

Evangel University
Department of Communication

Academic Programs Review

Fall, 2015

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I. INTRODUCTION

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally. Evangel confers associate, baccalaureate, masters and doctoral degrees. It is accredited by The Higher Learning Commission and holds specialized, program accreditation by the Commission on Accreditation of Athletic Training Education, the Council for the Accreditation of Educator Preparation, the National Association of Schools of Music, and the Commission on Accreditation, Council on Social Work Education. It is a candidate for accreditation with Accreditation Council for Science and Technology Schools and Programs, and is endorsed by the Assemblies of God Commission of Higher Education.

II. DEPARTMENT MISSION AND OBJECTIVES

The core mission of the Department of Communication Studies is to prepare men and women to effectively serve in cross-cultural settings, either in the United States or abroad as clear

The Department of Communication includes major programs of study in Advertising/Public Relations, Communication Arts Education, Communication Studies, Digital Arts, Film & Broadcasting Each area makes appropriate contributions to the following objectives of the Department:

1. To contribute to the arts and sciences emphasis of the University
2. To promote a Christ-centered value system
3. To be cognizant of cultural diversity and differing value systems
4. To provide professional preparation
5. To develop leadership skills in the communication fields

III. PROGRAM DESCRIPTIONS AND CAPACITY

- a) Programs of Study – The Communication Studies Department offers majors in Film and Broadcasting, Digital Arts, Multimedia Journalism/Communication Arts Education, Advertising/Public Relations, and Communication Studies.

Undergraduate Degree Program Outcomes, Curriculum Maps and Degree Plans are provided in Appendixes B, C, and D.

- b) Faculty – The Communication Studies Department employs five full-time faculty members. Currently there is currently one adjunct faculty in the department. Faculty vitae are attached as Appendix A.

Name	Highest Degree	Year Degree Obtained	Degree Area Specialization	Faculty Rank	Year Hired
Melinda Booze	MA	2002	Public Relations & Media	Assistant Professor	2006
Mark Kelton	EdD	2004	Communication Education	Professor	1985
Cameron Pace	PhD	2003	Film, TV, and Comm. Studies	Professor	1990
Nancy Pace-Miller	MA	1999	Communication Studies	Assistant Prof.	1999
Chip Stanek	PhD	2013	Communication & Media	Associate Prof.	2003
Ashli O’Connell	MA	2015	Strategic Communication	Adjunct	2014

- c) Enrollment History—Communication enrollment has largely tracked with overall University enrollment percentages. Several majors have been discontinued and two new majors have been recently added, thus department totals and percentages do not reflect the current degree offerings but the overall contribution of Communication to the university.

Communication Studies	2011	Dept. %	2012	Dept. %	2013	Dept. %	2014	Dept. %	2015	Dept. %
Advertising/PR	32	21%	27	19%	30	22%	17	13%	32	25%
Communication Studies	19	13%	24	17%	16	12%	22	16%	14	11%
Digital Arts	22	15%	26	18%	26	19%	35	26%	28	22%
Film & Broadcasting	56	38%	46	33%	48	35%	45	34%	41	32%
Multimedia Journalism/Comm Arts Education	20	13%	18	13%	19	14%	15	11%	14	11%
Communication Total TUG	149	9%	141	9%	139	8%	134	9%	129	9%
EU Traditional Undergraduate Total	1547		1530		1746		1486		1397	
Communication Studies Percent of EU	11%		11%		10%		13%		10%	

d) Graduate Placement

The Communication Department is very proud of its alumni who have been able to secure career paths in media, business, and education. A number of alumni report anecdotally about their job experience, however, it is important the department has records of post-college success for its grads. The data used for this mainly comes from the Evangel Career Center as listed below. However, efforts are now underway to include more recent graduates in this data as well as revise those listed. This process being coordinated through the Communication Department Office and the Alumni Office. Some assistance from the Career Center will still be available. These updates are not yet available for the inclusion in this report.

2014-2015 Graduate Follow Up

Derek	Logan	5/2/2014	BS	Advertising and Public Relations	FR	Deeppgroup	Assistant Public Relations Coordinator
Miranda	McCabe	5/2/2014	BS	Advertising and Public Relations	FT	Parker and Lynch	Executive Recruiter
Ryan	Peters	5/2/2014	BS	Advertising and Public Relations	FT	JL Video Inc	Video Editor
Brooke	Armstrong	7/1/2013	BS	Advertising and Public Relations			
Stephanie	Deal	5/2/2014	BS	Advertising and Public Relations			
Emily	Henderson	12/17/2013	BS	Advertising and Public Relations			
Irene	Kanthan	5/2/2014	BS	Advertising and Public Relations			
Alyssa	Roten	12/17/2013	BS	Advertising and Public Relations			
Kelly	Bush	7/1/2013	BS	Advertising/Public Relations	FT	Great American Senior Benefits	Independent Agent
Wesley	Clay	5/2/2014	BS	Broadcasting	FT	Max Media of Hampton Roads	Producer
Jessica	Jurado	5/2/2014	BS	Broadcasting	FT	Brightstar Corp.	Inventory Control
David	Krstevski	5/2/2014	BS	Broadcasting			
Lauren	Simms	7/1/2013	BS	Communication Studies	FT	Walt Disney World	Disney Intern
Deborah	Tadesse	5/2/2014	BS	Communication Studies	FT	Springfield Pregnancy Care Center	Development Assistant
Zachary	Payne	12/17/2013	BS	Communication Studies			
Michael	Coniff	12/17/2013	BS	Digital Arts	FT	Mercy	Insurance Verification Clerk
Andrew	Grumke	5/2/2014	BFA	Digital Arts	FT	Kansas City Business Journal	Photojournalist, videographer & designer
James	Ruckdeschell	5/2/2014	BFA	Digital Arts	FT	National Leadership and Resource Center of the AG	Strategy Facilitator
Brittni	Sechrist	12/17/2013	AA	Electronic Media			
Chloe	Lester	5/2/2014	BFA	Film	Seeking		
Justin	Canavan	5/2/2014	BS	Film	FT	Oak Grove Assembly of God	Creative Media Assistant
Jonathan	Jones	5/2/2014	BA	Film	FT	Beyond Creative	Director of Photography/Editor
Carl	Farmer	5/2/2014	BS	Film			
Caleb	Pipkin	5/2/2014	BS	Film			
Ricky	Vickers	12/17/2013	BA	Film			
Jonathan	Gracza	5/2/2014	BA	Journalism	GS		MSU Religious Studies
Chelsea	Kowalski	7/1/2013	BS	Journalism	FT	JP Morgan Chase & Co	Customer Service Specialist
Jessica	Nunley	5/2/2014	BS	Journalism	FT	Crossroads Christian School	Billing-Financial Aid Clerk
Robert	Williams	5/2/2014	BS	Journalism			

- e) **Facilities, labs, computers, library, other resources** – The facilities of the Communication Department at Evangel are quite good, especially when considering size of school and number of students in the program. The department includes a 4k-capable TV Studio, editing stations, a sound studio, equipment checkout and storage areas, radio station facilities, computer labs, offices, and garage for TV control trailer.

Type of Equipment (office or student)	Number	Adequate ? Yes/No	Need	Cost
Office computers	16	Yes		
Production PCs	28	Yes		
Lab Computers	45	Yes		
Still Cameras	14	Yes		
Video Field Cameras	14	Yes		
Studio Cameras	8	Yes		
Field Microphones	6	No	2 lavaliers for field work	\$300
Studio Microphones	8	Yes		
Field Light Kits	3	No	3 light kits	\$1500
Studio Lights	23	No	Need to convert to LED and add	\$5000

- f) **Advisory committee** – The curriculum advisory committees acts in an advisory capacity to advise the Communication faculty regarding instructional programs in occupational and technical areas. Committees meet at least annually, or as needed to review curricula and community needs. The Communication programs advisory committee includes employers, practitioners, students, and faculty.

Curriculum Advisory Committee Members (members in current standing)

Name and Position	Area of Expertise	Service Dates
Brandon Beck, KY3 Meteorologist	Broadcasting	Spring 2016 to present
Joseph Mason, digital producer	Film and Digital Arts	Spring 2016 to present
Ashley Tanner, advertising executive	Advertising & Marketing	Spring 2016 to present
Dan Kersten, Fundraiser/Marketeer	Organizational Comm.	Spring 2016 to present
Abby Terhark, Marketing Manager	Advertising and PR	Spring 2016 to present
Linda Leicht, PR director	Journalism and PR	Spring 2016 to present
Michael Danner, Web Manager	Digital services and Web	Spring 2016 to present

Advisory Committee Recommendations and Actions for Spring 2016 meeting.

Advisory Committee Recommendation	Action Taken
Train students to be mindful of deadlines.	Initiated department-wide late policy on assignments.
Help students to understand that work is often team-based, that what they create can't always be used, and that criticism is not bad for them.	Discuss these issues in University and Senior Seminars. Simulate "real world" problems and evaluation into class assignments throughout the communication curriculum.
Learn how to tell a story with various means.	Encourage students to take courses that diversify their skills sets.

Note: A complete review of the most recent meeting of the advisory committee is available in Appendix D.

IV. ASSESSMENT DATA

▪ **National Standardized Test Scores:**

The following table identifies the overall national percentile ranking of senior EU Communication majors compared to students in other colleges and universities that utilized the ACAT exam for their communication majors in the last few years. The students were tested in four areas: mass communication, speech communication, interpersonal communication, and basic audio and video production. Students tested included 32 communication seniors in the traditional program during the Fall of 2011.

Area	National Score	Evangel Score	Percentile
Number of students tested	400	32	N/A
Overall Mean Score	500	609	86%
Interpersonal Communication	500	623	89%
Mass Communication/Mass Media	500	515	56%
Production: Television	500	645	93%
Public Speaking/Debate	500	545	67%

- Overall, we are well above the national mean (609), but the test indicated moderate performance in mass communication studies. Public speaking was slightly better. However, in the areas of interpersonal communication and television production, our students performed very well to excellent. These two areas of good performance are also the key factors in students having marketable job skills and knowledge.
- The ACAT test was not administered to the Professional Studies students who are in the Professional Communication program. It is likely that we will include them in the testing next time.

- We are mostly pleased with the results of our students on the ACAT. The two areas of lower scoring are above average, but just. Students typically take Mass Communication and Public Speaking as freshmen, which might mean they have forgotten material by their senior year. By reinforcing the material in subsequent courses, we should be able to raise those scores for the next test period.
- The three-year objective for the average of traditional graduating communication students' scores will be at the 90th percentile or higher for the overall mean. A three-year objective for mass communication and public speaking sub-areas will be at the 75th percentile or higher. In television production and interpersonal communication sub-areas, the goal will be to maintain or improve on the high percentiles of 2011 with at least a 90% percentile rating. Based on the 2011 results, this would translate into the improvements in the percent correct indicated in the following table. This table presents non-traditional student scores as a single group computed by an average weighted by the number of students taking the test.

Area	Percentile Rank	Standard Score	Total	
	Target	Target	Current	Change
Overall Mean Score	90th	630	609	4%
Interpersonal Communication	90th	630	623	3%
Mass Communication	75th	565	515	19%
Television Production	95th	645	650	2%
Public Speaking	75th	565	545	8%

- The number of students and schools that have used the ACAT for communication will continue to grow. It will be interesting to see how Evangel students compare when a larger sample is used to create the national mean.
- The ACAT provides a comparative assessment of the core knowledge of communication majors, but does not provide a comparative assessment of the comprehensive knowledge of each of our majors. Finding an appropriate standardized assessment of our majors will be our next assessment challenge.
- Currently, there was a plan to administer this exam to seniors every three years. Due to financial restraints, the exam was delayed. Plans now call for the administering of this ACAT exam again in the Fall of 2017 in the Senior Seminar course. After that, the 3-year cycle should be able to continue with budgeting in place to maintain this schedule.

NOTE ON DIFFICULTY WITH STANDARDIZED TESTING

Though we were able to locate a standardized test with the ACAT offerings in communication, the choices were limited. This is a common complaint from communication educators in relation to the difficulty of locating valid standardized tests for media and communication subject matter. The National Communication Association has been involved in establishing acceptable methods and criteria for assessment in accredited institutions that do not rely on standardized testing. We are evaluating the materials from the NCA and other organizations that offer alternative ideas on assessment while at the same time continue to use the ACAT in limited capacity.

V. PEER INSTITUTIONS/BENCHMARKING

Peer/Competitor Institutions -

Institution	Competing Degree Programs	Number of Credits Required	Tuition (8 Semesters)
Evangel	Film & Broadcasting Digital Arts Multimedia Journalism/Comm Arts Education Advertising/Public Relations Communication Studies	124 131 124 124 124	\$81,064
Missouri State	Film & Broadcasting Digital Arts Multimedia Journalism/Comm Arts Education Advertising/Public Relations Communication Studies	130 125	\$55,720 (in state \$28,240)
Vanguard	Cinema Arts Communication Studies		\$114,000
Southeastern	Film Digital Journalism Public Relations	126 127	\$87,360
Southwestern	Communication Studies Digital Media Arts	127 127	\$81,220
Valley Forge	Digital Arts	126	\$74,576
Biola	Communication Studies Journalism/Integrated Media Broadcasting Cinema & Media Arts Public Relations	130 130 130 130	\$146,784
Oral Roberts	Advertising/Digital Strategies Cinema/Television/Digital Media Convergence Journalism Communication	128 128 128 128	\$95,584

Degrees Conferred (IPEDS)									
	2014			2013			2012		
	Film & Broadcasting* Multimedia Journalism	Digital Arts	Advertising* Public Relations Communication Studies	Film & Broadcasting* Multimedia Journalism	Digital Arts	Advertising* Public Relations Communication Studies	Film & Broadcasting* Multimedia Journalism	Digital Arts	Advertising* Public Relations Communication Studies
Evangel	14		22	13		25	11		21
Missouri State	No degrees reported under these CIP codes.								
Vanguard	21			15			16		
Southeastern	No degrees reported under these CIP codes.								
Southwestern	No degrees reported under these CIP codes.								
Valley Forge	16			17			14		
Southeastern	No degrees reported under these CIP codes.								
Oral Roberts	No degrees reported under these CIP codes.								
Biola	No degrees reported under these CIP codes.								

*Evangel reports these combined majors under one CIP code; no way to separate number of each major.

Institution	Film & Broadcasting	Digital Arts	Multimedia Journalism/Comm Arts Education	Advertising/Public Relations	Communication Studies
Missouri State	<p>No file major; Mass Communication major with a film or media emphasis. No direct comparison</p> <ul style="list-style-type: none"> • Mass Media and Society • Fundamentals of Media Convergence • Intro to Film • Case Studies in Mass Media • History of Film I, II • Mass Media Theory • Special Topics in Film • Electives (6) • Media Analysis and Criticism • Film Theory • Media Law • Issues in Media Ethics 	No Major	<p>Journalism with Broadcast or Print Track</p> <ul style="list-style-type: none"> •Fundamentals of Media Convergence •Case Studies in Mass Media •Mass Media Theory •Issues in Media Ethics •Media Law •Intro to Journalism •Journalism Internship •News Reporting and Writing •Broadcast News Writing •Electronic News Gathering •Public Affairs Reporting •Broadcast Performance •Multimedia Journalism •Copy Editing and Design or •Broadcast News Reporting •Opinion Writing or •Feature Writing or •Business Reporting or •Newscast Practicum •Social Media or •Interactive Web Design or •Journalism Elective 	<p>Public Relations Major (Advertising is a Business/Marketing degree)</p> <ul style="list-style-type: none"> • Intro to Mass Comm • Mass Media and Society • Survey of Communication Theory • Intro to Journalism • Interpersonal Communication Theory and Skills • Communication Research Methods • Public Speaking II • Principles of Public Relations • The Rhetorical Tradition and Contemporary Applications • Writing II: Beginning Technical Writing • Communication in Organizations • Writing for Public Relations • Digital Film and Media Production • Techniques and Cases in Public Relations • Careers in Communication • Writing with Technology • Communication Internship • Proseminar in Public Relations • Electives (12) • Program Assessment • Communication Programs and Issues Management 	<ul style="list-style-type: none"> • Fundamentals of Public Speaking • Introduction to Majors in Communication • Writing I • Mass Media and Society • Interpersonal Communication Theory and Skills • Survey of Communication Theory • Communication Research Methods • Intro to Argumentation • Nonverbal Communication • Public Speaking II • The Rhetorical Tradition and Contemporary Applications • Communication in Organizations • Interpersonal Communication • Small Group Communication • Program Assessment • Communication Internship • Careers in Communication

