Program Review

Communication and Media Studies

St. Norbert College

January 2010
This document outlines the major program review findings of the Communication and Media Studies Discipline at St. Norbert College, focusing on the five academic years spanning spring 2005 through fall 2009. The revised Academic Program Review Guidelines were used to organize this review.

Executive Summary

The Faculty of the Communication and Media Studies Discipline strive to provide an excellent education that is personally, intellectually, and spiritually challenging. The focus of our curricula is on those elements in the global society that are shaped by human symbol systems. Our program has set forth specific objectives and learning outcomes that should enable our students to pursue personal, critical, and intellectually fulfilling lives. As will be seen throughout this program review, we successfully administer and manage the third largest major on campus with severely restricted faculty resources. Data from our assessment plan, the Office of Institutional Effectiveness, and the Registrar will demonstrate that our majors are, overall, satisfied or very satisfied with their experience in our program and that we prepare them for fulfilling careers. The data will also show that, on average, we have larger classes than other disciplines, more advisees per faculty than other disciplines, a disproportionately high faculty-to-major ratio, serve more constituent programs than other disciplines, have a comparable grade distribution, have a high retention ratio, and actively contribute to the diversity goals of the College. Nevertheless, in the five years since our first program review the administration continues to rebuff our requests for additional faculty resources while simultaneously making unreasonable demands in terms of course offerings and class sizes.

I. Communication and Media Studies Vision Statement

The mission of the Communication and Media Studies discipline is wholly consistent with the St. Norbert College Mission Statement. Our mission is to provide an excellent education that is personally, intellectually, and spiritually challenging. By personally, we mean the development and appreciation for those qualities that enable students to foster meaningful relationships in their academic, personal, and professional lives. By intellectually, we mean the development of those qualities which enable students to recognize, describe, analyze, synthesize, and critique those elements in the global society that are shaped and influenced by human symbol systems. By spiritually, we mean the evolution of those qualities that enable students to look within themselves at their role in the microcontext of St. Norbert College's Judeo-Christian values, and the macrocontext of a diverse world of opposing and complementary perspectives.

II. Program Description

A. Objectives and Learning Outcomes
The program is designed to meet three major objectives: 1) an integrated study of several areas of Communication, with special attention to theory and principles; 2) the development of scholarly and technical Communication skills, and 3) the development of
personal and professional values through an understanding of ethical issues in Communication, especially as they relate to a global society.

The objectives are met by courses focusing on the process and effects of various kinds of communication, by those that develop particular skills (e.g., courses in media writing, business & professional speaking), and by history and analysis courses dealing with a variety of communication issues (e.g., media ethics, intercultural communication). The skills courses, in particular, are designed to help students prepare for professional careers. Specific learning outcomes are outlined in the discipline’s assessment plan (See Appendix A).

Students select an area of concentration (i.e., communication or media), but have contact with the other area through required and elective courses. This accomplishes a major purpose of the program, that of providing a degree of specialization within a general Communication curriculum. In addition, the content of the program's courses draws students' attention to the many connections between communication and the content of other disciplines in the College.

B. Description of the Curriculum

The curriculum is consistent with best practices in the field of communication and media studies. Each full-time member of the Communication and Media faculty teaches courses at all four levels (i.e., 100, 200, 300, & 400) of the curriculum. The major program consists of 10 courses to be distributed in the following manner:

Required courses: COME 122 and COME 124.

Required concentration: Eight courses in one of the following two concentrations. Of these eight courses, Communication concentration majors must take COME 426 and COME 427. Media concentration majors must take COME 467 and COME 468. In addition, two of the eight courses must be outside the student’s area of concentration (i.e., communication concentration majors must take two media courses; media concentration majors must take two communication courses). Of the two courses outside of the student’s concentration, one must be at the 300 level.

Communication Concentration: COME 222, 322, 323, 324, 328, 330, 375, 389, 426, 427, 490,

Media Concentration: COME 224, 252, 343, 364, 383, 384, 389, 467, 468, 490,

Major in Speech Communication with Secondary Certification (10 courses): Students seeking secondary certification for teaching grades 6-12 must complete the following ten courses: COME 122, 124, 222, 252, 322, 323, 324, 383, 426, and 427.
Minor in Speech Communication with Secondary Certification (6 courses): Students seeking a minor in secondary certification for teaching grades 6-12 must complete COME 122, 124, 322, 324, 426, and 427.

Students seeking secondary certification in Speech Communication must formally request entry into the Teacher Education Cohort during their Freshman year.

Communication Studies Minor (6 courses): COME 122, 124, 426, or 427, and three of the following: COME 222, 322, 323, 324, 328, 330, 375 (COME 389 where appropriate).

Media Studies Minor (6 courses): COME 122, 124, 467 or 468, and three of the following: CO 224, 252, 343, 364, 383, 384 (COME 389 where appropriate).

In addition to servicing the third largest major on campus, we provide significant service to students pursuing minors in Leadership Studies through elective courses that address its curricular needs (i.e., COME222, COME322, COME324 & COME426). Furthermore, we provide consistent and significant service to Area 11 of the upper biennium of the General Education program (i.e., COME343 & COME330). COME330 has also been taught as an Honors course. We are also now expected to provide service to the Bellin Nursing curriculum as well with COME389 (Health Communication) and COME330.

C. Program Administration
The Communication and Media Studies discipline has a disciplinary coordinator (currently Jim Neuliep) who acts as our liaison with the Associate Dean for Humanities and Fine Arts. Budgetary matters, curricular development issues, and other discipline policy matters are routinely discussed by all four full-time members of the Discipline. The work of the Discipline is distributed equitably, taking into consideration classroom and advisement workloads, as well as the comparative advantages of each faculty member. Although some persons at St. Norbert College have characterized us as dysfunctional, cooperation and collegiality among our faculty is now typical. Those outside of the discipline who have attended our discipline meetings characterize us as friendly, cooperative, accommodating, and collaborative.

III. Assessment of Student Learning Outcomes

A. Viable Assessment Plan
The Communication and Media Studies Discipline has been actively assessing its majors for three years, since its reorganization from the Communication, Media, and Theatre (CMT) Discipline to the Communication and Media Studies Discipline in 2007.

Following the CMT’s last Program Review, in May of 2005, the Curriculum and Educational Policy Committee (CEPC) responded that the CMT discipline was to prepare an assessment plan that binds the three units of the discipline together and closes the loop. With the beginning of the 2005-06 academic year the CMT discipline was faced with a reorganized Theatre concentration, including the addition of two new Faculty members, Ms. Megan Wilkerson and Dr. Stephen Rupsch. With the advent of the
2006-07 academic year, Theatre had become a stand-alone discipline. Concurrently, the Communication and Media Studies Discipline reorganized its curriculum and developed and implemented a new assessment plan. The assessment plan is attached as Appendix A.

B. Direct Evidence
A representative sample of direct evidence gleaned from our assessment plan (complied by the Office of Institutional Effectiveness) is presented in Table 1 below. See Appendix A for a complete description of the performance criteria. For example, in the COME 124 Principles of Mass Communication course, 85 percent of the students met the performance criteria at or above level 4. As indicated in our assessment plan, at level 4, a student has *adequately* met performance criteria. In this case for a COME124 paper assignment, performance criteria include a clear thesis statement, a clear introduction and conclusion, elevated language, incorporation of source material, development of main points, adequate documentation of sources, and relatively few misspellings and punctuation errors.

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Average % meeting or exceeding performance expectations (4 or above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COME124</td>
<td>07-08</td>
<td>85</td>
</tr>
<tr>
<td>COME222</td>
<td>07-08</td>
<td>75</td>
</tr>
<tr>
<td>COME322</td>
<td>08-09</td>
<td>90</td>
</tr>
<tr>
<td>COME467</td>
<td>08-09</td>
<td>66</td>
</tr>
</tbody>
</table>

These particular four courses were chosen because they span all four levels of our curricula and incorporate both writing and presentation assignments. The data reveal that the majority of students meet or exceed the performance criteria at a level 4 or above set forth in our assessment plan.

C. Indirect Evidence
Our assessment efforts also draw on indirect measures of learning outcomes. We monitor results from the standard Current Student Surveys and Alumni Surveys conducted by the Office of Institutional Effectiveness. Current Student data are presented below in Table 2.
Regarding the quality of instruction, the quality of the curriculum, the quality of course content, and the depth of knowledge in their primary major, the overwhelming majority (i.e., greater than 90%) of our students report being very satisfied or satisfied. Nearly 90 percent of our students are very satisfied or satisfied with the quality of advisement and the overall major program. The greatest area of dissatisfaction among our students is seen in the range of courses offered and career preparation. These percentages are not surprising to us because we have not added any new courses to our curriculum in the past 20 years because we have not been allowed to hire any additional faculty since 1990, when Dr. Kokkeong Wong was hired. Moreover, since then, two full-time tenured faculty have retired or resigned (i.e., Dan Giovannini & Carol Cortez) which is the equivalent of losing 6 courses per semester. Furthermore, since then, the number of majors in our program has not decreased (i.e., 10% of all SNC graduates carry a Communication and Media Studies degree) yet we are required to offer courses in the General Education Program, the Leadership Studies Minor, and the Bellin Nursing Program. Not only have we not offered any new courses in the past 20 years, we have had a class taken away from us; that is, COME494 Internship. The class is now being taught by Ms. Jennifer Schroth, Assistant Director of Internships in Career Services. This development began in the summer of 2007 when two students (literally, only two) inquired about taking the internship class that summer. Since no one in the discipline

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of Instruction</td>
<td>42</td>
<td>53</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2. Quality of Curriculum</td>
<td>33</td>
<td>59</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>3. Range of Courses Offered</td>
<td>23</td>
<td>54</td>
<td>17</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>4. Quality of Course Content</td>
<td>29</td>
<td>65</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>5. Quality of Advisement</td>
<td>41</td>
<td>45</td>
<td>6</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>6. Career Preparation</td>
<td>16</td>
<td>58</td>
<td>15</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>7. Graduate School Preparation</td>
<td>16</td>
<td>47</td>
<td>7</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>8. Overall Major Program</td>
<td>30</td>
<td>57</td>
<td>3</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>9. Depth of Knowledge in Primary Major</td>
<td>34</td>
<td>57</td>
<td>3</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
was available to teach it that summer, Dr. Ebert (then Associate Dean) hired Ms. Schroth to teach it although she received no compensation for doing so. In semesters that followed, the discipline tried to offer COME494 (to be taught by Dr. Hutchinson) but each time were told that because of student needs in COME122, we could not afford any faculty to teach it. And each time Ms. Schroth was asked by Dr. Ebert and now Dr. Duquette, to teach it. As best as we can tell, we are the only discipline at the College whose internship class is taught by non-faculty, indeed one who does not have an academic background in Communication or Media Studies, and despite the objections and protestations of the Discipline. Subsequently, we have removed COME494 from our list of courses in the College catalog and it is no longer offered as a Communication and Media Studies elective. Finally, the most recent approach to the lack of COME faculty resources is to have a faculty member teach a course overload to accommodate the Bellin nursing students. (i.e., COME330 is being taught this semester by Dr. Neuliep as an overload). To be sure, we have made numerous repeated requests for additional tenure-track faculty, but we are consistently rebuffed by the administration.

D. Documentation of Program Improvement Efforts Based upon Assessment

In its response of our last program review in 2005, the CEPC stipulated three requirements for our discipline, including that we:

(a) \textit{Report back to the Committee in a focused visit during the 2005-2006 academic year about progress made in developing a plan engaging all the discipline members in all aspects of their professional responsibilities},

(b) \textit{Prepare an assessment plan that binds the three units of the discipline together and closes the loop}, and

(c) \textit{Prepare a curricular plan that clearly outlines the future direction of the discipline}.

