in the form of extramural research and training grants and intramural grants at every opportunity.

D. Assessment of Department's SWOT Analysis for the Implementation of the University's Mission, Goals, and Strategies

Results of the SWOT analysis suggest that the department's contribution to the University's Mission, Goals, and Strategies can be enhanced by (1) developing educational outcomes measures and implementing outcomes assessment processes for the department's general education courses, (2) completing the first assessment of educational outcomes of the program's B.A. and M.A. degree programs as the basis for the continuous improvement and updating of curriculum, (3) finding sources of support for the department's various outreach programs, (4) identifying strategies and sources of support to enhance the development, recruitment, and retention of faculty, and (5) continue to use every opportunity to improve the availability of educational technology to improve both the quality and efficiency of instruction in the department.

II. Department's Goals in Relationship to the University's Mission, Goals, and Strategies

A. Department's Missions, Goals, and Strategies

1. Mission

The mission of the department is to provide students with an understanding of communicative processes, both normal and disordered, in a culturally diverse society. Built upon this understanding is the learning of skills ranging from effective public speaking skills to assessment, diagnosis, and treatment of clinical disorders of communication. Finally, advancement of knowledge about normal and disordered communicative processes is an integral part of the department's mission.

2. Goals

The goals of the Speech Communication program, as they were revised in 1999, are now divided into two parts: those for the department as a whole and those for the Speech Communication Program.

a. Goals of the Department

1. To provide knowledge of the ways that humans are linked by the production, reception, context, treatment, and evaluation of messages.
2. To provide students with theoretical understandings and competencies that enable them critically to assess and affect social interactions.
3. To advance the understanding of human communication theories and processes through research.
4. To sensitize students to cultural influences on communication processes.
5. To promote the visibility and availability of quality professional services in speech communication.
6. To enhance the visibility and availability of quality professional services in speech communication.

b. Goals of the Speech Communication Program

1. To provide students with an understanding of human communication processes enabling them to evaluate and affect their communication environment.
2. To develop the interpersonal, analytical, critical, and presentation skills of students and to prepare them to function in an array of settings.
3. To train communication professionals who can develop, plan, and manage programs intended to improve the quality of human communication in education, business, government, or community settings.
4. To advance liberal arts education by preparing students to be able to posit and defend cogent arguments, to engage in rational decision-making, and to assume the responsibilities of a well-educated and informed citizenry.
5. To prepare students for advanced theoretical and applied study and research in the discipline of speech communication or in allied fields, such as business, government, law, politics, public administration or relations, the ministry, and the helping professions.
6. To develop students' critical thinking abilities as preparation for exercising democratic responsibilities and assuming positions of leadership.
7. To promote effective intercultural communication for the purpose of improving cultural sensitivity and respect.
8. To promote responsible freedom of speech and social accountability.

B. Relationship Between SWOT Analysis and University's Mission, Goals, and Strategies

The Speech Communication Program has demonstrated strength as well as areas that need improvement in relation to the University's Goals as follows:

- I. To ensure the preeminence of learning, the program has shown strength in the research and scholarly activity of faculty and in engaging students in the process of creating knowledge and beginning to utilize instructional technology to improve learning, both in terms of quality and efficiency. The program needs to improve in developing learning outcomes measures and using the results obtained with those measures to continuously improve the learning that takes place in its general education and degree programs.
- n. To provide high quality programs that meet the evolving needs of students, community, and region, the Speech Communication Program has contributed to the university's general education program, made a very major commitment to fostering understanding of multi cultural issues among students in general education courses and in courses for majors, provided students with a diversity of extemship opportunities.

The department needs to be proactive in anticipating change and participating in the planning process as the University's general education improves and evolves across time.

m. To enhance scholarly and creative activities, the Speech Communication Program has been fortunate to have a few very prodigious scholars, and it has made attempts to support research and scholarly activities through by providing release time, especially to new faculty members. The department needs to expand its commitment to supporting faculty scholarship by increasing efficiency in its teaching mission and by applying the benefits of greater efficiency to the support of faculty research and scholarship.

IV. To make collaboration integral to our activities, the program will continue its history of collaboration between faculty and students in the creation of knowledge and continue to encourage and recognize interdisciplinary and cross-unit collaboration.

V. To create an environment where all students have the opportunity to succeed, the Speech Communication Program has made strides in increasing the ethnic diversity among its majors. Progress is still needed, however, as the diversity among our majors is less than that of the university. In addition, we have not attained a level of ethnic diversity among our faculty that is most likely needed to increase further the diversity among our majors.

VI. To increase external support for university programs and priorities, the program will continue to seek support from the community for support of programs such as SCUDL, its forensics program, and its student scholarship programs. External support for these three programs combined has increased almost every year over the past seven years. However, SCUDL remains at significant risk and is badly in need of a very significant increase in external support. The College of Communications includes SCUDL as one of the two targets within the department for its college-level advancement efforts.

VII. To expand connections and partnerships with our region, the department has shown continuous efforts over each of the last seven years to host a variety of major educational and cultural events and to form relationships with various agencies and businesses in the community, many of which serve our students as externship sites and our faculty as sites for research and other sorts of collaboration. The Speech Communication Program should seek ways to share the expertise of its faculty with the community in ways that bring support back to the university that enhances its goals for learning and creation of knowledge.

VIII. To strengthen institutional effectiveness, collegial governance and our sense of community, the program has begun the work of self-assessment, but it does not yet have a culture of continuous self-assessment in which the results of objective programmatic assessment affect program planning and decision-making.

iii. Previous Long-term Plan

The long-term plan and strategies are shown below together with the progress toward achieving the goals. The goals were developed as a result of the last Program Performance Review in 1998. That review included both the communicative disorders degree program and the speech communication degree program. The goals that relate to the communicative disorders program have been removed.

1. To ensure that department's curriculum meets the changing needs of its majors for knowledge and skills in the area of human communication, we will:
 - a. Develop specific learning outcome measures for the undergraduate and graduate degree programs in Speech Communication.
 - b. Regularly and continuously conduct studies of outcomes using the measures developed in 1.a..
 - c. Conduct periodic assessment of the needs of business, industry, and governmental organizations within the community regarding graduates' knowledge and skills in the area of human communication.
 - d. Make changes in curriculum and degree requirements based on results obtained from strategies 1.b. and 1.c..

Outcomes: The department has developed learning outcomes for the undergraduate and graduate degree programs in Speech Communication (see Section IV.A.). The program started the process of assessing outcomes on goals at the undergraduate and graduate programs in 2005-2006. The results are reported in section IV.B. The program has not yet used the results to make changes in the curriculum, but there is a growing understanding that such data will serve the program well in guiding curricular changes. Further, there is a commitment to expanding the assessment process to include all of the learning goals. At the same time, there is a concern about the cost of such an assessment program. The faculty has a heavy teaching load, and the responsibilities for scholarly research productivity, student advisement, and committee work leave little time for assessment activities, which are not currently supported within the department in any tangible way. The program continues to make curricular changes based on faculty input. The program has updated curriculum (HCOM 331 Sex and Gender in Communication; HCOM 432 Contemporary Rhetoric; HCOM 509 Qualitative Research Methods), generated new curriculum (HCOM 425 Health Communication¹; HCOM 440 The Dark Side of Communication), and formulated a new minor in Conflict Communication³.

2. To ensure that the department's program meets the changing needs of the university's general education program, we will:
 - a. Develop specific learning outcome measures for the general education curriculum in the department.
 - b. Regularly and continuously conduct studies of educational outcomes using the measures developed in 2.a..

² Special course proposal.

³ Currently under review at the university level in Academic Programs.

c. Make changes in curriculum based on results obtained in 2.b. and on new standards and criteria for the general education program as articulated by the University.

Outcomes: One of the goals for 2006-2007 is to develop measurable outcome goals and a process for measuring them in HCOM 100 and 102. This project is currently underway. It has proven to be a challenge to develop a system that can be done in an efficient way, however, because of the large enrollment in those classes each year (3,377 in 2006-2007).

3. To attain an ethnic mix among the department's majors that mirrors that of the university as a whole, we will:
- Recruit at least two faculty members within the Speech Communication Program from an ethnically diverse background.
 - Conduct at least one survey of current majors in speech communication to identify barriers to success in the degree programs for persons from diverse ethnic backgrounds.
 - Formulate changes in recruitment, advising, and retention procedures based on 3.b. and continue to conduct surveys on a regular basis until the ethnic diversity of the degree program is the same as that of the university as a whole.

Outcome: The program has attempted to recruit a diverse faculty. Unfortunately, we have not been successful in increasing the diversity of our full-time faculty; only one of our full-time faculty members is from an under-represented group, and she has been on our faculty for 15 years. We have been partially successful in recruiting a diverse part-time faculty (6 of 35 in Spring of 2007) and a diverse group of Teaching Associates (4 of 16 in Spring 2007). More importantly, we have been successful in increasing the diversity among our Speech Communication majors from 24% in Fall 1999 to 38% in Fall 2006. It will remain a goal to continue to increase the diversity among our majors until it matches the diversity of the university's student body (57% in Fall 2006). One of the most important strategies for achieving this goal is to recruit and retain additional faculty members from under-represented groups until the diversity of the faculty mirrors that of the larger community and the university's student body.

4. To ensure that the department provides high quality programs with maximal efficiency and productivity, we will:
- Identify additional classes that can be effectively taught in larger classrooms through the use of advanced instructional technology and alternative teaching strategies.
 - Conduct studies of educational outcomes of classes targeted in 4.a. to ensure that increasing size of classes does not adversely affect educational outcomes.
 - Utilize advantages gained by enlarging some class sizes to increase the quality of teaching and learning in skills-based courses that require smaller classes and, in so doing, maintain an SFR that is no greater than the current SFR.