<p>Vanguard Core: History of Communication Studies Elements of Storytelling Writing for the Media Christianity/Artistic Culture Visual Technology Intro to Interpersonal Comm Comm Theory Preparing for Post-Graduation Media Criticism Practicum/Internship (5)</p>	<p>Cinema Arts Concentration Only (42)</p> <ul style="list-style-type: none"> • Elements of Storytelling • Digital and Audio Principles • American Cinema History • Writing for the Media • Christianity/Artistic Culture • Visual Technology • Intro to Interpersonal Communication • Communication Theory and Research • Digital Video Production • Preparing for Post-Graduation • Internship • Media Criticism • Senior Project 		<p>Core Plus</p> <ul style="list-style-type: none"> • Photography • Digital and Audio Principles • Graphic Design • Intercultural Communication • Contemporary Issues in Public Discourse • Digital Video Production • Documentary Film: Defining Truth • Television Studio Production • Interracial Communication • Public Relations: Corp. Comm. Info. Mgmt • Public Relations: Corp, Comm, Proj, Campaigns • Persuasion • Ethnographic Communication Research • Modern Grammar and Advanced Composition 	<p>Core Plus</p> <ul style="list-style-type: none"> • Digital and Audio Principles • Graphic Design • Creative Process • Digital Video Production • Documentary Film: Defining Truth • Television Studio Production • Public Relations: Corp. Comm. Info. Mgmt • Digital Cinema Technology Series • Public Relations: Corp. Comm. Proj. Campaigns • Persuasion • Advanced Non-Linear Editing • Principles of Marketing • Advertising and Promotion • Marketing Research • Consumer Behavior 	<p>Core Plus:</p> <ul style="list-style-type: none"> • Intercultural Emphasis • Digital and Audio Principles • Nonverbal Communication • Intercultural Communication • Documentary Film: Defining Truth • Gender Communication • Interracial Communication • Family Communication • Ethnographic Communication Research • Advanced Interpersonal Communication • Culture & Rhetoric of Pentecostalism • Principles and Methods of Intercultural Ministry
<p>Southeastern</p>	<ul style="list-style-type: none"> • Intro to Film Production • Film Appreciation • Producing for Film • Film Practicum • Film History • Digital Video Editing • Cinematography • Film elective (6) • Film Practicum (10) • Screenwriting • Communication Internship (6) • Seminar • Directing for Film • Senior Film Capstone Project • Mass Communication Law • Integrating Faith in Language Arts 	<ul style="list-style-type: none"> • Digital Journalism • Fundamentals of Speech • Intro to Mass Comm • Intro to Television Production • Writing for Digital Media • Media Ethics • Digital Journalism Elective (9) • Public Relations Practicum • Integrating Faith in Languages Communication Arts • Magazine Design & Production 	<ul style="list-style-type: none"> • Fundamentals of Speech • Intro to Mass Comm • Intro to Public Relations • Public Relations Practicum • Elective PR (6) • Public Relations Theory and Research • Digital Layout and Design • Writing for the Mass Media • Publication Public Relations Practicum • Integrating Faith in Language Communication Arts • Social Media in Public Relations • Writing for Public Relations & Advertising 	<ul style="list-style-type: none"> • Fundamentals of Speech • Intro To Mass Comm • Comm Elective (12) • Media Ethics • Mass Comm Theory • Writing for the Mass Media • Mass Comm Law • Comm Seminar • Media Criticism 	

		<ul style="list-style-type: none"> • Mass Comm Law • Photography • Advanced Digital Reporting • Communication Seminar • Web Page Design • Mass Communication Theory 		<ul style="list-style-type: none"> • Mass Communication Law • Corporate Public Relations • Public Relations Case Studies • Communication Seminar • Public Relations Campaigns • Mass Communication Theory 					
Film & Broadcasting		Digital Arts		Multimedia Journalism/Comm Arts Education		Advertising/Public Relations		Communication Studies	
Southwestern		<ul style="list-style-type: none"> • Scriptwriting for Theatre and Film • Mass Communication in Society • The Church and Media • Rhetorical Studies in Film I, or II • Communication Theory • Communication History • Communication Ethics • Internship • Intro to Media Production • Broadcast Production I, II • Cinematic Pre-production • Short Film Principle • Photography • Electronic Field Production • Audio Production and Aesthetics • Principles of Film Industry or 				<ul style="list-style-type: none"> • Scriptwriting for Theatre and Film • Mass Comm in Society • The Church and Media • Rhetorical Studies in Film I • Communication Theory • Communication History • Communication Ethics • Communication Internship • Web Design • Rhetorical Studies in Film II • Electives COM, CRA, JOU, MED (18) 			

		<ul style="list-style-type: none"> • Television Studio Production • Advanced Digital Editing • Electives (15) 			
Valley Forge		<ul style="list-style-type: none"> • Exploration in Business • Marketing and Public Relations • Communication Theory • Intro to Digital Media • Intercultural Communications • Freelancing and Shameless Self-Promotion • Design and Visual Language • Digital Media Internship • Intro to Photography • Digital Design • Intro to Web Design • Web Design and Implementation • Video Production and Technology I, II • Webcasting, Streaming and Podcasting • Motion Graphics and Media Deployment • Experimental Video • Electives: • Writing for the Media • Digital Audio 			
Biola Communication Core:	<ul style="list-style-type: none"> • Core Plus: • Art of Storytelling • Visual Aesthetics • History of Cinema 	One with Cinema and Media Arts	Core Plus: <ul style="list-style-type: none"> • Foundations of Journalism • Introduction to Convergence 	<ul style="list-style-type: none"> • Foundations of Journalism • Intro to Convergence • Intro to Public Relations 	Core Plus: <ul style="list-style-type: none"> • Methods of Communication Research • Communication and Diversity

<ul style="list-style-type: none"> • Communication Theories • Interpersonal Communication • Methods of Communication Research • Persuasive Communication • Organizational Communication • Rhetorical Theories • Communication and Diversity 	<ul style="list-style-type: none"> • Screenwriting, II • Entertainment Business • Writing the Scene • Character Development and Dialogue • Media Literacy • The TV Writer's Room • Understanding Representation • Coverages and Rewrites • Cinema and Media Arts Internship • Beauty as Truth • Senior Media Project • Creative Writing: Fiction 		<ul style="list-style-type: none"> • Intro to Visual Media • Media Career Readiness • Convergent Production or Social Media • Media Law • Journalism Internship • Philosophy & Ethics of Media • Senior Portfolio • Public Affairs Reporting • Videography • Intro to Broadcast Journalism • Practicum • Intermediate Broadcast Production • Journalism Electives (8) 	<ul style="list-style-type: none"> • Intro to Visual Media or Media Design Essentials • Writing for Public Relations • Media Career Readiness • Social Media or Digital Strategy • Media Relations • Public Relations Management, Philosophy & Ethics • Media Law • Journalism Internship • Public Relations & Journalism Research Methods • Adv. Campaign Design & Analysis • Senior Portfolio • Electives (6) 	<ul style="list-style-type: none"> • Electives in Communication (36)
<p>Oral Roberts</p>	<p>Cinema/Television/Digital Media</p> <ul style="list-style-type: none"> • Oral Communication • Media and Pop Culture • Principles of Audio Production • Digital Composition • Principles of TV Production • Fundamentals of Scriptwriting • Interactive Media/Web Design • Critical Reading & Writing • Media Analysis • Production Software • Film Direction/Production • Production Experiences • Field Production and Editing • Advanced Audio • Lighting for TV/Film • Advanced Film Directing • Advanced Television Production 		<p>Convergence Journalism</p> <ul style="list-style-type: none"> • Media and Pop Culture • Composition II • Christian Worldview and Culture • Intro to Audio Production • Oral Communication • Newswriting I/Lab • Intro to TV Production • Digital Composition Field Production & editing • Interactive Media & Web Design • News Editing • Media Law & Ethics • Social Media Management • Media Workshop Elective (4) • Feature Writing • Senior Research Project • Internship • Campaign Strategies • Convergence Elective (3) • Broadcast News 	<p>Advertising/Digital Strategies</p> <ul style="list-style-type: none"> • Media and Pop Culture • Digital Composition • Oral Communication • Christian Worldview and Culture • Branding and Promotions • Interactive Media & Web Design • Technical Writing II • Social Media Management • Electives (12) • Advertising Design • Workshop in Advertising • Critical Reading & Writing • Media Law & Ethics • Communication Research • Communications Internship • Senior Project • Media Planning • Campaign Strategies 	<p>Communication</p> <ul style="list-style-type: none"> • Oral Communication • Christian Worldview and Culture • Interpersonal Communication • Communication Seminar • Argumentation & Persuasion • Comm. Elective (12) • Organizational Communication • Advanced Public Speaking • Communication Theory • Critical Reading & Writing • Research and Senior Paper/Project

	<ul style="list-style-type: none">• Production Experiences• Advanced Field Production• Cinematography• Media Operations• Broadcast Electronics• Production Experiences• Campaign Strategies• Communication Internship• Visual Media Industries				
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VI. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

The SWOT analysis examines the four critical elements of Evangel's environment. The strengths provide an analysis of Evangel's advantages over its competitors; weaknesses help identify areas in which our competitors are at a competitive advantage over us. Opportunities give insight into untapped markets or programs; threats help to acknowledge the external environment that could affect the university, including technological and regulatory factors.

This SWOT analysis of the Communication Department is conducted, in part, to fulfill strategic planning requirements related to the University's HLC assessment. The Communication Department will use the SWOT analysis in decision-making to better serve students by evaluating current and future department programs, to refine resource allocations (both human and financial) and to strengthen the department's role in support of the University's mission.

The SWOTs identified in this analysis may overlap or may even be contradictory, but they are the basis for thoughtful strategic planning for the Communication Department. This SWOT examines factors affecting all components of the department's mission.

Strengths

- Dedicated faculty
- Curriculum serving a broad base of students
- All faculty are Evangel alums, facilitating an inherent understanding of EU's mission and ethos
- Faculty have professional experience in addition to academic credentials
- Top of the line facilities, technology and equipment for teaching and student learning

Weaknesses

- All faculty are Evangel alums, creating the potential of limiting perspective and depending too heavily on past policies, processes and successes
- Lack of ethnic and cultural diversity among staff/faculty
- Internal communication/dialogue
- Academic reputation among other university departments
- Limited cross-program teaching
- Workloads consistently on the "high" end
- Lack of currency with outside Communication groups in academia, such as the National Communication Association
- Lack of objective assessment of the balance between theory, technology and practices

Opportunities

- Increasing connections with department alums for
- Student mentoring
- Increasing endowment
- Growing enrollment
- Visiting professionals
- Growing department enrollment

- Developing relationships with prospective students through existing programs, such as Founder’s, and new initiatives, such as high school media camps
- Strengthening University support for and partnerships with student media
- Strengthening research and alignment with national Communication bodies that are recognized as the standard-setters for the Communication field
- Improving and validating reputation of Evangel University through national student contests and program and prepared, professional graduates ready for the workforce or graduate school

Threats

- Ongoing budget reductions
- Increasing student enrollment without increased resources or additional faculty members
- Unknown university support for student media
- Lack of external evaluations of student preparedness
- Restricted opportunities for inviting field professionals for long-term supplementation of classroom learning or to broaden classroom topics (hiring adjunct professors)
- Lack of opportunity for professional development

VII. FINDINGS ORGANIZED BY LEARNING OUTCOMES

SWOT ANALYSIS FINDINGS:

The SWOT analysis provides the Communication Department with information related to the viability of its programs and how certain decisions should be directed. The department has discussed some of the threats and weaknesses, but more discussion is needed. In the threats section, a “Lack of external evaluations of student preparedness” has been discussed with the advisory committee. In response to feedback, the department has initiated a new late assignment policy. Also considered are policies related to absenteeism and tardiness. This policy is not yet been decided in detail. Also, more attention to tracking student awards in competition with other schools as a way to help gain external evaluation. The administration has been putting more emphasis on professional development and allows communication faculty who advise student media opportunities to attend a seminar/convention each year. Another area addressed by administration is the workload issue. The Provost has created a system of determining overload that relieves the need to push faculty into 15-hour loads both semesters. The 28-hour system allows faculty to count both semesters together, such as 15 hours one semester and 13 the next, in order to reduce workload or justly compensate those with overload.

FINDINGS RELATED TO COMPARISON/BENCHMARKING WITH OTHER SCHOOLS:

There are distinct disadvantages to being privately-funded when comparing programs with state-sponsored schools. It will always seem to be a better value to attend state schools, especially community colleges, though they do not offer four-year programs. To combat this disadvantage in pricing, we compare well to other privately-funded schools. The

student-to-teacher ratio is also much better in a smaller school, like Evangel. Another advantage we have here is the level of experience we offer in media education. Our facilities compare well across-the-board, and students get more opportunities to participate in staff positions and student media organization.

The comparison charts provide the department with information related to program requirements. Evangel communication programs compare well to most schools and best out those who do not offer the number of communication courses found at EU. Evangel's general education requirements are quite restrictive with only two communication courses included in the list, of which both could be avoided by students through alternatives. Another aspect of this has to do with the institution's requirement of 18 theology/Bible courses that make it tougher to fit in other options in general education. The advantage in having these theology credits, however, is that students receive what would normally be a minor in Bible at other schools. The expectation students have is that a Christian university is going to have these types of requirements.

Facilities at Evangel are very good to excellent for the size of school comparatively. However, much of the equipment and software is geared toward traditional media and little, if any, cutting-edge technology that many universities are now including in their curriculum. Three areas are identified in this regard, game design and development (computer-based), VR video production, and social media interaction on a wide scale.

VIII. RECOMMENDATIONS BASED ON FINDINGS

Based upon your findings in Section VII. What recommendations do you make?

Finding	Recommendation	Resources Needed
Students need more discipline as to real-life working conditions and expectations. Some emphasis is needed in helping them be more disciplined in terms of attendance and tardiness.	Come to an agreement in the department as to what is appropriate in terms of number of absences and if tardiness is to be included in the record. This policy would not be official department policy, but individual instructors voluntarily agreeing to follow it.	Time to make the policy agreeable to professors and effective as to the recording and reporting of absences to students.
Watch that student-teacher ratios don't inch up enough to make the advantages of a small school seem not to be noticed; students should feel confident that their money is well-spent at a private college.	Track the class sizes of the more popular or generally-required communication courses to make sure that students are effectively taught with balanced numbers of students in each course. The balance is considered to be enough students to have an effective class with groups' projects and discussion while not overloading the course so that teacher time is too dispersed.	Course statistics in regards to enrollment for each semester. This data can be analyzed as to what is effective for each type of class and discuss with the Provost the need to keep certain courses to reasonable numbers to achieve this goal.
Though Evangel has great facilities for use by students that are updated and professional, they are mostly tied to traditional media standards. There is little in the way of cutting-edge tech that might interest students and reflect more on future trends.	Need to consider branching out into new media fields related to game design, VR video, and social media interaction.	What might be needed in this area would likely include development software availability in the labs, the purchase of a VR camera and editing software, and the training of faculty on these new technologies. On the social media side, we have what we need – just need to take some initiative to incorporate more fully into curriculum.

IX. ACTION ITEMS

Based upon recommendations in VI – what are your action steps and timelines?

ACTION	RESPONSIBLE PERSON	TIMELINE
DISCUSS THE NEED FOR AN AGREEABLE ABSENCE POLICY AND INCORPORATE INTO SYLLABI.	DEPT. CHAIR SHOULD MAKE ROOM FOR THIS DISCUSSION IN DEPARTMENT MEETINGS.	SPRING SEMESTER – AFTER REVIEWING POLICY OF LATE WORK FROM FALL. CAN INITIATE A POLICY USABLE BY FACULTY IN THE FALL OF 2017.
CREATE A STATISTICAL ANALYSIS OF THE CLASS SIZES IN COMMUNICATION FOR THE LAST FEW YEARS. THIS CAN THEN BE USED TO DETERMINE TRENDS IN TEACHER – STUDENT RATIO IN THE DEPARTMENT.	ADMINISTRATIVE ASSISTANT CAN CREATE THE DOCUMENT FOR REVIEW BY FACULTY AND THE CHAIR.	DATA WILL BE COLLECTED DURING THE FALL SEMESTER 2016, WITH SPRING DATA ADDED AROUND MIDTERM. INITIAL DATA CAN BE ANALYZED AT THE ALL DAY DEPARTMENT MEETING IN NOVEMBER, THEN REVIEWED AGAIN NEXT MARCH.
INITIATE A STUDY TO DETERMINE HOW GAME DEVELOPMENT AND DESIGN IS TAUGHT AT OTHER SCHOOLS – WHICH DEPARTMENT – WHICH COURSES, ETC. WHAT AREAS OF THIS FIELD ARE COMMUNICATION RELATED?	FACULTY MEMBER PRIMARILY RESPONSIBLE FOR DIGITAL ARTS – CHIP STANEK.	THOUGH THIS CAN BE A DISCUSSION POINT OF THE ALL DAY DEPT. MEETING, IT MOST LIKELY WILL BE DISCUSSED IN DETAIL IN JANUARY AND FEBRUARY DEPT. MEETINGS ALONG WITH OTHER POTENTIAL CURRICULUM ISSUES.
PURCHASE OF VR EQUIPMENT FOR EXPERIMENTATION IN DEPT. BY FACULTY AND STUDENTS.	DEPT. CHAIR	NOVEMBER 2016 – PURCHASE EQUIPMENT – EXPERIMENT DURING WINTER MONTHS. MAKE DECISIONS ON USE IN CURRICULUM IN MARCH/APRIL.
EVALUATE THE CURRENT CURRICULUM/OBJECTIVES RELATED TO SOCIAL MEDIA INTERACTION. DECIDE ON UPDATES AND CHANGES, THEN INITIATE FOR THE SPRING OF 2017.	DEPT. CHAIR AND FACULTY MEMBERS MELINDA BOOZE, NANCY PACE-MILLER, AND CHIP STANEK. ADJUNCT FACULTY MEMBER ASHLEY O'CONNELL SHOULD BE INCLUDED.	REVIEW OF CURRICULUM SHOULD TAKE PLACE AT ALL-DAY MEETING – THEN REVIEW AGAIN IN DECEMBER. DECISIONS SHOULD TAKE PLACE IN JAN/FEB.