Regarding the first requirement, in a series of negotiations with Dr. Marsden and then Associate Dean of Humanities and Fine Arts Dr. Ebert, the discipline successfully argued that developing a plan for engaging all members of the Discipline was not within the Discipline’s range or limit of authority; that individual members of any discipline are not empowered to oblige or require other discipline members to become better teachers, scholars, community servants, etc. Instead, we correctly argued that such responsibility lies with the respective Associate Deans as stipulated in the St. Norbert College Faculty Handbook under Section IV, number V, Evaluation of Faculty. At that time, only one member of the Discipline had been reviewed (i.e., Dr. Wong back in 2001). During his entire eight year tenure as Associate Dean of Humanities and Fine Arts, Dr. Ebert did not review any other member of the Communication and Media Studies Discipline, including Dr. Cortez, who later retired. Once again, in eight years, Dr. Wong’s 2001 review was the only review conducted on any member of the discipline (Dr. Wong should have been reviewed again in 2006, but was not). Since then, under Associate Dean Dr. Duquette, each member of the Discipline has written and completed his/her self-review essay, and has been interviewed by Dr. Duquette.
Regarding the other two requirements, as mentioned earlier, our assessment plan is attached as Appendix A, and our curricular plan which outlines the future direction of the discipline is attached as Appendix B. Our assessment plan was reviewed and endorsed by Dr. Rutter, who made some recommendations for improvements. Our curricular plan was discussed with Dr. Duquette and presented to Dr. Marsden some time ago. No action has been taken on the plan.

In its response to our last program review, the CPEC made reference to the perceived disharmony among members of the Discipline. This perception seems to exist among other College constituencies as well. With this program review, the Discipline unequivocally denies that such disharmony exists. For the past several years, the Discipline has met regularly, interacts amicably, and administers and graduates the third largest major on campus with severely limited resources. Dr. Duquette has witnessed this, Dr. Choudhury has witnessed this, and even President Kunkel has witnessed this when we met with him regarding the possibility of him joining our Discipline. We have moved on from this tired perception and invite the College community to join us.

IV. Program Demographics and Comparisons

A. Full & Part Time Communication and Media Studies Faculty
Kevin L. Hutchinson, Ph.D., Professor of Communication and Media Studies; year of appointment, 1982.
M. Thomas Milbourn, M.A., Adjunct Instructor of Communication and Media Studies*
James W. Neuliep, Ph.D., Professor of Communication and Media Studies, year of appointment, 1985
Judith E. Smith, Ph.D., Assistant Professor of Communication and Media Studies, year of appointment, 1987
Kokkeong Wong, Ph.D., Associate Professor of Communication and Media Studies, year of appointment, 1990

*Mr. Milbourn teaches one class per academic year for our discipline.

During the 07-08 academic year, we were allowed to hire a one-year Teaching Fellow, Ms. Kendall Speten, to help accommodate the courses lost to Dr. Cortez’s retirement. Kendall was a Communication and Media Studies major and a 2003 graduate of St. Norbert College. During that year Kendall was not full time and taught two courses per semester. During the 08-09 and 09-10 academic years, we were permitted to hire a one-year non-tenure track appointment, Ms. Katie Ourada. Like Kendall Speten, Katie was a Communication and Media Studies major and a 2005 graduate of St. Norbert College. In both years, Katie has taught a full load of courses. While Katie’s appointment alleviated some of the pressure on the Communication concentration, it has not contributed to the Media concentration. Moreover, as a one-year, non-tenure track appointment, and not knowing from year to year whether we will be permitted to continue to hire her, or whether she wants to continue with us, planning ahead or pursuing our curricula plan is
very difficult. Furthermore, Katie does not take on advisees or contribute to committee work.

B. Number of Majors and/or Minors
Table 3 below presents the number of majors and minors in Communication and Media Studies. The Office of Institutional Effectiveness provided the data for the years 05-06, 06-07, 07-08, and 08-09. The Office of the Registrar provided the data for 09-10.

Table 3
Number of Communication and Media Studies Majors and Minors

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Majors</td>
<td>162</td>
<td>154</td>
<td>181</td>
<td>195</td>
<td>183</td>
</tr>
<tr>
<td>Total Minors</td>
<td>33</td>
<td>28</td>
<td>26</td>
<td>42</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>182</td>
<td>207</td>
<td>237</td>
<td>219</td>
</tr>
</tbody>
</table>

The Communication and Media Studies major is the third largest major on campus, following Business Administration and Education. Our five year average number of majors is 175. Our five year average of majors and minors is 208.

C. Number of Graduates
Based on the data provided by the Office of Institutional Effectiveness, nearly 10 percent (i.e., 9.85) of St. Norbert College graduates carry a Communication and Media Studies major. This percentage has been consistent for many years.

D. Ratio of Graduates to Majors.
The four year average ratio of Communication and Media Studies graduates to Communication and Media Studies majors is .26, hence we consistently retain our majors within the program throughout their academic tenure at the College.

E. Ratio of Majors to Full Time Faculty
The four year average ratio of Communication and Media Studies majors to full time tenure-track Communication and Media Studies Faculty is 44:1. This ratio is calculated using the five year average number of majors (i.e., 175) with the current number of full time faculty (i.e., 4). Our ratio of faculty to majors is significantly higher, in some cases nearly tenfold higher, than some other majors on campus. Table 4 below highlights some of these ratios, which were taken from the Office of Institutional Effectiveness Cycle II:2008-2013 program reviews.
Table 4
Comparison of Faculty to Major Ratio Across Six Disciplines

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Faculty to Major Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Art</td>
<td>20 to 1</td>
</tr>
<tr>
<td>-Business Administration</td>
<td>38 to 1</td>
</tr>
<tr>
<td>-Chemistry</td>
<td>10 to 1</td>
</tr>
<tr>
<td>-Communication &amp; Media Studies</td>
<td>44 to 1</td>
</tr>
<tr>
<td>-Economics</td>
<td>9 to 1</td>
</tr>
<tr>
<td>-Modern Languages &amp; Literature</td>
<td>5 to 1</td>
</tr>
</tbody>
</table>

F. Course Enrollments and Grade Distributions
Course enrollment and grade distribution data are presented below in Table 5.

Table 5
Communication and Media Studies Course Enrollment

<table>
<thead>
<tr>
<th></th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Enrollment</td>
<td>697</td>
<td>724</td>
<td>704</td>
<td>753</td>
</tr>
<tr>
<td>General Studies Enrollment</td>
<td>124</td>
<td>106</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>Other Enrollment</td>
<td>15</td>
<td>9</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>836</td>
<td>839</td>
<td>814</td>
<td>864</td>
</tr>
</tbody>
</table>

On average we service 840 students per academic year, which is far higher than most disciplines on campus. For example, in their recent program reviews the Economics Discipline indicates that they service 625 students per year, Modern Languages and Literature averages 580, Art averages 560, and Chemistry averages about 380 students per year. Moreover, as seen in Table 6 below, the average size of a Communication and Media Studies class is 26 students. The College average class size is around 20. Thus, on average, a Communication and Media Studies class size is over 20 percent larger than the average College class. Although a complete review of literature about the effects of class size on learning is outside the scope of this program review, class size can affect pedagogical choices (notwithstanding the fact that the College openly promotes small size as a central feature of the St. Norbert College experience). Given our large class sizes, we are restricted pedagogically. For example, having larger classes makes it more difficult to facilitate class discussions. Less individualized attention and instruction can
be given to students. We may be less likely to assign papers or administer essay exams because of the time needed to grade them. Moreover, because many of our classes are performance based, we face additional challenges because performance based assignments take disproportionately more time than exams and quizzes. From the students’ perspective, larger classes allow for a more passive approach where more social loafing occurs than in smaller classes. Students are probably less motivated to actively participate in large classes than in small classes. To be sure, there is more teacher satisfaction in small versus large classes.

Table 6
Average Number of Students per Class per Communication and Media Studies Faculty

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hutchinson</td>
<td>24</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>Neuliep</td>
<td>26</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Smith</td>
<td>24</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Wong</td>
<td>24</td>
<td>27</td>
<td>26</td>
</tr>
</tbody>
</table>

For decades, the Communication and Media Studies discipline has battled the image that we are an easy major; that students take our classes to boost or inflate their grade point average. Yet, as Table 7 below indicates, our grade distribution is comparable to other disciplines and shows no grade inflation.

Table 7
Communication and Media Studies Grade Distribution (in percentages)

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>AB</th>
<th>B</th>
<th>BC</th>
<th>C</th>
<th>CD</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>GPA</th>
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<tr>
<td>Academic Year</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05-06</td>
<td>15</td>
<td>19</td>
<td>25</td>
<td>14</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2.87</td>
</tr>
<tr>
<td>06-07</td>
<td>18</td>
<td>18</td>
<td>20</td>
<td>15</td>
<td>16</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2.80</td>
</tr>
<tr>
<td>07-08</td>
<td>11</td>
<td>14</td>
<td>24</td>
<td>19</td>
<td>17</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>2.73</td>
</tr>
<tr>
<td>08-09</td>
<td>15</td>
<td>17</td>
<td>24</td>
<td>16</td>
<td>16</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2.84</td>
</tr>
<tr>
<td>Average</td>
<td>15</td>
<td>17</td>
<td>23</td>
<td>16</td>
<td>16</td>
<td>6</td>
<td>3.7</td>
<td>1.5</td>
<td>2.2</td>
<td>2.81</td>
</tr>
</tbody>
</table>
G. Advising Load per Faculty
The data provided to us by the Office of Institutional Effectiveness regarding the number of advisees per faculty in Communication and Media Studies is incorrect. The four year average number of advisees per faculty member in Communication and Media Studies is actually 25. As Table 8 below demonstrates, this average is significantly higher than most other disciplines. These data, for comparison purposes, were taken from the Office of Institutional Effectiveness Cycle II: 2008-2013 program reviews. According to Mr. Jeff Ritter, Director of Advising, the average number of advisees per faculty is 16.

Table 8
Comparison of Average Number of Advisees per Faculty Across Six Disciplines

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Average Number of Advisees</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Art</td>
<td>15</td>
</tr>
<tr>
<td>-Business Administration</td>
<td>21</td>
</tr>
<tr>
<td>-Chemistry</td>
<td>16</td>
</tr>
<tr>
<td>-Communication &amp; Media Studies</td>
<td>25</td>
</tr>
<tr>
<td>-Economics</td>
<td>16</td>
</tr>
<tr>
<td>-Modern Languages &amp; Literature</td>
<td>13</td>
</tr>
</tbody>
</table>

Students are directed from a variety of sources (e.g., their assigned advisor, Academic Services, Academic Mastery, First Year Experience) to seek out advisors in their respective majors. While such advice is warranted, it creates pressure on us given the sheer number of our majors. If each of our majors were to seek out a Communication and Media Studies faculty as their advisor, we would average 44 advisees each. Moreover, although we have no statistical data to document this, the majors whom we do not formally advise routinely ask us for assistance in class selection, major requirements, and to review their class schedule, etc. While we are happy to accommodate these students, as our advising load increases the time spent with any individual advisee decreases. How advisement days and registration days are now scheduled further complicates this. For example, in a given year or cycle, any one of us might have a disproportionate number of junior or senior advisees, each of whom needs to be advised on the first advisement day since registration for upper classmen begins on the first day(s) following the initial advisement day. Consequently, any one of us might need to meet with 15 or so advisees on that first advisement day. Because they do not take on advisees, the hiring of adjunct faculty or visiting instructors does not attend to this issue.
H. Percent of Course Sections Taught by Part Time Faculty
Only one course (i.e., COME252: Writing for Media) per academic year is taught by part time faculty.

