**WSU Five-Year Graduate Program Review**
**Self-Study**



Department/Program: Master of Professional Communication (MPC)

Semester Submitted: Fall 2014

Self-Study Team Chair: TBD

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## A. Brief Introductory Statement

The Master of Professional Communication (MPC) program emphasizes the knowledge and advanced communication skills working professionals need to succeed in today's rapidly evolving and technologically complex world. Students hone their skills in writing, speaking, new media and research methods. They take cognate courses in team building and facilitation, organizational leadership, and strategic communication. The program is designed to prepare effective leaders, team members, and employees in corporate, government and nonprofit organizations.

Graduates work in fields such as public relations, education, health care promotion and organizational training and development. Many students use the MPC degree to advance to strategic communication leadership roles within their chosen career field. Others use the degree to make a career change to a field that is more closely aligned with their interests, knowledge and skills in communication. A few students seek opportunities to work in higher education and may enter a doctoral program in communication.

## B. Mission Statement

The mission of the Master of Professional Communication program is to provide the advanced knowledge and communication skills working professionals need to succeed in career fields related to communication. Students receive an applied education grounded in theory. They learn how to conduct research, interpret research findings, write and present information in accordance with the conventions and standards of the classroom and the boardroom.

<u>Alignment with University Mission and Core Themes</u>

The MPC program provides **access** to graduate level education for degree seeking students and for employers who wish to advance the knowledge and skills of their employees beyond the level of a bachelor's degree. The MPC program, housed on the Ogden campus of Weber State University, creates access to students and employers in Northern Utah who are seeking a graduate education in close proximity.

Our students live and work in Northern Utah and have strong ties to the **community.** Their course assignments often require them to apply what they are learning in the MPC program to situations in their career and professional relationships. Many students share their expertise with local for-profit and nonprofit organizations through class assignments or their formal capstone project.

As mentioned in the mission statement above, the cornerstone of the MPC program is applied education grounded in theory. We are dedicated to providing an excellent **learning** experience for students in the program.

## C. Program and Curriculum

<u>Program Description</u>

The Master of Professional Communication program emphasizes the knowledge and advanced communication skills working professionals need to succeed in today's rapidly evolving and technologically complex world. Students take courses in team building and facilitation, organizational leadership, strategic communication, and in the measurement and evaluation of communication messages. They also continue to develop their proficiency in speaking, writing, communicating visually, and in using new media. The first year of study consists of required courses. In the second year students customize their plan of study with elective courses in communication or from related fields including business, education and health professions. Students may opt to complete a professional project or thesis as a capstone experience.

Course Requirements for MPC

The list below reflects the course requirements when the program was created. We used these course requirements in 2011-12 and 2012-13.

Prerequisites to WSU's MPC program (6 semester credit hours)

- COMM 3000 Communication Theory or equivalent
- COMM 3150 Communication Research Methods or equivalent

*These two courses must be taken within five years of admission to MPC program.*

<u>Program Requirements</u>

Students must complete 37 credit hours for graduation with an overall GPA of 3.0 or above. A grade of B- or better is required for each of the courses to count towards graduation. Students may transfer up to 12 credit hours from another university, with permission of the graduate program director. They may take up to six credit hours of interdisciplinary course work with permission of the graduate program director.

Required Core MPC Courses (22 credit hours)

- MPC 6000 Introduction to Graduate Studies for Master in Professional Communication (1)
- MPC 6100 Team Building and Facilitation (3)
- MPC 6150 Writing for Professional Communicators (3)
- MPC 6200 Presentational Speaking/Visual Communication in the Workplace (2)
- MPC 6300 New Media In Professional Communication (3)
- MPC 6400 Communicating Organizational Leadership (3)
- MPC 6600 Strategic Communication (3)

- MPC 6700 Research Methods for Professional Communication (3)
- MPC 6800 Advanced Communication Research and Writing (1)

Required Thesis or Project Courses (6 credit hours)

- MPC 6900 Thesis/Project I (3)
- MPC 6950 Thesis/Project II (3)

Elective Master's-level Courses (9 credit hours required)

- MPC 6250 Interviewing (3)
- MPC 6450 Advanced Organizational Communication (3)
- MPC 6500 Topics in Professional Communication (3)

Elective Interdisciplinary Courses

Students may elect to take other interdisciplinary courses with permission from the graduate program director. No more than six credit hours of coursework can be taken outside the MPC program.

- MBA 6140 Marketing Management (3)
- MBA 6170 Corporate Communications (3)
- MBA 6530 E-Business (3)
- MBA 6540 Negotiations (3)
- MHA 6000 Health Systems and the Healthcare Economy (3)
- MHA 6400 Strategic Health Planning and Marketing (3)
- MED 6110 Introduction to Classroom Management (3)
- MED 6120 Advanced Classroom Management (3)

Dual Designation or "Swing" Courses

The following dual designation courses are designed to fill gaps in the undergraduate preparation of students who wish to command the broadest understanding of professional communication. While the courses are accessible to students who have not taken the corresponding undergraduate courses, the graduate courses differ from undergraduate counterparts in demanding greater depth and breadth in all major aspects of each course such as reading, writing, presentations, projects, etc. Of the 9 elective credit hours in the Master of Professional Communication degree, only 6 may be 5000-level courses and must be approved by the MPC program director before registration.

- MPC 5080 Intercultural Communication (3)
- MPC 5090 Gender and Communication (3)
- MPC 5100 Small Group Facilitation and Leadership (3)
- MPC 5220 Editing (3)
- MPC 5230 Health Communication (3)

- MPC 5440 Public Relations Media and Campaigns (3)
- MPC 5500 Special Topics in Communication (3)
- MPC 5550 Organizational Communication (3)
- MPC 5650 Communication Law (3)
- MPC 5810 Persuasive Communication (3)
- MPC 5850 Advertising (3)

Curriculum Changes

In 2013 we made two significant changes to the above curriculum. We changed the speaking course from two credits to three credit hours, replacing MPC 6200 Presentational Speaking and Visual Communication in the Workplace (2) with MPC 6210 Presentational Speaking in the Workplace (3). The change in credit hours creates more class time for student speaking assignments. The title change helps students understand that the emphasis of the course is presentational speaking rather than visual communication. We also added a new course, MPC 6350 Visual Communication in the Workplace (3).

In 2013 we changed the program requirements to make the thesis or project optional. We made this change because we realized it was not practical to create two person faculty committees for 20-25 students per year. At that time faculty were serving on master's committees on top of a full teaching load (or overload).

In 2014 we changed the program again to eliminate the two prerequisites. Instead of requiring communication theory at the undergraduate level, we created a graduate level course to cover the material, MPC 6010 Communication Theory and Intro to Graduate Studies.

The program requirements were changed from 37 to 33 credit hours so we could start the program in the fall semester and make it possible for students to graduate in two years. Prior to this change, the deadline for admission was February 1 and the program started in the summer term, which put us out of sync with deadlines for comparable programs. An examination of web analytics showed that the greatest number of visits to our website came in the month of January. Most of the prospective students who contacted us in January had not yet taken the GRE and needed one or more prerequisites. Although our site generated a lot of traffic and leads, it was hard to convert leads into applicants. Under the new curriculum we have eliminated the prerequisites, moved the application deadline to March 15 and the start date to fall semester. This should result in a larger applicant pool, which will allow us to be more selective in admissions.

The new curriculum is presented below. In addition to the changes mentioned above, we have also added new 6000-level electives and we are phasing out 5000-level electives as 6000-level courses become available.