APPENDIX A

FACULTY VITAE

Name:	
Mark B. Kelton 890 N. Pearson Court Springfield, MO 65802-6266 (417) 869-0936 keltonm@evangel.edu	
Position:	
Professor of Communication Director of Forensics	
Type of faculty (full time, part-time, graduate, undergraduate):	
Full time, undergraduate	
Academic Degrees (degrees, institutions, dates, fields of specialty):	
EDUCATIONAL BACKGROUND	
Ed.D.	Educational Leadership and Policy Analysis , 2005 University of Missouri-Columbia Dissertation Topic: <i>The Relationship Between Communication Styles of College Presidents and Use of Power in Leadership</i> Comprehensive Areas: Organizational Communication, Educational Leadership, Organizational Behavior and Change, Leadership and Communication
M.A.	Communication , 1984 Regent University, Virginia Beach, Virginia
B.A.	Communication , 1982 Evangel (College) University, Springfield, Missouri

ACADEMIC HONORS

Graduated magna cum laude, Evangel (College) University
Dean's List, six semesters, Evangel (College) University
Presidential Scholarship, Regent University
Pi Kappa Delta (national honor speech fraternity)
Alpha Psi Omega (national honor theater fraternity)

ACADEMIC RECOGNITION

E.M. & Estella Clark Award (2009)
Recognition for excellence in teaching, scholarship and service

Professional Experience (list last first, including elementary and secondary teaching and school support service):

TEACHING EXPERIENCE

Professor of Communication

Evangel University
1985 - Present

Adjunct Professor, Communications

Southwest Baptist University
1987, 1990 – 1993, 2009 – Present

COURSES TAUGHT

Fundamentals of Speech
Effective Communication
Interpersonal Communication
Communication Theory & Research
Introduction to Mass Communications
Electronic Media Performance Skills
Oral Interpretation of Literature
Public Speaking in the Church
Public Speaking & Rhetoric
Small Group & Organizational Communication
Methods Teaching Speech & Drama
Intercollegiate Forensics
Argumentation and Debate
Christianity at Work
Communication Through the Eyes of Faith

ACADEMIC PRESENTATIONS

Paper Presentation: "The Relationship Between Communication Styles of College Presidents and Use of Power in Leadership"
American Educational Research Association (AERA) Conference, New York City (March, 2008)

Panel Presentation: "Socio-Religious Change and the A21 Campaign: A Study in Visual Rhetoric" with Joy Qualls, Erin-Rae Donaldson, and Christine Temple
4th International Conference on Argumentation, Rhetoric, Debate and the Pedagogy of Empowerment, Doha, Qatar (January, 2013)

Research Presentation: "Comparison of Communication Styles between U.S. College Debaters and Qatari College Debaters" with Ian Richardson and Brena Swanson
4th International Conference on Argumentation, Rhetoric, Debate and the Pedagogy of Empowerment, Doha, Qatar (January, 2013)

Faculty, Administrative and Supervisory Responsibilities:

ACADEMIC SERVICE

Evangel University, 1985 - Present

Adviser, Pi Kappa Delta/Mo Rho Chapter
Adviser, Student Government
Adviser, Sophomore Class
Faculty Member, Multicultural Committee
Faculty Member, Student Affairs Committee
Chair, Financial Aid Committee
Chair, Learning Resource Center Committee
Faculty Member, Admissions Committee
Faculty Member, University Assessment Committee (NCA Self-Study)
Member, Communication Committee
Chair, Written and Oral Communication Assessment Team
Member, Faculty Teaching Improvement Committee

Other Collegiate Assignments:

Director of Forensics

Evangel University

1985 - Present

- coach speech team with 10-15 active members
- team consistently places in regional, national, and international tournaments

Professional and Academic Association Memberships:

PROFESSIONAL AFFILIATIONS

International Forensics Association
Missouri Association of Forensic Activities
National Communication Association
Pi Kappa Delta (national honor speech fraternity)
Speech and Theater Association of Missouri

Professional Assignments and Activities (non-teaching):

RELATED PROFESSIONAL EXPERIENCE

Organizational Communication Consultant**Seminar Speaker**

American Educational Services

1997 - Present

- serve as consultant to organizations with various communication needs
- provide seminars and private sessions for public speaking improvement
- conduct seminars relating to interpersonal communication improvement
- help coordinate educational services of various community organizations
- develop teacher training workshops for education volunteers
- teach seminars relating to personal debt elimination

Assessment / Marketing Consultant

Sodexo-Marriott Food Service

Springfield, Missouri

1999

- conducted program evaluation of local university food service provider
- examined problems students associated with the food service and helped company discover and implement solutions to these problems
- suggested marketing strategies for increasing student awareness of food service provider programs and benefits to the students of these services

School District Consultant

Dadeville (Missouri) R-2 School District

1995 - 96 school year

- assisted in writing of grant proposals
- provided assessment instruments for middle school oral communication curriculum
- evaluated middle school students' oral communication skills throughout the school year

OTHER RELATED EXPERIENCE**Pulpit Pastor**

Eastside General Baptist Church

Springfield, Missouri

1994 - 2013

Licensed: Mission Point Association Presbytery

Christian Education Director / Youth Pastor
Covenant Presbyterian Church
Springfield, Missouri
1988-1993

Melinda A. Booze

293 W. Meadowgate Dr. • Springfield, Missouri • 65803
mbooze@sbcglobal.net • 417.880.0845 (c)

To integrate experience and ability to effectively contribute to a position requiring excellent communication skills, creative problem-solving, and teamwork to tell stories about people and organizations.

Qualifications

- Project management
- Brand development
- Excellent writing skills
- Professor & Mentor
- Social Media Graduate Certificate
- Deadline-oriented
- Strategy builder
- Promotions & PR
- Experienced interviewer
- Effective planner
- AP-style proficient
- Team-oriented
- Multi-tasker
- Detail-oriented
- 25+ years in communications

Experience

Assistant Professor, Communication, August 2007-present Instructor, August 2006-August 2007

Evangel University, Springfield, Missouri

Full-time university faculty – adviser to the student newspaper staff; professor for journalism, public relations, social media communication and desktop publishing courses.

Project Coordinator, 2004-2006, part-time Global

University, Springfield, Missouri Berean School of the Bible

Institute-level distance-education curriculum development—coordinate all aspects of replacing the Assemblies of God ministerial credentialing curriculum series, including development of content guidelines, serving

as liaison to external faculty and to internal editorial/design production team.

Manager/Senior Editor, September 2002-December 2003 General Council of the Assemblies of God, Springfield, Missouri
Discipleship Digital Design Team

New department set up – write job descriptions, create \$350,000 budget, hire team personnel, develop deadline structure, establish and oversee team production & communication processes, lead mission development and strategic planning.

Brand Development – direct logo, stationery, credo development and use effectively in ads, products, promotions, and stakeholder interaction.

Supervisor/Leader – conduct performance appraisals and manage work flow for two additional team members.

DVDs – produce DVDs for subscription series to church leaders, small-group leaders, and families.

Resource Development – interactive Web site, conferences, training.

Founding Editor, 1990-2002 General Council of the Assemblies of God, Christian Higher Education Department & Youth Ministries Department

On Course – bimonthly magazine for teens; circulation 200,000; 24-page, full-color; \$120,000 annual advertising revenue; \$450,000 annual budget; mailing list management; full-feature Web site. Member, Evangelical Press Association.

Supervisor/Leader – three team members, college interns, freelance writers, and designers.

Awards – five magazine awards from the Evangelical Press Association.

Editor/Promotions Coordinator, 1990-2001

General Council of the Assemblies of God, Christian Higher Education

Promotions – create visibility and awareness of 18 colleges and universities through news releases, articles, annual themes, and advertisement; produce biennial *College Guide*.

Office Assistant/Editorial Assistant, 1982-1990

General Council of the Assemblies of God, Christian Higher Education
General Council of the Assemblies of God, Radiant Life Curriculum
General Council of the Assemblies of God, Office of Public Relations

Published Writing

See accompanying "Published Works & Professional Presentations and Development" list.

Education

- **M.A. Communication**
2002, Drury University, Springfield, Missouri
- **B.S. Communication/Journalism**
1985, Evangel College, Springfield, Missouri
Magna Cum Laude;
Lance editor August 1983 - December 1984

Professional Memberships

Communication Workshops and Conventions, 1985-2003

Evangelical Press Association

General Council of the Assemblies of God

Participated in numerous professional development workshops and in-service training opportunities sponsored by these organizations.

Society of Professional Journalists Public Relations

Society of America National Communication

Association

College Media Association, adviser member

Software

Skilled in Microsoft Word, InDesign, and PowerPoint Familiar with Photoshop, WordPress, use both Mac and PC platforms

Certifications

Social Media Certification, Drury University, 2013

Online Instructor Certificate, Evangel University, 2008

Published Works & Professional Presentations and Development

Melinda A. Booze

Professional Memberships

Society for Professional Journalists, Southwest Missouri Chapter, Active member Public Relations Society of America, Southwest Missouri Chapter, Active member National Communication Association, Active member College Media Association, Active member

Scholarly Research and Presentation, November 22, 2015

National Communication Association, co-author and co-presenter, “Is Persuasion Necessary? Pedagogy and Practice of Persuasion as a Valid Rhetorical Methodology in an Age of Tolerance,” a paper presented as part of a panel entitled “Persuasion in the Age of Tolerance: Embracing Opportunities in Pedagogy and Practice.”

Core Curriculum Committee, Evangel University, September 2015-Present

Member

Faculty Development Committee, Evangel University, August 2010-August 2015

Member

Knight Center for Journalism in the Americas, University of Texas, Austin, May 12-June 15, 2014

Completed non-credit Massive Open Online Course, “Investigative Journalism in the Digital Age.”

Kansas Collegiate Media Association, March 29, 2014

Served as a judge for statewide entries from Kansas colleges for online media sites, providing critique and feedback and selecting winners.

Founders Scholarship Committee, Evangel University, Various Years

Communication Department representative, member

Social Media Certification/Graduate Certificate, June 8-28, 2013

Earned three graduate credits and social media certification from Drury University, Springfield, Mo.

SWMO Public Relations Society of America PR Boot Camp, July 13, 2012

Attended for professional development, “Power of Words: Message Still Matters.”

Earnest Calling Young Adult Life Group, June 23-30, 2011

Presented and facilitated two sessions for this young adult group (affiliated with Evangel Temple, Springfield, Mo.) on the topic of “Christians, Media, and Politics.”

“The Art of Access,” National Tour Workshop Participant, June 4, 2010

Attended workshop conducted by co-author of the book, “The Art of Access: Strategies for Acquiring Public Records.”

**Branson Lakes Area Chamber of Commerce and Convention & Visitors Bureau,
October 19, 2010**

Presented a session on writing effective news releases at the PR boot camp, “What is Public Relations?”

Faculty Forum Blog, Evangel University, November 2009-July 2010

Five blog posts in the Faculty Forum, www.evangel.edu

Springfield, Mo., News-Leader, October 3, 2008

Opinion Essay, “Don’t abandon mission to endorse,” p. 1B

Women’s Ministries of the Assemblies of God, five-newsletter July 1,

2008: “The Gay Agenda—Harmless?”

July 22, 2008: “In God I Trust”

2006 Profiles in Business*

2005 Profiles in Business*

Published by the *Springfield (Mo.) Business Journal*

As a freelance writer, I interviewed business owners/representatives, wrote profiles, and confirmed approval for approximately one-third of the profiles published in each publication.

**See p. 4 for a detailed listing of profiles I wrote.*

Family Focus

Published by Focus on the Family

February/March 2006: “Important Health-Care Decisions”

October/November 2005: “Healthy Choices” August/September

2005: “Office Space”

February/March 2005: “Winter Shape-Up Safety” August/September

2004: “Schooling for Now and Later”

“Discipleship”

A Special Edition DVD produced by the Assemblies of God Commission on Discipleship, 2003.

As editor/manager for the Discipleship Digital Design Team, I scripted most of the DVD content and conducted on-location interviews. A Web site was launched with related content at the time of the DVD release in August 2003.

On Course magazine

Published by the General Council of the Assemblies of God Youth Ministries.

As editor of *On Course* magazine for more than 10 years, I wrote numerous articles and editorials from 1989 to 2002. *On Course* was first quarterly and later bimonthly during my tenure. In the latter part of my service, an *On Course* Web site was launched featuring magazine and online-only content. I was the founding editor and responsible for hiring and supervising the staff, producing and promoting each issue, and proposing and monitoring the budget.

Branson, USA, Where America Comes Together (Marketing Campaign), 2002
Communications Audit Report (Organizational Communication Analysis), 1999, These significant presentations were completed as partial fulfillment of my graduate studies requirements at Drury University, Springfield, Mo.

Dare 2B Wise

I contributed five devotionals to this book for teens. “Easy Come, Easy Go,” “When Little Is Much,” “It’s Who You Know,” “Can Others Tell When You Mean Well?” “Divine Power”

Pentecostal Evangel, September 20, 2000

Published by the General Council of the Assemblies of God. “Spiritual renewal on campus”

Conversation with Kermit Bridges, president of Southwestern Assemblies of God University
“Changing lives in a big way”

Frontline Report: San Antonio, Texas, Latin American Bible Institute
“Wind across Texas”

Feature on Southwestern Assemblies of God University

These articles are based on on-site visits and interviews with students, faculty, staff, and administrators at Southwestern Assemblies of God University and Latin American Bible Institute.

Woman’s Touch, September/October 1998

Published by the General Council of the Assemblies of God Women’s Ministries. “If I Could Change the World” features Elizabeth Mittelstadt and is based on my interview with her.

Enrichment, Spring 1997

Published by the General Council of the Assemblies of God Ministerial Enrichment Office. “God Who Calls Is Faithful” features four women in diverse ministries and is based on my interviews with all four.

Other

Numerous news releases, *The Council Today* articles, advertising development, *Assemblies of God College Guide* productions, and much more during my tenure at the General Council of the Assemblies of God.

2005 Profiles in Business

Queen City Roofing, Wick’s Truck Trailer, Conco Companies, Body FX, ,All Comm Technologies, C&G Group, Prime, Inc., Benjamin Franklin Plumbing, Ivy Cottage, Barnett Family Dental, Rankin Company, Amberg Entertainment, Clarion Hotel, Butler, Rosenbury & Partners, Ireland & Associates, Inc., Federal Protection, Williams Construction, Inc., Springfield ENT & Facial Plastic Surgery, The Dave Sims Co., Empire Investment Management & Trust, Shaw, Faulkner & Werner Financial Group, Coffman Graf Reliable Superstore, CIS Data Services, The Tower Club, Lurvey

Properties, Deckard Interiors, United Entertainment, MWM Dexter, Jenkins
CPA,Prima Donna,Take One Digital Productions, Bank of America

2006 Profiles in Business

MoneySaver Publications, Postal Fed Comm Credit Union, Premier Home Health Care,
Secure Shred, Forest Institute/Murney Clinic, Safe Schools Healthy Schools, Springfield
Blue Print, Multi-Craft Contractors Evangel University, Regions Bank, Great Southern
Insurance, LaRose Shrober, AmeriPride, Document Solutions,MSU College of Bus Admin,
Commerce Bank, Atlas Security, Blackwell Sanders Garrison Plastic Surgery, Loftis
Jewelry & Pawn, Tiedemann Bank Equipment, Jack Ball Associates, Greenleaf Marketing,
Tate's Decorative Concrete, BioMet Access, Empire Bank

Name: Cameron A. Pace, Ph.D.

Current Rank: Full Professor and Department Chair

Date of Hire at Evangel: August, 1990 (26 consecutive years)

Achieved tenure: Yes

Education:

Ph.D. in Communication Studies, Regent University – May 2003.