I. Peer and Aspirant Comparisons
The only data available to us regarding our peer and aspirant institutions is the total number of graduates with a Communication/Media degree. Among our peer institutions, about 7 percent of graduates are Communication/Media majors. Only one peer institution graduates more than do we (i.e., Lake Forest College at 13%). About half of our aspirant schools do not have Communication/Media programs. Of those that do, about 4 percent of graduates are Communication/Media majors (e.g., Augustana College & Luther College). In all three cases, the number of Communication Faculty of these colleges is larger than that of St. Norbert College even though they service fewer Communication and Media Studies majors than do we. Augustana College has nine full time and 3 part time faculty. Lake Forest has four professors and five lecturers. Luther College has five full time faculty and 1 instructor. Furthermore, Lake Forest and Augustana have Internship Coordinators within their departments.

V. Teaching and Learning

A. Indicators of Teaching and Advising Quality
As mentioned earlier above, students indicate that they are very satisfied or satisfied with the quality of instruction and advising in the Communication and Media Studies Discipline. In addition Student Opinion of Teaching (SOOT) data demonstrate that students are very satisfied with our instruction. In keeping with other program reviews, summary SOOT data for SOOT Items 19, and 20 are presented below comparing the Communication and Media Studies Discipline with the College.

Table 9
Summary SOOT Data for SOOT Items #19 and #20

<table>
<thead>
<tr>
<th>SOOT # 19</th>
<th>Taking into consideration my answers to the above questions, the overall rating I would give this course is:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E  VG  G  F  P  Rating</td>
</tr>
<tr>
<td>C &amp; MS</td>
<td>28 40 21 8 2 3.81</td>
</tr>
<tr>
<td>College</td>
<td>35 38 18 6 2 3.95</td>
</tr>
<tr>
<td>06-07</td>
<td>33 40 20 6 4 3.92</td>
</tr>
<tr>
<td>06-07</td>
<td>34 38 20 7 2 3.98</td>
</tr>
<tr>
<td>Year</td>
<td>C &amp; MS</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>07-08</td>
<td>27 39 24 7 3 3.80</td>
</tr>
<tr>
<td>08-09</td>
<td>28 40 22 8 2 3.84</td>
</tr>
</tbody>
</table>

SOOT # 20 Taking into consideration my answers to the above questions, the overall rating I would give this instructor is:

<table>
<thead>
<tr>
<th>Year</th>
<th>E</th>
<th>VG</th>
<th>G</th>
<th>F</th>
<th>P</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>05-06</td>
<td>36</td>
<td>39</td>
<td>14</td>
<td>7</td>
<td>3</td>
<td>3.95</td>
</tr>
<tr>
<td>College</td>
<td>48</td>
<td>32</td>
<td>14</td>
<td>5</td>
<td>2</td>
<td>4.22</td>
</tr>
<tr>
<td>06-07</td>
<td>41</td>
<td>35</td>
<td>13</td>
<td>8</td>
<td>3</td>
<td>4.03</td>
</tr>
<tr>
<td>College</td>
<td>46</td>
<td>32</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>4.14</td>
</tr>
<tr>
<td>07-08</td>
<td>38</td>
<td>31</td>
<td>19</td>
<td>10</td>
<td>3</td>
<td>3.94</td>
</tr>
<tr>
<td>College</td>
<td>47</td>
<td>32</td>
<td>14</td>
<td>5</td>
<td>2</td>
<td>4.17</td>
</tr>
<tr>
<td>08-09</td>
<td>36</td>
<td>33</td>
<td>20</td>
<td>8</td>
<td>4</td>
<td>3.92</td>
</tr>
<tr>
<td>College</td>
<td>46</td>
<td>31</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>4.10</td>
</tr>
</tbody>
</table>

The Communication and Media Studies overall ratings on Items 19 and 20 are slightly below the College ratings, although often within two-tenths of a point or less. To ascertain why is difficult, especially given the minute differences. Certainly individual members of the Discipline receive different SOOT evaluations. In addition, data presented by the Office of Institutional Effectiveness suggests that General Education Courses receive lower SOOT ratings than other courses. As mentioned above, we offer several General Education classes. Class size also impacts SOOT ratings. Our average class size is larger than the average College class size. Upon further inspection of the above data, we see that our classes receive fewer Excellent responses than the College average. But, our classes receive more Very Good responses than the College average. This difference probably accounts for the overall ratings differences, especially given that our responses of Good, Fair, and Poor are comparable to the College.

In addition to the SOOT data provided above, three members of Discipline, including Dr. Hutchinson, Dr. Neuliep, and Dr. Smith have received the Leonard Ledvina Award for Excellence in Teaching.
B. Scholarly/Creative Efforts
For a complete profile of the scholarly and creative efforts of the Discipline, see the attached individual vitae. In addition to the scholarship outlined on the vita, two members of the Discipline, including Dr. Hutchinson, and Dr. Neuliep, are recipients of the Donald B. King Distinguished Scholar Award. Dr. Hutchinson and Dr. Neuliep are two of only ten Faculty in the history of St. Norbert College to receive both the Leonard Ledvina Award for Excellence in Teaching and the Donald B. King Distinguished Scholar Award.

C. Collegial and Community Service
For a complete profile of the collegial and community service of the Discipline, please see the attached individual vitae.

VI. Other Indicators of Program Achievement and Contribution

A. Quality of Entering Students Attracted to Major
According to the Office of Communications, the average ACT score for incoming freshmen at St. Norbert College is 24. The average ACT score for entering Communication and Media Studies majors is 22.42. In addition, the average high school grade point average for entering Communication and Media Studies majors is 3.05. Both of these scores are below the averages for entering students in Art, Business Administration, Economics, Education, English, History, Music, Philosophy, Political Science, Psychology, and Religious Studies among others. This data indicate that we attract a somewhat less qualified student than just about every other discipline. Why we attract such students is difficult to ascertain. We have been described by at least one high level administrator in the Vice President for Academic Affairs Office as a default major. Perhaps, as less qualified students search for a major, they feel more comfortable in our discipline and with our faculty than they do in other disciplines. Each of us routinely meet with prospective students and invite perspective and shadow students into our classroom when they visit the College. In addition, although the evidence is anecdotal, some students have told us that they were encouraged to major in Communication and Media Studies by personnel in Academic Services. Also, to be sure, there is a common perception that we are an easy major and thus naturally attract a less qualified student, although our grade distribution, which is comparable to other disciplines, would not indicate that our classes are easy. In any event, we know that once students find a home with us, we retain them, and they graduate and find personally, intellectually, and economically fulfilling employment.

B. Contributions to General Education and Other Programs
Although our faculty-to-student ratio is disproportionately higher than all other disciplines, we consistently contribute to a variety of other academic programs, including Area 11 of the General Education program (i.e., COME330 & COME343), the Leadership Studies minor (i.e., COME222, COME322, COME324, & COME426), and
the Bellin Nursing program (i.e., COME122; COME330; & COME389). Less frequently, we have offered classes in the Honors program (i.e., COME330). Such contributions, which have become compulsory, further restrict our program, which already operates with unreasonably limited resources (i.e., # of faculty).

C. Uniqueness/Distinctiveness of Program
According to the Academic Program Review Guidelines, in this section of the review we are to Describe the program’s uniqueness...and indicate specific advantages the uniqueness affords the College. The Communication and Media Studies Discipline is unique in many ways. But whether or not such distinctiveness gives us an advantage is arguable. Among the 25 or so majors on campus, we are the third largest. Ten percent of all St. Norbert College graduates carry a Communication and Media Studies degree. We have the largest, disproportionately so, faculty-to-major ratio on campus. On average our classes are larger than classes in other disciplines. We have more advisees per faculty than in other disciplines. Unlike other disciplines, we offer classes in four other academic programs, besides our own. Unlike any other discipline we have not been able offer a new class in nearly 20 years. Unlike any other discipline, we have not be allowed to hire a new tenure track faculty member in 20 years, even though two of our tenured faculty resigned or retired. Moreover, to add to this list of distinctiveness, we are described by the administration as a default major and a dysfunctional discipline. Even more disconcerting is that we are then told that in order to hire new faculty, we must approach the hiring process with eagerness and enthusiasm.

D. Contributions to Diversity Goals
Decades ago, back in the days when we were allowed to hire new full time tenure track faculty, the Discipline actively recruited and hired diversity faculty. For example, our last three hires included Dr. Judy Smith, Dr. Carol Cortez, and Dr. Kokkeong Wong. Our students, past and present, reflect myriad cultural, ethnic, racial, sexual orientation, and physically challenged backgrounds. The majority of our majors are women, and some of our most recent majors and minors include African-Americans, Hispanic Americans, Japanese, Germans, Canadians, and Polish among others. COME330, Intercultural Communication, and COME343 International Mass Communication, routinely attract students from a whole host of international backgrounds.

E. Special/Accreditation Status
Not applicable to Communication and Media Studies

F. Evidence Integrating Strategic Planning Into Practice
Multiple times in the past several years we have tried to integrate our strategic plans into practice only to be rebuffed by the administration. The most recent attempt occurred three years ago, when, as mentioned earlier in this review, we were required to submit a curricular plan, which we did, and which under the repeated allegation that we are a dysfunctional unit, has been ignored or neglected by the administration. Last year, we even met with President Kunkel, who was interested in teaching courses within our discipline, about our curricular development. He suggested that he teach an upper level seminar class. Although we welcomed the idea of Mr. Kunkel joining us, we were unable...
to accommodate him because we do not have the luxury of offering seminar classes, given the demands of administering the third largest major on campus with such limited and restricted faculty resources. Moreover, with the exception of our 400 level courses, we have been forced to operate under the informal rule established by then Associate Dean Howard Ebert, that unless or until a Communication and Media Studies faculty member has 90 total students enrolled across his/her respective three classes in a given semester, he/she must cap each course at 35. Unfortunately, for us and him, Mr. Kunkel was not interested in teaching a class of that size.

G. Efforts to Attract Grant Funding
We have not made any attempts, outside of the Office of Faculty Development, to seek external funding.

H. Success Indicators for Career Preparation
Although we have been labeled a dysfunctional discipline administering a default major, albeit the third largest on campus, our less qualified than average students take on a variety of personally and intellectually fulfilling and successful careers after graduation. Outlined below is a representative list of some recent Communication and Media Studies graduates and their respective careers.