Outcomes: This goal has been dropped. The program offers large sections of HCOM 320 but the faculty has elected not to teach other curriculum in large

sections. The consensus is that most of the curriculum is better taught in smaller sections because of significant components of skill-building activities, critical thinking/writing activities, or both in nearly all of the program's curriculum.

5. To ensure that the program expands connections and partnerships with the community, we will:
 - a. Identify strategies for support of such programs.
 - b. Start and continue programs only when an adequate level of support can be obtained for the program.

Outcome: The College of Communications has focused its advancement efforts on two programs within the Department of Human Communication Studies. One is in Communicative Disorders and the second is in Speech Communication: the SCUDL program (See Section LA.5. for description). In addition, Advancement has focused on the department's forensics program and on student scholarships.

SCUDL has received a total of \$277,627 in outside support over the period of this report since 1999. Most of that (\$266,517) has come in the form of two large grants from the Open Society Institute. The balance of this has come from smaller donations. The College of Communications has provides some support for the program by partially funding a full-time lectureship with responsibility for providing administrative support for SCUDL. Although Advancement has focused on SCUDL for three years now, the amount of support over the last two years is small (\$425), and continuation of the program has put a tremendous strain on the faculty who are primarily responsible for the program (Professor Jon Brusckke and Lecturer Denise Frye).

The forensic program has also received support from the community in the form of donations. Donations to the program have increased from \$4,000 in 1999 to \$11,120 in 2006 for a total of \$42,900 over the period of this report since 1999.

The department has received support from the community for its student scholarship program as well, and that support has increased in most years during the period covered by this report. We received \$240 for scholarships in 1999 and \$11,775 in 2006 for a total of \$33,283.51 over the period covered by the report since 1999.

Ferry Giles?

6. To ensure adequate support of faculty development, we will:
 - a. Provide 3 WTU of released time on for new tenure-track faculty in their first two years.
 - b. Develop a mentoring program for new faculty.
 - c. Utilize advantages gained through the enlarging some class sizes to provide released time for promising faculty development activities.

Outcome: Release time is agreed upon at the time an offer is made to a tenure track faculty members. In each case over the last seven years, 3 WIV of released time for the first two semesters has been a part of the agreement. Typically, a third semester is offered as well and the fourth semester is expected to be obtained through an intramural grant in the spring semester of the second year.

The department has complied with the university requirement that all new tenure track faculty members be assigned a mentor early in their first year. We have followed the process in UPS 210.000 Faculty Personnel Policy and Procedures (Section V.C.3.) since the university policy concerning mentors became effective. Mentors participate in formulating new faculty members' Developmental Narratives and, generally, they provide a good deal of assistance in development of teaching, research, and service performance as well. All of our untenured tenure track faculty members have mentors.

The department has not added additional sections of large classes and has not, therefore, gained the additional efficiency that would be necessary to offer additional released time beyond the level that is described here.

7. To increase external support for the department, we will:
 - a. Obtain at least six intramural grants in support of research each year.

Outcome: Our faculty members, especially probationary faculty members, have been consistent in applying for intramural grants. On average, faculty within the department receives a total of six intramural grants of various kinds during the course of each year over the period covered by this report.

IV. Special Topics

A. Student Learning Goals

B.A. Degree in Speech Communication-Student Learning Goals

1. The student will be able to adapt a persuasive message to the audience' frame of reference, arrange the points into a hierarchy of coordinate and subordinate points, and display appropriate message-enhancing nonverbal behaviors. (University Goals I.A., I.B., I.D.II.B., and II.D.)
2. The student will be able to identify the basic elements of an argument, such as the claim, grounds, and warrant, to apply the basis "tests of evidence" to the proof or support offered by an advocate, and identify common fallacies in reasoning. (University Goals I.A., I.B., I.D., and II.B.)
3. The student will demonstrate knowledge of basis postulates, theories, and models of human communication. (University Goals I.A., I.B., I.D., and II.B.)
4. The student will demonstrate knowledge of the basis stock issues associated with propositions of value and propositions of policy and to advance an argumentative case, refute and opponent's case, and extend his or her own arguments. (University Goals I.A., I.B., I.D., and II.B.)
5. The student will be able to distinguish between an independent and a dependent variable in an experimental investigation and to identify the

basic threats to validity in controlled laboratory investigations. (University Goals LA., I.B., I.D., and II.B.)

6. The student will be able to demonstrate knowledge of communication research objectives and methods, utilize library resources to access appropriate scholarly information, and to develop and reference persuasive scholarly arguments in writing. (University Goals I.A., I.B., I.D., and II.B.)
7. The student will be able to identify and analyze core cultural value dimensions that shape communication behaviors. (University Goals I.A., I.B., I.D., II.B., and II.D.)

M.A. Degree in Speech Communication-Student Learning Goals

1. The student will demonstrate knowledge of prevailing theories and models of communication. (University Goals LA., LB., LD., and II.B.)
2. The student will demonstrate knowledge of communication variables, concepts, principles, processes, and phenomena and their role and impact on communication encounters. (University Goals I.A., I.B., I.D., and II.B.)
3. The student will demonstrate detailed knowledge within two concentrations of study: argumentation, persuasion, intercultural communication, interpersonal communication, rhetorical theory, rhetorical criticism, small group communication, or organizational communication. (University Goals I.A., LB., I.D., and II.B.)
4. The student will demonstrate the ability to read, understand, evaluate, and critique scholarly research in the field of communication. (University Goals LA., LB., LD., and II.B.)
5. The student will demonstrate the ability to understand both qualitative and quantitative research methods as they apply to the study of communication. (University Goals I.A., LB., LD., and II.B.)
6. The student will demonstrate the ability to recognize and appreciate the ethical issues surrounding the study and practice of Communication. (University Goals I.A., LB., LD., and II.B.)

B. Student Learning Outcomes

Learning Goals were formulated in 2003-2004 and in 2004-2005. Outcomes were measured for two of the goals starting in 2005-2006 with results as shown below. Our plan is to develop measures for additional goals each year and to utilize the outcome results as they become available in planning for faculty positions, changing degree requirements, adding new curriculum, and deleting or updating existing curriculum.

The student will be able to distinguish between an independent and a dependent variable in an experimental investigation and to identify the basic threats to validity in controlled laboratory investigations.

Results: The final exam in HCOM 308 (Quantitative Research Methods) included imbedded questions intended to assess student competency relative to this learning goal. Nine items assessed ability to comprehend the methods section of a research report. Overall correct rate was 82.7 percent. Fifteen items assessed ability to interpret an SPSS printout correctly. Overall correct rate was 80.9 percent.

The student will be able to demonstrate knowledge of communication research objectives and methods, utilize library resources to access appropriate scholarly information, and to develop and reference persuasive scholarly arguments in writing.

Results: The final exam in HCOM 500 (Research in Speech Communication) included imbedded questions intended to assess student competency relative to this goal. Seven items assessed ability to comprehend the methods section of a research report. Overall correct rate was 88.3 percent. Fourteen items assessed ability to interpret an SPSS printout correctly. Overall correct rate was 79.2 percent.

C. Review of Structural Themes that Reflect Program Capacity

1. Baccalaureate Unit Requirements (per Chancellor's Office Directive)

The Speech Communication baccalaureate degree requires 120 units and, as such, is compatible with the system-wide norm for the total units requirement.

2. Approved Department Personnel Standards (UPS 210.000, sec VI.C.3.g.)

The Department Personnel Standards were reviewed, updated, and approved by the department on November 10, 2004, and were later approved by the VPAA on August 12, 2005. Thus, the current Department Personnel Standards have been reviewed in their entirety and updated within the last two years. A copy is contained in Appendix E.

3. Policies on Graduate Committees and Graduate Advisors (UPS 270.102, Sec. I.B.)

The department reviewed and updated the Department Governance Document (See Appendix D) in 2005-2006. The updated document was approved on October 5, 2005. As a part of this review, the sections on graduate advisors, procedures, and processes were reviewed and updated, which meets the requirement for periodic review of department policies on graduate committees and graduate advisors.

The governance document contains sections on the role and responsibilities of the department's graduate committee (Section m.B.3) and role and

responsibilities of the department's two Graduate Advisors, one of whom is the Graduate Advisor for the master's program in Speech Communication (Section V.A. 2). In addition, the document contains sections on the selection process for Graduate Committee members (Section VII.D.) and on the composition of the Graduate Committee (Section IX.A.4.c.).

The Graduate Committee and Graduate Advisor meet most of their responsibilities during the academic year; a few responsibilities remain to be met by the Graduate Advisor during the summer. The graduate program has grown from 34-37 at the time of the last Program Performance Review to the 45-46 now. The availability of faculty to guide and monitor the Graduate Program in service either on the Graduate Committee or as the Graduate Advisor has, in general, been adequate for the size of the program.

The Graduate Advisor receives 3 weighted teaching units of assigned time during the regular academic year. It is not possible, however, to complete all tasks required for the program's graduate program during the academic year; some tasks remain during the summer term, and this is a period that is not compensated through assigned time. This has at times been a problem, especially during times when the program's size is larger. For example, the program grew to 65 students in the fall semester of 2002. This put a strain on all involved, including the faculty who serve on students' research committees.

4. Staffing of 500-Level Courses (UPS 270.103, sec. LB.)

The department complies with the College of Communications' *Guidelines for Evaluation of Temporary Faculty* (See Appendix F), which was adopted in April 2003. The DPC reviews applications for part-time positions the semester prior to appointment for any class and makes recommendations for appointment based on qualifications to teach particular classes. In no case has the committee recommended a part-time instructor who does not have a doctoral degree in communication studies. Further evidence as to the seriousness taken in the assignment of classes is found in the recently-adopted Criteria for Lecturer Range Elevation (see Appendix G), which requires "a record of refereed publication relevant to the discipline or other activities that show currency in the field during the review period."