Dissertation title: *Web Usability and Persuasion: A Content Analysis of Campaign Web Sites During the Fall 2002 Election.*

Master of Arts in Communication, Regent University, January 1985. Thesis title: *Creating Effective Television Commercials for the Local Church*

Bachelor of Arts, Evangel University, May 1982.

Major: Speech/Drama Ed. Minor: Broadcasting

Outstanding Speech/Drama Ed. Graduate Award

Personal:

Age: 56

Marital status: Married, with 2 children

Church attendance: James River Assembly of God

Community Service: (non-paid, volunteer positions past and current)

Stage camera operator for James River Assembly of God.

Workshop instructor for Missouri Film Alliance of Springfield – Teen Film Workshop.

Former Member of Educational committee for Missouri Film Alliance of Springfield

Former Educational technology consultant for New Covenant Academy Board.

Coach/coach's assistant for girls' basketball, volleyball – YMCA, The Courts, etc.

Donated time for editing/production of video projects for daughter's school.

Extra-Curricular Involvement:

Faculty adviser to EUTV Television and EU Films - includes acting as executive producer for all shows, producing sports programming, production of promotional materials, and station representation. Also includes oversight of student film productions.

Memberships/Associations:

Missouri Broadcast Educators Association, member
Broadcast Education Association, member
Missouri Film Alliance of Springfield

Presentations/Publications:

Online publishing of Ph.D. dissertation May 2003, *Web Usability and Persuasion: A Content Analysis of Campaign Web Sites During the Fall 2002 Election.*

Presented paper in Ph.D. colloquium, Regent University, June 2000. Title: "Movies and the Church: The Cultivation of Pentecostal Youth."

Presented paper in Ph.D. colloquium, Regent University, December 2000. Title: "Kenneth Burke and Persuasion: A Dramatistic Analysis of the Hillary for Senate Website."

Review of book *All that Glitters for Pentecostal Evangel*, 1991.

Productions:

Director, production designer, and co-writer of the short film *Champion of Fire* presented at the SATO 48 film festival in April 2013. Also won entry into the New York short film festival.

Screenwriter, production designer, and acting coach for short film *The Fortune Cookie* presented at the SATO 48 Film Festival, April 2012.

Producer, photographer, and editor of short film documentary *Journey to Qatar* produced for EUTV cable broadcast, November 2011.

Director of Photography for short film *Antidote* presented for competition at the SATO 48 Film Festival April 2011.

Executive producer and audio mixer/editor for feature film *Anodyne* produced by EU Films, April 2012.

Producer, photographer, and editor of short film documentary *Mission to Spain* produced for ECTV cable broadcast, May 2006.

NANCY PACE-MILLER

9268 N. Farm Road 141
Springfield, MO 65803
(417) 742-0197

EDUCATIONAL BACKGROUND:

M.A. Communications: Southwest Missouri State University, Missouri, May 1999. "Examining Relational Communications: Exploring the Minister/Sick Person Relationship." Advisor, Dr. Kelly McNeilis.

B.A. Communication Studies: Evangel University, Springfield, MO, May 1984

TEACHING EXPERIENCE:

1999 - Present: Evangel University, Springfield, MO

Assistant Professor, teaching 12 to 15 credit hours per semester. Lead advertising teacher for the major. Internship coordinator and yearbook adviser. Degree Completion Coordinator for Communications.

1989-1999 Evangel University, Springfield, MO.

Adjunct. Advertising (COMM/MRKT 333). Spring semester class. Teach basics of advertising, sales promotion, creative execution, and direct mail. Consistently a full class.

PROFESSIONAL HISTORY:

February 1992-July 1998. World Library Press, Inc., Springfield, MO./Dagen House, Stockholm, Sweden.

Advertising Manager. Managed the in-house advertising department, Moller & Associates. Responsible for daily operations, marketing plans, advertising preparations (assigning jobs, scheduling, fulfillment), creative execution, media placement, print buying and negotiating, sales analysis, list management and rental, and office budget. Experienced in direct mail and telemarketing.

July 1990-February 1992. Gospel Publishing House, Springfield, MO.

Promotions Coordinator. Management position. Coordinated and expedited marketing projects to the advertising department. Experienced in catalog procedures and production, product selection, and sales negotiation with vendors. Responsible for proofing, planning, budgeting, public relations, supervising staff, writing and executing the yearly marketing plan. Assisted with planning departmental budget.

May 1989-July 1990. Noble & Associates. Springfield, MO.

Resource Manager. Senior Account Executive for Noble Promotion Group. Management areas of responsibility included premium resource buying, database management, and direct mail. Directly responsible for travel incentive programs, domestic and exotic.

May 1984-May 1989. Gospel Publishing House, Springfield, MO.

Graphics Coordinator and Senior Copywriter. Started in advertising department as senior copywriter. Promoted to management in 1987. Management duties included assigning copywriters and designers to specific jobs, editing and approving concepts, expediting work to marketing area for final approvals and then through production. Managed and supervised seven staff members. Thorough knowledge of scheduling, trafficking, and market demographics and psychographics.

RESEARCH:

Convention Papers

Pace-Miller, N. (April, 1999). Relational Communication: What Church Laity Want From Their Minister During a Sick Visitation. Paper presented at the 1999 Sooner Communication Conference, University of Oklahoma, Norman, OK.

Grants

Nancy Pace-Miller (1998). "Examining Relational Communication: Exploring the Minister/Sick Person Relationship." \$500 grant awarded by Southwest Missouri State University. This grant was awarded in order to offset expenses for thesis research. The money was appropriated for transcriptionist, coders for Relational Control Coding Scheme employed, mileage, and supplies.

TRAINING:

Graduate level courses: Fundamentals of Teaching; Media Theory; Communication Theory and Research; Language Analysis; Interpersonal Communication; Rhetoric Theory; Qualitative Analysis; Health Communication; and Family Communication. Emphasis on writing and research. GPA: 4.0

Professional Organizations: Associated Collegiate Press, Missouri Collegiate Media Association, Kansas City Advertising, Springfield Advertising, Association of Christian College Media, Investigating Reporting Association, Pi Kappa Delta, Society of Professional Journalists

Professional Development: National Communication Association, Speaker for Associated Collegiate Press, Internship Coordinator/speaker at various Oklahoma High Schools, yearbook adviser and Evangel representative at various student media functions, LA Film Institute/168 Film festival, advanced study in design, interpersonal communication, family communication, health communication, writing and news reporting.

SERVICE:

- People Helping People contributor and volunteer, Republic, MO
- LifeWorks Public Relations Committee, Evangel University
- National Speaker at the Associated Collegiate Press and Collegiate Media Association
- Professional Studies Coordinator for the Professional Communication degree
- LifeWorks Coordinator for the Communication Department
- Professional Development Committee, Evangel University, six years
- Former Facilitator of the Home Builders/Couples class (60 members). Praise Assembly.
- Parent Volunteer. Pleasant Hope schools. Pleasant Hope, Missouri
- Grant writing for the Ozark Counseling Center. Springfield.
- Fundraising Coordinator for churches, schools, and charitable organizations like Children's Miracle Network (CMN).
- Junior Achievement team leader and executive director, Assemblies of God team.
- Employee Relations Committee (ERC) at Assemblies of God headquarters.

OUTSIDE INTERESTS:

Family, church, writing, reading, research, public speaking, travelling, cooking for family and friends, and community service.

FAMILY:

Michael W. Miller (husband) and Taylor Miller (daughter)

Dr. Chip Stanek

5488 S Pinehurst
Springfield, MO 65810
417-890-8519
stanekc@evangel.edu

Curriculum Vitae

EDUCATION

Regent University - Ph. D. in Communication (2013)
Southwest Missouri State University - M.A. in Communication & Mass Media (2001)
Evangel College - B.S. in Communications; Drama minor (1997)

PROFESSIONAL EXPERIENCE

2002-2003

Assemblies of God Headquarters, Springfield, MO
Web Designer

- Provide and maintain a web presence for various national ministry departments

2000-2002

Michael Cardone Media Center, Springfield, MO
Graphic, Web, and Multimedia Designer

- Provided clients with electronic marketing tools from research to inception of idea to completed project.

1998-1999

Assignment Desk, Chicago, IL
Broadcast and Film Personnel Representative

- Hired video and film personnel around the world for various television shows, events, and industrial organizations.

TEACHING EXPERIENCE

2003-present

Evangel University, Springfield, MO
Assistant Professor. Film & Digital Arts.

2001

Ozark Technical Community College, Springfield, MO
Adjunct Professor. Web Design.

1999-2001

Southwest Missouri State University, Springfield, MO
Teaching Assistant. Mass Media and Society.

CLASSES TAUGHT

Introduction to Electronic Media
Audio Production
Web Design I
Web Design II
Web Communication & Analysis
Multimedia Workshop
2D & 3D Animation
Photoshop Design
Introduction to Film

Film Theory & Analysis
Scriptwriting for Film & Television
Film Directors
Senior Capstone
C.S Lewis: Communicating through Myth & Imagination

PROFESSIONAL ACTIVITIES & DEVELOPMENT

Crusadermedia.com
Faculty Advisor, 2003-present
EU Cinema Club
Faculty Advisor, 2013-present
Los Angeles Film Studies Intercultural Experience
Lead Organizer, 2005-present
C.S. Lewis Oxford Study Tour
Lead Organizer, 2010-present
`City of the Angels Film Festival
Panelist, 2008
Cinema Studies Conference
Paper Presentation "Communication in the Films of David Lynch", 2010
National Association of Broadcasters Convention
Attendee, annual, 2003 – present
Broadcast Educators Association Convention
Attendee, annual, 2003 – present
Faith & Science Conference
Presenter, 2016

PROFESSIONAL AFFILIATIONS

Missouri Broadcast Educators Association – 2003-present
Broadcast Educators Association – 2003-present
Missouri Film Alliance – 2003-present

AWARDS AND RECOGNITIONS

Outstanding Graduate Regent University, 2013
Dean's List Evangel University, 1994-1997
National Honors Society, 1994-1997
Academic Achievement Award Evangel University, 1997
Royal Rangers Gold Medal of Achievement, 1991

ASHLI K. O'CONNELL, MA

304 Shagbark Lane | Rogersville, MO | (417) 763-1381
ashliocconnell@gmail.com (preferred) | oconnella@evangel.edu

I.1 SKILLS SUMMARY

Twenty years writing, marketing and editorial experience working for print and online media | Areas of expertise include writing, copy editing, AP Style, web content development, SEO, social media, and digital media marketing.

I.2 EDUCATION

- Regent University, Master of Arts in Communication (Strategic Communication emphasis), 2015
- Evangel University, Bachelor of Science in Journalism (Marketing minor), 1995

I.3 TEACHING EXPERIENCE

- Digital Media Marketing adjunct faculty, January 2015-present, Evangel University Course design, curriculum development, teaching, grading, mentoring students
- Speech 111 Lab adjunct instructor, August 2010-May 2013), Evangel University Leading and assisting students in writing speech outlines, proctoring required speeches, grading speeches

I.4 RELATED PROFESSIONAL EXPERIENCE

Web Content Developer and Editor, Enrollment Marketing, Evangel University, October 2008 to January 2015

- Writing functional and feature content for the official university website (www.evangel.edu)
- Researching and helping develop marketing strategy for the university's Enrollment Marketing department, especially as it concerned digital media marketing efforts
- Editing content submitted to the website for publication
- Copy editing print materials for the Enrollment Marketing department
- Supervising Student Digital Marketing Team
- Managing "Evangel Undergrad" Facebook, Twitter and Instagram accounts
- Managing online profiles for Evangel at college-search portals, including Zinch, College Prowler and Cappex

Marketing Coordinator, Chi Alpha Campus Ministries, February 2008 to October 2008

- Coordinating design and editorial content for *Chi Alpha Connections* newsletter
- Writing and editing copy for all Chi Alpha publications
- Marketing Chi Alpha through advertisements and special events

Assistant Editor, *Today's Pentecostal Evangel*, February 1999 to July 2006

- Setting editorial deadlines for the magazine and working with design and production staff to ensure that the weekly production schedule was met
- Doing the first edit on all copy for the magazine
- Line editing page proofs
- Attending editorial meetings and participating in planning of magazine's editorial content
- Writing articles and Web features

Marketing Director, General Council Credit Union, September 1996 to February 1999

- Writing, editing and designing all credit union publications
- Planning and facilitating loan promotions, membership drives, promotional mailings and research projects
- Planning special events (annual meeting, open houses, seminars, youth club activities)
- Developing and maintaining credit union's website and home banking project

Copy Editor, *Springfield News-Leader*, January 1995 to September 1996

- Editing local and wire copy for content, clarity and length; writing headlines and cutlines; line editing page proofs

Appendix B

Program Outcomes and Curriculum Maps

Advertising/Public Relations Major Assessment Grid

Outcomes	Courses																	Assessment Tool						
	COEM 175	COMM 113	COMM 211	COMM 214	COMM 246	COMM 322	COMM 366	COMM 345	COMM 385	COMM 333	COMM 352	COMM 423	COMM 432	COMM 248/348	COMM 328	COMM 217	Upper Division Course	Capstone	Special Topics	Internship	Test Items	Paper	Projects/Practicum	
Knowledge – Students should be able to demonstrate a knowledge and understanding of:																								
1. the history and structure of the mass media.		X																				X	X	
2. professional and ethical standards of the industry.		X	X				X			X	X	X	X	X	X	X				X	X			
3. the principles and processes of producing public relations documents and releases for a company or organization									X		X										X	X		
4. processes and methods used in audio recording and mixing.	X												X											X
5. the fundamental legal issues related to the mass media		X	X																			X		
6. the standard operations of media in terms of advertising and production.		X	X	X				X	X	X	X	X						X	X	X	X	X	X	X
7. video editing techniques on a basic level.	X																							X
8. basic video camera operation and procedure.	X																							X
9. the formats and styles of writing used in media.			X	X					X	X	X	X	X	X	X	X			X	X	X	X	X	X
10. the basic theoretical principles used in communication either in the mass media or in person.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11. history and current practice of digital, print, and agency work								X	X	X	X								X		X	X	X	X
12. understanding of EU and the departmental practices				X																				X
Character – Students should develop a belief in, value of, and commitment to:																								
1. using communication effectively and intentionally.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. being audience aware in terms of feedback and reception.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. evaluating communication messages critically and objectively.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. using media methods in terms of established ethics.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. integrating one's faith in the creation and use of media.			X	X	X		X		X	X	X	X					X	X	X	X	X	X	X	X
6. seeking truth and accuracy in the reporting in the media.			X	X					X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
7. being a professional who values dependability, commitment, and teamwork.			X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
8. creating communication messages with both aesthetic and theoretical considerations.			X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
9. analyze and evaluate the media in relationship to a Christian worldview.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
10. maintaining professional standards in relationships with clients, producers, and other team members				X					X	X	X	X		X	X			X						X
Skills – Students should develop competencies in:																								
1. basic video production, techniques, lightning, and editing of video, also other digital and electronic introductions.	X							X			X											X		X
2. interpersonal techniques including verbal and non-verbal communication methods.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
3. hard and soft news writing			X							X	X	X	X	X	X	X			X	X	X	X	X	X
4. speech writing and delivery.			X		X				X	X	X	X	X	X	X	X		X			X	X	X	X
5. preparing personal documentation such as resume and portfolio to assist in job hunting.				X					X	X	X	X	X	X	X	X		X			X	X	X	X
6. principles and elements of design					X	X	X	X	X	X	X	X	X	X	X	X		X			X	X	X	X
7. skills using informed, diplomatic, effective critique	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
8. use electronic and digital media as an effective communication tool	X				X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
9. familiar with industry standard software and current applications	X					X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
10. working knowledge of techniques and applications of advertising and public relations campaigns and materials			X	X		X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X