Students must complete 33 credit hours with a minimum GPA of 3.0. At least 27 credit hours must consist of courses at the 6000-level.

**Foundational Courses (12 hours)**
MPC 6050 Intro to Grad Study/Communication Theory (3)
MPC 6150 Writing for Professional Communicators (3)
MPC 6210 Presentational Speaking in the Workplace (3)
MPC 6700 Research Methods for Professional Communicators (3)

**Core Required Courses (12 credit hours) Choose four** of the following **six** courses
MPC 6100 Team Building & Facilitation (3)
MPC 6300 New Media in Prof Comm (3)
MPC 6350 Visual Comm Design (3)
MPC 6400 Leadership Communication (3)
MPC 6450 Advanced Organizational Comm (3)
MPC 6600 Strategic Comm (3)

**Electives (9 credit hours)**
Students may choose to take three elective classes OR write a thesis or complete a professional project to fulfill their elective requirements. Consult with the MPC Program Director to plan your elective courses or discuss your thesis or project.

**6000-Level MPC Elective Courses**
MPC 6250 Interviewing (3)
MPC 6500 Topics in Professional Communication (3) (Topics vary each semester.)
MPC 6620 Conflict Resolution & Mediation (3)
MPC 6810 Web Usability (3)
MPC 6900 Thesis/Project I (3)
MPC 6950 Thesis/Project II (3)

**Interdisciplinary Elective Courses**
MBA 6140 Marketing Management (3)
MBA 6170 Corporate Communications (3)
MBA 6530 E-Business (3)
MBA 6540 Negotiations (3)
MED 6110 Introduction to Classroom Management (3)
MED 6120 Advanced Classroom Management (3)
MHA 6000 Health Care and the Health Care Economy (3)
MHA 6400 Strategic Health Planning and Marketing (3)

**5000-level or dual-designation courses**
MPC 5080 Intercultural Communication (3)
MPC 5220 Editing (3)
MPC 5400 Public Relations Media and Campaigns (3)
MPC 5820 Persuasive Communication
MPC 5850 Advertising (3)

Web address for WSU catalog page
http://catalog.weber.edu/preview_entity.php?catoid=7&ent_oid=1922&returnto=1240

Program website
http://www.weber.edu/mpc

Curriculum, degree requirements, and course descriptions.
http://weber.edu/mpc/courses.html
http://weber.edu/mpc/graduation.html


## D. Student Learning Outcomes and Assessment

Program level learning outcomes

At the end of their study at WSU, students in this program will:
1) Write and edit at a level commensurate with a communication leader or manager in applied communication contexts.
2) Present information orally and in visual form at a level commensurate with a communication leader or manager in an applied communication context.
3) Demonstrate critical thinking in applied communication contexts.
4) Conduct academic or applied research in communication, report findings clearly and accurately, and interpret the meaning of research data.
5) Demonstrate knowledge in one or more cognate areas – strategic communication, leadership, organizational communication, team building and new media.

**Curriculum Map**

| Core Courses in Department/Program | Writing/editing | Presentation skills | Critical thinking | Research | Knowledge in cognate areas | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| MPC 6000 Into to Graduate Studies | I, E | | E, A | I, E | | | | |
| MPC 6100 Team Building and Facilitation | E | E | E | | E, A | | | |
| MPC 6150 Writing for Professional Communicators | E, A | | E | | | | | |
| MPC 6210 Presentational Speaking in the Workplace | | E, A | E | E | | | | |
| MPC 6300 New Media in Professional Communication | | | | | E, A | | | |
| MPC 6400 Leadership Communication | | | E | | E, A | | | |
| MPC 6600 Strategic Communication | E | E | E, A | | E, A | | | |
| MPC 6700 Research Methods for Professional Communication | E | | E, A | E, A | | | | |
| MPC 6900/6950 Thesis/Project I and II | A | A | A | A | A | | | |

*Note*<sup>a</sup> omitted — *Note*[a]: Define words, letters or symbols used and their interpretation; I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

Assessment measures to be used:

The MPC assessment plan examines student outcomes using the following direct and indirect measures.

Direct Measures (DM):

1) Student theses and projects submitted at the completion of their program.
2) Student performance on final project with rubric in MPC 6150 Writing for Professional Communicators
3) Student performance on final speaking assignment with rubric in MPC 6210 Presentational Speaking

4) Student performance on final project with rubric in MPC 6700 Research Methods
5) Student performance on final project with rubric in cognate area courses: MPC 6600 Strategic Communication, MPC 6450 Advanced Organizational Communication
6) Number of papers accepted for presentation at academic and professional conferences

Indirect Measures (IM):

1) Exit survey of graduates, administered after graduation through an online survey instrument
2) Verbal and written feedback from individual graduates
3) Data on promotions and job placement, graduate and professional school acceptance, and other significant accomplishments
4) Papers accepted for presentation at academic and professional conferences and other significant accomplishments

| Artifact | Learning Outcome Measured | When/How Collected? | Where Stored? |
|---|---|---|---|
| MPC Theses/Projects | Writing/editing, research, critical thinking | Once a year | Electronic copies in WSU Library |
| Writing samples in MPC 6150 Writing for Professional Comm | Writing/editing | Once a year in MPC 6150 | In Canvas |
| Recordings of presentations in MPC 6210 Presentational Speaking | Speaking/presentations | Once a year/MPC 6210 | In Canvas |
| Final projects in MPC 670 Methods | Research | Once a year/MPC 6700 | |
| Final projects in MPC 660 Communication | Knowledge in cognate area | Once a year in MPC 6600 | |
| Final projects in MPC 645 Organizational Communication | Knowledge in cognate area | Once a year in MPC 6450 | |

All assessment artifacts are anonymous. The intent is to evaluate the quality of education in the program, not to evaluate the individual student. Identifying information about the author, advisors, and/or instructors are removed from the

artifacts before they are examined for assessment purposes. Artifacts are rated on the learning objective(s) assessed that year using the categories below:

"Strong" – demonstrates a high level of competence. Work that is "publishable" or "presentable" in a corporate setting, with minor revisions. Examples include brochure or web copy that could be used with only minor editing changes (if any). Research papers will be rated "strong" if they are/could be accepted for presentation at an academic or professional conference. Class projects will be rated "strong" if they received points totaling 85% or better of the possible points for the assignment.

"Adequate" – demonstrates an acceptable level of competence on the variable assessed. Could be published or presented in a corporate setting with some substantive editing and/or revisions from a coworker or supervisor. An adequate academic research paper is one that could be revised for submission to a conference, based on feedback. Class projects will be rated "adequate" if they receive points totaling 80-84% of the possible points for the assignment.

"Inadequate" – demonstrates work that would be rejected or returned for major revisions in a corporate or academic context. Examples include brochure or web copy that violates the principles of best practices for brochure or web writing, or a research paper that would likely be rejected by an academic or professional conference. Class projects will be rated "inadequate" if they receive points totaling 79% or less of the possible points for the assignment.