Beth Blanik, Associate Development Officer; St. Norbert College
Teresa Brodersen, Account Coordinator, Wahlstrom Group
Madeline Cope, Special Events Manager; United Cerebral Palsy
Laura Damon, MA candidate/research assistant, Marquette University
William (Billy) Falk, Assistant Director of Alumni; St. Norbert College
Kerri Frake, Community Strategist, Enzymatic Therapy
Rachel Gonnering, MA candidate, University of Wisconsin-Milwaukee
Kay Handrick, Attorney at Law; City of Green Bay, WI.
Jacqueline Hinz, Public Relations and Communications Professional; RuffaloCODY
Stephanie Hintz, Vaccine and Infectious Disease Specialist; Merck Pharmaceuticals
Brian P. Hodgkiss, Attorney at Law; Sigman, Janssen, Stack, Sewall & Pitz
Nicole Kleronomous, Executive Legal Assistant; Peregrine Financial Group, Inc.
Portia Kohl, Business/Media Associate; Starcom MediaVest Group
Jacqueline Korth, WLUK Green Bay
Cabrini Jablon, Associate Director of Admissions; St. Norbert College
Leanne Knoblock, Associate Professor of Communication; University of Illinois
Kathryn Krasin, Marketing Coordinator; Taylor Johnson
Marifran Mattson, Associate Professor of Communication; Purdue University
Megan Mevissen, Consultant; Wipfli Hewins Investment Advisors
Matthew Moore, Agent; American Family Insurance
Katie Ourada, Visiting Instructor, St. Norbert College
Samantha Quinn, MA candidate; University of Wisconsin-Stevens Point.
Angie Runingen, MA candidate, University of Wisconsin-Milwaukee
Abbey Scher, Executive Team Leader; Target Corporation Human Resources
Tim Schinkten, Internet Marketing Manager; Ryan Funeral Home
Sara Smith, Admissions Counselor, Northwestern College
Jessie Turba, Specialty Cardiovascular Representative; Eli Lilly  
Elizabeth Ureel, Match Support Specialist, Big Brothers-Big Sisters  
Sara (Fenlon) Zelewske, Community Relations Specialist, ITT Technical Institute
Appendix A

Communication and Media Studies Assessment Plan

Communication Concentration
Student Learning Outcomes Plan

**Outcome #1:** Students with a Communication emphasis within the Communication and Media Studies major will demonstrate competent verbal communication skills.

**Outcome #2:** Students with a Communication emphasis within the Communication and Media Studies major will demonstrate competent nonverbal communication skills.

**Outcome #3:** Students with a Communication emphasis within the Communication, and Media Studies major will be prepared to enter graduate programs in communication.

The North Central Accreditation Commission on Institutions of Higher Education suggests that assessment of student learning be based on the conceptual framework established in the communication field as a model for communication competence.

Consistent with the guidelines prescribed by the National Communication Association, the Communication component of the Communication and Media Studies Assessment Plan is designed to appraise and evaluate students’ cognitive (i.e., knowledge acquisition), behavioral (i.e., skills acquisitions), and affective (i.e., attitudinal development) learning domains, with a specific emphasis on the behavioral domain. Examples typically associated with this domain include oral communication skills such as interpersonal, group interaction, and presentational skills; leadership; managerial skills; written communication abilities demonstrated in essay writing, etc.; or problem solving skills. The successful completion of such assignments, via presentation, assumes a certain degree of cognitive and affective competence. With this in mind, the three assignments listed below are designed to assess these psychomotor skills. These assignments were selected because they reach across the various levels of the Communication curricula. Thus, students are assessed early, during, and late in their undergraduate academic tenure.

**Data Source for Outcome #1**

CO 222: Symposium Assignment
CO 322: Persuasive Speech Presentation
CO 427: Communication Theory Application Paper Presentation

**Data Source for Outcome #2**

CO 222: Symposium Assignment
CO 322: Persuasive Speech Presentation
CO 427: Communication Theory Application Paper Presentation

Data Source for Outcome #3

Tracking majors who apply to and continue through graduate school

HOLISTIC SCORING RUBRIC

In addition to the specific criteria outlined by the individual instructor, the three assignments listed above will be evaluated according to the holistic scoring rubric.

Designates a Clearly Excellent presentation. Score = 6

Focus: The thesis is clearly stated; the topic is narrowed sufficiently; the specific audience has clearly been taken into account when delivering the presentation.

Organization: The presentation has a clear introduction that catches the audience’s attention effectively and is connected to the topic; effective transitions summarize each main point; the conclusion effectively summarizes the presentation and is related to the topic.

Development: All main points begin with a clear topic sentence; all main and supporting points are supported by specific and highly effective examples/evidence; the main and supporting points are all related and flow smoothly from point to point.

Style: Language is memorable and appropriate without tired, hackneyed phrases and vocabulary; tone is appropriate.

Delivery: Eye contact is effectively established with the audience; gestures and paralinguistic cues are used to reinforce important ideas; no excessive use of vocalized pauses (e.g., aah, umm); student/group is articulate and confident.

References: Outside sources are incorporated logically, insightfully, and elegantly; sources are accurately documented.

Designates a Still Impressive presentation. Score = 5

Focus: The thesis is clearly stated; the topic is limited; the specific audience has clearly been considered when delivering the presentation.

Organization: The introduction catches the audience’s attention and is connected to the topic; transitions signal movement to another point; the conclusion is clean and related to the whole.
Development: Almost all main points begin with a clear topic sentence; the main and supporting points include concrete, specific evidence/examples; almost all the main and supporting points relate to each other.

Style: Most language is memorable; language usage is accurate; tone is appropriate.

Delivery: Eye contact is established with the audience; gestures and paralinguistic cues are mostly used to reinforce important ideas; some vocalized pauses are used; student/group is articulate.

References: Source material is used logically and proficiently; sources are accurately documented.

Designates an Adequate presentation. Score = 4

Focus: The thesis is clearly or clearly implicit; the topic is partially limited; it is implied that the specific audience has been considered when delivering the presentation.

Organization: The introduction and conclusion are clear and somewhat related to the whole; some transitions are used.

Development: some main points begin with a clear topic sentence; some main and supporting points include specific evidence/examples; most main and supporting points related to each other.

Style: Language is somewhat memorable; language usage is correct; tone is usually appropriate.

Delivery: Eye contact with audience is somewhat established: gestures and paralinguistic cues are sometimes used to reinforce particularly important ideas; several vocalized pauses are used; student/group is somewhat articulate.

References: Source material is incorporated logically and adequately; sources are documented accurately for the most part.

Designates a Developing presentation. Score = 3

Focus: The thesis is unclear; the topic is only partially limited; the specific audiences has been partially considered when delivering the presentation.

Organization: The introduction and conclusion may be ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used.

Development: Some main points have stated or implied topic sentences; some main points are supported by specific evidence/examples; some main and supporting points relate to each other.
Style: Language is not memorable; language usage is generally accurate; tone is often inappropriate.

Delivery: Eye contact with the audience is hardly established; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student/group is not very articulate.

References: Source material is incorporated but is sometimes inappropriate or unclear; sources are documented accurately only occasionally.

*Designates a *Rudimentary* presentation.* Score = 2

Focus: The thesis is unclear; the topic is not limited; the specific audience has been considered vaguely when delivering the presentation.

Organization: The introduction and conclusion are ineffective and not related to the whole; the logical plan must be inferred as no transitions are used.

Development: Few main points have stated or implied topic sentences; few main points are supported by specific evidence/examples; supporting material is imprecise, unclear, or redundant; few main and supporting points relate to each other.

Style: Language is not memorable; language usage is inaccurate; tone is inappropriate.

Delivery: Almost no eye contact with the audience; gestures and paralinguistic cues are seldom used to reinforce important ideas; vocalized pauses are used frequently; student/group is not articulate.

References: Source material is inappropriately or unclearly incorporated; documentation is infrequent.

*Designates an* Incoherent *presentation.* Score = 1

Focus: The topic and thesis are unclear; no apparent attempt has been made to limit the topic; the specific audience has not been considered at all.

Organization: No attempt has been made to compose an effective introduction or conclusion; there is no logical plan to the presentation.

Development: Main points contain no topic sentences; main points are not supported by specific examples/evidence; little or no supporting material is used; main and supporting points do not relate to each other.

Style: Language is not memorable or is confusing; language usage is inaccurate; tone is inappropriate or distracting.
Delivery: No eye contact is made with the audience; gestures and paralinguistic cues are not used to reinforce important ideas; vocalized pauses are used in abundance and distract from the overall message.

References: Source material is never incorporated or is incorporated inappropriately or unclearly; documentation is inaccurate.

Designates a **Failing** presentation. Score = 0

A presentation that has clearly not been developed on the assigned topic or makes no attempts to answer the given question or related to a given topic.

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**Media Concentration**

**Student Learning Outcomes Plan**

**Outcome #1:** Students with a Media concentration within the Communication and Media Studies major will demonstrate critical thinking and writing skills in the study of media.

**Outcome #2:** Students with a Media concentration within the Communication and Media Studies major will demonstrate an appreciation for the history of the media.

**Outcome #3:** Students with a Media emphasis within the Communication, and Media Studies major will be prepared to enter graduate programs in media.

Of primary importance to the members of the Media concentration is that students become engaged critically in the study of media. Critical thinking skills are absolutely necessary for those students seeking success in the future no matter the area of study. The ability to understand the structure, history, control, impact, and role of media not only prepares students for life in a mass mediated world, but, ideally, encourages critical skills in all areas of their lives. Fostering and developing critical thinking skills is an ongoing process over the student’s four years of study at St. Norbert College. There is absolutely no expectation on the part of Media faculty that most students have critical thinking abilities as they enter college. Our job is to develop those skills over time so that the CO467 Television Criticism student is using as much of the information gathered in prior Media courses and from across the general curriculum to make critical judgments about the media. Such students will be well prepared to gather, synthesize, and assess information not only about media but also about all areas of life, positioning them for leadership roles in their future pursuits.

Regarding Outcome #2, the introductory course Principles of Mass Communication (CO 124) becomes quite important. It sets the foundation of understanding the media. We want the student to appreciate the history of the media with the knowledge that “we are what we were.” History provides the explanations for the media as they exist today and
give useful hints about the future. History also provides the foundation for understanding the role and the ongoing impact of media on our lives. Ultimately, understanding the history, role, and impact of media reveals the control media attempt to exert on our lives and makes students better, more critical consumers of media messages. The information provided in CO 124 should create the foundation for further studies in the other media courses.

**Data Source for Outcome #1**

CO 467: Television Criticism Paper

**Data Source for Outcome #2**

CO 124: Principles of Mass Communication Paper Assignment

**Data Source for Outcome #3**

Tracking majors who apply to and continue through graduate school

In addition to the specific criteria outlined by the individual instructor, the assignment listed above will be evaluated according to the holistic scoring rubric.

_Designates a Clearly Excellent paper. Score = 6_

Focus: The thesis is clearly stated; the topic is narrowed sufficiently; the specific reader audience has clearly been taken into account.

Organization: The paper has a clear introduction that catches the reader’s attention effectively and is connected to the topic; the paper includes effective transitions, and a conclusion that effectively summarizes the paper.

Development: All main points begin with a clear topic sentence; all main and supporting points are supported by specific and highly effective examples/evidence; the main and supporting points are all related and flow smoothly from point to point.

Writing Style: Language is elevated and theoretical terminology is used correctly.

Writing Skills: Paper is free of misspellings and grammar and punctuation errors.

References: Outside sources are incorporated logically, insightfully, and elegantly; sources are accurately documented according to the prescribed style manual.

_Designates a Still Impressive paper. Score = 5_

Focus: The thesis is clearly stated; the topic is focused; the specific reader audience has clearly been considered.
Organization: The introduction catches the audience’s attention and is connected to the topic; transitions signal movement to another point; the conclusion is clean and related to the whole.

Development: Almost all main points begin with a clear topic sentence; the main and supporting points include concrete, specific evidence/examples; almost all the main and supporting points relate to each other.

Writing Style: Most language is elevated; language usage is accurate and incorporates some theoretical terminology.

Writing Skills: Paper is free of misspellings and grammar and punctuation errors.

References: Source material is used logically and proficiently; sources are accurately documented.

*Designates an Adequate paper. Score = 4*

Focus: The thesis is clearly or clearly implicit; the topic is partially limited; it is implied that the specific reader audience has been considered.