The program is fortunate to have sufficient doctoral faculty who are tenured or tenure track. As a result, faculty members are consistently assigned 500-level courses to teach only within their subdisciplinary area.

D. Additional Focus on Graduate Programs

The memorandum from Associate Professor Ray Young dated October 26, 2006, requests that deans invite programs that require only half of study-plan work to be at the 500 level to address that issue in the Program Performance Review. According to the memorandum, a feature of the proposed change in UPS 410.106 (Academic Standards for Graduate Degree Students) is that programs that have only half of the study plan work at the 500 level address that issue in the Program Performance Review.

Appendix H contains the Handbook for the Master of Arts Degree in Speech Communication showing program requirements that were effective in Spring 2005. The handbook shows that only 9 units of the 30 units of study plan work may be at the 400 level; 21 units must be at the 500 level.

In addition, the Handbook describes the culminating experience requirements. All students are required to (a) satisfy 30 units of academic course work requirements and to pass a written comprehensive examination on general themes in communication studies and their approved area(s) of concentration, or (b) satisfy 27 units of academic course work requirements and to complete a 3-unit directed graduate research project (HCOM 597), or (c) satisfy 24 units of academic course work requirements and to complete a 6-unit thesis (HCOM 598A, B, and C).

V. New **Long-Term Plan**

A. Department's New Long-term Plan and Relationship to University Mission, Goals, and Strategies

The department has eight long-term goals for the Speech Communication Program. Each of the goals is shown with one or more strategies to achieve the goal. These strategies support the university's goals as well. The university goal and strategy supported by each of the program's goals and strategies is listed in parentheses after the strategy.

1. To ensure that department's curriculum meets the changing needs of its majors for knowledge and skills in the area of human communication, we will:
 - a. Develop and implement strategies for assessing students' progress toward reaching the learning goals that have already been formulated, both for the undergraduate and the graduate degree programs (I.A., I.C.).
 - b. Conduct periodic assessment of the needs of business, industry, and governmental organizations within the community regarding graduates' knowledge and skills in the area of human communication (I.A., I.C.).
 - c. Make changes in curriculum and degree requirements based on results obtained from strategies 1.a. and 1.b. (I.A., I.C.).
 - d. Formulate a plan to improve writing skills of students who complete the undergraduate degree in Speech Communication (I.A., I.C.).

2. To ensure the adequacy of our faculty to meet the needs of our majors and of our general education program, we will:
 - a. Recruit a new tenure track faculty member in intercultural communication (I.E.)
 - b. Recruit a new tenure track faculty member in critical-cultural-rhetorical studies (I.E.)

- c. Recruit a new tenure track faculty member in other areas as needed to maintain an adequate student-faculty ratio and an adequate ratio of full-time to part-time faculty members (I.E.)
3. To ensure that the department's program meets the changing needs of the university's general education program, we will:
 - a. Develop specific learning outcome goals for the general education curriculum in the department (I.A., I.B., II.C.).
 - b. Regularly and continuously conduct studies of educational outcomes in student achievement of the goals developed in 3.a. (I.A., I.B., II.C.).
 - c. Make changes in curriculum based on results obtained in 3.b. and on new standards and criteria for the general education program as articulated by the University (I.A., I.B., II.C.).
 - d. The program will obtain university funding in support of 3 WTU assigned time for a tenure track faculty member in an elected position (Coordinator of Assessment of Learning Outcomes) and a 10 hour/week graduate assistant to conduct studies of learning outcomes, analyze data, and organize results into reports for the faculty to consider in evaluating outcomes and making curricular changes.
4. To increase the number of undergraduate majors at a greater rate than the growth of the overall university growth rate, we will:
 - a. Increase the enrollment in HCOM 437 (Internship: Speech Communication) to 80% of all undergraduate majors speech communication (I.A., II.D., II.G.)
 - b. Review undergraduate curriculum with the goal of adding learning goals relating to career applications of principles of communication in courses wherever possible (I.A., I.C., II.B., II.D.)
 - c. Re-activate the student group for majors to serve as a vehicle for fostering relationships between employers in the community and our majors (I.A., IV.A., VII.D., VIII.G.)
 - d. Reduce concurrent scheduling of major classes and increase the proportion of classes offered after 4:00p.m. (I.A., V.C.).
5. To attain an ethnic mix among the department's majors that mirrors that of the university as a whole, we will:
 - a. Recruit additional tenure track faculty members with ethnically diverse backgrounds (I.E., V.B.).
 - b. Recruit additional part-time faculty members from ethnically diverse backgrounds (I.E., V.B.).
 - c. Conduct at least one survey of current majors in Speech Communication to identify barriers to success in the degree programs for persons from diverse ethnic backgrounds (I.E., V.B.).
 - d. Adjust student recruitment, advisement, and student mentoring strategies according to results obtained in S.c. (I.E., V.B.).
6. To ensure that the program expands connections and partnerships with the community, we will:

- a. Work closely with University Advancement to increase support for SCUDL each year for the next seven years (II.F., V.F., VI.A., VII.D.).
 - b. Work closely with University Advancement to increase support for the forensics program (V.F.).
 - c. Work closely with University Advancement to increase support for student scholarship programs (V.F.).
 - d. Develop relationships with additional employers in the community to serve as internship sites for our undergraduate students (I.A., II.D., II.F., II.G.).
7. To ensure adequate support of faculty development, we will:
- a. Provide 3 WTU of released time on for new tenure-track faculty in their first two years (III.A., III.B.).
 - b. Continue to improve our mentoring program for new faculty (III.D.).
 - c. Initiate monthly meetings of faculty and graduate students to provide a forum for the presentation and discussion research plans, on-going projects, research results, on-going or potential group research projects, and strategies for seeking and obtaining support for research activities (III.B., III.D.).
8. To increase external support for the department, we will:
- a. Obtain at least six intramural grants in support of research each year (III.A., VI.D.)
- B. Explanation of Evidence to be Used in Measuring Department's Results in Pursuit of the Goals

The long-term goals for the goals are generally measurable and the nature of the measurement is implied in the wording of the goal itself.

- C. Long-term Budget in Relation to Goals, Strategies, and their Effectiveness Indicators

No significant change in the budget is needed to achieve the stated goals with two exceptions. The faculty believes that assessment of student learning is an important task and a large task. As such, it is deserving of support from the university. The task of measuring learning outcomes among majors is large but achievable. We are in the process of achieving Goal 1.a., 1.b., and 1.e.. In reference to assessment of the general education program, Goal3.a. is achievable without additional funding. Goal3.c. is achievable as well, but only if Goal3.b. is achieved first, and Goal3.b. will require a good deal of time and effort to initiate and to maintain on an on-going basis in a meaningful way. Achievement Goal3.d. will have an annual cost of approximately \$12,000 per year in labor and \$1,000 in operating expenses.

The second exception involves additional released time for probationary faculty (Goal 7.a.). The college has been quite successful in providing released time for

the first year, and it has been partially successful in providing it for the second year. However, recruitment and retention have become more and more difficult. The high cost of living in Orange County is exceptionally high, our teaching load is high, and the demands for scholarly productivity are relatively high for a comprehensive university as well. These factors combine to make recruitment a great challenge for us. In fact, the program has failed in at least two searches for tenure track faculty in three of the last seven years. The provision of a full two years of released time would be extremely useful and could be provided for approximately \$3,700 per year in additional expenses.

The other goals can be achieved mostly through a reallocation of our existing resources, which comes largely in the form of faculty time and labor. Enhancement of faculty salaries, as appears to be a likely reality at the time of this writing, will be tremendously helpful in encouraging faculty and in improving morale.

LIST OF APPENDICES

Appendix A. Content analysis of students' written responses to the question of the Speech Communication program's strengths and weakness. Students were undergraduates majors in Speech Communication or Communicative Disorders who took HCOM 300 (Introduction to Research in Speech Communication) during spring semester, 2007.

Appendix B. Content analysis of graduate students' written responses (from Fall semester, 2006) to the question of the Speech Communication program's strengths and weaknesses.

Appendix C. Number of majors (graduate and undergraduate combined) and ratio of majors to total university enrollment in Speech Communication Program from Spring 1999 (the time of the last PPR) through Spring 2007.

Appendix D. Department Governance Document; updated and approved October 5, 2005.

Appendix E. Department Personnel Standards; updated and approved August 12, 2005.

Appendix F Guidelines for Evaluation of Temporary Faculty; April 7, 2003.

Appendix G. Criteria for Lecturer Range Evaluation; September 28, 2005.

Appendix H. Handbook for the Master of Arts Degree in Speech Communication (Effective Spring 2005)

Appendix A. Content analysis of students' written responses to the question of the Speech Communication program's strengths and weakness. Students were undergraduates majors in Speech Communication or communicative disorders who took HCOM 300 (Introduction to Research in Speech Communication) during the spring semester, 2007.