Multi-Media Journalism Major Assessment Grid													Courses										Assessment Tool		
Outcomes	COMM 175	COMM 179	COMM 211	COMM 224	COMM 246	COMM 322	COMM 441	COMM 496	COMM 345	COMM 239	COMM 355	COMM 175A	COMM 314	COMM 350	COMM 422	COMM 435	COMM 451	COMM 216	COMM 470	COMM 493	COMM 498	Test Items	Paper	Portfolio	
	Knowledge - Students should be able to demonstrate a knowledge and understanding of:																								
1. the historical significance of mass media in society.		X				X	X	X	X		X	X			X						X				
2. professional and ethical standards of the industry.		X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	
3. the production processes for delivering print and multimedia content to audiences.	X							X	X	X	X	X	X	X		X								X	
4. the importance and methods of effective visual presentation as a means of communication.	X							X	X	X	X	X	X	X									X	X	
5. the fundamental legal issues related to mass media.		X	X			X				X	X		X		X							X		X	
6. the nature of communication, including the message, messenger and medium.			X	X	X			X						X	X							X		X	
7. the trends that influence mass media development and delivery.		X			X					X	X	X	X	X					X			X		X	
8. the distinction between news, feature and opinion content and the importance of objectivity in news/feature content and researching/reporting opinion content.										X	X		X			X		X		X	X	X	X	X	
9. the structures and styles used in writing for print and online content.				X						X	X	X		X	X	X	X	X	X	X	X	X	X	X	
10. the structure and responsibilities of professional media teams.										X	X	X	X	X	X	X					X		X		
11. software suites and digital tools used in mass media reporting and storytelling.	X							X	X	X	X	X	X	X				X	X		X		X	X	
12. the basic theoretical principles used in communication either in the mass media or in person.		X		X	X		X									X						X		X	
13. reporting purposes and techniques.				X				X			X	X		X	X	X		X		X	X	X	X	X	
Character - Students should develop a belief in, value of, and commitment to:																									
1. using communication effectively and intentionally.		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
2. being audience aware in terms of feedback and reception.		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
3. evaluating communication messages critically and objectively.	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4. using media methods in terms of established ethics.		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
5. integrating one's faith in both the production and consumption of media content.					X	X	X	X		X	X	X	X	X	X	X						X	X	X	
6. serving the public good by giving voice to the voiceless, accuracy in reporting and storytelling, and independence from parties who would serve only their own agendas.				X		X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	
7. being a professional who values dependability, persistence, and teamwork.				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
8. creating communication messages with both aesthetic and theoretical considerations.		X		X	X			X	X	X	X	X	X		X			X		X	X	X	X	X	
9. analyze and evaluate the media in relationship to a Christian worldview.	X				X		X				X	X				X						X		X	
10. respectful but principled dialogue and debate in the public forum.		X			X											X						X		X	
11. a teachable attitude, sensitive heart and clarity of mind when leveraging the power of mass media.										X	X			X	X			X		X	X	X	X	X	
Skills - Students should develop competencies in:																									
1. reporting news, feature and opinion media content.			X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	
2. listening and interviewing.			X	X							X	X			X	X	X	X	X	X	X	X	X	X	
3. researching and backgrounding reports and stories.		X						X		X	X			X	X	X	X	X	X	X	X	X	X	X	
4. identifying relevant and/or expert sources and developing professional relationships with them.			X	X						X	X		X		X	X	X	X	X	X	X	X	X	X	
5. identifying relevant physical sources and evaluating their credibility.			X							X	X		X		X	X	X	X	X	X	X	X	X	X	
6. respect for and ability to meet deadlines.			X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
7. basic proofreading and editing.			X		X					X	X		X	X	X	X	X	X	X	X	X	X	X	X	
8. interpersonal techniques, including verbal and non-verbal communication methods.			X		X	X				X					X			X		X	X	X	X	X	
9. industry standard software programs and digital tools used for print and online media content.	X							X	X	X	X	X	X		X		X	X		X	X	X	X	X	
10. all steps of the reporting/delivery process, from idea to audience feedback.			X							X	X		X	X		X		X		X	X	X	X	X	
11. researching and writing communication-related documents for the purpose of scholarship and discussion.		X		X	X	X									X		X	X	X	X	X	X	X	X	
12. storytelling structures.		X	X					X	X	X		X	X	X	X						X	X	X	X	
13. covering a news beat.										X					X						X	X	X	X	
14. preparing personal documentation such as resume and portfolio to assist in job hunting.							X									X			X		X	X	X	X	
15. preparing clear, concise and complete content to fulfill professional assignments.										X	X		X	X	X	X	X	X	X	X	X	X	X	X	
16. speech writing and delivery.			X			X		X		X											X	X	X	X	
17. basic print and multimedia production techniques.	X							X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	
18. basic visual communication principles and production techniques.								X	X	X	X	X	X			X					X	X	X	X	
19. applying news values to construct content for all mediums and audiences.			X							X	X					X		X		X	X	X	X	X	

Digital Arts Major Assessment Grid		Courses														Assessment Tool										
Outcomes		COMM 170	COMM 113	COMM 211	COMM 214	COMM 246	COMM 322	COMM 345	COMM 334	COMM 253	COMM 355	COMM 455	COMM 328	COMM 425	COMM 248	COMM 348	COMM 217	COMM 486	COMM 470	COMM 483	COMM 488	Team	Paper	Project Portfolio		
Knowledge – Students should be able to demonstrate a knowledge and understanding of:																										
1. the history and structure of the electronic media.		X					X		X		X									X	X					
2. professional and ethical standards of the industry.		X		X					X		X									X	X					
3. processes and methods used in audio recording and mixing.	X							X	X				X							X	X					
4. the fundamental legal issues related to mass media.		X		X				X	X											X	X					
5. the theoretical and aesthetic principles involved in production.	X							X	X		X			X	X					X	X					
6. video camera and editing techniques.	X							X	X					X						X	X					
7. the formats and styles of writing used in media.				X				X	X					X						X	X					
8. the basic theoretical principles used in communication either in the mass media or in person.		X	X		X	X				X							X			X	X					
9. define and explain multimedia									X	X										X						
10. use multimedia as an effective communication tool							X		X	X															X	
11. understanding of page layout and graphic materials for the Web									X		X									X						X
12. understand the proper use of color, layout, typography and aesthetics involved in graphic design	X					X			X			X		X				X		X						X
13. evaluate one's own performance and the performances of others						X			X			X	X	X	X	X	X			X						X
Character – Students should develop a belief in, value of, and commitment to:																										
1. using communication effectively and intentionally.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. being audience aware in terms of feedback and reception.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. evaluating communication messages critically and objectively.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. using media methods in terms of established ethics.		X		X		X	X	X	X				X	X	X				X	X	X					
5. integrating one's faith in the creation and use of media.							X									X										X
6. seeking truth and accuracy in the reporting of news.				X									X	X						X						X
7. being a professional who values dependability, commitment, and teamwork.				X		X	X	X	X		X	X	X	X	X	X	X	X	X	X						X
8. creating communication messages with both aesthetic and theoretical considerations.			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X
9. analyze and evaluate the media in relationship to a Christian worldview.	X				X											X										X
10. discuss how multimedia has an impact on future communication technologies									X	X										X						
11. use Internet communication in terms of education, information, business, and specialized areas									X	X																X
Skills – Students should develop competencies in:																										
1. basic video production, audio production, and news gathering	X						X	X						X						X						X
2. pre-production planning of television programs, websites, and media pieces.	X			X			X	X	X		X			X						X	X					X
3. interpersonal techniques including verbal and non-verbal communication methods.			X		X						X				X					X	X					X
4. producing web pages and content for use by business and media.	X								X	X																X
5. researching and writing communication-related documents for the purpose of scholarship and discussion.		X		X	X	X			X	X										X	X					X
6. speech writing and delivery.			X														X			X						X
7. preparing personal documentation such as resume and portfolio to assist in job hunting.																X				X						X
8. proficiency in applying design and typography principles to organize and layout effective communication pieces in different media.						X								X									X			
9. familiar with the tools of Web development, including HTML and Flash									X	X	X															X
10. familiar with the tools of interactive development using computer workstations, content software, and authoring tools						X			X	X				X												X
11. demonstrate the culmination of knowledge and skills in communication as well as a level of professionalism in their field of study						X								X		X										X
12. understand 3D modeling, texturing, lighting, and animation principles.											X															X
13. construct marketing pieces based on client specifications that are of professional quality		X				X								X				X								X
14. produce basic promotional announcements via computer for various media		X				X		X					X	X												X
15. develop professional skills and habits such as meeting deadlines, being dependable, responsibility, and audience-awareness		X				X		X			X	X	X	X												X

Communication Studies Major Assessment Grid

Outcomes	Courses																			Assessment Tool										
	COEM 175	COEM 232	COEM 285	COMD 388	COMF 324	COMJ 455	COMJ 461	COMM 115	COMM 211	COMM 214	COMM 246	COMM 322	COMM 441	COMM 486	COMR 339	COMS 352	COMS 393	COMS 395	COMS 346	Elec Media Wkshp	Writing Wkshp	COMS 316	Capstone	Special Topics	Internship	Test Items	Paper	Projects/Presentation		
Knowledge – Students should be able to demonstrate a knowledge and understanding of:																														
1. the historical significance of mass media in society.		X				X																								X
2. professional and ethical standards of the industry.		X			X	X	X		X			X	X	X	X				X	X						X	X		X	
3. the fundamental legal issues related to mass media.		X				X		X			X																X	X		
4. the production processes for delivering print and multimedia content to audiences.	X	X	X	X															X	X							X	X		
5. the structure and styles used in writing for the media.			X		X	X	X		X					X	X											X	X	X		
6. the standard operations of media.		X						X						X	X											X				
7. basic software suites and digital tools used in various media contexts.	X	X	X	X			X											X	X			X		X	X	X	X	X		
8. the importance of audience adaptation.				X	X			X	X							X	X			X	X				X	X	X	X		
9. critical thinking and inquiry skills.							X	X		X					X		X			X	X	X		X	X	X	X	X		
10. the basic theoretical principles used in communication either in the mass media, group, or interpersonal contexts.						X	X		X	X		X	X	X	X	X	X					X		X	X	X	X			
Character – Students should develop a belief in, value of, and commitment to:																														
1. using communication effectively and intentionally.		X		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
2. being audience aware in terms of feedback and reception.		X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3. evaluating communication messages critically and objectively.	X		X		X	X	X	X	X	X	X		X	X	X	X	X				X	X				X	X			
4. using media methods in terms of established ethics.		X	X	X		X	X	X	X	X	X		X	X					X	X		X		X	X	X	X			
5. integrating one's faith in the creation and use of media.		X			X	X	X		X			X	X	X	X						X	X					X			
6. respectful but principled dialogue and debate in the public forum.						X	X		X					X						X		X				X	X			
7. being a professional who values dependability, commitment, and teamwork		X				X		X	X		X	X	X	X	X	X	X	X	X	X	X			X			X			
8. creating communication messages with both aesthetic and theoretical considerations.		X	X	X	X	X		X	X		X		X	X		X		X		X	X	X	X		X		X			
9. analyze and evaluate the media in relationship to a Christian worldview.					X	X	X				X		X	X	X												X			
10. seeking truth and accuracy in the presentation of communication content.						X	X	X	X		X		X	X	X		X	X	X	X	X		X				X			
Skills – Students should develop competencies in:																														
1. using appropriate equipment relevant to message content and delivery.	X	X	X	X				X					X	X					X	X		X		X	X	X	X			
2. basic electronic media production, techniques, and editing.	X	X	X	X			X												X							X				
3. use of PowerPoint software in presentations.	X							X											X			X				X	X			
4. communicating in a variety of speaking contexts.		X	X					X					X	X	X	X				X	X	X					X			
5. identifying relevant research sources and evaluating their credibility.		X						X	X		X				X	X				X	X	X					X			
6. respect for and ability to meet deadlines.		X			X	X	X	X	X				X	X			X	X	X	X	X		X				X			
7. basic proofreading and editing.					X	X	X									X			X	X						X				
8. interpersonal techniques including verbal and non-verbal communication methods.									X				X	X			X										X			
9. all steps of the reporting/delivery process, from idea to audience feedback.					X			X	X				X		X	X			X	X	X				X	X	X			
10. effective listening.								X		X					X	X	X			X						X	X			
11. managing conflict.									X					X	X		X									X	X			
11. researching and writing communication-related documents for the purpose of scholarship and discussion.						X			X	X	X				X				X								X			
13. speech writing and delivery.								X			X	X	X	X	X	X			X	X						X	X			
14. preparing personal documentation such as resume and portfolio to assist in job hunting.						X						X	X				X			X		X	X	X	X	X	X			

Film & Broadcasting Major Assessment Grid

Outcomes	Courses																	Assessment Tool								
	COEM 175	COEM 232	COEM 233	COMB 248	COMB 348	COMD 305	COMF 334	COMF 353	COMF 368	COMF 473	COMM 220	COMM 113	COMM 211	COMM 214	COMM 246	COMM 322	COMM 486	COPH 215	Capstone	Special Topics	Internship	Final Exam	Paper	Projects/Practicum		
Knowledge – Students should be able to demonstrate a knowledge and understanding of:																										
1. the historical, cultural, and commercial backgrounds of the film/television industry							X		X	X	X							X			X	X				
2. professional and ethical standards of the industry.		X		X			X	X	X	X	X				X						X	X				
3. the aesthetic principles behind the various media elements in film and television	X	X	X		X			X	X	X	X						X		X			X	X			
4. the interplay of plot, story, and character in the development of a film						X	X	X	X	X												X	X			
5. the fundamental legal issues related to mass media.		X									X	X	X									X				
6. the three-phases of film and video production	X	X	X		X		X	X	X	X								X	X			X	X			
7. the advantages and disadvantages to using different cameras, editing software, and microphones	X	X	X		X		X	X	X													X	X			
8. lighting setup and how it affects exposure, mood, and audience perception	X	X		X			X	X	X								X					X	X			
9. the fundamental elements of a film including mise en scene, music, and acting						X	X	X	X	X	X								X			X	X			
10. the differences and similarities between documentary and narrative films and their production methods		X					X		X	X	X												X	X		
11. the basic theoretical principles used in communication either in the mass media or interpersonally											X	X		X	X	X						X				
12. processes and methods used in television studio production.		X																					X	X		
13. processes and methods used in audio recording and mixing.	X		X	X																			X	X		
Character – Students should develop a belief in, value of, and commitment to:																										
1. using communication effectively and intentionally.	X	X	X		X	X		X	X	X	X	X	X	X	X	X		X				X	X			
2. being audience aware in terms of feedback and reception.		X			X			X	X			X	X		X	X		X				X	X			
3. evaluating communication messages critically and objectively.								X			X	X	X		X	X	X					X	X			
4. using media methods in terms of established ethics.	X						X	X	X	X	X	X		X		X						X	X			
5. integrating one's faith in the creation and use of media.	X					X	X	X	X	X	X	X		X		X						X	X			
6. maintaining one's connection to culture and art as a life-long learner							X			X	X				X	X						X				
7. being a professional who values dependability, commitment, and teamwork.		X		X	X	X		X	X	X								X		X						
8. creating communication messages with both aesthetic and theoretical considerations.	X	X	X	X	X	X	X	X	X	X							X		X							
9. analyze and evaluate the media in relationship to a Christian worldview.							X		X	X	X				X	X						X	X			
Skills – Students should develop competencies in:																										
1. operating a motion picture camera	X	X		X			X	X	X													X				
2. adjusting a camera for exposure, shutter, composition, and lighting	X	X		X			X	X	X							X						X				
3. editing video using aesthetic and continuity principles	X	X		X	X		X	X	X																	
4. recording and mixing audio for the purpose of motion picture production			X	X			X	X	X									X								
5. planning, designing, and authoring a DVD-Video					X																					
6. writing a screenplay for film or television		X				X	X	X	X														X			
7. basic film production techniques including lighting, directing, and setup		X			X		X	X	X									X				X	X			
8. interpersonal techniques including verbal and non-verbal communication methods.											X		X								X	X				
9. planning, developing, and preparing documentation for film production		X			X	X	X	X	X									X				X	X			
10. basic photographic techniques for still and motion photography	X	X		X			X		X								X					X				
11. researching and writing communication-related documents for the purpose of scholarship and discussion.										X	X			X	X				X				X			
12. analyzing and evaluating films in terms of production value, artistic quality, and worldview						X	X		X	X	X							X				X	X			
13. speech writing and delivery.			X									X											X	X		
14. preparing personal documentation such as resume and portfolio to assist in job hunting.																X		X		X			X	X		
15. on-camera performance, vocal delivery, and appearance.	X			X	X																		X	X		