Organization: The introduction and conclusion are clear and generally related to the whole; some transitions are used.

Development: Some main points begin with a clear topic sentence; some main and supporting points include specific evidence/examples; most main and supporting points related to each other.

Writing Style: Language is somewhat elevated; theoretical terminology is correct; tone is usually appropriate.

Writing Skills: Paper contains relatively few misspellings and grammar and punctuation errors.

References: Source material is incorporated logically and adequately; sources are documented accurately for the most part.

*Designates a Developing paper. Score = 3*

Focus: The thesis is unclear; the topic is only partially limited; the specific reader audience has been partially considered.

Organization: The introduction and conclusion may be ineffective and not related to the whole; the logical plan must be inferred, as few transitions are used.
Development: Some main points have stated or implied topic sentences; some main points are supported by specific evidence/examples; some main and supporting points relate to each other.

Writing Style: Language is not elevated; theoretical terminology is generally accurate.

Writing Skills: Paper contains misspellings and grammar and punctuation errors.

References: Source material is incorporated but is sometimes inappropriate or unclear; sources are documented accurately only occasionally.

*Designates a *Rudimentary paper.*  Score = 2

Focus: The thesis is unclear; the topic is not limited; the specific reader audience has been considered only vaguely.

Organization: The introduction and conclusion are ineffective and not related to the whole; the logical plan must be inferred as no transitions are used.

Development: Few main points have stated or implied topic sentences; few main points are supported by specific evidence/examples; supporting material is imprecise, unclear, or redundant; few main and supporting points relate to each other.

Writing Style: Language is not elevated; theoretical terminology is inaccurate.

Writing Skills: Paper is replete with misspellings and grammar and punctuation errors.

References: Source material is inappropriately or unclearly incorporated; documentation is infrequent.

*Designates an Incoherent paper.*  Score = 1

Focus: The topic and thesis are unclear; no apparent attempt has been made to limit the topic; the specific reader audience has not been considered at all.

Organization: No attempt has been made to compose an effective introduction or conclusion; there is no logical plan to the paper.

Development: Main points contain no topic sentences; main points are not supported by specific examples/evidence; little or no supporting material is used; main and supporting points do not relate to each other.

Writing Style: Language is not elevated at all, or is confusing; theoretical terminology is inaccurate.

Writing Skills: Paper has numerous misspellings and grammar and punctuation errors.
References: Source material is never incorporated or is incorporated inappropriately or unclearly; documentation is inaccurate.

*Designates a Failing presentation.* Score = 0

A paper that has clearly not been developed on the assigned topic or makes no attempt to answer the given question or related to a given topic.
Appendix B

Curricular Plan Directions for Communication and Media Studies:
Public Relations & Film Studies

The Communication and Media Studies (COME) faculty proposes two areas of curricular expansion, including public relations and film studies.

Public Relations

...why study public relations at a liberal arts college?

The study of public relations is wholly consistent with the mission of St. Norbert College. Public relations enables a complex, pluralistic society, like ours, to reach decisions and function more effectively by contributing to mutual understanding among diverse groups and their cultural, public, and private institutions. Public relations serves to bring private and public policies into harmony.

Public relations serves myriad institutions in society, including private businesses, trade unions, government agencies, voluntary associations, charitable foundations, political parties, hospitals, schools, colleges, and yes, religious institutions. To achieve their goals, these institutions must develop effective relationships with many different audiences or publics such as employees, members, customers, local communities, shareholders, and other institutions, and within a diverse society.

Effective and successful institutions understand the attitudes and values of their constituencies. Such understanding is facilitated via the public relations practitioner who communicates institutional aims into public policy and action.

Public Relations is a dynamic field with increasingly varied opportunities and roles. From the days when an in-house journalist would write stories on behalf of a corporation, the field has rapidly grown and now whole departments and firms are devoted to specific activities like crisis management and investor relations.

Coursework would include:

- Introduction to Public Relations
- Principles, Practice, and Theory of Public Relations
- Public Relations Techniques: Writing, Message Dissemination and Media Networking
- Public Relations Research Methodology
- Public Relations Strategy and Implementation
- Internship: Public Relations Supervised Experience
...why should PR be housed in the Communication and Media Studies discipline?

By definition, public relations is researching, conducting, and evaluating, on a continuing basis, programs of communication and action. We propose that PR would become a third concentration with COME. Several courses already offered within COME would complement the PR concentration, including COME 324: Persuasion, COME 426: Organizational Communication, and COME 252: Writing for Media, among possible others.

Throughout the United States the academic study of public relations resides in communication departments. The most reputable PR programs, such as those at Illinois State University, University of Miami, and Radford University are all housed in their respective Communication Departments. There are several PR programs in Wisconsin. For example, there are student chapters of the Public Relations Student Society at Cardinal Stritch, Marquette University, and The University of Wisconsin-Eau Claire, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Stevens Point, and UW-Whitewater.

Film Studies

The second area of curricular development is film studies. For many years the media emphasis in the Communication Studies major has labored without sufficient faculty to promote or expand out curriculum in any significant way. The possibility of a new faculty position in media offers the opportunity for media faculty to solidify and accentuate an emphasis that is wholly in the liberal arts tradition.

A number of suggestions have been made over the years as to ways to “expand” media offerings. The two most common suggestions are to expand into journalism or into media production. However, while these two areas may be favored by students and certain members of the administration, the reality is that we do not have nor will we likely have the kind of facilities or personnel to make either journalism or production a realistic path of study at St. Norbert. Certainly, the addition of one faculty member will not provide an adequate emphasis in either of these areas.

Communication and Media Studies at SNC cannot be all things to all people. With that in mind, the media people in the discipline (Kokkeong Wong, Judy Smith) have determined that the most practical and ultimately the best course in terms of the future of media studies at the college should be to expand the emphasis that already exists—to do one thing and do it well.

The emphasis in media studies takes a critical cultural approach. Students are introduced to political, sociological, and economic ways of examining the media. They are asked to analyze and criticize media industries and their influence on cultural production. This emphasis promotes critical thinking in students and asks them to analyze their own media use and how media structures manipulate their perceptions of reality. In general, the emphasis in media studies is wholly in the liberal arts tradition taking an economic, philosophical, historical approach to media studies.
A media hire should complement the faculty and the approach that are already in place. Kokkeong Wong’s critical approach has emphasized print media while Judy Smith’s approach emphasizes electronic media. A film emphasis is a logical extension of the emphasis. A film theorist/critic would expand the critical cultural emphasis by offering such courses as film history, theory, and criticism as well as courses that he or she may be able to bring to the mix based on his or her own expertise. Additionally, such a position offers distinct opportunities for cross listings with such disciplines as English and American Studies.

In general, a film emphasis hire would permit the media portion of the Communication and Media Studies discipline to strengthen and expand the approach that we have already established. This approach is squarely in the liberal arts tradition with its emphasis on the development of critical thinking skills and the role of the media in cultural production. We would leave the practical skills of journalism and production to the large schools that have significant resources in order to concentrate on developing the critical skills that ultimately influence the way media are practiced. We can do this one thing and we can do it well with a film hire.
KEVIN L. HUTCHINSON

216 Boyle Hall
St. Norbert College
De Pere, WI 54115
920-403-3046
kevin.hutchinson@snc.edu

706 Bordeaux Rue
Green Bay, WI
54301
920-336-1273

EDUCATIONAL BACKGROUND

Ph.D.  University of Missouri-Columbia, August, 1979
   Major:  Speech Communication
   Collateral Areas:  Business Administration
   Educational Research Design and Statistics

M.A.  Central Michigan University, August, 1976
   Major:  Interpersonal-Public Communication

B.A.  University of Richmond, Virginia, June, 1975
   Majors:  English
   Speech Communication

TEACHING EXPERIENCE

St. Norbert College
   Professor, 1995-Present
   Associate Professor, 1986-1995
   Assistant Professor, 1982-1986

SNC Master's Program in Theological Studies, 1991-1996
   De Pere, WI
   Albuquerque, NM

Macquarie University (Australia), 1994
   Visiting Professor, Graduate School of Management

University of Maine-Orono, 1979-1982
   Assistant Professor

Columbia College, Missouri, 1978
   Instructor, Extension Division

University of Missouri-Columbia, 1978-1979
   Instructor, Extension Division

University of Missouri-Columbia, 1976-1979
   Teaching Assistant
Central Michigan University, 1975-1976
Teaching Assistant

COURSES TAUGHT/DEVELOPED

Introduction to Communication Arts
Fundamentals of Interpersonal Communication
Fundamentals of Public Communication
Public Speaking
Business and Professional Speaking
Interviewing
Small Group Communication
Nonverbal Communication
Family Communication
Communication/Humanities Internship Seminar
Communication Theory
Organizational Communication
Graduate Seminar: Communication and Group Dynamics
Graduate Seminar: Interpersonal Communication
Graduate Seminar: Organizational Communication

AWARDS & HONORS


Program discontinued in 2006

Leonard Levina Outstanding Teaching Award, St. Norbert College, 1998

Lambda Pi Eta National Communication Honor Society, St. Norbert College, 1998

Donald B. King Distinguished Scholar Award, St. Norbert College, 1995

Delta Epsilon Sigma Honor Society, St. Norbert College, 1995

Nominee, Andrew T. Weaver Outstanding College Teaching Award
Wisconsin Communication Association, 1986-1987

Outstanding Graduate Student Teaching Award, University of Missouri-Columbia, 1977-1978

Who's Who Among Students in American Colleges and Universities
University of Missouri, 1978-1979
University of Richmond, 1974-1975
ADMINISTRATIVE & COMMITTEE ACTIVITY

St. Norbert College

Faculty Grievance Committee, 2001-2004
   Chair, 2004

Faculty Review Committee, 2000-2003

Curriculum and Educational Policy Committee, 1998-2000
   Chair, Ad Hoc Oral Skills Across the Curriculum Committee, 1999-2000

Chair, SNC Survey Center Director Search Committee, 1998

Strategic Planning Coordinating Committee, 1997-99

Academic Accommodations Review Committee, 1995-1998

Academic Affairs Long Range Planning Leadership Team, 1996-97

Board Member, SNC Intern Program Advisory Board, 1996-2000

Divisional Chair Search Process Committee, 1996

Communication Audit Coordinating Committee, 1995

Admissions and External Relations Committee, 1993-1995

Search Committee, Director of College Programming, 1993

Consultant, Leadership Studies Minor, 1993

Curriculum and Educational Policy Committee, 1991-1993
   Ad Hoc Committee on Freshman Year Experience, 1993
   Ad Hoc Committee on Academic Course Withdrawal, 1993

Olin Building Grant Steering Committee, 1991-1992

Personnel Committee, 1987-1989

Ad Hoc Committee on Sexual Harassment Guidelines, 1987

Chair, Humanities & Fine Arts Divisional Chair Search Committee, 1986
Chair, Communications Board, 1985-1986

Library Advisory Board, 1984-1986

Coordinator, Communication/Media/Theatre Discipline, 1982-1988

Student Life Committee, 1983-1985

Humanities & Fine Arts Divisional Advisory Committee, 1984-1986

SNC Survey Center
   Advisory Board, 1984-2000
   Editorial Board, 1987-2000
   Project Coordinator, United Way Survey, 1984-1985
   Principle Consultant, St. Mary's/Kewaunee Survey, 1985

University of Maine-Orono

Coordinator, Human Communication Studies Discipline, 1979-1981

Chair, Field Experience/Internship Committee, 1979-1982

Committee for Appointment, Promotion & Tenure Guidelines, 1979

Graduate Committee-Graduate Student Evaluation, 1980-1981


Speech Clinic Objectives & Re-Organization Committee, 1980-1981

Chair, Communication Course Evaluation Committee, 1981-1982


Search Committees, 1980-1982
   Rhetorical Theory/Basic Course Director Position
   Communication Theory/Aesthetic Communication Position
   Temporary Instructor/Human Communication Studies Position

University of Missouri-Columbia

Assistant Director, Basic Speech Course, 1979
PUBLISHED SCHOLARSHIP

Books


Articles


Book Reviews


Scholarly Papers


Grant Activity


Hutchinson, K.L. & Hasart, J.K. (1991). To be or not to bespectacled: An interpersonal attraction question. SNC Student-Faculty Collaborative Research Grant. $1,000.