Evidence of Learning: Courses within the Major

| Evidence of Learning: Courses within the Major | | | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome<br><br>Students will… | Method of Measurement<br><br>Direct and Indirect Measures* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1.A:<br>Write and edit at a level commensurate with a communication leader or manager | Measure 1:<br>Analysis of MPC theses and projects | Measure 1:<br>75% of students will score "strong" in this area | Measure 1:<br>86% scored strong, 14% scored adequate | Measure 1:<br>Students meet the standard set for assessment | Measure 1:<br>In 2013 we only looked at theses and projects. In 2014 we looked at student writing in MPC 6150 as well. |

|  | Measure 2: Final project in MPC 6150 Writing for Prof Comm | Measure 2: 75% of students will score "strong" in this area | Measure 2: 85% scored "strong" 15% scored "adequate" | Measure 2: Students meet the standard set for assessment | Measure 2: No action plan needed at this time |
|---|---|---|---|---|---|
| Learning Outcome 2.A: Present information orally and in visual form at a level commensurate with a communication leader or manager | Measure 1: Final speaking assignment in MPC 6210 Presentational Speaking | Measure 1: 75% of students will score "strong" in this area | Measure 1: 88% scored "strong" 12% scored "adequate" | Measure 1: Students meet the standard for assessment | Measure 1: In the third year we changed MPC 6210 to a 3 credit hour course (from 2) to give students more opportunities to give presentations in class. |
|  | Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |
| Learning Outcome: 3A. Demonstrate critical thinking in applied communication contexts | Analysis of MPC Theses and projects | 75% of students will score "strong" in this area | Measure 1: 92% scored strong 8% scored adequate | Students meet the standard for assessment | No action plan is needed at this time |
| Learning Outcome 4A. Conduct academic or applied research in communication | Analysis of final papers in MPC 6700 Research Methods | 75% of students will score "strong" in this area | Measure 1: 87% scored "strong"; 13% scored "adequate" | Students meet the standard set for assessment | No action plan is needed at this time |
| Learning Outcome 5A. Demonstrate knowledge in cognate areas – strategic communication and organizational communication | Analysis of strategic communication plans for MPC 6600 | 75% of students will score "strong" in this area | Measure 1: 95% scored "strong"' 5% scored "adequate" | Students meet the standard set for assessment | No action plan is needed at this time |
|  | Measure 2: Analysis of final projects in MPC 6450 Adv Organizational Comm |  | Measure 2: 100% scored "strong" | Measure 2: Students meet the standard set for assessment | Measure 2 No action plan needed at this time |

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.


Assessment Summary

In addition to the direct measures reported above, we have anecdotal evidence to suggest that at least seven students in the first cohort presented a paper at an academic conference. This represents 33% of the graduating class. We believe this is strong evidence for the quality of education in the program, especially in the learning objectives related to writing and research methods.

We graduated our first class in May 2013 and completed our first assessment of student learning outcomes in Fall 2013. In subsequent years we will continue to implement our assessment plan. In Fall 2014 we gathered data from the MPC courses on writing and speaking and examined that data based on the course rubrics and our assessment criteria.

As we receive anecdotal data and feedback from students based on teaching evaluations and exit surveys, we continue to refine and improve courses in the program. For example, we are working to add new elective courses to strengthen our cognate areas. In 2013-14, we added electives in web usability, gender and communication in the workplace, and conflict resolution and negotiation. Our new course MPC 6010 Communication Theory and Intro to Grad Studies will be paired in the same semester with MPC 6700 Research Methods. By pairing the two courses, students can start a research project in the theory course and complete it in the research methods course, while adhering to our instructional model of blended learning courses taught in eight-week blocks.

**E. Evidence of Ongoing Demand for the Program**

The Utah State Board of Regents approved the Master of Professional Communication program in Spring 2010.  After receiving approval, the graduate program director developed marketing materials and began recruiting. Because many prospective students needed to take one or more prerequisites before they could apply for admission, faculty decided that the first class would be admitted in Summer 2011.  The table below lists data on applications, admissions and enrollment. The original proposal for the program was based on the assumption that we would admit 25 students per year and students would complete the program within two years. Under that model, the program would be considered full if it enrolled a total of 50 students across two academic years. We reached that goal by Summer 2013, in our third year. At this time we feel that 50 students is the maximum capacity for the program based on the number of faculty in the department. We have a goal of attracting a larger applicant pool with stronger academic credentials so we can be more selective and raise the average undergraduate GPA and GRE scores of applicants.

| Academic Year | New applications | Admitted Applicants | Selectivity (%) | Applicants Enrolled | Yield (%) | Matriculated Students [IR] | Matriculated International Students [IR] | Number of Graduates (Sum, Fall, Spr) [IR] |
|---|---|---|---|---|---|---|---|---|
| 09-10 | | | | | | | | NA |
| 10-11 | | | | | | | | NA |
| 11-12 | 28 | 25 | 89% | 24 | 96% | | | NA |
| 12-13 | 30 | 25 | 83% | 22 | 88% | | 1 | 18 |
| 13-14 | 29 | 27 | 93% | 22 | 81% | | | 23 |

Enrollment History

| Academic Year | Number of Majors |
|---|---|
| 2009-10 | NA |
| 2010-11 | NA |
| 2011-12 | 22 |
| 2012-13 | 45 |
| 2013-14 | 50 |

| Academic Year | Faculty/Student ratios across program curr. |
|---|---|
| 2009-10 | NA |
| 2010-11 | NA |
| 2011-12 | 5.75 |
| 2012-13 | 9.06 |
| 2013-14 | 9.06 |

Number of 3 cr. hr. graduate courses offered for the past five years

| Academic Year | Fall | Spring | Summer |
|---|---|---|---|
| 2009-10 | | | |
| 2010-11 | | | |
| 2011-12 | 2 | 2 | 2 |
| 2012-13 | 4 | 4 | 4 |
| 2013-14 | 6 | 4 | 4 |

Mean 3 cr. Hr. course enrollment per semester

| Academic Year | Fall | Spring | Summer |
|---|---|---|---|
| | | | |
| | | | |
| 2011-12 | 46 | 46 | 48 |
| 2012-13 | 72 | 45 | 127 |
| 2013-14 | 84 | 69 | 99 |

Enrollment projections

As an applied graduate program, our enrollment seems to be loosely tied to the economy and levels of employment/unemployment. During the economic downturn that began in 2008, a number of communication professionals were laid off as companies downsized their public relations and marketing teams. Several PR and advertising firms along the Wasatch Front closed or laid off employees. When the program began admitting students in 2011, the economy was beginning to improve, but seasoned professionals remembered the economic downturn and looked at graduate education as a tool to set them apart in a competitive job market.

In 2014 the economy is recovering, employment levels have risen, and there is less impending fear of layoffs in the workplace. Between 2011 and 2014 we have seen a slight shift in our applicant pool. In 2013 and 2014, the number of mid-career students fell slightly and the number of entry level or recent college graduates increased. The graduate program director has noticed a greater number of younger applicants who report they are interested in graduate school because they have not been able to find employment with their undergraduate degree. It's a small percentage, but nonetheless, these students are not as strong as mid-career students seeking to advance or remain competitive in a tight job market. Often the weakest students in our program are the ones who appear to choose graduate school as a way to postpone the job search. We hope that word of mouth and increased visibility of our graduates, coupled with strong recruiting efforts and curriculum changes that reduce barriers to admission, will result in stronger applicant pools in the future.

Recruitment and Marketing

Recruitment activities include attending the Utah Graduate School Fairs held at colleges and universities throughout the state. The program director also holds information sessions 3-4 times per year and promotes them by emails to our prospect list, placing information in employee newsletters and intranets with the major employers along the Wasatch front, publicizing the events in department and college social media outlets and sending a news announcement to local media outlets. We ask alumni and current students to promote the information sessions through their social media channels and by word of mouth.