Comments on Programs' Strengths		Comments on Programs' Weaknesses	
Number of Students	Summary of Student Comments	Number of Students	Summary of Student Comments
18	Knowledgeable professors who are professional, prepared, passionate about field, skilled at communicating complex concepts.	15	Too few sections for each class (hard time getting classes; classes should be offered at more times; courses get cut without attempt to mediate loss to students).
16	Professors willing to help students (always available, for advice/assistance, responsive to student questions).	7	Too many classes offered only once a year.
12	Information in the field is important/relevant to life (combine theoretical foundation with practical application).	7	Too few classes from which to choose (lack of variety of classes).
11	Excellence professors generally ("great professors," "awesome faculty").	6	Difficulty registering for classes (300 and 308 difficult, electives easier to get than core classes).
10	Computer lab available for student use.	6	Overcrowding (classes too crowded; not enough room in classrooms).
7	College Park location.	6	Too few classes in leadership and other areas (e.g., health communication, gender and communication; not enough classes teaching computer applications for presentations).
5	Compared to other departments, small student teacher ratio and class sizes.	5	Much content of program is abstract and difficult (many classes deal with theory whose application needs to be explained; too much emphasis on theory rather than skills; professors forget that we are undergraduates).
5	Good students (friendly, supportive).	4	Classes that drift from topic (professors let students talk too much about irrelevant topics; some classes too informal; instructors cover too much from fields other than communication).
5	Professors are experienced, active scholars/researchers.	3	Overlapping/repetitious material from class to class (e.g., 325 and 333; 200 and 420).
4	Excellent classes that challenge students (excellent curriculum).	3	Career objectives for the major unclear ("the major doesn't seem useful after graduation;" "Not enough information about careers in the field").
3	The major develops useful student skills (high demand for people with communication skills; curriculum develops strong analytical skills, organization, interpersonal, intercultural skills).	3	Inadequate advisement (Need to improve online system for graduate studies— should be more centralized if possible).
4	Good staff (very helpful, pleasant).	2	Some classes require group projects that are impractical for students who work outside school.
3	Diversity of staff and students.	2	Not enough emphasis on communication in actual experiences ("More in-depth examples of Speech Communication in our daily lives needed).
3	Flexible program (good selection with four concentrations, wide range of study available).	2	Too many part-time faculty who may not know material as well as professors.
3	Good opportunities for field experiences and service teaming (e.g., SCUDL, debate team).	2	Too much lecture in many classes.
2	High quality program generally.	2	Failure to require HCOM 300 to be taken early in the student's career.
2	Students develop understanding of how to address cultural differences.	2	Difficulty in graduating on time because of confusing information (a difference between catalog and yellow requirement form)
2	Advisors are good at guiding students.	2	Books are too expensive.
2	Promotes students' personal growth (help develop confidence).	2	Limited choice of instructors available for students taking classes.

2	Small program.	9	Others: Too few computers in computer lab; not enough people know what our major is, requires, or is good for; books are often boring; limited opportunities for individual events in forensics; not enough acceptance of personal experiences in classes; too few professors for the fields covered; Human Communication gets confused with HCOM–Change name; too few scholarships; classroom desks too small.
6	Others: Classes encourage interaction and collaborative thinking; peer mentoring center; many different approaches and schools of thought taught within program; not as difficult to get classes as some other majors; good resources for research.		

Appendix B. Content analysis of graduate students' written responses (from Fall semester, 2006) to the question of the Speech Communication program's strengths and weaknesses.

Comments on Programs' Strengths		Comments on Programs' Weaknesses	
Number of Students	Summary of Student Comments	Number of Students	Summary of Student Comments
6	Professors very knowledgeable; varied levels of experience/expertise; well-known faculty.	3	Scheduling classes not that easy (most classes in the 4-7pm slot. Difficult when working full-time); more classes needed at 7pm.; no grad classes during summer session.
5	Accessibility of faculty; available and supportive; patient and respectful of students; professors are personable and willing to assist students.	4	Limited number of grad classes-difficult to focus on one area (e.g., interpersonal) when only one grad class; more variety— special topic classes offered but at 400 level; more variety of courses needed— very few options in terms of instructors too; few courses compared to schools like USC.
2	Interesting classes; wide variety of classes.	1	Too much busy work.
2	Small class size	1	Too much emphasis on publishing journal articles— many of us aren't planning to pursue Ph.D.
1	Strong connection to "real world" (need more though).	1	Majority of work similar to undergraduate program— just longer papers.
1	Ability to choose exit option (comps, project, thesis)	1	Some seminars don't foster seminar format— more student involvement needed.
1	Wide range of students— leads to interesting discussions.	1	Not enough instructor input— I'd rather hear from the instructor rather than listen to student discussion.
1	Ample time to complete program (helps those who can't go to school full-time).	1	More courses needed that would increase chances to be employed.
1	The opportunity for grad students to be TAs— amazing.	1	Not many faculty willing to be advisors or committee members.
		1	Admission process is slow.

Appendix C. Number of majors (graduate and undergraduate combined) and ratio of majors to total university enrollment in Speech Communication Program from Spring 1999 (the time of the last PPR) through Spring 2007.

Semester	Total University Enrollment	Speech Communication Majors	Ratio of Majors to Total University Enrollment
Spring 1999	25,550	146	0.0057
Fall1999	27,167	142	0.0052
Spring 2000	27,263	144	0.0053
Fall2000	28,381	126	0.0044
Spring 2001	28,851	152	0.0053
Fall2001	30,357	137	0.0045
Spring 2002	30,445	156	0.0051
Fall2002	32,143	173	0.0054
Spring 2003	31,545	171	0.0054
Fall2003	32,592	182	0.0056
Spring 2004	30,848	175	0.0057
Fall2004	32,744	142	0.0043
Spring 2005	33,413	154	0.0046
Fall2005	35,040	169	0.0048
Spring 2006	33,734	164	0.0049
Fall 2006	35,921	172	0.0048
Spring 2007	34,927	183	0.0052

AppendixD

Department Governance Document; updated and approved October 5, 2005.

Departmental Governance Document

I. Premises

- A. Consistent with the campus tradition of self-governance, governance within the Department of Human Communication Studies is the responsibility of the chair and the full-time faculty in Communicative Disorders (CD) and Communication Theory and Process (CTP). The chair shall work closely with the area coordinators, program directors, committee chairs, individual faculty, and student groups to ensure that the mission and goals of the department are carried out. Standing committees and individual faculty members may initiate, review, and/or recommend for approval various department programs, policies, and procedures. Although the chair is vested with the final authority for all departmental activities, maximum faculty and staff participation in decision-making and governance shall be encouraged.
- B. The department is viewed as a unified entity, the various special areas of which are interdependent.
- C. The department is divided into functional subunits to facilitate the orderly consideration of issues requiring decisions.
- D. No action taken or policy statement drafted by a subunit has official status until approved by the department faculty, unless final approval has been delegated to that subunit.

II. Department Structure

- A. The Department of Human Communication Studies comprises faculty, professional staff, and clerical staff. Hereafter, except where noted professional staff shall be included wherever the term faculty is specified.
- B. The department structure includes department committees, area faculties, coordinators, advisers, directors, area committees, and curricular support programs. The subunits of the department are represented in Appendix I.

III. Functions of Committees

A. The department faculty will assign business items to standing committees, create ad hoc committees, receive and consider recommendations from committees, and delegate authority to area faculties or committees.

B. Standing committees of the department include:

1. Curriculum Committee. The Curriculum Committee will generate or consider proposals to alter curricular offerings, including courses, course descriptions (including pre- or co-requisites), catalog copy, etc. The committee will be comprised of four faculty members, two from each area of the department, and may divide into subunits for examination of area curricula. All course revisions and proposals should receive review by the entire committee prior to making recommendations to the department faculty.
2. Executive Committee. The Executive Committee shall make recommendations to the department chair regarding allocation and/or utilization of department resources. Matters may be referred to the Executive Committee by the department faculty through the department's governance processes, by members of the Executive Committee, and by the department chair. The Executive Committee makes recommendations to the department chair regarding expenditures of \$500 or more from the operating budget of the department. The chair calls meetings of the committee as needed, and, at a minimum, the chair will convene the committee in a timely manner to consider matters that are referred by the department faculty or by committee members. The Executive Committee shall comprise four faculty members, two from each area of the faculty.
3. Graduate Committee. Each degree program shall have a three-member Graduate Committee. The Graduate Committee shall:
 - 1) consider and recommend applicants for admission to the department's graduate programs;
 - 2) recommend approval of the Graduate Study Plan (GSP) to the office of Graduate Studies;
 - 3) specify comprehensive examination areas for candidates;
 - 4) consider petitions from students relative to matters of graduate policies and make recommendations to the Graduate Program Adviser; and
 - 5) make recommendations to the department

concerning procedures for the department's graduate degree programs. Each committee shall be comprised of two members elected from among tenured or probationary faculty associated with the respective degree program, and the Graduate Program Adviser who shall serve as ex-officio chair of the committee.

4. The Personnel Committee. The committee shall conduct the university and department mandated evaluations and recommendations associated with retention, tenure, and promotion of faculty. It shall also recommend procedures and criteria governing such actions and evaluate applicants for instructional and professional staff positions (including full-time instructors or lecturers, and professional staff employees) and recommend appropriate appointments. The committee shall be composed of six tenured faculty members, three representing each area of the faculty.
5. Research Committee. The Research Committee shall be responsible for reviewing, evaluating, and making recommendations concerning research projects proposed by faculty, students, or under the auspices of the department. It shall be composed of four members, two representing each area of the faculty.
6. Awards Committee. The Awards Committee shall administer the Fessenden, Booth, Schreiner, et al., awards, and 1) publicize the availability of such awards to students; 2) set criteria for selection of recipients; 3) plan awards ceremonies; and 4) provide a historical record of winners. The committee shall be composed of four faculty members, two representing each area of the faculty.