PROFESSIONAL ACTIVITY

Communication Monographs

Ph.D. Dissertation Examining Committee, 2003
Macquarie University, Australia, Graduate School of Management
Building commitment to vision in local churches: A Salvation Army case study.

Ph.D. Dissertation Examining Committee, 1999
Macquarie University, Australia, Graduate School of Management
Communicating complex change: An explorative ethnomethodological case study of communication and its role in large scale organisational change.

Faculty Mentor

Consulting Reviewer, 1997-1998
Journal of Applied Social Psychology

Grant Reader, FIPSE Comprehensive Grant Program
Funds for the Improvement of Secondary Education
United States Department of Education, 1996

Journal of Social Behavior and Personality

Workshop Participant, National Communication Association Convention, Seattle, WA, 2000
Teaching the Public Relations Course.

Workshop Participant, National Communication Association Convention, Chicago, IL, 1997
Communication Across the Curriculum.

Reviewer
Southwestern Publishing Company, 1994
Collegiate Press, 1993-1994
Roxbury Publishing Company, 1992

Workshop Participant, SCA Convention, Chicago, IL, 1992
Teaching the Leadership Communication Course.

Workshop Participant, SCA Convention, Atlanta, GA, 1991
Incorporating Race and Gender Issues in the Organizational Communication Course.
Workshop Participant, SSCA Convention, Baton Rouge, LA, 1984
Quality Circles--Applying Speech Communication in the Organizational Context.

PROFESSIONAL PUBLICATIONS


Hutchinson, K.L. (1992). To be or not to be-spectacled: An interpersonal attraction question. The Beacon: SNC Faculty Development Newsletter, Student Collaborative Research Grant Summary.


PROFESSIONAL PRESENTATIONS & CONSULTING ACTIVITY

Leadership ethics in organizations

Consultant, Recka & Joannes, 2004
Effective communication in witness testimony.

Research Consultant, Good Humor-Breyer/Unilever, 2003
Enhancing leadership communication in organizations.

Speaker, Bradley University, 2003
Leadership and small group communication.

Speaker, First Year Experience, 2002, 2003
Adjusting to college life at SNC.
Speaker, Southwest High School, 2000.
    Constructing effective persuasive messages.

Keynote Speaker, SNC Faculty Development Conference, 1999
    Cuz all I want to do is have some fun: The joy of teaching.

Speaker, Lambda Pi Eta, 1992, 1998
    Considerations for graduate school.

Panelist, SNC Deans Hour, 1998
    Media and the presidency.

Speaker, SNC Staff Association, 1998
    The role of communication for effective middle management.

Panelist, SNC Faculty Development Program, 1997
    Textbook writing: The challenges, the process, and the rewards.

Speaker, Southwest High School, 1997
    Delivery and feedback in personal presentations.

Panelist, SNC Faculty Development Program, 1996
    Active learning: Odyssey of the Mind.

Workshop Facilitator, Imperial, Inc., 1995-1996
    Creating executive presentations.

Speaker, Society for Human Resource Management, 1995
    Avoiding the pitfalls of unsuccessful interviews and how to improve the selection interview.

Speaker, SNC Faculty Development Program, 1995
    Journey to the land of oz: Stranger in a strange land.

Speaker, Ecumenical Partnership for Housing, 1994, 1995
    Public speaking: Preparing and presenting.

Speaker, Girl Scout Executive Staff Regional Conference, 1994
    Techniques for improving employment interviews.

Speaker, Green Bay Diocese Priests Study Group, 1994
    Communication, credibility and content.

Speaker, Ecumenical Partnership for Housing, 1994
    Meeting the public.

Speaker, Nativity Parish, 1993
    Nonverbal communication and interpersonal communication.
Panelist, SNC Faculty Development Program, 1991
  Does the work-family equation really work?

Panelist, SNC Faculty Development Program, 1990
  Global scholarship: Making presentations at international conferences.

Research Consultant, Gillick, Murphy, Gillick & Wicht, 1988

Speaker, Minds in Management, 1988
  Effective employment interviewing.

Research Consultant, City of Kenosha, 1987-1995

Coordinator, SNC Faculty Development Program, 1987
  Developing student communication skills across the curriculum.

Speaker, National Management Association-Fond Du Lac, 1987
  Observing nonverbal status cues.

Panelist, SNC Faculty Development Program, 1987
  Developing student communication skills.

Speaker, American Society for Training and Development, 1987
  How to improve organizational groups.

Research Consultant, Willems Congressional Campaign, 1986

Research Consultant, Garvey Senatorial Campaign, 1986

Speaker, Wisconsin Engineering Association, 1986
  Nonverbal communication in the workplace.

Speaker, American Association of University Women, 1986
  Nonverbal communication and relationships.

Speaker, SNC Faculty Development Program, 1985
  Faculty development and the SNC Survey Center.

Speaker, SNC Faculty Development Program, 1985
  Grading practices: Avoiding grade appeals.

Speaker, National Association of Credit Managers, 1984
  Communication and management.

Speaker, Residential Life, 1984
  Persuasion and the resident assistant.
Speaker, Kimberly-Clark Aviation, 1983
   Vocalic communication and manuscript delivery.

Speaker, Haymarket Real Estate Institute, 1982
   Techniques in teaching.

Speaker, Winslow-Waterville Management Club, 1981
   Effective managerial communication.

Workshop Facilitator, Bangor Police Department, 1981
   Police attitudes and domestic disputes.

Speaker, Penquis High School Principal Conference, 1980
   Supportive communication climates and the principal.

Speaker, Penquis Teacher In-Service Workshop, 1980
   Nonverbal communication and the classroom teacher.

Panelist/Facilitator, Maine Council for Humanities and Public Policy, 1980
   Communication, police, and domestic disputes.

Panelist/Facilitator, Penquis County Police, 1980
   Police attitudes and domestic disputes.

Speaker, UMO Student Life, 1980
   Interpersonal communication and the Resident Assistant.

Speaker, UMO Police Department, 1980
   Communication in stressful situations.

Workshop Facilitator, United Steel Workers Union, 1978
   Communication and negotiation.

Workshop Facilitator, 4-H Club, 1979
   Developing public speaking skills.

**PROFESSIONAL ASSOCIATION MEMBERSHIPS**

   National Communication Association
   International Communication Association

**INTERNAL & EXTERNAL COMMUNITY SERVICE**

St. Norbert College
   Faculty Mentor, SNC Faculty Development Program, 2007
Actor, SNC Production, “Proof,” 2005

Faculty Mentor, First Year Experience Program, 2004-2005

Faculty Guest Coach, SNC Football Team “Guest Coach” Program, 2004

Member, Student Leadership Awards Committee, 2004

Member, Charter Member, Friends of Wabeno Library, 2002-Present

Graduate School Communication Advisor, 1985-Present

Volunteer, Meals on Wheels, 2002-Present

Faculty Advisor, Alpha Sigma Chi, 1999-2003

Co-Moderator, Faculty Development Book Discussion Series, 2000
“Reviving Ophelia: Saving the selves of adolescent girls.”

Faculty Advisor, Lambda Pi Eta, 1990-2000

Mentor, SNC Admissions Mentor Program, 1997-98

Co-Coordinator, Regional Solo/Ensemble Music Competition, 1999

Board Member, Southwest High School Music Parents Association, 1997-1999

Member, Welcoming Committee, 1996
Mr. Mark Leary, Australian Catholic University

Mentor, Faculty Welcoming Committee, 1994-1995

Group Facilitator, Faculty Conference, 1994, 1996

SNC Applicant Mentor Program, 1993-1995

Mentor, SNC Faculty Development Program, 1999

Coach, Odyssey of the Mind, 1995-1996

First United Methodist Church
Administrative Council, 1991-1995
Education Commission, 1985-1987
Bicentennial Committee, 1984
Archives Subcommittee, 1984
Speaker, Langlade Elementary School Career Week, 1993

Research Consultant, Lombardi Middle School PTA, 1991-1992

Facilitator, New Student Orientation, 1990
    Academic policies and procedures at SNC.

Faculty Advisor, DesPere, Yearbook, 1982-1985

Actor, The Neville Public Museum Benefit, 1988
    “Murder at the Museum.”

Actor, SNC Production, 1985
    “Midsummer Night’s Dream.”

Faculty Advisor, Men’s Independent Group, 1983-1984


Student Commencement Speaker Selection Committee, 1983, 1984


Moderator, Orwell Symposium, 1984

Judge, VFW “Voice of Democracy” Contest, 1984

Judge, District Forensic Contest, 1983

Judge, Optimist Oratory Contest, 1983

University of Maine-Orono

Living and Learning Faculty, 1979-1982

Judge, UMO Debate Tournaments, 1981-1982

Director, 78th Annual Maine High School Speech Festival, 1981

Dormitory Guest in Residence, 1980

Faculty Advisory Consultant, 1980
    Young Socialists
    Women’s Studies

Judge, District Oratory Contest, 1980
University of Missouri-Columbia

Judge, Forensic/Debate Contests, 1976-1979
JAMES W. NEULIEP

PERSONAL DATA
Office Address:
100 Grant Street
St. Norbert College
De Pere, WI 54115
(920)-403-3135
jim.neuliep@snc.edu

EDUCATION

Ph.D., University of Oklahoma, 1985
M.S., Illinois State University, 1982
B.F.A., Illinois Wesleyan University, 1980

EMPLOYMENT HISTORY

St. Norbert College (1985 - Present) Tenured Full Professor:

Courses taught:

CO 122: Principles of Interpersonal Communication
CO 222: Small Group Communication
CO 322: Business & Professional Speaking
CO 324: Persuasion
CO 325: Seminar in Persuasion (infrequently taught)
CO 330: Intercultural Communication
CO 427: Communication Theory
CO 490: Independent Study
LS 200: Introduction to Leadership Studies (infrequently taught)

University of Oklahoma (1982 - 1985) (Graduate Teaching Assistant)

Illinois State University (1981 - 1982) (Graduate Teaching Assistant)

PROFESSIONAL AFFILIATIONS

International Communication Association (1983 - present)
National Communication Association (1982 - present)

PUBLICATIONS
Books


Instructor's Manuals


Student Workbooks


Journal Articles /Chapters


**CONVENTION PRESENTATIONS**


Presented at the annual convention of the International Communication Association, Montreal, Quebec, Canada.


behavior. Presented at the annual convention of the International Communication Association, Montreal, Canada.

34. Neuliep, J. W., (1987). Gender differences in the perception of sexual and nonsexual humor: An investigation of sex differences in joke telling and the perception of funniness and some tentative conclusions concerning the muted group theory. Presented at the annual convention of the Western Speech Communication Association, Salt Lake City, UT.