We place an ad in the Weber State University Magazine, which goes to more than 80,000 alumni and friends of the university. We also use a direct mail postcard campaign to inform alumni who graduated within the past 15 years from the Lindquist College of Arts & Humanities and select departments on campus such as Psychology, Sales and Service Technology, and Network Technology and Business Multimedia (NTM).

Average time to degree completion (months):

The average time for completion is 24 months. If students take two classes or six credit hours per semester, they can complete the program in 24 months or 6 semesters.  Students go through the program as a cohort. Their first year consists of required courses. In the second year students take electives and/or complete a thesis or project. They continue to take some of their coursework with other students in their cohort.

In the first cohort, 72% of students graduated within 24 months and a total of 84% of those admitted in Summer 2011 graduated within 27 months of admission. In the second cohort 80% of students graduated within 24 months and a total of 88% of students admitted in Summer 2012 graduated within 27 months of admission. We attribute our high retention and graduation rates to the camaraderie of the cohort model. Students in our program generally have a cooperative, rather than a competitive, attitude towards their classmates. MPC students like to work in groups and study together. Anecdotes from students and faculty suggest that the stronger students in classes such as Research Methods, Visual Communication and New Media are willing to help mentor the students with weaker skills in these areas.

Admission Requirements

The information about requirements comes from the 2011-12 WSU Catalog. These requirements were in place for the years covered by this review period. The requirements will remain the same in the future, with the exception of eliminating the prerequisite courses, which was addressed in section C above under Curriculum Changes.

Prerequisites: Applicants for admission into the WSU Master of Professional Communication program must possess a bachelor's degree from an accredited institution or be in the final stage of completing the degree. Applicants are encouraged to take a course in research methods and a course in communication theory as an undergraduate. Beginning Fall 2015 these courses are not required for admission to the program.

Prospective students need to complete the following steps to apply for admission:

• Submit the online application, which includes two personal essay questions
• Attach a current resume
• Submit transcripts from every institution of higher education attended
• Submit (or request) three letters of recommendation from sources who know your academic and/or professional work
• Submit scores from the Graduate Record Examination (GRE) taken within the last five years. Generally, above average scores on the verbal and writing sections are required. Higher scores are given more weight. The average scores of

students accepted into the MPC program is: 150 on verbal reasoning, 144 on quantitative reasoning and 4.0 on the analytical writing portion of the exam.

Acceptance into Program

Each applicant is evaluated on an individual basis. Ideal applicants will present a strong overall previous academic record, positive letters of recommendation, professional accomplishment, and at least an above average total GRE score. An ideal class will consist of working professionals with a wide variety of backgrounds in for-profit, government or non-profit organizations. Ethnic diversity is a plus. The MPC program has limited enrollment.

The GRE is required for admission to the Master of Professional Communication program. We look for scores in the 50th percentile and above, but we have admitted students with scores lower than the 50th percentile, based on examining their undergraduate GPA, professional work experience, entrance essay and letters of recommendation. Applicants who have already completed a master's degree in another discipline are not required to take the GRE.

English language competency tests required of international applicants (from catalog)

International applicants need to complete additional materials to comply with university and United States INS regulations. For more information, please contact the International Student and Scholar Center at 801-626-6853, or go to http://www.weber.edu/sis/
You also need to have your credits evaluated by a foreign credential evaluation company that evaluates the credits course-by-course. For a list of approved companies, go to: http://www.naces.org/members.htm

International applicants must be able to comprehend and speak English fluently, as well as read and write English competently. Candidates from non-English-speaking countries are required to establish proof of English language competency unless they received their bachelor's degree from a university in which the language of instruction was English.  This may consist of one of the following:

- Test of English as a Foreign Language (TOEFL) - applicants may have an official score report which is not more than two years old sent to the MPC Office. Students must score a minimum of 550 (paper-based); 213 (computer-based), or 79-80 (internet-based) on the exam.
- International English Language Testing System (IELTS) - applicants may have an official score report sent to the MPC Office which is not more than two years old. Students need a minimum score of 6.0.
- Completion of a program for learning English as a second language at a regionally-accredited, U.S. institution of higher learning, such as English as a Second Language (ESL), or the Learning English for Academic Purposes(LEAP) program at Weber State University.

Students who do not have these scores may be admitted to the program provisionally upon review. If they are able to perform satisfactorily in their first semester, their provisional status may be amended.

Student profile

*Please provide information on the entering class for each of the past 5 years:*

| Entering Class | Ave. GRE Verbal | Ave. GRE Quant | Ave. GRE Analytical Writing | Ave. GPA (undergrad) | Ave. Age (years) | Ave. Post-Undergrad. Work Experience (years) |
|---|---|---|---|---|---|---|
| 2009-10 | NA | NA | NA | NA | | |
| 2010-11 | NA | NA | NA | NA | | |
| 2011-12 | 150 | 142 | 4.0 | 3.39 | 38.1 | 12 years |
| 2012-13 | 152 | 145 | 4.0 | 3.26 | 37.8 | 9.5 |
| 2013-14 | 150 | 143 | 4.0 | 3.4 | 37.3 | 10.75 |

Top five undergraduate majors:

- Communication
- English
- Psychology
- Visual Arts
- Health professions (HPHP, nursing, health administration)

Top five employers of your students pre- and/or post-graduation

- Weber State University
- LDS Church
- MarketStar
- ARUP Laboratories
- Local school districts (Canyons, Weber County, Jordan)

Most common career fields represented among MPC students

Students are most likely to work in public relations or marketing communications, organizational communication (which includes training and development), education, and health care. We attract three to five students per year who work in health care. Some of those students use their degree to move up in that career field, such as a nurse who became a nurse manager at IHC, while others use their degree

to make a career change. A December 2014 graduate currently works as a patient advocate and she is planning to teach communication after graduation.

Out of our two graduating classes, one graduate has been accepted into a Ph.D. program at Iowa State University. Several graduates are thinking about applying to Ph.D. programs for Fall 2015.

Career Placement

The graduate program director provides advising and guidance for students seeking employment after graduates. Several students have used the project class to create a professional website and develop their professional brand in social media and on the Internet. In Fall 2014 the program director created a special section of the project class for students wanting to build their professional brand. This class includes content material on networking, blogging, and professional uses of social media.

Employment data on the first cohort who graduated in May 2013 show that all students in the graduating class (100%) were employed full time. In addition, 36% of graduates from that cohort either got a new job or a promotion in their current job after graduation. Among the second cohort who graduated in May 2014, 91% were employed full time and 43% of graduates either got a new job or a promotion in their current job after graduation.

Because students go through the program as part of a cohort, they develop a strong professional network with their classmates, faculty and guest speakers from the field of communication. Anecdotal evidence suggests at least three students have gotten jobs during their graduate studies through networking connections in their cohort and several others used their connections to help find new job opportunities after graduation.

Awards, Honors and Recognition Received by Students

In July 2012, five students presented papers at the annual meeting of VisCom (Visual Communication Interest Group) in Midway, Utah. The students had completed their papers in Dr. Sheree Josephson's section of MPC 6700 Research Methods.

In April 2013, Danielle McKean and Dr. Kathy Edwards presented a panel on *Leveraging your Virtual Influence: Social Media 101,* at the Utah Women in Higher Education Network Conference, Weber State University, Ogden, UT.

In July 2013, Jessica Miller and Dr. Sheree Josephson presented a paper based on Jessica's thesis, *The Reporter's Choice: What Kind of Headline Phrasing to Use to Attract Attention on Facebook and Twitter,* at the annual meeting of VisCom in Steamboat Springs, CO.