IV. Functions and Responsibilities of Area Faculty and Coordinators

- A. Area faculties will consider matters of academic, professional, or administrative concerns including class offerings, major and minor requirements, ad hoc committee assignments, and other related functions. They will perform consultative and advisory functions to the chair and intra-area functions as delegated to them by the department. The area faculties will be represented by two area coordinators.
 1. The Communication Theory and Process Coordinator shall convene meetings of the CTP faculty, assume responsibility for

communications appropriate to the area, recommend appropriate actions to the Executive Committee and area faculty, and report CfP area actions or recommendations to the department faculty. The coordinator is elected to a one-year term of office beginning on the first day of the fall semester.

2. The Communicative Disorders Coordinator shall convene meetings of the CD faculty, assume responsibility for communications appropriate to the area, recommend appropriate actions to the Executive Committee and area faculty, and report CD area actions or recommendations to the department faculty. The coordinator is elected to a three-year term of office beginning on the first day of the fall semester.

V. Functions and Responsibilities of Advisers and Directors

A. The Department of Human Communication Studies has four departmental advisers who supervise the conduct of the undergraduate and graduate degree programs in Speech Communication and Communicative Disorders.

1. The Department's two Undergraduate Advisers are responsible for the coordination of advisement for all undergraduate students seeking a B.A. Degree in the respective degree programs. Working closely with university and college advisement units, the department advisers will facilitate the orderly matriculation of undergraduate students toward their degree objectives.
2. The Department's two Graduate Program Advisers are responsible for the coordination of advisement for all graduate students seeking an M.A. Degree in the respective degree programs. Working closely with the office of Graduate Studies the advisers shall serve as ex-officio chairs of the department Graduate Committees, maintain department records of Master's candidates, supervise the conduct of M.A. comprehensive examinations, and certify completion of the requirements for the department's graduate degrees.

B. The Department of Human Communication Studies has three departmental directors who supervise the conduct of various department curricular support functions.

1. The Director of Basic Courses shall supervise teaching associates assigned to HCOM 100 or 102. Upon request from the department chair, the director shall prepare an evaluative report for the Personnel Committee and department chair relative to the performance of teaching associates. The director shall consult with the department chair regarding the assignment of individuals approved by the Personnel Committee as instructors in the basic course program.
2. The Director of Forensics shall supervise the operations of the Forensics Program. Upon request from the department chair, the Director shall supervise the part-time instructors and graduate assistants assigned to the Forensics Program and shall provide an evaluative report for the Personnel Committee and department chair relative to the performance of part-time instructors. The Director shall consult with the department chair regarding the assignment of individuals approved by the Personnel Committee as part-time instructors in forensics.
3. The Director of Clinical Services shall coordinate the operations of the Speech, Language, and Hearing Clinic. Responsibilities include coordinating the activities of clinic staff and graduate assistants; serving as Chair of the Clinical Services Committee; developing a budget and approving expenditures; reviewing and approving student clinical practicum hours for compliance with applicable university and professional rules, regulations and other requirements; providing input relevant to performance evaluations of staff in conformance with university policies and procedures; and helping to ensure that the clinic is in compliance with all applicable university, state, federal, and professional rules, regulations, and other requirements. The Director shall consult with the department chair regarding the assignment of individuals approved by the Personnel Committee as graduate or clinical assistants.

VI. Area Committee and Ad Hoc Committees

- A. Clinical Services Committee. As a subcommittee of the Communicative Disorders Area committee, the Clinical Services Committee is charged with the responsibility of developing, reviewing and recommending policies and procedures relative to clinical operations including making expenditure recommendations

concerning the Speech, Language, and Hearing Clinic for any expenditure in excess of \$500.

- B. Ad Hoc Committees shall perform whatever tasks are assigned to them and shall report recommendations either to the department faculty or to an area faculty as specified in their instructions.

VII. Levels of Recommendation and Decision Making

- A. The role of the chair should be exercised in a manner consistent with collegial consultation and participatory governance. It is the responsibility of the chair to encourage the use of democratic procedures embodied in this document and in the tradition of California State University, Fullerton. The chair is the administrative executive officer of the department, appointed by the university president and empowered with specified legal and contractual authority.
- B. The chair is responsible for implementing departmental and school policies. The department as a whole shall determine its own organization and provide policies for the development and governance of its curriculum, its personnel, its department budget, its office administration and management, and its student and community relations.
- C. With the exception of the Personnel Committee, each department committee recommends policies and procedures to the department faculty as a whole. Committee recommendations should be brought to the chair for placement on the department's agenda.
- D. The Department Undergraduate Advisers and Department Graduate Advisers are appointed by the chair upon the recommendation of the faculty via departmental election.
- E. The Director of the Basic Courses is appointed by the chair upon the recommendation of the CTP faculty via area election procedures.
- F. The Director of Forensics is appointed by the chair upon the recommendation of the Personnel Committee.
- G. The Director of Clinical Services is appointed by the chair upon the recommendation of the CD faculty via area election procedures.

H. Final authority for some decisions may be given to committees at the direction of the faculty in departmental meetings.

VIII. Curricular Support Programs

Preamble

The faculty and staff of the department are utilized as a collective whole in order to maximize academic excellence. Thus it is that the larger lower division and service courses of the department provide balance for the lower enrollment courses appropriate to senior and graduate level courses and curricular support programs. In order to facilitate assigned units, graduate assistants, and other department needs, some members of the faculty carry higher SFRs in their courses as a means of contributing to the overall health of the department's various programs. Curricular support programs, such as the Forensics Program and the Speech, Language, and Hearing Clinic, are enhanced from the allocation of resources, distribution of teaching and advisement responsibilities, and staff appointments within the department.

A. The Forensics Program

The Forensics Program is designed to provide students with additional speaking experiences beyond those traditionally available in the classroom via participation in intercollegiate debate and individual events competition. The Forensics Program is an integral part of the curricular offerings of the Department of Human Communication Studies, although the program serves the needs of students from a number of other majors. HCOM 138 and 338 are the curricular vehicles of the Forensics program.

1. The Director of Forensics receives no additional compensation for serving in that capacity and all funds (including department, Associated Students, Instructionally Related Activities, and tournament receipts) are utilized to defray the cost of travel and expenses appropriate to the operation of the Forensics Program.
2. The Director shall provide a year-end report to the faculty concerning the activities of the Forensics Program.

B. The Speech, Language, and Hearing Clinic

The Speech, Language, and Hearing Clinic is an integral part of the curricular offerings of the Department of Human Communication Studies. The clinic facilitates the delivery of the clinical component of the Communicative Disorders programs leading to the B.A. and M.A. Degrees and the Clinical Rehabilitative Services Credential. The primary function of the clinical program is to provide clinical training in communicative disorders.

The program is supported by the department with a full-time speech pathologist position and faculty position(s). HCOM 458,468, 558A, 558B,558C, and 558D are the primary courses associated with the clinic; however, additional clinical practicum courses encourage clinical observations and experiences. Department support for the clinical operation comes from resource allocations in the form of financial and clerical support, professional staff, and regular and part-time teaching assignments.

A secondary function of the clinic is public services for the communicatively handicapped in the community. As a result of providing these limited client services, the clinic charges minimal fees. The funds are used to support the operations and needs of clinical training in communicative disorders.

1. The Speech Pathologist serves as the chief clinician for the campus Speech, Language, and Hearing Clinic; provides diagnostic evaluations and therapeutic intervention of clients; supervises student clinicians; coordinates clinic schedules, materials and practices with the curricular content of the training program; and demonstrates the delivery of professional clinical services for the benefit of students.
2. The Director of Clinical Services is responsible for the overall operation of the Speech, Language, and Hearing Clinic as described in Section V.B.3.
3. Speech, Language, and Hearing Clinic Financial Policies.
 - a. Clinic funds shall be spent in an orderly and planned manner through the use of an annual fiscal budget by the Director of Clinical Services and approved by the Clinical Services Committee by April of the prior year.

- b. All funds received or spent during the year shall be accurately accounted for according to university policies and procedures.
- c. Budget priorities for expenditures of funds should directly benefit the clinic and are as follows: 1) clinic operational expenses; 2) salary and professional expenses; 3) equipment expenses; and 4) professional travel for clinic personnel (see Article I for Budget Priorities). In addition, up to 5 percent of revenues can be used for expenditures that support the educational missions of the Communicative Disorders Program or the department as a whole.

IX. Election Procedures and Terms of Office

A. Committees

- 1. All elections for standing committees shall be conducted by written preferential ballot by the faculty, unless special procedures are approved by the department faculty in specific cases. The ballot shall be drawn for all committees to include all eligible faculty members except those who request omission from no more than two committees.
- 2. No faculty member shall serve on more than two department standing committees without his/her consent. Election to Personnel Committee shall take precedence over election to other committees. Should faculty members be elected to more than two committees and decline to serve on more than two, runner-up candidates shall be elected (taking into account the right of these candidates to decline serving on more than two committees).
- 3. Committee chairs shall be elected by vote of the committee members with the exception of the Executive Committee where the Department Chair shall serve as ex-officio chair, and the Graduate Committee where the department Graduate Program Adviser shall serve as ex-officio chair.
- 4. Summary of committee membership and terms of office – Fall Elections.
 - a. Curriculum Committee: four members, two from each area. Two elected each year for two-year terms.

- b. Executive Committee: four members, two from each area. One-year terms of office.
- c. Graduate Committee: four members, two from each area. One-year terms of office.
- d. Personnel Committee: six tenured members, three from each area. One-year terms of office.
- e. Research Committee: four members, two from each area. One-year terms of office.
- f. Awards Committee: four members, two from each area. Two-year terms with two elected each year.

5. Area committee's elections and terms of office – Spring Elections.

- a. Communicative Disorders Area Faculty: comprised of all members of the faculty and professional staff associated with the curricular program in CD.