EDITORIAL ACTIVITY

Editor

Guest Editor

*Journal of Social Behavior and Personality* (1991)

Editorial Board Member

*Communication Monographs* (2006 – present)
*Communication Quarterly* (2003 – present)
*Communication Reports* (2002– present)
*Communication Studies* (2000 - present)
*Journal of Communication* (1998 - present)
*Journal of Intercultural Communication Research* (2002 – present)

Academic Editor:

*Executive Edge* (Publication of the Association of Innovation in Management)
*Profiles of Success* (A Ken Blanchard Publication)

Referee: (ad hoc basis)

*Communication Education*
*Communication Yearbook 28*
*Human Communication Research*
*Journal of Social Behavior and Personality*
*Journal of Peace Research*
*Journal of the Oklahoma Speech and Theatre Association*
*Western Journal of Communication*

**GRANT ACTIVITY**

Neuliep, J.W., (2002). *Instructor's resource manual and student workbook to accompany intercultural communication: A contextual approach*. Funded by the Faculty Development Program, St. Norbert College, $1,750.00.


Neuliep, J.W., & Beschta, E. A., (2000). *Neurological differences in brain morphology of high and low communication apprehensives*. Funded by the St. Norbert College Student/Faculty Collaborative Research Grant Program. $1,000.00.

Neuliep, J. W. & Ryan, D.J. (1996). *The influence of intercultural communication apprehension in initial cross-cultural interaction.* Funded by the St. Norbert College Student/Faculty Collaborative Research Grant Program. $1,000.00.


**COLLEGIAL ACTIVITY**

**St. Norbert College Committee Activity**

**Standing College Committees**

Communications Board (2001-2004).  
Humanities and Fine Arts Divisional Advisory Council (2003-2004).  
Curriculum and Educational Policy Committee (1996 - 1998).
Faculty Advisory Council (ex officio as Faculty Secretary, 1988 - 1990 and as Faculty Chair 1990 - 92).
Faculty Development Committee (1987 - 1990).
Speakers Committee (1986 - 1987).

Ad Hoc Committees

College Alcohol Policy Committee (2009-present)
Rath Scholarship Selection Committee (2000).
Student Leadership Awards Committee (1996-1997).
Staff Orientation Planning Committee (1994 - 1995).
Sears-Roebuck Foundation Teaching Excellence and Campus Leadership Award Selection Committee (1991).
Student Life Subcommittee on Student Wages (1988).
Computer Science Committee (1986 - 1987).
Student Government Review Committee (1986).
Knight Klub Committee (1985 - 1986).

Search Committees

Director of Security (1998).
Associate Director of Student Activities (1995).
Asst. Director of Communications & Public Relations (1988).
Female Counselor Position (1988).
Asst. Director of Student Activities (1986).

**Collegial Service**

Race Director: St. Norbert College Classic Run/Walk (1998 - 2001)

Communication Discipline Coordinator (1993 - present)


Faculty Chair (1990 - 1992)

Faculty Secretary (1986 - 90)

Admissions:

- Faculty Mentor (1990)
- Friday Focus Speaker (1995)
- Summer Preview Day Speaker Communication Degrees At SNC (1995)
- Trustee Scholarship Interviewer (1992)
- Summer Orientation Advisor (1992)
- SNC Faculty Representative: Pre-Orientation Day in Milwaukee and Chicago (1988, 1989, 1990)

Play Director:

*The Playboy of the Western World.* A Play by John Millington Synge performed in the Abbot Pennings Hall of Fine Arts, St. Norbert College (1991)

*A Sleep of Prisoners.* A play by Christopher Fry performed in the Webb Theatre of the Abbot Pennings Hall of Fine Arts, St. Norbert College (1990)

Faculty Organizational Advisor:

- SNC Women’s Lacrosse Team, (2007-present)
- Lambda Pi Eta (2005-06)
- The Untouchables (1985 - 1989)
- Student Government Association (1986 - 1988)

First Year Experience Faculty Mentor (2009)

Invited Speaker: (on campus)

Communicating Across Cultures A Day at St. Norbert College (2009)

Challenges of Intercultural Communication on the College Campus Residence Hall Training Workshop (2009)

Fundamental Assumptions of Intercultural Communication. ESL Institute Summer Session (2009)

Intercultural Communication and Ethnocentrism Wisconsin University Residence Hall Association Annual Conference (St. Norbert College) (2008)


A Liberal Arts Education. Keynote Speaker for the St. Norbert College Trustee Scholarship Award Winners (2001)


Powerful and Powerless Speech. All Campus Leadership Conference, St. Norbert College (1996)

Generating Classroom Climate. Food for Thought Series sponsored by the St.
Norbert College Office of Faculty Development (1995)

*The Communication Degree at St. Norbert College.* Friday Focus: St. Norbert College Admissions Program (1995)


*Marketing A Liberal Arts Degree.* St. Norbert College Career Days (1994)

*Nonverbal Communication Across Cultures.* De Pere Days DePere, WI (1993)

*Global Scholarship: Making Presentations at International Conventions.* Food For Thought Series Sponsored by the St. Norbert College Office of Faculty Development (1990)

*Teaching At St. Norbert College* St. Norbert New Faculty Orientation (1989)


*Operational Gaming and Psychodrama: The Use of Role-Playing as a Teaching Tool.* Food For Thought Series Sponsored by the St. Norbert College Office of Faculty Development (1986)

**Community Activity**

Invited Consultant/Speaker: (off campus)


*Resolving Conflict in Teams.* Annual Conference of the Wisconsin Health


Verbal and Nonverbal Immediacy Behaviors in the Classroom. Inservice workshop, Seymour High School, Seymour, WI (1990).


*Communication in the 90s.* National Honor Society, Bay Park High School, Green Bay, WI (1989).


*Anatomy of a Relationship: From Initiation to Termination.* Christian Education Group, De Pere Presbyterian Church, De Pere, WI (1986).

Forensic Judge:

West High School One-Act Play Contest (1996).
Niagara High School One-Act Play Contest (1994).
De Pere Optimists Oratory Contest (1990).
American Legion Speech Contest (1989).
Oconto Falls One-Act Play Contest (1989).
De Pere Optimists Oratory Contest (1987).
Seymour High School Sub-District Speech Contest (1986).
De Pere Optimists District Oratory Contest (1986).

Master of Ceremonies:


Fundraising/Phonathon Volunteer:

American Cancer Association (1987).
March of Dimes (1986).

HONORS/RECOGNITION

Teaching Awards:


Research Awards


Advising Awards:

Name: Judith E. Smith
Spouse's Name: William Smith

Date of Birth: March 13, 1949

Date of Appointment to St. Norbert College Faculty: January 1987

Current Rank and Date Received: Assistant Professor (July 1987)

Tenure Date: August 1991

Educational Background (include other postgraduate study)

Teaching Experience (schools and dates of appointments)
Assistant Professor of Communication: St. Norbert College, August 1987 to Present.
Graduate Teaching Assistant: The University of Iowa, August 1982 to May 1987.
Instructor: Auburn University, September 1981 to June 1982.
Graduate Teaching Assistant: Auburn University, January 1980 to June 1981.

Other Employment (including dates)
Program Director: AFN TV Berlin, W. Germany, October 1974 to October 1975.

Publications

Professional Presentations
Media Ethics Workshop for visiting Croatian media professionals and academics, June 2000.
"Tollways or Freeways: Communication Technology in a Market Economy," International Communication Association Convention, Chicago, IL, May 1996.

Work in Progress

Creating a new course to be called Media and Politics.

Grant History (including unfunded proposals)
Received a Curricular and Instructional Improvement Award in the amount of $1750.00 to develop a new course, titled "Media and Politics," that will enhance the curricular offerings in the media concentration. (2006)
Faculty Development Summer Grant, 2001
Faculty Development Summer Grant to redo CO 467 TV Criticism, 1998.
Student-Faculty Development Endowment Fund grant of $1000 to train students in television production in order to produce a weekly television news show on WSNC-TV.

Memberships in Professional Associations; offices held and recent meetings attended (with years)
MEMBERSHIPS:
International Communication Association

CONFERENCES ATTENDED:
WAICU/Ameritech Workshop at Carroll College: 1997
International Communication Association, Chicago, May 1996
Seventh International Conference on Culture and Communication, Philadelphia, 1989
Union for Democratic Communications, Ottawa, Canada, 1988

Committee Service at St. Norbert College (with years)
Faculty Advisory Council 2009-2011
Academic Honor Court 2008-2010
Faculty Mediation Committee 2005-2008
HFA Advisory Council
Faculty Grievance Committee 2005-2008
Search Committee for Athletics Director: 2004
Personnel Committee Review Committee: 2004
Faculty Advisory Council: 2002-2004
Personnel Committee: 1998-2001
Faculty Development Committee: 1998-2001, 1990-1993
Computer Services Advisory Council: 1997-98
Subcommittee on Gender Equity: 1996-98
Faculty Advisory Council, Ex Officio as Faculty Chair: 1994-96
Humanities Advisory Council: 1990-1992
Communications Board: 1988-1989
Student Life: 1988
Ad hoc Committee on Released Time: 1988

**Other Service to the College (administrative, advisor to student organization, etc.)**
Faculty Parliamentarian 2006-present
Faculty Advisor to FYE group: 2001, 2002
Discipline Coordinator: 2002-2004, 1988-91
Advisor SNC Times: 1987-1989
Faculty Chair: 1994-96
Secondary Education Certification Advisor for Communication discipline
Advisor *Des Peres*
Advisor St. Norbert Crew
Advisor WSNC Radio

**Professional Activities in the Local Community (with years)**
Moderator of Forum on Media and Foreign Policy, 11 February 2004
Interview with WLUK TV about images projected through media labels of war against terrorists – October 2, 2001.
Interviewed and cited in an article on the new television ratings system for the *Green Bay News Chronicle*, July 17, 1997.
Appearance on WLUK-TV news concerning the ethics of the media in light of the death of Princess Diana, September 1997.
Appearance on WFRV-TV concerning a new study on the effect of television on children, March 1990.
Appearance on WFRV-TV concerning the impact of videocassettes and camcorders on the news and our lives, September 1989.
Presentation ("Who Controls Television Content?") to fellowship meeting of the First Presbyterian Church, 16 January 1988.
Various appearances, both live and taped, on WBAY-TV during the 1988 political campaign.
Speech to the Northeast Wisconsin Women in Communication Meeting (the "Fairness Doctrine"), 10 November 1987.
Three interviews with radio and TV outlets concerning effect of court cases on media practice and on media coverage of the death of John F. Kennedy, Jr.