In August 2013, Carrie McCloud and Cory Cunningham presented a panel at the Project Management International Congress in Dublin, Ireland.

In November 2013, Jeff Haney presented at Ted Talks, Utah on *Making Effective Use of Morning Announcements in the Public Schools*.

In June 2014, Crystalee Webb Beck presented a paper based on her thesis, *Perceptions of Thanks in the Workplace: Use, Effectiveness, and Dark Sides of Managerial Gratitude*, at the Corporate Communication International Association annual meeting at Hong Kong Polytechnic University. Her paper won the award for top theoretical paper at the conference and she received a commendation for best presenter. She also received a Lindquist Student Fellowship of $3000 to fund her attendance at the conference. Beck's award was featured in local news stories on KSL and in the Standard-Examiner. Her thesis advisors were Dr. Sheree Josephson and Dr. Susan Hafen.

In November 2014, Fran Hopkin presented a paper based on his thesis, *Are We Hiring The Right Students? Exploring Personality Traits and Job Performance among Student Leaders,* at the national conference for the Association for Orientation and Transition in Higher Education, Orlando, FL. His thesis advisor was Dr. Sheree Josephson.

## F. Academic Advising

The graduate program director serves as the academic advisor for prospective and current MPC students. The program director advises prospective students on prerequisites based on an evaluation of their undergraduate transcripts. Because MPC students are taking required courses in their first three semesters, the advising load for first year students is not very heavy. The program director sends an email with information about course offerings and required courses for first year students a few weeks before registration opens. This process handles most student questions, but the program director can make recommendations to accommodate the unique enrollment needs of individual students.

Second year students meet with the program director the summer between their first and second years to plan their electives and a path to graduation. Students usually consult with the program director for advising once a semester during their second year to make sure they stay on track for graduation.

Future changes

Our curriculum change gives students more options. Instead of taking 22 credit hours common to all, students will take 12 credit hours of foundational course work, then they can choose four out of six core required courses (instead of taking four courses prescribed for all students). Under the new system, first year students may want to speak with the program director before registering for their core courses. Given the size of the program at this time, the additional advising can be accommodated by the program director.

Because our program is new and we have had some curriculum changes, we do not yet have a set schedule showing when courses are offered. The graduate program shares faculty with the undergraduate program in the Communication Department, which makes it difficult to plan more than one or two semesters in advance. As we begin to implement our new curriculum and change to a fall semester start date, we plan to map out a two-year schedule of courses that can be used for scheduling and advising.

## G. Faculty and Teaching

Minimum Qualifications Required of Graduate Faculty

Faculty who teach in the MPC program are required to have either a Ph.D. in Communication, or a master's degree in Communication, plus at least five years' work experience as a communication professional. Although there are few professional certificates in our discipline, there is a certificate program in Conflict Resolution and Mediation at the University of Utah. We have given preference to instructors who have completed this certificate when determining which faculty member will teach MPC 6620 Conflict Resolution and Mediation.

| Name | Home Dept | Title/Qual | Type (tenure, tenure track, contract or adjunct) | Gender | Ethnicity |
|------|-----------|------------|------------------------------------------------|--------|-----------|
| Anne Bialowas | COMM | Associate Prof | Tenured | F | White |
| Clair Canfield | USU | Instructor | Adjunct | M | White |
| Nicola Corbin | COMM | Assistant Prof | Tenure Track | F | Black |
| Laura Dahl | U of U | Instructor | Adjunct | F | White |
| Ray Dahl | U of U | Instructor | Adjunct | M | White |
| Kathy Edwards | COMM | Associate Prof | Tenured | F | White |
| Hailey Gillen | COMM | Assistant Prof | Tenure Track | F | White |
| Susan Hafen | COMM | Professor | Tenured | F | White |
| Eric Harvey | COMM | Assistant Prof | Tenure Track | M | White |

| Sheree Josephson | COMM | Professor | Tenured | F | White |
|---|---|---|---|---|---|
| Colleen Packer | COMM | Associate Prof | Tenured | F | White |
| Ty Sanders | COMM | Associate Prof | Tenured | M | White |
| Sarah Steimel | COMM | Assistant Prof | Tenure Track | F | White |
| Drew Tyler | COMM | Instructor | Contract | M | White |

Faculty Demographic Information

The department's graduate faculty consists of five men and nine women. The three faculty members with the rank of full professor are women.  The majority of faculty members list "white" on ethnicity reports. One public relations and advertising professor is a black woman who emigrated from Guyana. The director of forensics, who occasionally teaches a 5000-level course in Communication Law, is of Hispanic heritage. Diversity is always a priority consideration in hiring.

Faculty Compensation

The rate of compensation for a three credit hour MPC class is either $5000 if the faculty member is teaching overload (summer) or as an adjunct, or $2500 for faculty who teach an MPC course as part of their load during the fall or spring semesters. This is the rate of compensation if the class has an enrollment of ten or more students. If the class has an enrollment between five and nine students, the faculty member is compensated at the rate of pay for a three credit hour undergraduate course, either by receiving load credit during fall and spring semesters, or overload pay at the undergraduate rate during the summer. Classes with fewer than five students are cancelled for low enrollment, with the exception of independent study or thesis/project classes.

Faculty members are compensated $200 per student for graduate students enrolled in 5000-level classes. The corresponding undergraduate course that is cross-listed at the 5000-level is considered part of their load. Faculty members also receive $200 per student for directing a three credit hour independent study.

The model for compensating faculty who serve on master's theses and project committees changed when we streamlined the process. In 2012-13, the year the first cohort reached the stage of writing a thesis or conducting a project, each student was required to have a two-person committee. The faculty advisor, who serves as the committee chair and takes the lead role in working with the student, is compensated $600 per student. The second committee member is compensated $200 per student. In 2012-13, the program paid a total of $17,600 plus benefits to compensate faculty for advising master's theses and projects.

In 2013-14 we changed the process such that students completing a project work with the graduate program director as their advisor and do not create a committee. The program director receives load credit for teaching MPC 6900 Thesis/Project I

and MPC 6950 Thesis/Project II. As of 2013-14, committees are created for students completing a thesis (and compensated as described in the paragraph above), but not for students completing a project. In 2013-14, the program paid a total of $2400 plus benefits to compensate faculty for advising master's theses. The savings was used to convert a one-year hire to a tenure track line (see explanation below).

Departmental cost per course (if any) associated with in-load teaching:

Courses taught by adjuncts or full time faculty teaching on overload (which only occurs during the summer term) cost the MPC program $5000 plus benefits.

Courses taught by full time faculty teaching in load cost the program $5200 plus benefits. As mentioned above, faculty members who teach a graduate course in-load receive $2500 plus benefits in supplemental pay if the course enrolls ten or more students. Additionally, the MPC program *may* need to compensate the Communication department $2700 plus benefits, or the replacement cost to hire an adjunct to teach a three credit hour course.

For two of the three years covered by this program review, the MPC program funded a one-year faculty hire in the Communication department. This faculty member taught eight general education courses per year (four each in fall and spring), which offset the need to fund replacement costs for the program director's reassigned time, plus six additional MPC courses taught by full-time faculty in-load. Beginning in 2014-15, the MPC program funded a tenure track line instead of a one-year hire for the Communication Department. In the future, the goal is to hire a second faculty member, either a one-year hire or a tenure track line, depending on the budget. (For the first five years the program is in a formative period to determine the permanent budget for the program. We cannot commit to a second tenure track line until the permanent budget is set in Fall 2016.)