Communication Arts Ed. Major Assessment Grid

Outcomes	Courses														Assessment Tool								
	COM 115	COM 116	COM 121	COM 124	COM 127	COM 141	COM 148	COM 149	COM 150	COM 155	COM 156	COM 159	COM 162	COM 165		COM 167	COM 169	COM 170	COM 171	COM 172	Page	Practicum Prsg. #	
Knowledge - Students should be able to demonstrate a knowledge and understanding of:																							
1. Students will understand the rights of student and professional journalists under the First Amendment.		X				X																X	
2. Students will understand the ethics and responsibilities of the student and professional press.			X			X					X	X			X		X	X	X			X	
3. Students will understand basic mass media law, including, but not limited to, libel, obscenity, privacy, disruption, prior restraint, censorship, access to information, copyright, advertising, plagiarism, chat journalism and FCC regulations.					X					X	X											X	
4. Students will be competent in applying new value, objectivity, and accuracy to their work.	X								X	X	X	X	X									X	
5. Students will know how to use multiple sources, which are unimpeachable and relevant to their coverage.		X		X	X				X	X	X	X	X									X	
6. Students will be able to establish and develop new beats.			X		X	X			X				X	X								X	
7. Students will know how to use multiple sources, which are unimpeachable and relevant to their coverage.		X		X					X	X	X	X	X									X	
8. Students will know how to gather and evaluate information, including, but not limited to, gathering information through interviewing, polls, surveys and similar research techniques.									X	X	X	X	X									X	
9. Students will know and use interviewing techniques and guidelines, including interpersonal skills, assertive methods, and audience analysis.				X					X	X	X	X	X									X	
10. Students will understand how to produce content in various writing styles using diverse elements, including, but not limited to, news, editorial, feature, report, column, investigative article.										X	X	X	X	X								X	
11. Students will know how and when to include effective quotes and paraphrasing.	X								X	X	X	X	X									X	
12. Students will be able to edit and evaluate writing for new value, style, grammar and quality.		X		X	X	X								X								X	
13. Students will know and appreciate the difference in writing for various new media, for example, newspaper, yearbook, internet and social media.				X							X	X	X	X	X	X	X	X	X	X	X	X	
Character - Students should develop a belief in, value of, and commitment to:																							
1. using communication effectively and intentionally.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
2. being audience aware in terms of feedback and reception.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
3. evaluating communication messages critically and objectively.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4. using media methods in terms of established ethics.		X		X		X		X		X		X		X		X		X		X		X	
5. integrating one's faith in both the production and consumption of media content.						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
6. serving the public good by giving voice to the voiceless, accuracy in reporting and storytelling, and independence from parties who would serve only their own agendas.				X		X		X		X		X		X		X		X		X		X	
7. being a professional who values dependability, persistence, and teamwork.				X		X		X		X		X		X		X		X		X		X	
8. creating communication messages with both aesthetic and theological considerations.			X		X		X		X		X		X		X		X		X		X		
9. analyze and evaluate the media in relationship to a Christian worldview.	X			X		X		X		X		X		X		X		X		X		X	
10. respectful but principled dialogue and debate in the public forum.			X		X		X		X		X		X		X		X		X		X		
11. a teachable attitude, sensitive heart and clarity of mind when leveraging the power of new media.										X	X		X	X		X		X		X		X	
Skills - Students should develop competencies in:																							
1. reporting news, feature and opinion media content.			X		X					X		X	X	X	X	X	X	X	X	X	X	X	
2. listening and interviewing.			X		X					X		X	X	X	X	X	X	X	X	X	X	X	
3. researching and backgrounding reports and stories.			X		X					X		X	X	X	X	X	X	X	X	X	X	X	
4. identifying relevant and fair expert sources and developing professional relationships with them.			X	X	X					X		X	X	X	X	X	X	X	X	X	X	X	
5. identifying relevant physical resources and evaluating their use.			X		X					X		X	X	X	X	X	X	X	X	X	X	X	
6. respect for and ability to meet deadlines.			X		X					X		X	X	X	X	X	X	X	X	X	X	X	
7. basic proofreading and editing.			X		X					X		X	X	X	X	X	X	X	X	X	X	X	
8. interpersonal techniques, including verbal and non-verbal communication methods.			X		X	X				X		X	X	X	X	X	X	X	X	X	X	X	
9. industry standard software programs and digital tools used for print and online media content.	X									X	X	X	X	X	X	X	X	X	X	X	X	X	
10. all steps of the reporting/delivery process, from idea to audience feedback.			X		X					X		X	X	X	X	X	X	X	X	X	X	X	
11. researching and writing communication-related documents for the purpose of scholarship and discussion.			X	X	X	X				X		X	X	X	X	X	X	X	X	X	X	X	
12. storytelling structure.			X	X	X	X				X		X	X	X	X	X	X	X	X	X	X	X	
13. covering a new beat.										X		X	X	X	X	X	X	X	X	X	X	X	
14. preparing personal documentation such as resume and portfolio to assist in job hunting.									X							X	X	X	X	X	X	X	
15. preparing clear, concise and complete content to fulfill professional assignments.										X	X	X	X	X	X	X	X	X	X	X	X	X	
16. speech writing and delivery.			X		X					X		X	X	X	X	X	X	X	X	X	X	X	
17. basic print and multimedia production techniques.	X									X	X	X	X	X	X	X	X	X	X	X	X	X	
18. basic visual communication principles and production techniques.										X	X	X	X	X	X	X	X	X	X	X	X	X	
19. applying new value to construct content for all mediums and audiences.			X							X	X		X	X	X	X	X	X	X	X	X	X	

Appendix C

COMMUNICATION MAJORS COURSE REQUIREMENTS

ADVERTISING/PR		Communication Department		Name _____	
Advisor _____					
REQUIRED COMMUNICATION COURSES in General Education		Cr	Major	Minor	Completed
COMM 211 Public Speaking & Rhetoric (or COMM 111, if transferred)	3	X			
COMM 205 Effective Communication	3	X			
REQUIRED COURSES for the major					
COMM 113 Intro to Mass Communication	3	X	X		
COMM 246 Interpersonal Communication Theory	3	X	X		
COMM 214 Media Writing	3	X	X		
COMM 322 Communication Theory & Research	3	A			
COMM 331 Political Communication					
COMM 441 Mass Media Law					
COEM 175 Intro to Electronic Media	2	X	X		
COMM 496 Senior Seminar	1	X			
COMM 345 Desktop Publishing	3	X	A		
COMD 355 Web Design I	3	X			
COMR 333 Advertising I	3	X	X		
COMR 352 Public Relations	3	X	X		
COMR 372 Social Media Communication	3	X			
COMR 433 Advertising II	3	X			
COMR 452 Public Relations II	3	X			
COMM 470 Capstone in Advertising & PR	1	X			
COM_ 493 Special Topics course	2	X			
COMM 498 Internship or upper division communication elective	3	X			
COMM 238 Mass Media Workshop	1	X	X		
COMB 248 Radio Workshop or COMB 348 TV Workshop	1	X	B		
COMD 358 Multimedia Workshop	1	X			
COMJ 317 College Newspaper Workshop	1	X			
	46		22		
<i>X = required A,B,C = choice (from same letter)</i>					
The off-campus communication organization requirement has been met. _____					

MULTIMEDIA JOURNALISM

Communication Department

Name _____

Advisor _____ (also listed below are requirements for the concentration and minor)

REQUIRED COMMUNICATION COURSES for general education	Cr	Major	Concent.	Minor	Completed
COMM 205 Effective Communication	3	X			
COMM 113 Mass Communication Theory	3	X	X	X	
REQUIRED COURSES for the major					
COEM 175 Intro to Electronic Media	2	X	X	X	
COMM 214 Media Writing and Reporting	3	X	X	X	
COMB 344 Electronic Media Performance Skills (speech alt.)	3	X	X		
COEM 232 Video Production	3	X	A & B		
COMM 246 Interpersonal Communication	3	A			
COMR 372 Social Media Communication		A	X		
COMM 496 Senior Seminar	1	X			
COMM 345 Desktop Publishing	3	X	A & B		
COMD 355 Web Design I	3	X	A & B		
COMJ 314 News Reporting & Production	3	X	X	X	
COMJ 422 Multimedia Journalism	3	X	X	X	
COMM 441 Mass Media Law	3	X			
COMJ 350 Magazine Publishing	3	B	C	A	
COMJ 435 Feature Writing		B	C	A	
COM_ 493 Special Topics course or Internship	2-3	X			
COMM 470 Capstone in Communication	1	X			
COMM 238 Mass Media Workshop	1	X	X	X	
COMB 348 Television Workshop	1	X	X	B	
COMB 248 Radio Workshop	1	C			
COMD 358 Multimedia Workshop		C			
COMJ 317 College Newspaper Workshop	1	X	X	B	
Communication Upper Division Elective or Internship	3			X	
Total hours:		46	29	22	
<i>X = required A,B,C = choice (from same letter)</i>					

DIGITAL ARTS Communication Department		Name _____				
Advisor _____						
REQUIRED COMMUNICATION COURSES for general education		Cr	BA or BS	BFA	Minor	Completed
COMM 211 Public Speaking (or COMM 111, if transferred)	3	X	X			
COMM 205 Effective Communication	3	X	X			
REQUIRED COURSES for the major						
COMM 113 Intro to Mass Communication	3	X	X	X		
COMM 246 Interpersonal Communication Theory	3	X	X			
COMM 214 Media Writing	3	X	X	X		
COMM 496 Senior Seminar	1	X	X			
COMM 345 Desktop Publishing (or COMJ 350 Magazine Production - BFA)	3	X	X	X		
COEM 175 Intro to Electronic Media	2	X	X	X		
COEM 232 Video Production & Lab	3	X	X			
COEM 253 Audio Production	3	X	X			
COMD 355 Web Design I	3	X	X	X		
COMD 365 Motion Graphics and Effects	3	X	X			
COMD 456 Web Design II	3	X	X	A & B		
COMD 425 2D & 3D Animation	3	X	X			
COMM 470 Capstone in Digital Arts	1	X	X			
COMD/COMF 493 Special Topics course	2	X	X			
COMM 498 Internship or upper division communication elective	3	X	X			
COMM 238 Mass Media Workshop	1	X	X			
COMD 358 Multimedia Workshop	1	X	X	X		
COMD 358 Multimedia Workshop	1	X	X			
COMB 248 Radio, COMB 348 TV, or COMF 368 Film Workshop	1	X				
COMF 368 Film Workshop	1		X			
COMR 333 Advertising I	3		X			
COMF 353 Aesthetics & Techniques for Film & Television	3		X			
COPH 215 Introduction to Photography	3		X			
COPH 319 Digital Photography	3		X			
Art history course (ART 102, 103, or other)	3		X			
ART 106 Drawing I	3		X			
ART 110 Fundamentals of 2D Design	3		X			
ART 216 Graphic Design I	3		X			
ART 316 Graphic Design II	3		X			
ART 418 Graphic Design III	3		X			
Three credits in CPSC (not 101) or approved ART elective	3		X			
<i>Choice of courses marked with letters A, B, C, etc.</i>			46	76	22	

COMMUNICATION STUDIES

Speech & Rhetoric Track

Advisor _____	Name _____			
REQUIRED COMMUNICATION COURSES in General Education	Cr	Major	Minor	Completed
COMM 211 Public Speaking & Rhetoric (or COMM 111, if transferred)	3	X	X	
REQUIRED COURSES for the Major				
COMM 113 Mass Communication Theory	3	X	X	
COMM 214 Media Writing	3	X	X	
COMM 246 Interpersonal Communication Theory	3	X	X	
COMM 322 Communication Theory & Research	3	X	A	
COMM 441 Mass Media Law	3	X	B	
COMM 496 Senior Seminar	1	X		
COEM 175 Intro to Electronic Media	2	X	X	
COMS 233 Argumentation & Debate	3	X	C	
COMS 346 Small Group & Organizational Communication	3	X	B	
COMM 331 Political Communication	3	A & B	A	
COMF 220 Introduction to Film	3	A & B		
COMR 372 Social Media Communication	3	A & B	D	
Communication Writing Course (upper division)	3	A & B	C	
COMR 352 Public Relations	3		D	
Upper division communication course	3	X		
Upper division communication course	3	X		
COMM 470 Capstone in Communication Studies	1	X		
COM_ 493 Special Topics course	2	X		
COMM 498 Internship or upper division communication elective	3	X		
COMM 238 Mass Media Workshop	1	X	X	
Workshop: COMB 248 Radio, COMB 348 TV, or COMJ 317 Newspaper	1	X	E	
COMS 316 Forensics Workshop	1	X	E	
COMS 316 Forensics Workshop	1	X		
		46	22	
<i>X = required A,B,C = choice (from same letter)</i>				
Completed off-campus communication participation? _____				

COMMUNICATION STUDIES *Political Communication Track*

Advisor _____	Name _____			
<i>REQUIRED COMM/GOVT COURSES in General Education</i>	<i>Cr</i>	<i>Major</i>	<i>Minor</i>	<i>Completed</i>
COMM 211 Public Speaking & Rhetoric (or COMM 111, if transferred)	3	X	X	
COMM 205 Effective Communication	3	X		
GOVT 170 Introduction to American Government	3	X	X	
<i>REQUIRED COURSES for the major</i>				
COMM 113 Intro to Mass Communication	3	X	X	
COMM 246 Interpersonal Communication Theory	3	X		
COMM 214 Media Writing	3	X	X	
COMS 233 Argumentation and Debate	3	X		
COMM 496 Senior Seminar	1	X		
COEM 175 Intro to Electronic Media	2	X	X	
COMM 331 Political Communication	3	X	X	
COMM 441 Mass Media Law	3	X		
COMM 345 Desktop Publishing	3	A	A	
COMD 355 Web Design I				
COMR 372 Social Media Communication	6	B & C	B	
COMR 333 Advertising I				
COMR 352 Public Relations				
CHOICE of GOVT courses: 202, 221, 323, 334, 345, 380, 437, 492	3	X	C	
CHOICE of GOVT courses: 202, 221, 323, 334, 345, 380, 437, 492	3	X		
CHOICE of GOVT courses: 202, 221, 323, 334, 345, 380, 437, 492	3	X		
COM_ 493 Special Topics Course	2	C		
COMM 498 Communication Internship or Upper Div COMM				
COMM 238 Mass Media Workshop	1	X	X	
COMS 316 Forensics Workshop	1	X	D	
COMJ 317 College Newspaper Workshop	1	X		
Electronic media workshop: Radio, TV, Film or Multimedia	1	X		
COMM 470 Capstone in Communication Studies	1	X		
<i>X = required A,B,C,D,E = choice (from same letter)</i>	46		22	
Completed off-campus communication participation? _____				

FILM & BROADCASTING Communication Department

Advisor _____ (Includes the requirements for the Film and Broadcasting Minor.)

REQUIRED COMMUNICATION COURSES for general education	Cr	Major	Minor	Completed
COMM 211 Public Speaking (or COMM 111, if transferred)	3	X		
COMM 205 Effective Communication	3	X		
COMF 220 Introduction to Film	3	X		
REQUIRED COURSES for the major				
COMM 113 Mass Communication Theory	3	X	X	
COMM 246 Interpersonal Communication Theory	3	X		
COMM 214 Media Writing	3	X	X	
COMM 496 Senior Seminar	1	X		
COEM 175 Intro to Electronic Media	2	X	X	
COEM 232 Video Production & Lab	3	X	X	
COEM 253 Audio Production	3	X	A	
COMD 365 Motion Graphics & Effects	3	X		
COMF 324 Scriptwriting for Film & Television	3	X	B	
COMF 353 Aesthetics & Techniques for Film & Television	3	X	C	
COMM 322 Communication Theory & Skills	3	A		
COMJ 422 Multimedia Journalism		A	B	
COMM 470 Capstone in Communication	1	X		
COMF 473 Electronic Cinematography	3	X	C	
COPH 215 Introduction to Photography	3	B	A	
COMB 344 Performance Skills for Electronic Media		B		
COMB, COMF, or COMD Upper Division Elective		B		
COMF 368 Film Workshop	1	X	X	
COMF 368 Film Workshop	1	X		
COMB 348 Television Workshop	1	X		
COMB 248 Radio Workshop	1	C		
COMM 238 Mass Media Workshop		C	X	
COM_ 493 Special Topics course	2-3	X		
COMM 498 Internship or upper division communication elective	3	X		
<i>Choose course of same letter - A, B, C, etc.</i>		46	22	

COMMUNICATION ARTS ED. Communication Dept. Name _____

Advisor _____ (This major includes changes to general education requirements.)

<i>REQUIRED COURSES for the major</i>	<i>Cr</i>	<i>Major</i>	<i>Comments</i>	<i>Completed</i>
COEM 175 Intro to Electronic Media	2	X		
CDMM 211 Public Speaking & Rhetoric or speech equivalent	3	X		
COMM 113 Intro to Mass Communication	3	X		
COMM 214 Mass Media Writing	3	X		
COMM 345 Desktop Publishing	3	X		
COMM 441 Mass Media Law	3	X		
COMM 496 Senior Seminar	1	X		
COMJ 254 Introduction to Journalism	3	X		
COMJ 314 News Reporting and Production	3	X		
COMJ 350 Magazine Publishing	3	X		
COMJ 422 Electronic Journalism	3	X		
COMD 355 Web Design I	3	X		
COMB 348 Television Workshop	1	A & B		
COMD 358 Multimedia Workshop	1			
COMM 238 Mass Media Workshop	1			
COMJ 317 College Newspaper Workshop (must take 2 semesters)	2	X		
ENGL 123 Intro to Literature or upper division literature (by perm.)	3	X		
ENGL 222 Young Adult Literature	3	X		
ENGL 271 or 272 American Literature	3	X		
ENGL 301, 302, or 303 English Literature Survey	3	X		
ENGL 398 Teaching of Writing	1	X		
ENGL 445 History and Structure of English Language	3	X		
ENGL 298 Practicum in English (must take 2 semesters)	4	X		
COMJ 435 Feature Writing	3	C		
ENGL 341 Technical Writing	3	C		
ENGL 436 Creative Writing	3	C & D		
ENGL 236 Expository Writing	3	D		
ENGL 336 Methods of Teaching English	2-3	X		
COMJ 336 Methods of Teaching Journalism (taken with practicum)	2-3	X		
<i>Total Communication and English credits</i>	68			
<i>X = required A,B,C = required choice (from same letter)</i>				
Completed off-campus requirement? _____				

Appendix D

Advisory Committee Setup and Comments from April 2016 Meeting

Overview of Curriculum Committee Purpose and Responsibilities

A college program advisory committee identifies needs and opportunities; describes the current status and dynamic nature of its industry and/or occupation(s); and provides guidance and advice on initial development, accountability, expansion and closure of academic programs or related program clusters at the college or with related programs at high schools, colleges, and/or universities.