Clinical Services Committee: three members of the CD Area Faculty, to be elected to a one-year terms of office. Director of Clinical Services serves as ex-officio member.

- b. Communication Theory and Process Area Faculty Committee: comprised of all members of the faculty associated with the curricular program in CTP.

B. Advisors, Coordinators and Directors – Spring Elections.

- 1. Department Undergraduate Advisers: election by the faculty within the two degree programs to a one-year term of office.
- 2. Department Graduate Program Advisers: election by the faculty within the two degree programs to a three-year term of office.
- 3. Coordinator of Communicative Disorders: election by the CD Area Faculty to a three-year term of office.
- 4. Coordinator of Communication Theory and Process: election by the *CTP* Area Faculty to a one-year term of office.

5. Director of Basic Courses: election by the CTP area Faculty to a one-year term of office.
6. Director of Oinical Services: election by CD Area Faculty to a three-year term of office.

ARTICLE I
PROCEDURES

A. Duties of Personnel in Clinical Services

1. On-campus practicum supervisors

- a. Each supervisor is responsible for coordinating his/her respective practicum activities.
- b. The supervisor will inform students in writing of specific course requirements including use of clinic forms, grading criteria, meetings, etc.
- c. The supervisor must supervise student clinicians in accordance with ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) standards and accepted regional standards.
- d. The supervisor is the primary faculty /staff contact for all parents of clients served by their supervisees.
- e. The supervisor is responsible for completion and submission, by the appropriate party, of all paperwork in a timely manner. This includes 1) grade sheets, 2) clock hours, 3) case folders, 4) documents required by the department and/or the university, and 5) other.
- f. The supervisor is expected to serve as a resource person relative to 1) professional areas of expertise, 2) client referral to other professionals or schools, 3) therapy methods, and 4) professional correspondence.
- g. The supervisor is responsible for recommending supplies, materials, and equipment needs to the Director of Clinical Services.

2. Off-campus practicum supervisors

- a. The person designated by the Department Chair will coordinate off-campus practica (HCOM 485, 489A, 559A, and 559B).

- b. The supervisor is responsible for making arrangements with off-campus sites in a timely fashion coordinating such activities with the Director of Clinical Services.
 - c. Specifics as to terms of practicum at a given site are indicated in a written agreement or contract according to university policies and procedures relating to such agreements or contracts.
 - d. The supervisor will conduct written and telephone consultations with the students and conduct meetings as required to make assignments appropriate to each student.
 - e. The supervisor will be responsible for appropriate and timely reporting of activities to the Director of Clinical Services.
 - f. The supervisor will ascertain that each student is supervised at the off-campus site in accordance with ASHA CAA standards, CSUF practicum policy, and acceptable regional standards.
 - g. The supervisor is responsible for completion and submission, by the appropriate party, of all paperwork in a timely manner and the reporting of such activities to the Director of Clinical Services. This would include grade sheets, clock hours, and all other items required by the university, department, and/or professional affiliations.
5. Faculty "consultants" on specific types of disorders
- a. Each CD faculty member is encouraged to serve as a consultant in his/her areas of expertise.
 - b. These consultations may take the form of 1) visits to the clinic including observations of treatment, 2) chart review, 3) conferences with the student clinician, and 4) other.
 - c. Consultants should confer with supervisors so as not to give the students contradictory advice. In the event of disagreement, the supervisor has final authority because the clinical services are rendered under his/her license.
6. Clinical Support Staff

- a. The clinical support staff will consist of secretaries and graduate assistants assigned to clinical management operations.
- b. Clinic secretaries are responsible for carrying out activities assigned to them by the Director of Clinical Services or designee.
- c. Clinic graduate assistants will be responsible for duties assigned to them by the Director of Clinical Services or designee.
- d. Other individuals assigned to clinic management will be responsible to the Director of Clinic Services or designee.

B. Speech, Language, and Hearing Clinic Financial Procedures

1. The annual budget shall be prepared and submitted by the Director no later than April 1 to the Clinical Services Committee.
2. Year-end summaries of financial activities will be prepared for the Department and submitted to the department chair by June 1 for inclusion in the department's annual report to the university.
3. The Speech, Language, and Hearing Clinic account shall have two signatories: The Clinic Director and the Department Chair. Expenditures of \$500 or more are reviewed and approved by the Clinical Services Committee and the Executive Committee.

C. Speech, Language, and Hearing Clinic Budget Priorities

1. Clinical Operational Expenses will be paid out of the funds collected during the same fiscal year in which they are incurred. These expenses will include such items as treatment programs, tests, materials, office supplies, telephone expenses, insurance, etc.
2. Salary and Professional Expenses will be paid out of money set aside from the prior fiscal year. These expenses will include salaries for graduate assistants and other personnel who provide services to the clinic when those salaries are not paid by the university.
3. Equipment Expenses will be paid out of money set aside the prior fiscal year. The amount available will be projected in the clinical services annual report which is completed by April 1 of the prior year.

4. Professional Travel for Clinic Personnel will be paid out of the prior fiscal year. This travel shall be directly related to the Speech, Language, and Hearing Oinic functions. The Director of Oinical Services or his/her alternate will be funded. (Approximately \$1000 for the Director of Clinical Services and \$500 for the Chief Speech-Language Pathologist will be available each academic year. This level of funding along with removal of the stipend and maximum flexibility will place us in harmony with our sister institutions.)

Revised and approved April 6, 2005; revised and approved by department October 5, 2005

AppendixE

Department Personnel Standards; updated and approved August 12,2005.

DEPARTMENTAL PERSONNEL STANDARDS

DEPARTMENT OF HUMAN COMMUNICATION STUDIES

November 10, 2004

The guidelines and procedures contained in this document apply to the faculty of the Human Communication Studies Department for use in determining recommendations for retention, tenure, and/or promotion. The DPC (Department Personnel Committee) is elected annually by the faculty and consists of an equal number of members from each of the two degree programs within the Department: (1) communication theory and process and (2) communicative disorders.

Each faculty member under review is responsible for preparing a Portfolio ensuring that the file is consistent with the most recent UPS 210.000. The faculty member should attempt to limit the Portfolio itself to one binder. Supporting materials can be included in additional binders as appendices to the Portfolio.

I. Development Plans and Developmental Narratives

Probationary faculty make progress toward retention, tenure, and promotion according to the Department Personnel Standards, UPS 210.000, and either a Developmental Plan or a Developmental Narrative as described below.

A. Development Plan

The Development Plan was discontinued with the approval of the revision of UPS 210.000 that became effective on June 19, 2002. However, any faculty member who has an approved Developmental Plan will continue to address that plan and the goals contained in it as they progress toward retention, tenure, and promotion.

For those faculty who have approved Development Plans, progress toward retention, tenure, and promotion will be measured according to the expectations set forth in UPS 210.000 and the Department Personnel Standards (Reference UPS 210.000, II). The Development Plan shall describe what a faculty member expects to accomplish in teaching, scholarly and creative activities, and service during probationary years. The Development Plan shall be between 500 and 1500 words.

A new faculty mentor can be appointed at any time if the probationary faculty member makes such a request.

B. Developmental Narrative.

Probationary faculty appointed effective August 22, 2002 will prepare a prospective Developmental Narrative during the first year of employment, as prescribed in UPS

210.00, IA.1, and II. The Developmental Narrative shall identify a set of professional goals that are intended to lead to retention, tenure, and promotion.

The Developmental Narrative will have no formal approval process, will not be reviewed by the department personnel committee, but will be reviewed by the department chair and the dean who will provide written feedback on a timetable to be determined by the colleges, but prior to May 1. (Reference UPS 210.000, II)

The Developmental Narrative will be included in the faculty member's portfolio that is submitted for review during the probationary period. The Developmental Narrative is in addition to and separate from retrospective, self-assessment narratives that have always been part of the portfolio. (Reference UPS 210.000, ID,A.3.f)

During subsequent years, the Developmental Narrative may be revised to reflect changes and professional growth that will normally occur during the probationary period. (Reference UPS 210.000, II).

In consultation with the probationary faculty member and the DPC, the Chair shall appoint a faculty member to serve as a mentor to the probationary faculty member in writing the Developmental Narrative.

A new faculty mentor can be appointed at any time if the probationary faculty member makes such a request.

C. Evaluation

Each faculty member shall be evaluated in each of the three categories prescribed by UPS 210.000 (Teaching; Scholarly and Creative Activities; and Professional, University, and Community Service). All evaluators will use qualitative judgments whenever appropriate in each category. All evaluators will focus on the narratives provided by the faculty member and will evaluate the congruence of claims with the data provided as support.

II. Teaching

Each faculty member is responsible for including the following materials in the Portfolio: (1) a concise narrative, not to exceed 1,000 words, addressing teaching performance and an explicit articulation of pedagogical approach and methods; (2) evaluators' comments from classroom visitation(s) of teaching; (3) statistical summaries of all responses on Student Rating of Instruction (SRI) forms administered to classes taught during the review period; (4) statistical summaries of grade distributions for all classes taught during the review period; and (5) other materials that provide evidence of teaching performance (these materials should be referenced in the narrative but included in an appendix). All materials used as evidence in support of teaching performance should be summarized in the narrative.

Classroom visitations should be completed on a regular basis (at least two classroom visitations every full performance review period) and will be conducted as prescribed in the "Department Peer Evaluation Guidelines." Evaluators' comments should address

issues such as the following: (1) course content, e.g., relationship of class session to course syllabi and assigned readings; the degree to which the content of the presentation is relevant to the subject, reflects current thinking in the discipline, and includes relevant viewpoints; appropriate level of difficulty of the material presented; (2) organization of the presentation, e.g., logical sequence of topics; pace of presentation, inclusion of summaries and syntheses, manages class time effectively; (3) clarity of presentation, explains ideas and information clearly, provides relevant examples and illustrations, answers students' questions clearly; (4) style of teaching, e.g., stimulates students' critical thinking, engages students in problem solving, demonstrates professional and ethical behavior; and (5) instructor-student interaction, e.g., engages class members in interaction, creates a healthy and stimulating classroom atmosphere, allows students to respond to each other; and creates an atmosphere in which mutual respect is demonstrated.