Percentage of graduate courses taught in 2013-14:

In-load:        64% or 9/14 courses
Overload:       29% or 4/14 courses (taught in the Summer 2013)
Adjunct:        7% or 1/14 courses (Fall 2013)

Programmatic/Departmental Teaching Standards

MPC courses are taught in eight-week blocks using a blended learning format that includes three hours per week of face-to-face instruction supplemented with online learning. Faculty use Canvas, the campus learning management system, to provide the online course components. Most courses include a variety of teaching methods, including lecture/discussion, case studies, guest speakers, group activities, presentations, and activities in computer labs.

Faculty Qualifications

Academic credentials of faculty members are listed below:

- Anne Bialowas     Ph.D.     University of Utah          Associate Professor
- Clair Canfield    M.A.      University of Montana       Adjunct
- Nicola Corbin     Ph.D.     University of Georgia       Assistant Professor
- Laura Dahl        Ph.D.     University of Utah          Adjunct
- Ray Dahl          M.A.      University of Utah          Adjunct
- Kathy Edwards     Ph.D.     University of Utah          Associate Professor
- Hailey Gillen     Ph.D.     West Virginia University    Assistant Professor
- Susan Hafen       Ph.D.     Ohio University             Professor
- Eric Harvey       Ph.D.     Indiana University          Assistant Professor
- Sheree Josephson  Ph.D.     University of Utah          Professor
- Colleen Packer    Ph.D.     University of Utah          Associate Professor
- Ty Sanders        Ph.D.     University of Oregon        Associate Professor
- Sarah Steimel     Ph.D.     University of Nebraska      Assistant Professor
- Drew Tyler        M.A.      Brigham Young University    Instructor

Evidence of Effective Instruction*

*Some of the information in this section of the report comes from the Self-Study Program Review document for the Department of Communication.

Student Evaluation

At the end of each semester, the department administers the Instructor and Course Evaluation Form to provide data on teaching effectiveness from the student perspective. While tenured faculty are only required by the university to have two classes evaluated each year, it is departmental practice to have every MPC class evaluated because it is a new program. The graduate program director, department chair and dean read the evaluations for each MPC class.

The dean also requires a yearly report where faculty list their accomplishments in teaching, scholarship/creative activities, and service. In the last two years, Dr. Sheree Josephson, the new department chair, has written a short evaluation on each faculty member's performance in all three areas with an emphasis on teaching excellence.

Peer Evaluation

Peer committees also evaluate faculty teaching, and it is further evaluated during the promotion and tenure process.

The Evaluation of Peer Instruction committees (EPIC) and promotion and tenure committees are organized at the beginning of each academic year. Candidates are formally alerted to the process, and dates are established early so there is ample time to prepare for these levels of review. Tenure-track candidates receive EPIC teaching reviews in the third and sixth years of appointment. The overall performance (including scholarship/creative activities and service) of tenure-track candidates is reviewed in their second (administrative), third and sixth years (administrative plus review committees). Once tenured, faculty members are evaluated as they seek promotion. Tenured faculty are also scheduled to receive a triennial review from the chair. Beginning this year, full professors will undergo a post-tenure review process every five years. Contract faculty undergo EPIC reviews at the end of their first year, and in conjunction with each triennial review, in addition to regular evaluation by students.

Colleagues are supportive and congenial, but offer constructive suggestions for improvement of teaching during the peer evaluation process. The tenure and promotion evaluation is criteria-based in the areas of teaching, scholarship/creative activities, and service at the department and college levels.

The department has used the evaluation process to make personnel adjustments as necessary, replacing faculty as a result. The department strongly encourages improvements in specific areas based on recommendations from the various reviews.

Evidence of Effective Instruction for Adjunct Faculty

At the end of each semester, the department administers the MPC Instructor and Course Evaluation Form for ALL classes taught by adjuncts.  The evaluations are read each term by the graduate program director, department chair and dean. The program director returns a printed evaluation and a note to each adjunct faculty member about their performance. The program director uses the course evaluations to help make retention decisions about adjunct faculty.

Mentoring Activities

Full-time faculty in the Department of Communication are assigned a faculty mentor during their first two years. Senior faculty serve as advisors, advocates and friends to help new faculty adjust to a new university and "learn the ropes." Full-time faculty members are also encouraged to attend the New Faculty Retreat, an overnight and off-campus activity.

The graduate program director works with new faculty to determine which MPC courses are a good fit for their background and interests. When faculty are assigned to teach in the MPC program, the program director mentors them on creating syllabi and assignments reflective of graduate level coursework in an eight week hybrid or

blended learning format. Most new faculty are tech-savvy and learn to use Canvas and other learning management tools quickly.

The graduate program director hires and mentors adjuncts. So far the program has only hired two adjuncts from off campus. In both cases, these adjuncts teach a similar course at another university.

<u>Ongoing Review and Professional Development</u>

Faculty members in the Department of Communication are undergoing more review than ever with the goal of improving teaching, encouraging more scholarship, and continuing a tradition of strong service. Every year, the dean of the College of Arts & Humanities requires all full-time faculty to submit a Faculty Annual Report (FAR) to document accomplishments in the previous calendar year. Since becoming department chair two years ago, Dr. Sheree Josephson has written a one-page, single-spaced review of each faculty member, awarding three points each for performance on teaching, scholarship and service, with the 10th point for upholding faculty duties such as holding office hours and returning student email. The dean and department chair then meet to discuss the evaluation. On years when merit raises are awarded, these are based on the results of this yearly evaluation.

Tenure-track candidates undergo a third-year review, which includes a peer teaching review. Tenure reviews assess teaching (including peer, student and administrative evaluations), scholarship/creative performance, and service. These reviews involve extensive evaluation by the department rank and tenure committee, the department chair, the college rank and tenure committee, and finally the dean. Candidates are prepared in the second year by a chair-level review. Tenure-track faculty are considered for tenure in their sixth year. They again undergo the peer teaching review, followed by the full committee and administrative reviews mentioned above.  The graduate program director writes a letter of support for candidates in the tenure process who teach in the MPC program. The program director has served as chair of several peer teaching review committees for faculty who teach in the master's program.

Once tenured, faculty members are evaluated as they seek promotion. Faculty members may seek promotion to full professor in their 10th year unless they petition for early promotion. Promotion reviews assess teaching (including both peer evaluations and student evaluations), scholarship/creative activities, and service with the multiple levels of review. Tenured faculty who do not seek promotion to full professor are reviewed every five years in a post-tenure review process. Tenured faculty who have earned the rank of full professor are also reviewed every five years. The post-tenure review process also includes the peer, student and administrative teaching evaluation, and evaluates scholarly and creative performance, and service.

Scholarship/Creative Performance

Faculty have produced more scholarship in recent years than at any other time in the history of the Communication Department. Graduate faculty have published scholarly articles in the Journal of Visual Communication, Communication Quarterly, Communication and Critical/Cultural Studies, Southern Communication Journal, Visual Communication Quarterly, Journal of International and Intercultural Communication, Communication Teacher and Journal of the International Society for Teacher Education.

Faculty have also produced several book chapters, one scholarly book, and published papers in international conference proceedings. Other scholarship includes numerous conference presentations. One faculty member serves on the editorial board of an AEJMC journal, while several faculty members regularly review articles for journals and conferences. Three MPC student's theses have resulted in co-authored papers presented at conferences.