Specific “responsibilities” include:

1. Assist in the establishment of occupational/technical programs and curricula.
 - Help identify present and future occupational needs within the industry and specific regions and the skills and knowledge required by prospective employees.
 - Advise the department concerning employment practices; specific certification and licensure requirements; and job entry educational levels required by business, industry, and the professions.
 - Review and submit recommendations regarding specific program proposals, specialized equipment and facility requirements for new or innovative programs.
 - Review curriculum and recommend changes based on current industry needs.
2. Participate in the evaluation of department’s programs as they relate to the educational and occupational needs.
3. Assist in the recruitment of students.
 - Publicize the college programs and employment opportunities.
 - Encourage student scholarships and other financial aids.
4. Upon request, the committee may recommend competent personnel from business and industry as potential lecturers, adjunct faculty or instructors.
5. Promote understanding and support of Evangel and its programs.
6. Assist in the conduct of graduate follow-up or surveys as requested.

Main Talking Points from Meeting in April 2016

First impressions and comments from each guest:

Brandon Beck:

- My initial impression is it is every bit as good of a program as I remember it being, it is pretty thorough from the news part of broadcasting.
- There are only 3 or 4 projects through the semester...are they going to be able to master anything in that few of projects?
- In TV Workshop and the Media Writing, a second level of those would be good so people who specifically want to get into broadcast industry, whether it be news or some other niche, it gives them kind of another level other than basic projects...to perfect those skills a bit
- Writing skills needs to be a real focus of any part of the broadcast field script writing field. Being in the business, writing is sorely lacking and needs to be improved, and anything this program can do to make students realize the importance of writing...not just script for on-air, but writing in general

Ashley Tanner:

- My big thing when going into the advertising major was that I wanted to be able to get a job, so the focus should be on really practical applications...you have the knowledge so how do you parlay that into a real life job and to a real-life interview to get a job. I kind of gave myself that education through the extracurricular like forensics that helped me with interviews and thinking in an impromptu setting.
- In looking over the program, I kept looking for the real-life experience.
- When social media was fairly new, the youngest person in the room was expected to know all about it, so students need to be on top of the latest social media platforms.
- Students need to be prepared for real-life can be finding peers or people in the industry that you want to have those conversations, and another good thing to do is to have internships. I am a huge fan of internships.
- Encourage students to gain those relationships and be able to not just try to pass a class and have it over, but really pursue knowledge so they will be able to move and shift as the industry does so. You need to know how to cross over to other media applications...they are very different so you have to continue to change and evolve.
- Students can be intimidated when fresh out of school and just want a job, and employers are looking for higher level answers, so I think any practical things you as faculty can do to give them more information of what they need to know in preparation for their first jobs.

Ashli O'Connell:

- The digital marketing course would be a great course to have cross-listed because of what we are doing is advertising and public relations. For example, we did a Google Ad Words Campaign which is great knowledge to have to help land an internship. This is something that you can walk into a job interview and show them that you have these skills that a lot of other applicants aren't going to have.
- Other than seeing a need for cross-listing the digital media course, the rest of the program is as good as I experienced as a student.

Dan Kersten:

- Encourage students to get exposed to international culture whether here in the states or overseas because it's one thing to train with a journalism degree and something else for me to start traveling in Africa. I think it is more apparent that students going into a Comm career that international field or working with international people.
- One thing that I was impressed with and was excited about in the tour was how the technology seems to be right on par with what is being used.
- I work with about eight AG organizations and a couple outside AG and we use social media more heavily for networking to get word out and campaigns.
- All kinds of entertainment, politics, and ministry use social media consultant agencies. You can do an entire career just doing social media and that is very positive, so impress that on students to learn it and how to artfully use it and masterfully use it.
- It is a significant issue and I have detected in the workplace is just to encourage you to try and work towards EU graduates having a reputation of being excellent with language.
- One other thing you don't get from a book or lecture but it is something that probably I wish someone had verbally prepared me and said this is how you need to act when you are in this Comm field, and this is what it is going to be like, so let me prepare you for it.
- Just because a student has a Journalism degree or a Comm degree doesn't mean you are in touch with what your superiors want. They will take your stuff and rip it apart and are going to edit it and redline everything and tell you to go back to the drawing board...not for a grade...for a paycheck and this is serious.
- Young people today don't want to be flexible and don't like being critiqued or told that their work isn't what your boss was looking for.
- Students need to be humble and be a servant and be willing to learn and take criticism. Prepare the student for that criticism. You get this from field experience and not a textbook.
- To get real world experience, I would not say peer evaluation is necessary...I would say people from off campus...like people in this room.
- The hardest thing for me starting in a job was having not a teacher to grade my paper, but it was another thing to it be sent to several people to evaluate. If you have seven people evaluate it, you will have nine opinions and that is really hard to adjust to.

Abby Terhark:

- I think the most important thing the practical aspect of the classes that we do, and when you graduate everybody is trying to get jobs, and you need something that sets you apart.
- When you work on projects and have internships, you can put in your work in a portfolio which is all you have when you get out and look for a job.
- Internships are very important because it teaches you interaction with other professionals, not just your peers or professors. They teach them to adjust to different work environments, different personalities, and to take criticism.
- Writing skills definitely helped me stand apart from other candidates when I have interviewed, so I think every student who graduates from the COMM Dept. needs to be able to write and speak effectively because they are the most valued skills in the Comm field.
- Another important thing is how to present yourself professionally because that sets you apart from a lot of people. Your resume makes you stand apart as well, so creating a resume that helps you stand apart from the stack of papers on someone's desk is key, but you should also have a personality and a presence that makes someone want to hire you.

Linda Leicht:

- I think that students who are going into journalism need to study something that they love beside journalism or communication. They need to be encouraged to study science, economics, history, political science, whatever...something they can say this is my specialty.
- When it comes to writing, it isn't the reader's job to dig for something interesting in someone's article or paper.
- It is really important that when professors give someone a bye because they are self-confident and they have great ideas and they are artsy, you are doing them no favor because nobody is going to hire them, and if they do, they are going to fire them.
- Just because students may be good writers, they may not be good reporters, and they need to be good reporters as well.
- You can go on the website of a newspaper and all you are seeing is that same newspaper story on the website. That is not the way you need to be writing for the web and there are so many different platforms and they need to know the differences in writing for each one.
- I think it is great that they can use really great equipment because they need to be able to do that for ourselves, but they need to be able to do it without great equipment and without a lot of time and guidance.
- When writing a story from an interview, you have to take yourself out of it and tell their story, and you have to immerse yourself in their story. It may not be a story you even like...you might not like this person, but you have to let him speak and you have to use his words and not trap people with their own words even if you don't agree. That doesn't mean I can't bring in another person's opinion as well.
- It is really important that you think of yourself as a servant both to the people that you report on and to the people who are reading it.
- While really listening to what it is that editor wants and how to provide it you will not only be better at your job, you will be a better person. EU has this unique ability to teach this because we can teach it from the point of view of faith.
- Even if a student thinks they have all these great ideas and they are so clever, if they understand that they are working for God, it doesn't matter if a letter comes in that says I love or hate your story, you really need to say is God going to tell me that is a job well done?

Michael Danner:

- Strongly encourage digital arts student to take at least one or two marketing course because everything is about acquisition and conversion. All a digital marketing business needs video produced and needs copy written for their sites, so students all need to understand how that fits inside the marketing engagement.
- People that I hire are missing empathy for the business itself. They think they are just there to write and put my good ideas on paper. I say no, you are here to get results, and that is going to take you ten tries, so we are preparing people that it isn't about what you think is good but what the business owners want.
- One of the things I would love in Freshman Seminar is beginning with the end in mind, is that if you have said at the end of this program this is what your resume will look like. You are going to have four job offers at the end of your senior year and you will have four production level projects that you can put in front of them so you can get those jobs. This is what your profile will look like and then work back from there. They can follow the track instead of being just concerned about your craft or art production you are actually wondering where it will land me.

Joe Mason:

- I was impressed with a lot of the current tech platforms, the software, the Adobe software, and the animation software are industry standards, so kudos for that because students will be expected to know those new technologies when they get their first job.
- Really hammer the concepts. Software and other technology will always continue to change, but the concepts of design and communication will stay the same.
- Learning how to not only put the story together but to do it quickly and to convey emotion to get a response from the viewer are some important things that employers would really look at. If there is one thing they need is how to tell a story quickly and put it on social media which brings me to the kind of changing outlets in the distribution channels we have now...we have all lived through the social media revolution but it seems to be not going away but platforms change.
- Platforms will probably continue to change but the point is knowing how to produce and convey some kind of emotion or response through an outlet that doesn't give you a lot of time or feature a lot of fancy graphics.
- Now your screen is small so it better be obvious and quick now and get to the point before they scroll through the story, so I think there is a need for storytelling.

The following comments are in response to questions from the faculty regarding how to improve writing skills and improve the quality of their work on projects.

Michael Danner:

Doing case studies on their work and have students do evaluations and get honest discussion. In a public format, students don't want their work made fun of, so they may work harder. If that had happened to some of my projects, I wouldn't have turned them in as they were.

- One of the things in digital media we see is that people see no emotional difference from creating a school project or sending it to a million people every day...they can't feel the difference. It looks the same, so providing gravity behind their work where they can feel the pain of spelling errors or being made fun of would go a long way to embody this is real.
- It would have been great to have a separate track for students who want to be exceptional. Student media was good for some people, but I would have loved to have gotten that much information in classes. But again, traffic and conversion, you don't want to push too many people out the door.
- One of the things we do at our company is leader boards. It would be interesting to start everyone in the middle and see people lose points and some people rise.

Linda Leicht:

- You need to emphasize that even if a student is not planning on going into a writing career, they must realize that they are going to have to write something.
- You are never going to get a job if you can't write. I do think that every professor here has the responsibility to make sure their students have some writing requirements and that they are required to write well enough to be read.
- Maybe one of the things you can do is not to put it out to the rest of the class who all did the same project, but put it on the web for all of the students to see. First of all, people will be blunter when making comments online...even cruel. Those are ways that they are going to be judged later, so that may be a way to get response that avoids being too nice to each other.

- Even in an open floor plan kind of work environment, you have to produce to succeed in that, you may be confused as to why you just lost your job, but you have to turn in your work in and get a result. So teaching them how to even operate in that environment means you take personal responsibility for getting things done.
- If you are going to demand responsibility from someone, you can't wait until it is the big thing like the project, you have to start with the small things. There has to be penalties, small for small things so they get the picture and not wait for the big one.

Brandon Beck:

- Sometimes professors in other classes say they won't take off points for grammar or spelling...YOU SHOULD! They aren't going to improve unless they are told.
- You could put together a group of alumni or other volunteers in the community who are in the profession who would be willing to evaluate JR and SR projects. You could have a website where students' projects are uploaded and have a group of people who are able to login and have a sheet of criteria and ask for them to evaluate on this criteria and leave comments. Maybe this would carry more weight with the students if it were done by professional people instead of their classmates.
- Students who don't care about anything...their problems started long before they got to college. Obviously they were not taught what it is like to have personal responsibility and there will be consequences for doing and not doing things...I am not sure if you can fix it, honestly.
- EU has a reputation not only because of excellence in Comm or any other field but because they are a Christian University and there is a percentage of parents and aunts and uncles sends their kids and grandkid here because of that...not because they have an excellent program...they want then to go to a Christian university and EU is a great one, so you will always have a percentage of students that are here because they are supposed to be here according to family. Some of those students may not care as much about the quality of the program unfortunately.

Michael Danner:

- I had a teacher at a previous college who would fail you if you didn't staple your paper right. She did that to one person and we saw it, so nobody missed it for the rest of the semester. May be example of extremist but it get attention and I didn't miss it. Sometimes making an example of someone gets everyone's attention.
- To get students to be truthful about peer evaluations, tell them they have to find ten things with it and don't turn it in until you find ten things wrong with it. This eliminates their need to be too nice and not criticize other peoples' work.
- A brand strategy risk that our company runs is for every time we polarize your audience you lose a customer but you gain two. Because we are that strong on our message. So when you switch to this hardcore you have to warn your customers that this is going to happen.
- Modern advertising is about creating ten forms of an ad and go with the best one, so there is so much science and work to it. A class about how scientific it is would be great.

Ashley Tanner:

- I agree that in the upper advanced class, you need to be learning how the real people in that type of environment work. You need to prepare students for the crazy environment they may work in.
- You need to have a little bit of "this is reality" you are going to go to a work environment that people are swearing and throwing things and it's a hot mess, but that is your paycheck, so keep going and

just keep your head down a little bit. I think that is true with writing and with a lot of things and definitely in the advertising dept.

- Younger people are less likely to require you to be there at a specific time. But if you have a boss who is a baby boomer, you better be in your seat ready to work at 8 sharp, and you have to prepare students for that.
- I have worked in a digital agency where it is an open floor plan, any day off, no policies...you go be you. But I have been in more corporate environments where this is what we expect of you and we aren't going to tell you again...this is the number you have to get to or God bless, you can go get another job, so preparing them for both sides, especially in a digital environment.
- Smaller companies and bigger companies treat their employees very differently, so you need to prepare them.
- Establish from the beginning of class that you are going to be old school and tell them I don't take late assignments...sorry. But that is how you set it up because that is the real world...I am not being mean to be mean, but this is why it is this way. There are people who are not going to rise to any level so it is what it is.

Ashli O'Connell:

- One of the weaknesses with a lot of student graduating is that writing and copy writing used to be kind of an art like it was being beautiful and clever and creative...it is a science now.
- Now you have to write for a search engine. You have to write for people too, but if you don't know how to write for a search engine, people aren't going to read what you have to say and that is journalism or marketing or public relations. If it is a TV station, it is still going on the web, so it is a science of understanding all the platforms and how when to get seen and how to write so that the search engines find you so people find you specifically for what they are looking for.
- Students today think that they know because they use social media that they know how to use it professionally, and there is a big difference and that is a big mistake...those professional skills for social and digital media are so important.
- Students say they worked harder on their Harvest Fest videos because the criticism was harsher because it was going to be seen in front of the whole student body. They feel the criticism from their peers is more real in the public setting.
- I am trying to learn that you care to a point, but when they show you that it doesn't matter...you have got to put your energy into the students who care. Otherwise you put all your energy into the ones who don't care when ones who do care need you.
- It is more about attitude toward investing

Dan Kersten:

- You have to be brutal...you have to be mean and cold as life can be.
- One thing I have realized is that sometimes the person that makes the decision on whether or not something goes to press has no Comm background whatsoever, but they are the boss, and you have to deal with that. You can't argue that I have a degree in Ad/PR, and I learned this is really how you do it...you can't say that or you will make him immediately regretful that they hired you. You have to have thick skin and know how to be a politician.

- What has helped me was to have a whole lot of people criticizing me and my work. My contribution to a greater advertising campaign. Having more of bringing things into a real world's situation where a panel analyzes every pixel on that ad from some political standpoint or whatever, create that real world decision by committee scenario.
- Some of my work I was the most proud of was the stuff that wasn't an epiphany moment I had and I just threw it up there quick, it was something I was frustrated and angry with the client thorough the process than anything and they were not frustrated and angry with me, they just want what they want and something good.
- Many critical eyes have saved me many times.
- You have to teach it tough. I never had a problem with people criticizing me. Sometimes when you put a lot of work in it, you will be upset when someone doesn't think it is wonderful, of course, but I have not had a problem with someone being critical of me because I am critical of me and want to improve. The younger generation are not that way or at least if they are they are ashamed of it and don't want people to know it.
- You should not do a student the disservice of loosening up on them because their first employer won't, especially if their employer is 55 or 60 year old person who has been in the business and likes things the way they want things and have been doing it for 30 years. You shouldn't set them up for failure.
- You should adopt the philosophy that you are the best because you are tough...it is hard to be the best, it is hard to succeed here because we model it the way it is in the real world and that is how it is. That is why only the best go here and only the best succeed. If you want to be the best, you have to be the toughest.
- To help evaluate students, maybe have someone in this room or someone else come in and tell them what is wrong with their work. Someone other than their professor can tell them why the professors are requiring certain things...this is why your professor is doing this...not to torture you because it is the best thing for you.
- There is a place for compassion for students who need extra help...there really is a place for that.