A. Mandatory Indicators for Evaluation of Teaching Performance

1. Course Content

Most current syllabus for each different course taught during the review period, including learning objectives, assignments and requirements, and grading criteria

Selected examples of assignments, handouts, and reading lists

Selected examples of exams and quizzes

2. Classroom Teaching

All student ratings of instruction, including raw data forms and statistical summaries

Reports of classroom visitations by department colleagues

3. Grading Practices

Statistical summary of grade distributions from all classes taught at C.S.U.F. during the review period

Rationale for grading practices in accordance with the department "Grade Distribution Policy"

4. Non-Classroom Teaching - evidence of involvement in student advising and formal or informal mentoring

B. Optional Indicators for Measuring Teaching Effectiveness

1. Classroom Teaching: materials such as teaching awards and unsolicited, signed student letters

2. Teaching Innovations

a. Information regarding instructional grants

- b. Research conducted that relates to teaching in the discipline
- c. Specific tools, instruments, devices, workbooks, and methods of instruction implemented in the classroom
- d. New course proposals

3. Non-Classroom Instruction

- a. Information regarding involvement with M.A. theses and/or graduate-level directed research
- b. Information regarding directed independent studies

C. Criteria for Evaluating Teaching Performance

Evaluation of teaching shall be based upon the total evidence reflected by student ratings of instruction and other mandatory and optional indicators. Using a scale that includes the ratings "Superior," "Excellent," "Satisfactory," and "Unsatisfactory," teaching performance is evaluated as a composite of all standards listed below.

1. Qualitative indicators of instruction: All teaching indicators, mandatory and optional, shall be qualitatively assessed and evaluators shall render a rating of "Superior," "Excellent," "Satisfactory," or "Unsatisfactory" using the criteria below:

Course content is of appropriate depth for the course level, and the content reflects recent trends in the discipline
 Teaching strategies are effective, and there is evidence of significant successful effort to improve teaching effectiveness continuously
 Evaluation of student learning is both rigorous and valid, and in accordance with the department "Grade Distribution Policy"
 Breadth is shown through the ability to teach a variety of courses

2. Student ratings of instruction (SRI). Department-sanctioned student opinion forms utilize a five point rating scale ranging from "A" (4) to "E" (0). Student ratings of instruction contribute to the evaluation of faculty members' teaching effectiveness but should not be used as the sole measure. Overall patterns for the duration of the evaluation period shall be considered more informative than isolated course evaluations. The following table will be used to evaluate instructor effectiveness based on the statistical summaries:

Overall Rating	Overall Mean SRI		Overall Percentages
Superior	3.50 or higher	And	80% A's or B's, with at least 50% A's
Excellent	3.20- 3.49	And	70% A's and B's
Satisfactory	2.90-3.19	And	50% A's and B's
Unsatisfactory	Below 2.90	And	Fewer than 50% A's and B's

This rating system is used as a guideline: Written student comments included on the rating forms will be used as an aid to interpret quantitative reports of student opinions. The evaluation shall take into consideration factors such as the number of different

courses taught, the number of new preparations assigned to the faculty member, and the characteristics of the classes taught (size, level, required or elective, experimental vs. traditional pedagogy, major vs. G.E., etc.). The evaluation shall also take into account the faculty member's overall level of experience and his or her efforts to improve teaching performance.

3. Composite rating of teaching effectiveness: Based on a composite evaluation of the SRI data and other indicators, the reviewers shall render a summative rating of teaching effectiveness as either: "Superior," "Excellent," "Satisfactory," or "Unsatisfactory." The composite rating shall incorporate both SRI and qualitative measures. In the assessment of qualitative and quantitative information, qualitative information will be given primacy.

III. Scholarly and Creative Activities

The Department expects that faculty members will show on-going development in scholarly and creative activities as demonstrated in two ways: (1) evidence of a systematic research program, and (2) progression from third-level and second-level activities to first-level scholarly and creative activities as described below.

Scholarly/creative efforts may be published in traditional print form or equivalent electronic publication format. Faculty members shall provide evidence of the value or importance of their scholarly and creative contributions to the field by including the following indicators as available and appropriate: (1) relative prestige of journals in which one's work appears; (2) acceptance/rejection rates of journals, paper panels, or interest groups at conferences; (3) competitive rankings of work accepted for publication or presentation, where such rankings are available; (4) honors or awards bestowed on one's work; (5) frequency with which one's work is cited by other scholars; (6) book reviews of one's work; and (7) letters from journal editors or associate editors acknowledging the value of one's work. These indicators should be used by the faculty member to support the case for work assigned to the three different levels below. The Department also recognizes the value of creative activities, provided such activities contribute to the development of knowledge in the field and are directly related to the study of communication theory and process or communicative sciences and disorders.

The members of the departmental personnel committee will consider indicators to assess the prestige of a given journal: affiliation with a national scholarly or professional organization, large circulation relative to other journals in the field, rigorous acceptance standards and wide citation.

Each faculty member shall include a concise narrative of creative and scholarly activity and how the work contributes to a systematic program of research. The narrative, which shall not to exceed 1,000 words, should include: (1) a list of work that has been published, presented, or accepted during the review period; (2) a written evaluation of each work; and (3) a description of work in progress. In the case of multiple authors, the faculty member's evaluation of the work shall include an assessment of her or his contribution and/or the faculty member shall submit the multiple author forms or their equivalents. It is expected that the faculty member's narrative will summarize her or his

research and creative activities agenda(s). The common theme(s) running through the faculty member's work shall be identified in the narrative.

A. First-Level Activities

1. Refereed journal articles
2. Author of a scholarly book; "in press" books require galley proofs
3. Refereed articles in nationally/internationally distributed conference proceedings
4. Edited scholarly book or special issue of a journal
5. External grant proposals funded
6. Presentations at regional or national conventions that are selected as top papers in a division, or which receive other officially recognized honors or awards
7. Refereed chapters in a scholarly book or monograph

B. Second-Level Activities

1. Non-refereed journal articles
2. Non-refereed articles in nationally/internationally distributed conference proceedings or in published working papers ["Working papers" are scholarly volumes published by universities and research institutes to disseminate current research on an annual or more frequent basis. Examples include: Haskins Laboratories Status Report on Research, UCLA Working Papers in Phonetics, NCVS Status and Progress Report (NIDCD of NIH), and Quarterly Status and Progress Report, i.e., Institutionen för tal, musik och hörsel, Sweden)]
3. Chapters in scholarly books
4. Invited presentations or publications
5. Presentations at regional or national conventions
6. Internal grant proposals funded or external grant proposals awarded without funding
7. Published debate critiques
8. Annotated bibliographies accepted for publication
9. Creation of educational and/or professional materials (e.g., audiotape, videotape, computer software)
10. Standardized instruments published and commercially available (e.g., Fullerton Language Test for Adolescents, Stuttering Severity Instrument)
11. National distribution of educational and/or professional materials (e.g., videotape series)

C. Third-Level Activities

1. Published book reviews that make a scholarly contribution
2. Presentations at state or local conferences
3. Development of experimental forms for a research or clinical instrument
4. Accepted contributions to forums or newsletters
5. Internal/External Grant proposals submitted
6. Material completed but not submitted and/or material submitted for publication but not accepted

D. Criteria for Evaluating Scholarly and Creative Activities

Using the scale of ratings "Superior," "Excellent," "Satisfactory," and "Unsatisfactory," scholarly and creative activities shall be evaluated using the three criteria listed below. Overall performance in scholarly and creative activities shall be based on a composite of the individual ratings.

1. Continuous and systematic progression of activity from one level to the next (e.g., conference papers to publications, grant proposals to funded grants)
2. Achievement that includes high quality, peer-reviewed scholarly publications
3. Evidence that scholarly and creative activities contribute to the discipline

A rating of "Superior" shall be given for ten second-level and/or first-level activities during the RTP review period. The activities must include at least four peer-reviewed journal articles, of which first authorship must be accorded on two publications.

A rating of "Excellent" shall be given for seven second-level and/or first-level activities during the RTP review period. These activities must include at least three peer-reviewed journal articles, of which first authorship is accorded on two publications.

A rating of "Satisfactory" shall be given for five second-level and/or first-level activities. These activities must include first authorship on at least two peer-reviewed journal articles ("in press" or published).

A rating of "Unsatisfactory" shall be given for scholarly activity judged to be of insufficient quality and/or quantity.

IV. Professional, University, and Community Service

It is expected that faculty members will demonstrate continuous service. Some of the indicators of the level of involvement include: (1) the amount of time devoted to professional organizations and committee assignments; (2) the amount of responsibility or degree of prestige associated with service; and (3) the degree of visibility afforded the individual, the department, the school, and the University through the faculty member's service.

The faculty member under review shall prepare a concise narrative, not to exceed 1,000 words, that evaluates and summarizes service, including a complete listing of service activities and the level at which each belongs. The narrative should include a careful presentation of evidence for assigning activities to the second-level and the first-level.

The narrative should summarize how the professional activities completed contribute to the faculty member's professional growth and to the professional organization(s). As part of the narrative, a complete list of activities with accompanying dates and places should be provided. Data supporting the quality should be included wherever possible.