The department generally supports scholarly and professional development with a yearly allotment of $400 for each full-time faculty member. The dean has contributed $1,000 in travel funds yearly to tenure-track faculty members actively pursuing scholarship. In addition, the department typically supports three to five faculty members with an additional $1,000 out of the money received from concurrent enrollment tuition. Many faculty attend at least one conference annually. Meanwhile, some faculty have competed for and received monies from special accounts on campus such as the Research, Scholarship and Professional Growth fund. The department also supports faculty who attend conferences by covering classes and other assignments.

Service

Faculty provide strong service in the department, on campus and off. As a group, the 14 members are involved in everything from chairing the College of Arts and Humanities tenure and promotion committee (college service), to serving on the Executive Committee of the Faculty Senate (university service), to participating as an advisory board member for the Ogden Nature Center (professional service). Most faculty serve on multiple department-level committees and at least one college- or university-level committee. A number of faculty are also regularly interviewed by the media, including a recent interview on Al Jazeera in the United States.

## H. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

In 2010-11 and 2011-12, the program did not have a permanent staff member. A student employee worked part time (20 hours/week) to provide administrative support. The Administrative Assistant position was created in Fall 2012 to provide continuity and permanent staff support. This three-quarter time, 12-month employee works 30-40 hours per week during the fall and spring semesters and 15-20 hours per week during the summer. The hours per week increase during the fall recruitment and spring admissions periods. The employee in this position helps with recruitment and maintaining the MPC program website. She also provides back up coverage for the administrative assistant in the Communication Department. With the addition of a permanent administrative assistant, the MPC program has adequate staffing. When hiring for this position, we look for employees with strong writing and computer/web skills so the assistant can help with web writing for both the MPC and Communication Department websites.

The administrative assistant regularly attends on-campus classes and workshops. In accordance with university procedures, classified staff are reviewed via WSU's Performance Review and Enrichment Program (PREP).

Adequacy of Administrative Support

Dean Madonne Miner provides strong support for the program. She allows us to capture our tuition revenue in the program's base budget. In turn, we are using the budget to hire additional faculty lines to support the instructional needs of the MPC and Department of Communication programs. As we are building the base in preparation for new faculty lines, we have been able to use one-time carry forward money at the end of the fiscal year to establish a scholarship endowment and student travel funds. Dean Miner is generous in giving her time to speak at the annual orientation for new students and the hooding ceremonies associated with graduation in fall and spring semesters.

Adequacy of Facilities and Equipment

Elizabeth Hall is an excellent classroom facility for students and faculty. All classrooms are "smart" classrooms with the necessary equipment to support teaching and learning. Classrooms have comfortable seating for students.

In Fall 2013 the Communication Department instituted nominal course fees on classes that meet in our computer lab, including MPC 6700 Research Methods and MPC 6350 Visual Communication in the Workplace. This funding allows us to update computer labs every four years or so and support the technology in the classrooms such as the teaching station computers and projectors.

A small space in Elizabeth Hall has been turned into an eye-tracking laboratory to house equipment where students and faculty can conduct research. Two students used the lab to conduct research for their master's theses.

Adequacy of Library Resources

The department receives excellent support from the Stewart Library. Requests for books, videos and other instructional materials are regularly honored. Nicole Beatty, the librarian for the Lindquist College of Arts & Humanities, attends orientation each year and creates a presentation on library resources for graduate students in the field of communication. She encourages students to use interlibrary loan and seek her help as a reference librarian when they are conducting literature reviews. Several students in MPC 6000 Introduction to Graduate Studies report that they have worked with Nicole to find resources for their final research project.

**I. Relationships with External Communities**

The Master of Professional Communication program maintains relationships with the external community in several ways:

1. We invite communication professionals to be guest speakers in our classes.

Examples include Jason Carlton, social media director for Primary Children's Hospital, a panel on crisis communication consisting of Chris Dallin, communications and media relations director for McKay-Dee Hospital, John Kowalewski, executive director of marketing and communications for Weber State University and Jessica Miller, a journalist at the Salt Lake Tribune. In MPC 6250 Interviewing, the instructor invites guest panelists to speak about different kinds of interviewing. Guests include local HR directors, psychologists, researchers, journalists and development directors from nonprofit organizations.

2. Students who complete a project as a capstone experience may work with clients in the community.

Examples of community clients include Arriba Latinas, a nonprofit organization that encourages young Latinas to pursue higher education, The Taxi Squad, a podcast and website for sports fans along the Wasatch Front and Gents Barbershop, a startup business in downtown Ogden.

3. Many students apply their coursework to activities and projects in their current job.

Examples include creating a social media policy for the Ogden-Weber Applied Technology College, developing an employee training program at Parker Hannifin, serving as project manager and writing content for an employee intranet at Canyons School District, writing a commemorative book about Wildcat basketball through the decades that was given to alumni who attended the WSU Basketball reunion in 2013.

4. The graduate program director is an active member of the Salt Lake Chapter of the Public Relations Society of America. We co-sponsored the chapter's annual spring conference in 2014 and plan to continue this sponsorship in the future. The program director actively networks with the Utah Chapter of the American Marketing Association, the Social Media Club of Salt Lake City and the local chapter of the International Association of Business Communicators. Networking with these professional associations allows the program director to recruit students, find guest speakers for classes, and learn about job openings to enhance job placement of our graduates.

5. Faculty members maintain professional contacts and serve on community boards.

Faculty members also serve on a number of national and local boards.
For example, Dr. Colleen Packer is on the board of directors of the R&R Financial Group and has served on the Board of Trustees for the Ogden/Weber Convention and Visitors Bureau. Dr. Anne Bialowas is on the board of directors for the Weber State Charter Academy. Dr. Kathy Edwards is serving on the national advisory committee for Phoenix SOAR, which has been recognized as the standard of care for hospital peer support by the American Burn Association. These are just a few examples from the past three years.

6. We established an advisory board in Fall 2014.

Twelve distinguished professionals were named to the first-ever Advisory Board for the Department of Communication in 2014. The advisory board members will be instrumental in helping to improve and update the curriculum, make suggestions and serve as contacts for recruiting, and provide more recruiting networking opportunities for students. The members include:

- Randall Bennett, founder of Vidpresso
- Jason Carlton, social media specialist for Primary Children's Medical Center
- Shawn Choate, human resources manager for Ogden City
- Joe Dallimore, vice president of strategic planning for MarketStar
- Jesse Garcia, former Ogden City Council member
- Kelly Hammer, new product and brand manager for Bonneville International
- Jeff Haney, chief internal communications officer for the Canyons School District

- John Kowalewski, executive director of marketing and communication for Weber State University
- Jessica Miller, courts reporter for the Salt Lake Tribune
- Lisa Roskelley, former communications director for Gov. Jon Huntsman
- Dave Smith, partner for Penna Power Brian Hayes
- Angie Welling, public policy and government affairs director for Google

## J. Results of Previous Program Reviews

NA. This is our first program review.