**Awards and Honors (with years)**
Leonard Ledvina Award for Excellence in Teaching, St. Norbert College, 2002
University of Iowa Teaching Assistantship 1982-1987
Auburn University Teaching Assistantship 1980-1981
Summa cum laude graduate, Columbus College 1980
Phi Kappa Phi 1979

**Special Competencies / Professional Licenses / Certifications / Registrations**
Sabbatical Leaves and Leaves of Absence (Projects and Dates)

Participation in the Intellectual Life of the College
(workshops, discussion groups, colloquia, speakers programs, fine arts programs)
Peace and Justice Center presentation on Iraq War and the Media, 30 March 2004
Lambda Pi Eta presentation on Politics and the Media, 4 March 2004
Moderator of forum on Media and Foreign Policy, 11 February 2004
Panel Member in SNC January Faculty Development Conference, 2004
Strategic Planning Workshop, 3 October 2003
Arranged and coordinated the visit of Laura Schwartz, former SNC student and Director of Events during the Clinton administration, 13 and 14 September 2001.
Dean's Hour, Election 2000, November 2000
Media Ethics workshop for staff of SNC Times, October 2000
Dean's Hour, Forum on the Presidency, February 1998
Dean's Conference, Technology Presentation, September 1997
Communication Technology Round Table Discussion, WAICU Dean's Conference, September 1997.
The Media's Role in the 1996 Presidential Election, Dean's Hour, November 1996.
English Honors Club, Media and Politics, 10 November 1992.
"Food for Thought" presentation 13 October 1992.
Talk given to student volunteers in the Brown County Literacy Program on the experience of teaching adults how to read, 1990
Organized with Dr. Mary Alyce Lach and Dr. Sharyl Peterson, faculty book discussion on Pat Conroy's The Prince of Tides, Fall 1989
"Critical Thinking in the Classroom," address to the Faculty Development Conference, 12 January 1989
"Media and Politics," talk given to the "Soup with Substance" gathering, 1 November 1988
Addressed Honors Club meeting concerning television criticism, 13 April 1988
Developed cable access programming for young audiences in conjunction with the Education discipline (Dr. Mary Alyce Lach), December 1987
Panelist, High School Career Day program, November 1987
Developed course in television production in conjunction with Media Services

Courses Taught on Regular Basis
CO 364 Media Law and Regulation
CO 124 Principles of Mass Communication
CO 224 American Broadcasting
CO 383 Media Ethics
CO 384 Communication Technology and Social Change
CO 467 Television Criticism

New Courses Developed
CO 364 Media Law and Regulation
CO 224 American Broadcasting
CO 383 Media Ethics
CO 384 Communication Technology and Social Change
CO 467 Television Criticism
Administrative Activities

Other (Please feel free to add on additional comments on your past academic year)  
Discipline Coordinator for the Communications Discipline, 2002-2004  
Created the initial assessment tool to apply to CO124 for the Media emphasis
Name: Kokkeong Wong

Spouse's

Date of Birth: 11/16/54

Date of Appointment to St. Norbert College Faculty: August 1990

Current Rank and Date Received: Associate Professor (May 2002)

Tenure Date: Awarded Tenure in February 1995

Educational Background (include other postgraduate study)
Ph.D. Mass Communication/International Communications and Culture, University of Massachusetts, Amherst: February 1991
B.A. Journalism, Temple University, Philadelphia, Pennsylvania: 1983

Publications
Books:

Journal Articles, Book Chapters & Book Reviews:
“Globalization Through the Electronic Media: Domination or Interdependency” (2007) in Challenges for a New World Order: Monism, Principle of Reciprocity, Pluralism (pp. 186 - 215). Institute of International Relations: College of International Relations, Nihon University, Japan.

"Unfair Coverage: A Look At the Mainstream Media's Bias In the 1999 General Election," *Aliran Monthly*, 2001 (Vol. 2 1, No. 1), pp. 15 - 17.


**Professional Presentations**

“Media in Malaysia: The Peculiar Case of Mainstream Media Versus Alternative Media.” A public lecture given at the Ateneo de Manila University in Manila, the Philippines, on Aug. 12, 2008 and jointly hosted by the Ateneo Center of Asian Studies (ACAS) and the Communication Department at Ateneo de Manila University.


Chaired a panel, "News and Globalization," at the 47th Annual Conference of the International Communication Association held in Montreal, Canada, on May 22-26, 1997


"Tollways or Freeways: Communication Technologies in a Market Economy": Paper co-presented with Dr. Judith Smith at the Annual Conference of the International Communication Association held in Chicago, IL, on May 23-27, 1996. The paper was part of a panel entitled "Democracy and the New Information Technologies: Promises and Reality", that was put together with Dr. Smith.


"Patterns of U.S. TV Consumption/Effects Among Malaysians in the United States: An Exploratory Study": Paper Accepted for Presentation at the Doctoral Honors Seminar, University of Georgia, Athens, March 16 to March 19, 1989.

Work in Progress
Media and cultural developments in Malaysia

Courses Taught on Regular Basis
“Principles of Mass Communication” (COME 124)
“American Broadcasting” (COME 224)
“International Mass Communication” (COME 343/ GS 11)
“Mass Communication Theory” (COME 468)

New Courses Developed
“Media and Culture” (in progress)

Areas of Research/Competence
Political Economy of Media
Mass Communication Theories
International Mass Communication
Media and culture in Singapore and Malaysia

Sabbatical Leaves
Spring 2004 semester

Faculty Exchange (with years):
Exchange professor at the College of Mass Communication in the University of the Philippines, Diliman, from late November 1999 to June 2000, teaching two classes (an undergraduate and a graduate level) in Mass Communication Theory during the regular semester there and a summer class in the same course.

Grant History (including unfunded proposals)
Awarded a 2008 Faculty Development Summer Grant to develop a new course tentatively titled “Media and Culture”.
Awarded a 2001 Faculty Development Summer Grant to do research on Malaysiakini.com, an online alternative news media in Malaysia
Awarded a 1998 Faculty Development Summer Grant to do research on "Aliran Monthly," an alternative magazine in Malaysia
Awarded a 1997 Faculty Development Summer Program Grant to revise and update my dissertation manuscript for publication into a monograph by Hampton Press.
Awarded funding by the Office of Faculty Development to present a paper on communication technologies at the Annual Conference of the International Communication Association held in Chicago, IL, on May 23-27, 1996.
Awarded the 1992 Faculty Development Summer Grant to develop a new course, Mass Communication Theory.
Awarded funding by the Office of Faculty Development to present a paper on Singapore media and culture at the Annual Conference of the International Communication Association held in Miami, FL, in May 1992.

Memberships in Professional Associations; offices held and recent meetings attended (with years)

Conferences Attended:
Annual Conference of the Asian Media, Information, and Communication Centre: 1998
Annual Midwest Conference on Asian Affairs: 1997
Annual Conference of the Center for Southeast Asian Studies: 1997
Annual Conference of the Asian Media, Information, and Communication Centre: 1995

Professional Membership:
Aliran, a non-governmental organization based in Penang, Malaysia, that promotes social and democratic reforms, including a freer media, in Malaysia.
Asian Media, Information, and Communication Centre (AMIC)

Awards and Honors (with years)
Approved (in Spring 1998) to be exchange professor to the University of the Philippines for the semester in November 1999 - March 2000.
Received a "Certificate of Appreciation" from a student cultural diversity group, Unity Among Friends, in May 1997.
Foreign Student Tuition Scholarship, 1980-1983

Committee Service at St. Norbert College (with years)
Fellowship Committee (2009-2010)
Communications Board, Chair (2008-2009)
Communications Board, Member (2007-2008)
Chair, or Director since 2003, of the Philippines Studies Committee (2002 – Fall 2009)
Member of the Philippines Studies Committee (Since 2000)
Speakers Committee (1997 - Fall 1999; Chair: Fall 1999)
International Center Coordinating Committee (1995-1996)
Search Committee for the Associate Director of the International Center (1995-1996)
Nominations and Elections Committee (1994 - 1996)
Communications Board, Chair (1992-1993)
Communications Board, Member (1991-1992)

Other Service to the College (administrative, advisor to student organization, etc.)
Director of Philippine Studies Program since Fall 2002 – Fall 2009.
Organizing member of the "Philippines Studies" booth at the college's Fall Fest (2000 and 2001).
Advisor of Barkada, a Filipino-American student organization (1998-present)
Coordinator of the Communication discipline in Spring 1997 to late November 1999
Member of Ad Hoc Group on Asia-Pacific Projects (Spring 1997)
Member of the Ad Hoc Filipino-American Committee
Member of the Selection Committee for the James L. Yuenger News Awards, 1996-1997
Member of Ad Hoc Faculty Committee on Internationalization (1996)
Presented to the Fall Open House about the Department and Curriculum of Communication Media and Theater (1994-1995)
Participated in the summer student orientation (1991, 1992)
Participated in the Mentor Program (1991-1995)

Participation in the Intellectual Life of the College
(workshops, discussion groups, colloquial speakers programs, fine arts programs)
Presented "Of National Service, a Snap Election and Weblogs: a Sabbatical Experience in Malaysia," Spotlight on Scholarship, April, 7, 2005
Lecture of "Social History of the Philippines in the 19" Century" by Dr. Maria Luisa Camagay on September 20, 2001.
Hosted Speaker Dr. Wade Davis, who presented a public lecture "The Light at the Edge of the World" on Nov. 10, 1998 sponsored by The Speakers Committee.
Lecture on Philippine history and literature by Dr. Gemino Abad, November 19, 1998.
Poetry reading by Dr. Gemino Abad, September 24, 1998.
Presented on the topic of Asian Model of Freedom, Democracy, and Human Rights at the Asian Pacific Round Table on September 18, 1997, put together by the international Center.
Sponsored and hosted speaker Norman Solomon's visit to the College in March 1996 through the Speakers Committee. Solomon is an author and nationally syndicated columnist who has written extensively about the media. He gave a speech entitled "Media Bias and the Power of the Babble" on March 14 at the Abbot Pennings Hall of Fine Arts and visited classes in media and political science the next day.

Helped coordinate the Southeast Asia Emerging Project and led the immersion experiences in Malaysia and Singapore.

Brought Dr. Marc Fang, psychology professor and director of the Foreign Student Program at University of Wisconsin-Stevens Point, to St. Norbert College to lecture on "Culture and Religion of Malaysia and Singapore", as part of the Southeast Asia Emerging Project funded by Fulbright-Hays and the International Center at St. Norbert College (Spring 1994). Dr. Fang also spoke with St. Norbert College faculty and administrative members about the foreign student program.


Presented a community-wide lecture on Malaysia, entitled "Industrialization, Race Relations, and Freedom: The Case of Malaysia", as part of the Southeast Asia Emerging Project funded by Fulbright-Hays and the International Center at St. Norbert College (Spring 1994).

Presented with Dr. David Duquette for the International Forum Series about "UNESCO and the Struggle Over Free Flow of Information" (Fall 1993).

Helped initiate the year-long program called "Getting to Know Our Diversity Students" for the "Food For Thought" series (1993-1994).

Participated in the "World of Difference" workshop to explore racial conflicts and solutions (Fall 1992).

Presented with Dr. Judith Smith for the "Food For Thought" Series about "TV and the 1992 Presidential Campaign" (Fall 1992).

OIE Review of Discipline Efforts to Assess Student Learning for CEPC
Program Review

Communication and Media Studies

Overview

- Does the discipline/program have a viable assessment plan?
  Yes. The Communications Discipline has developed an assessment plan.

- Does the plan include intended student learning outcomes?
  Yes. The plan includes three intended learning outcomes.

- Does the plan include direct as well as indirect measures of student learning?
  The plan does not actually include analysis of indirect evidence, but indirect evidence is presented and analyzed in the program review narrative. The plan could easily be modified to include this.

- Are the sources of evidence for student learning appropriate?
  Two of the courses in which data were collected are different than those originally specified in the assessment plan. I do not know whether the substitute is the appropriate source of evidence for the stated outcomes.

- Is data collection and analysis ongoing?
  Data is being collected, but analysis focused on program improvement is lacking. Presenting summary percentages rather than the detailed percentages for each of the six performance criteria (separately and/or across all four courses) provide little basis for analyzing program effectiveness.

- Are all program faulty/staff appropriately engaged in assessment?
  Unknown

- Has the program made or proposed changes/improvements (intended to enhance student learning) based on learning outcomes data?
  Program improvements cited in the narrative were made in response to the last program review, not as a result of analysis of student learning outcomes data.