Service activity falls into one of three levels depending on the amount of time and effort, the level of skill or leadership, and the degree of benefit to the department, school, University, profession, or community.

First-Level Activities

An activity at the first-level generally requires more time, responsibility, or leadership than does an activity at the second-level. Such activities bring exceptional benefits to the department, college, University, profession, or community. Community service that brings more recognition or other benefits to the department, college, or University than to the faculty member, e.g., organizing conferences, is at the first-level. Listed below are selected examples of first-level service:

1. Association office holder
2. Editor of a regional or national journal
3. Editing professional newsletter
4. Selecting contents for a section of a journal
5. Professional convention paper selection
6. Receiving honors and awards
7. Service on an active University committee
8. Developing, administrating, and/or contributing to outreach efforts that serve the community through application of knowledge of the discipline (e.g., the Speech and Hearing Clinic, the Center for Children who Stutter, Town Hall Meetings, and the Southern California Urban Debate League)
9. Any non-research grant
10. Professional service: Organizing conferences and conference sessions, serving on organizational boards and committees, being a discussant of presented papers, and being a member in professional organizations
11. Serving as a journal editor
12. Acquiring professional licenses, credentials, or certificates
13. Participation in internal or external program reviews
14. Providing leadership on university committees

B. Second-Level Activities

An activity at the second-level generally requires more time than does an activity at the first-level, or it involves significantly more responsibility and leadership. Typical examples are chairing an active departmental committee or college-level committee. Community service that brings more recognition to the individual faculty member than to the Department, College, or University, e.g., public lecture or public office, is at the second-level. Listed below are selected examples of second-level service:

1. Chairing a department or college committee
2. Serving on Academic Senate
3. Serving on University committees
4. Chairing graduate committees
5. Program reviews
6. Planning programs or conferences

7. Professionally related consulting
8. Short courses at conferences
9. Invited speeches, lectures, and presentations
10. Statewide/national task force or selected boards
11. Conducting workshops
12. Presentation of oral debate critique before an audience
13. Advising student groups
14. Working with peer advisement
15. Producing publications relevant to university goals that are not traditional academic publications
16. Consulting with community or private groups
17. Developing web pages designed to increase University contact with the community
18. Reviewing books or manuscripts for publication or reviewing grants
19. Providing testimony to governmental or regulatory bodies
20. Editorial board or Associate Editor for journal

C. Third-Level Activities. Listed below are selected examples of third-level service:

1. Participation on departmental and college committees
2. Attendance at professional meetings, workshops, or other professional development
3. Association committee member
4. Association member
5. Subject of mass media interview regarding the field and its applications
6. Attendance at faculty meetings
7. Advising students
8. Serving on graduate committees
9. Working with independent studies

D. Criteria for Evaluating Service

A rating of "Superior" shall be given for exemplary performance in depth and/or breadth of service. In general, two first-level activities during the review period, and multiple examples of high-quality third-level and/or second-level activities are expected for a rating of superior. For associate professors, superior service should include participation in University-wide service.

A rating of "Excellent" shall be given for a sufficient amount of service judged to be of high quality. Generally, one first-level activity during the review period, and several third-level and/or second-level activities are expected for a rating of excellent.

A rating of "Satisfactory" shall be given for a sufficient amount of service judged to be of satisfactory quality. In general, three examples of second-level activities are expected for a rating of satisfactory and several examples of third-level activity.

A rating of "Unsatisfactory" shall be given for service activity judged to be of insufficient quality and/or quantity.

V. Criteria for Promotion and Tenure

For promotion and/or the granting of tenure, a faculty member must be evaluated as at least "Satisfactory" in each of the three categories and "Excellent" either in Teaching Performance or Scholarly/Creative Activities.

VI. Criteria for Decisions on Early Tenure or Early Promotion

Early tenure refers to a decision on tenure that is made prior to the faculty member's sixth year of service at the University. Early promotion refers to a decision on promotion that is prior to the completion of time normally spent in one's current rank. In accordance with University policies, promotion to full professor requires that a faculty member be tenured. Early tenure and promotion are separate decisions and the DPC will vote on each action separately.

1. The following criteria are established for early tenure or early promotion to associate professor:

A faculty member must be rated 'Superior' in scholarly and creative activities or teaching performance and at least 'Excellent' in all other categories of evaluation. Performance in all categories shall have ample evidence to suggest that the ratings are reliable.

2. The following criteria are established for early tenure for untenured associate professors or professors:

A faculty member must be rated 'Superior' in scholarly and creative activities or teaching performance and at least 'Excellent' in all other categories. Performance in all categories shall have ample evidence to suggest that the ratings are reliable.

3. The following criteria are established for untenured associate professors requesting early tenure and early promotion to professor. The following criteria also apply to tenured associate professors requesting early promotion to professor:

A faculty member must be rated 'Superior' in scholarly and creative activities and teaching performance and at least 'Excellent' in all other categories. Performance in all categories shall have ample evidence to suggest that the ratings are reliable.

AppendixF

Guidelines for Evaluation of Temporary Faculty; April 7, 2003.

COLLEGE OF COMMUNICATIONS, CALIFORNIA STATE UNIVERSITY, FULLERTON GUIDELINES FOR EVALUATION OF TEMPORARY FACULTY

Expected Performance by Full-Time Lecturers:

The College of Communications values contributions made by temporary faculty. In keeping with UPS 210.050 section 5, the performance of each full-time lecturer shall be evaluated annually in "whichever of the three areas...is/are appropriate to the lecturer's work assignment [for] the period under review." The three areas are: 1) teaching, 2) scholarly-creative activity and 3) professional-university-community service. Each full-time lecturer is expected to exhibit strong teaching performance, to demonstrate currency in the field by showing evidence of scholarly and/or creative activities, and to show evidence of professional-university-community service.

Within six weeks from the beginning date of the contract, each full-time lecturer shall submit a plan to the department chair to achieve and/or maintain the agreed-upon standards. Annual evaluations shall be conducted with the expectation that the goals of high quality teaching, intellectual and creative contributions and service are met. The latter two will be evaluated with an expectation that currency in the field is maintained. The plan shall be considered during these evaluations.

During the spring semester, each full-time lecturer shall prepare a portfolio demonstrating how s/he has met or is meeting his/her plans. The contents of the portfolio are outlined in UPS 210.050 section 5. The timetable for review shall be:

- By March 15: Lecturer submits portfolio to department chair, who verifies completeness of portfolio and gives it to department personnel committee (DPC).
- By April 1: DPC adds written evaluation and, if appropriate, recommendation to portfolio and submits to department chair.
- By April 15: Chair adds written evaluation and, if appropriate, recommendation to portfolio and submits to college dean or associate dean. Chair meets with lecturer.
- By May 1: Dean or associate dean adds written evaluation and, if appropriate, recommendation to portfolio. Dean or associate dean may meet with lecturer.

Expected Performance by Part-time Lecturers:

The College of Communications values contributions made by temporary faculty. In keeping with UPS 210.060 section 3, the performance of each part-time lecturer shall be evaluated "at the end of his/her first semester's appointment," and annually after that "during years in which [that lecturer] holds an appointment." Each part-time lecturer shall be evaluated in the areas of teaching and either scholarly-creative or professional activity. Each part-time lecturer shall normally be expected to exhibit strong teaching performance, and to demonstrate currency in the field by showing evidence of either scholarly-creative or professional activities. The appropriate area(s) shall be determined in consultation with the department chair at the time of appointment.

Each part-time lecturer shall prepare a file demonstrating how s/he has met or is meeting the agreed-upon standards. For first-time appointments, review shall occur at the end of the first semester, as soon as the Student Rating of Instruction (SRI) forms are complete. The timetable for annual review after that shall be:

- By March 15: Lecturer submits file to department chair, who verifies completeness of file and gives it to department personnel committee (DPC).
- By April 1: DPC adds written evaluation and, if appropriate, recommendation to file and submits to department chair.
- By April 15, Chair adds written evaluation and, if appropriate, recommendation to file and submits to college dean or associate dean. Chair may meet with lecturer.
- By May 1: Dean or associate dean adds written evaluation and, if appropriate, recommendation to file. Dean or associate dean may meet with lecturer.

Guidelines endorsed by the College of Communications Executive Council and recommended to departments: April 7, 2003.

AppendixG

Criteria for Lecturer Range Evaluation; September 28, 2005.

Department of Human Communication Studies

September 28, 2005

Criteria for Lecturer Range Elevation

Eligibility

A lecturer who has no more SSI eligibility in his/her current range and has served a minimum of five years in that range may request range elevation. The University will notify lecturers when they are eligible for range elevation.

Process

Written requests to be considered for range elevation should be addressed to the department chair and should explain the basis for the request in relation to the criteria below.

Criteria

To be recommended for range elevation, a lecturer must have

- achieved an "excellent" record of teaching performance during the review period as defined in the Departmental Personnel Standards, except that formal classroom visitation is not required; and
- a record of refereed publication relevant to the discipline or other activities that show currency in the field during the review period.

Approval Process

The authority to grant range elevations rests with the Vice President for Academic Affairs upon the recommendation of the Department Personnel Committee, the Department Chair, and the College Dean.

Outcome

If approved, range elevation shall be accompanied by advancement of at least two steps (five percent) on the salary schedule. Denial of a range elevation shall be subject to the peer review process pursuant to provision 10.11 of the Unit 3 Faculty Collective Bargaining Agreement, except that the peer panel's decision shall be final.

[Range elevation policies are subject to the approval of the College Dean and the Vice President for Academic Affairs. See UPS 210.050, UPS 210.060, and CBA 12.16-12.21.]

AppendixH

Handbook for the Master of Arts Degree in Speech Communication (Effective Spring 2005)