## K. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

| Problem Identified | Action to Be Taken |
|---|---|
| Issue 1 | Current 5 Year Program Review: |
|  | Year 1 Action to Be Taken: |
|  | Year 2 Action to Be Taken: |
|  | Year 3 Action to Be Taken: |
|  | Year 4 Action to Be Taken: |
| Issue 2 | Current 5 Year Program Review: |
|  | Year 1 Action to Be Taken: |
|  | Year 2 Action to Be Taken: |
|  | Year 3 Action to Be Taken: |
|  | Year 4 Action to Be Taken: |

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

| Problem Identified | Action to Be Taken |
|---|---|
| Issue 1 | Current 5 Year Program Review: |
| | Year 1 Action to Be Taken: |
| | Year 2 Action to Be Taken: |
| | Year 3 Action to Be Taken: |
| | Year 4 Action to Be Taken: |
| Issue 2 | Current 5 Year Program Review: |
| | Year 1 Action to Be Taken: |
| | Year 2 Action to Be Taken: |
| | Year 3 Action to Be Taken: |
| | Year 4 Action to Be Taken: |

Summary Information (as needed)

**L. Summary of Artifact Collection Procedure**

| Artifact | Learning Outcome Measured | When/How Collected? |
|---|---|---|
| MPC Theses/Projects | Writing/editing, research, critical thinking | Once a year |
| Writing samples in MPC 6150 Writing for Professional Comm | Writing/editing | Once a year in MPC 6150 |
| Recordings of presentations in MPC 6210 Presentational Speaking | Speaking/presentations | Once a year/MPC 6210 |
| Final projects in MPC 6700 Research Methods | Research | Once a year/MPC 6700 |
| Final projects in MPC 6600 Strategic Comm | Knowledge in cognate area | Once a year in MPC 6600 |
| Final projects in MPC 6450 Advanced Orga Communication | Knowledge in cognate area | Once a year in MPC 6450 |

APPENDICES

Appendix A: Student and Faculty Statistical Summary

|  | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|
| Student Credit Hours Total | NA | NA | 445 | 701 | 821 |
| Student FTE Total |  |  | 22.25 | 35.05 | 41.05 |
| Student Majors |  |  | 22 | 45 | 50 |
| Program Graduates |  |  |  | 18 | 24 |
| Student Demographic Profile |  |  |  |  |  |
|     Female |  |  | 14 | 26 | 28 |
|     Male |  |  | 8 | 19 | 22 |
| Faculty FTE Total |  |  | 3.87 | 3.87 | n/a |
|     Adjunct FTE |  |  | 1.87 | 1.87 | n/a |
|     Contract FTE |  |  | 2 | 2 | n/a |
| Student/Faculty Ratio | NA | NA | 5.75 | 9.06 |  |

*Note*: Data provided by Institutional Research

Summary Information (as needed)

    **Student Credit Hours Total** represents the total department-related credit hours for all students per academic year.
    Includes only students reported in Banner system as registered for credit at the time of data downloads.

    **Student FTE Total** is the Student Credit Hours Total divided by 30.

**Student Majors** is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year.

**Program Graduates** includes only those students who completed <u>all</u> graduation requirements by end of Spring semester for the academic year of interest.  Students who do not meet this requirement are included in the academic year in which all requirements are met.  Summer is the first term in each academic year.

**Student Demographic Profile** is data retrieved from the Banner system.

**Faculty FTE** is the aggregate of contract and adjunct instructors during the fiscal year.  **Contract FTE** includes instructional-related services done by "salaried" employees as part of their contractual commitments.   **Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis.  Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

**Student/Faculty Ratio** is the Student FTE Total divided by the Faculty FTE Total.

Appendix B: Contract/Adjunct Faculty Profile

| Name | Gender | Ethnicity | Rank | Tenure Status | Highest Degree | Years of Teaching | Areas of Expertise |
|------|--------|-----------|------|---------------|----------------|-------------------|---------------------|
| Ray Dahl | M | C | Adjunct | NA | Ph.D. student | 3 | Web Usability, User Experience |
| Laura Dahl | F | C | Adjunct | NA | Ph.D. candidate | 6 | Web Usability, Organizational Communication |
| Clair Canfield | M | C | Adjunct | NA | Ph.D. student | 12 | Interpersonal Comm, Conflict Resolution |
| | | | | | | | |

Appendix C: Staff Profile

| Name | Gender | Ethnicity | Job Title | Years of Employment | Areas of Expertise |
|------|--------|-----------|-----------|---------------------|--------------------|
| Shari Love | F | Caucasian | Administrative Assistant III | 12 | Master's program (MHA & MPC) & undergraduate support staff |
|  |  |  |  |  |  |

Summary Information

In 2010-11 and 2011-12, the program did not have a permanent staff member. A student employee worked part time (20 hours per week) to provide administrative support. The Administrative Assistant position was created in Fall 2012 to provide continuity and permanent staff support. This ¾ time, 12 month employee works 30-40 hours per week during the fall and spring semesters and 15-20 hours per week during the summer. The hours per week fluctuate during the fall recruitment and spring admissions periods. The employee in this position helps with recruiting and maintaining the MPC program website. She also provides assistance to the administrative assistant for the Communication Department.

Appendix D: Financial Analysis Summary

| Master of Professional Communication | | | | | |
|---|---|---|---|---|---|
| **Funding** | **09-10** | **10-11** | **11-12** | **12-13** | **13-14** |
| Appropriated Fund | 0 | 8,173 | 15,313 | 125,699 | 117,830 |
| Other: | | | | | |
| Special Legislative Appropriation | | | | | |
| Grants or Contracts | | | | | |
| Special Fees/Differential Tuition | 0 | 4,025 | 7,542 | 61,912 | 58,036 |
| Total | 0 | 12,198 | 22,855 | 187,611 | 175,866 |

*Note*: Data provided by Provost's Office

Summary Information

The Utah State Board of Regents approved the Master of Professional Communication program in Spring 2010. We received funding to cover .25 release time for the program director and a small budget for marketing in 2010-11 before the first students were enrolled. In 2011-12 and beyond, we have been funded by tuition and differential collected through student enrollment.  Our base budget will be finalized in Fall 2016.

Appendix E: External Community Involvement Names and Organizations

| Name | Organization |
|---|---|
| Randall Bennett | Vidpresso |
| Jason Carlton | Primary Children's Medical Center |
| Shawn Choate | Ogden City |
| Joe Dallimore | MarketStar |
| Jesse Garcia | Ogden City Council |
| Kelly Hammer | Bonneville International |
| Jeff Haney | Canyons School District |
| John Kowalewski | Weber State University |
| Jessica Miller | Salt Lake Tribune |
| Dave Smith | Penna Power Brian Hayes |
| Angie Welling | Google |
| Mike Caldwell | Ogden City |
| Jeff Hunt | Parr Waddoups |
| Rod Zundel | KSL TV |
| Zac Williams | Ogden School District |
| Cody Craynor | LDS Church |
| Steve Conlin | 5 Wives Vodka |
| Lynn Kelly | Habitat for Humanity |
| Marty Carpenter | Utah Governor's Office |
| Kim Hornack | Utah State Courts |
| Ben Winslow | Fox TV |
| Tim Mahooney | National Debate Coaches Association |
| Chad Booth, Steven Heumann | Chad Booth and Co. |
| Lisa Wood, Curtis Wood | ComputerWise |
| Alex Macdonald | Intermountain Donor Services |
| Brian Alford | Utah Press Association |
| Mark Shenefeld | Standard Examiner |
| Isacc Christensen | MediaONE |
| Amy Mabey | Ogden City |
| Danielle Leek | National Debate Tournament |

Appendix F: External Community Involvement Financial Contributions

| Organization | Amount | Type |
|---|---|---|
| | | Grant |
| | | Contract |
| | | Donation |

So far we have not received external funding, but we have managed to create two scholarship accounts, one that provides one-time funding and one that provides an endowment to continue the scholarship awards in the future. The funds come from carry forward balances at the end of the academic year. Our first scholarships were awarded for the 2014-15 academic year. Six students, three each from the first year and second year classes, received a total of $6000 from one-time funds in awards of either $500, $1000 or $1500.