Abby Terhark:

- When getting interns from other schools, we do have to babysit them a lot and tell them that they had to do things and you have to keep checking on them. We have to tell them what to do, and they ask a lot of questions. We have to tell them how to work professionally. However, even in the open floorplan work environments where there is a lot of flexibility in schedules and rules, it is not a free for all. They usually hire people that even in that situation will function and will be able to get work done, and they are rewarding you for your hard work and getting work done.

Joe Mason:

- Being tough on them is caring for them because if you don't care they will graduate and never find a job.

Appendix E

Up dated List of Alumni Career Activity

<u>Last Name:</u> <u>(when student)</u>	<u>First Name:</u>	<u>Married Name:</u>	<u>Class of:</u>	<u>Employment:</u>	<u>Employer City, State:</u>
Bagwell	Benjamin		2011	Commercial Videographer - co-owner of Devote Media	Ozark, MO
Beers	Hannah		2016	Field Director of Jay Ashcroft for Missouri	St. Louis, MO
Bolinger	Brent		2012	Director of Operations - Fox 5 KRBK	Springfield, MO
Burleson	Roman		2014	Visual Designer - U.S. House of Representatives, Republican Conference	Washington, DC
Carlson	Brittany		2007	former editor Army Newspaper Germany	Germany
Chelf	Kelley	Oliver	2012	Marketing Coordinator - Ivy Tech Community College	Lafayette, IN
Cotton	Laurisha		2011	Legal Assistant - (she didn't give me the name of firm)	Washington, DC
Danner	Michael		2012	Director of Marketing - Dr. Axe	Nashville, TN
Dennis	Katelyn	Long	2016	Junior Administrative Assistant - Washington University	Clayton, MO
Dougherty	Justin		2011	KWTV News Anchor	Oklahoma City, OK
Ellsworth	Emily		2014	Office Admin & Photographer - Memories Unlimited Photography	Conroe, TX
Friar	Sydney	Dougherty	2011	Special Events Coordinator - Bass Pro Shops	Oklahoma City, OK
Gonzalex	Juan		2015	Technical Art Designer - AGWM Life Publishers International	Springfield, MO
Griffin	Daniel		2004	Owner/Lead Technician - Springfield iPhone Repair	Springfield, MO
Grumke	Andrew		2014	Photo Journalist - American City Business Journal	Kansas City, MO
Hanze	Katelyn		2015	Photography & Project Manager - Webspec Design	Urbandale, IA
Hedrick	Jeffrey		2009	Creative Director - Convoy of Hope	Springfield, MO
Jurado	Jessica (Esy)	White	2014	Video Editor - James River Church	Springfield, MO
Kerr	James		2011	Feature Film Assistant Director - self-employed	Springfield, MO
Kilavos	Hallie	Danner	2013	Account Executive - The Marketing Store (works with Niaan & Infiniti)	Nashville, TN
Kiser	Erik		2010	Assistant Graphic Designer - Glorbal University	Springfield, MO
Long	Jared		2016	Software Engineer - Avala Marketing	Fenton, MO
Lung	Jared		2013	Graphic Designer & Photographer - James River Church	Ozark, MO
McCage	Collin		2015	Marketing Coordinator - LBA HVAC	Kansas City, MO
Muench	Michael		2016	Videographer - General Council of the Assemblies of God	Springfield, MO
Nunley	Jessica	Willis	2014	Digital Project Specialist - Redbeard Communication	Hollister, CA
Oliver	Justin		2012	Deputy Sheriff - Tippecanoe County	Lafayette, IN
Pool	Kayla	Jones	2007	Deep Marketing	Springfield, MO
Rennau	Elizabeth		2011	Youth Pastor - Grace Assembly of God	Parker, AZ

Reppert	Justin		2008	Video Manager - Kanakuk Camps	Branson, MO
Rudolph	Christopher		2012	Video Production Coordinator - Evangel University	Springfield, MO
Salewski	Luke		2011	Film editor/producer	Los Angeles, CA
Seifert-Anspaugh	Adair		2015	Event Coordinator/Communication Strategist - AG National Children's Ministries	Springfield, MO
Shook	Caleb		2015	Marketing Coordinator - AES LawnParts	Olathe, KS
Smith	Michaela	McCage	2015	English & Journalism Teacher - Belton High School	Belton, MO
Temple	Christine		2013	Communications Coordinator - Ozarks Food Harvest	Springfield, MO
Thayer	Zachary		2015	Media Director - Cornerstone Church	Bethatio, IL
Walk	Jennifer		2015	Content Specialist - BYM Agency	Overland Park, KS
White	Sean		2015	Media Promotions Specialist - AGWM Project Rescue	Springfield, MO
Wickramaratne	Rajeev		2016	Creative Consultant - YAMU TV	Sri Lanka
Willis	Brandon		2014	Marketing Communications Assistant - Syngenta Flowers	Hollister, CA

Appendix F

Senior Seminar Portfolio Assignment and Rubric

PORTFOLIO ASSESSMENT - SENIOR SEMINAR COURSE

REQUIREMENT FOR ALL COMMUNICATION MAJORS

Each student prepares a two-part professional portfolio/website that could be used for the general purpose of achieving employment in the student's field of interest. The student will create two versions of this project:

A. Students create a notebook-style portfolio primarily using paper artifacts and displays ready for viewing by an employer. These items will also be scanned/digitized and stored on a DVD or CD-ROM data disc. The disc is turned in with the notebook portfolio. The notebook is helpful during in-person interviews.

B. Students create a working, website portfolio with all materials available online. This can be a personal website or something through Wordpress, but Facebook does not qualify. Depending on how the website was created, it can be stored on the data disc as a working site. The website is helpful when applying or discussing a job that is distant, not as helpful during in-person interviews.

Objectives of the Portfolio Assignment

1. Students assess their strengths and weaknesses in regards to finished work that will be presented as proof of their abilities and skills.
2. Students demonstrate through portfolio materials their learning at Evangel in communication.
3. Students list and explain their skills and attributes through included resume'.
4. The portfolio itself, whether notebook or online website, demonstrates the students ability to communication with potential employers.
5. The variety and quality of the materials presented gives a comprehensive view into the student's work, accomplishments, and creativity.

Rubric for assessment:

1. The portfolio includes materials that show the students strengths, abilities and skills.

2. The materials presented in the portfolio are indicative of the range of coursework accomplished by the student.
3. The portfolio includes both resume' and appropriate captions with materials that list and explain their experience and related knowledge.
4. The portfolio is organized and tailored to effectively communicate to the audience desired by the student as they seek employment after graduation.
5. The portfolio has a professional look and demonstrates the variety of accomplishments generated through their learning of communication at Evangel.

The rubric will have four levels based the how well the finished project meets the objectives and statements of the rubric: exemplary, proficient, developing, and unacceptable/incomplete.

Appendix G

Rubric Used for Senior Capstone Project Assessment

COMMUNICATION SENIOR CAPSTONE PROJECT ASSESSMENT

Student Name:

4 – Exceeds expectations

3 – Fulfilled minimum expectations

2 – Approaching standard

1 – Below Standard

___ **Preparation** – Student met goals in a timely manner, met advisor on a regular basis, and showed initiative in the process of the Capstone project.

___ **Demonstrated Learned Skills** – Student’s project demonstrated skills learned in their previous classes. The completed Capstone project is representative of their field of study.

___ **Demonstrated Learned Theory** – Student’s project demonstrated theory learned in their previous classes. The completed Capstone project is representative of the theoretical principles supporting their field of study.

___ **Professional Level of Project** – Student’s project is of the quality of similar works in the professional field.

___ **Presentation** – Student’s Capstone presentation was professional, informative, creative, and demonstrated preparedness.

Appendix H

Communication Department Focus Group Survey Results – Fall 2014

The following is a list of comments from communication students who took a “focus group” survey on issues related to the Communication Department programs. The Survey was conducted in the fall of 2014.

Student Response Form

Question 1 Responses

As a major/minor, do you believe that the Communication Department strikes the proper balance between theory and practice? Where would you like to see more of each added or detracted from your course work?

- I think the department, does a great job when it comes to theory; however, I think we should focus more on teaching technical things. For example, how to use a camera, lighting etc.
- I think there is a great balance of theory and practice in our department. However, for the advertising/PR majors I feel like there are fewer opportunities for real work experience.
- I think the department does a great job of balancing theory and practice, but I would like more hands on work
- I believe all of the required courses for each communication students are critical because they ensure balance or at least a little bit more of the theoretical/ basic knowledge needed for any communication profession.
- Yes I think there is a great balance. There are classes provided solely to learn about our field, but then there are also classes in which we practice and put what we learn into effect.
- I feel like there is a proper balance of both. I learned a lot in the classroom as well as with hands-on practice.
- I would like to see more hands-on filmmaking courses added, but I am satisfied with the theory portion of the department.
- I feel like there is a good balance between theory and hands on experience.

- I would agree that the department is well rounded in theory and hands-on experience. However, I do think the intro classes tend to focus too much on theory. I would like to be able to jump into the application as soon as possible
- There is really good balance between theory and practice, but I would like to see more practice added in the everyday classroom
- I think the department does a great job at giving the students the knowledge they need to be out in the field. I would have liked to have more knowledge/ training in digital areas –Photoshop, video, dream weaver etc.
- I don't believe that there is a proper balance between theory and practice I would like to see more real world application
- I feel both are balanced well. I have enjoyed all of the communication classes I have taken so far
- There is too much theory and not enough practice, and there are too many classes that won't help me in the real world. For example, public speaking, mass comm. And media writing.
- The balance between the two is near perfect.
- There is a good amount of theory and practice. I feel that there should be more emphasis and avenues for practice in the advertising/ PR major
- I would like to see more hands on application
- There is a good balance. Though there are some classes that overlap in classes for various majors. Why do film students take video production when it is primarily a broadcasting class?
- I would like to learn more of the business side of film. This could be a special topics course going over pitching, budgeting, fundraising etc.
- I think the balance between theory and practice was for the most part ok. However, I wish the theory was more in depth and explained better so my practice was better
- I feel like I am well equipped and ready to learn more after every class
- I could put the theory and practice on a scale I would put 60% practice and 40% theory
- I feel like the PR I and II we could use more practical theory. I felt we were given easy work that was not challenging- also in PR II we could benefit from more hands on projects/ clients etc.
- I feel like the balance between the two is good theory allows for broader application
- I feel like there is an equal amount of theory and practice in all of my communication classes
- I wish there was more practice in film production or anything related to film

- There is good balance, but I would like to see more Christian application examples for our field There is good balance, but I would like to see more Christian application examples for our field
- I believe that there is a good balance between the two.
- I am a freshman , but what I have seen there seems to be a good balance
- I see that there is a proper balance between the two. I would like to see more valuable information taught in the classroom though.
- I like the balance that our department has. I would like to see more in the writing class that deal with people rather than just assignments
- I think theory outweighs practice in the department I would like to see more practice opportunities
- I would like to see more practice opportunities in the USEM class

Student Response Report

Question 2 Responses

What was different about your experience of the program (what were you sold at the beginning) and the program as you found it to be?

- The program opened my eyes to the fact I need to know more information that just information that deals with my major.
- I realized that our program is more project oriented than other majors
- I was told that there would be multiple projects and hands on activities, and I am happy to see that what I heard was right!
- I came in thinking that the program would be easy, but I learned that it calls for hard work! I have been enjoying the challenging courses
- I was scared at first because I had the assumption that unless you lead one of the major student projects the classes/ workshops would be super easy and lessons taught could be found online
- There is no difference, everything I was told at the beginning is how I found the program to be
- I didn't really know much about the program before hand
- There really was not much of a difference. The only thing that is different is that I did not have the opportunity to visit so I did not get very much information about GPA requirements

- I was nervous coming into the program, but I found out really fast that the teachers are willing to work with me. I really feel like I am getting prepared for my future
- I really didn't know what to expect, but I have been incredibly impressed
- I had very high expectations when coming into the program, and I am happy to say that all the teachers have gone above and beyond what I expected.
- I thought the work would be more challenging and portfolio building, but I am happy with learning just the basics right now.
- I didn't know what to really expect, but I am so happy with all the knowledge that I have learned thus far!
- I didn't have to many expectations that haven't been met; I am enjoying the structure of the program as it is.
- The program met my expectations, and I am still sold on it!
- My expectations of the program were very much different than how it was advertised. It was a bit misleading, and it has turned out to be much more broadcasting than what I had expected.
- I knew that studying communications would call for me to be stretched, and I am happy with all that I have learned thus far.
- I thought that university Seminar would be boring, but it has now become my favorite class!
- When I first came to EU, I was a business major. I then talked to Dr. Pace about what I really wanted to do and he was there for me. He advised me to join the communication department, and that has now become the best decision that I have made so far!
- I have been really pleased with my time in the communication department, but I would like to see more special topic courses.
- I have been impressed with the amount of equipment that our department has!
- I came into the department with an open mind, and so far I have been pleased.
- I was sold, but this was the only school that I looked at that offered opportunities for freshmen.
- I wasn't sure what to expect, but I have been so happy with all the different mediums of communication that I have learned!
- Everything lined up to be exactly as it was portrayed. I like the challenges and the opportunities.
- Everyone told me that the communication department was unique, and I am finding out that everyone was right!
- I didn't expect to write so many theory papers, or even look so much at the theory side of filmmaking. However, these have been beneficial for me and my career!
- I did not expect so much practical work. For instance I am so glad that I have not only learned to write, but I have learned to use cameras and other equipment.

- My expectations have been more than met!
- I had slightly higher expectations. I have found myself teaching myself more technical things through google.
- I am pleased with the money that I have spent! The department has really met my needs!
- I don't feel like I have had enough experience in order to hold an opinion.
- I was going to switch to the art department to study graphic design, but I quickly found out that the communication department cares more about "real world" experience.
- I thought there would be more education on digital programs and more PR classes.

Student Response Report

Questions 3 Responses

The department offers many opportunities to be on student media staff. Do you see benefits in being on staff, and if you haven't been on staff, why not?

- I greatly see the benefits of being on staff. I have not been on yet because I didn't apply. I will for other position next semester.
- I love that I have the ability to be on staff. It allows me to see what I like or don't like in the department, and it gives me real-life applications to what I'm learning
- There may be a ton of benefits, except, I have yet to be on staff, I wouldn't know the exact benefits.
- There are many benefits to being on staff, such as furthering experience and bonding with peers. I have not been on staff because it's my first semester, and I but studies first.
- Many benefits are found being part of student staff; getting to know professors making friends in your major/department, learning practical skills, and many more.
- I haven't been on staff because I switched my minor my senior year. The department seems pretty exclusive to comm. Major/minors specifically. Doesn't connect much to any other departments filled with students who may be interested
- I think being on staff is great. I was only on staff for a little while but the one I wanted to be in I couldn't because of my GPA.
- I haven't been on staff because I am a first semester freshman, and I have been busy with volleyball and I am changing majors
- I do see benefits, but due to being in Evangel Athletics I don't have the time.
- I have not been on a student media staff, but I believe any opportunity to grow and refine skills is beneficial.

- I've absolutely learned more while working on student media than I have in class
- I have not had the chance yet, although I hope to experience it sometimes
- Being on staff creates many useful opportunities to practice and be involved with the elements of one's major. It's a great way to make what was taught in class real to you
- I am not on staff because I wanted to focus on schoolwork my first semester
- I haven't been on staff yet because I just wanted to get used to my first semester here without a huge commitment to be on the media staff.
- I find that being on staff is very important if one wants to get a job out in the real world. One way that I found being really involved in the workshops has helped me sharpen my skills.
- I definitely benefit to be on the student staff. I found a perfect job that helped to give me experience.
- When I came to the communication department, I immediately got involved in EU films. EU films has helped me learn different editing programs that I will be using in the future
- I have been working on staff for the past six semesters, and I love it. I think it has helped me a lot because it has helped me see and understand how the "real world" works.
- I do. Being on staff gives you hands-on feel for what you are doing and I know a lot of people learn better when they have hands on help. I was not able to be on staff due to my schedule.
- Yes I do. I get more hands on experience than most people. I work with wonderful people, and it's also a great addition to my resume.
- Staff is a great thing. Because of my staff involvement, I have experience in addition to my knowledge.
- I saw benefits to working with the Lance but I found that kind of reporting is not my kind of style.
- Yes, of course it gives you more time to practice in your field and to be around professionals a lot more.
- I think the opportunity to be staff is beneficial, because it builds up a portfolio and provides opportunities to learn and gain experience.
- Yes. Being on staff helps put knowledge into practice, and it has taught me how to work as a team in order to succeed.
- I have not been staff because of the amount of time it would take
- Yes I do
- I simply have no time to work
- My goal isn't to be on staff at school, but instead focus on my education.

- I have not been on staff because I am still finding my balance at a new school. I was interested in the Lance, but heard from my friends that they were very overwhelmed when they did it and that scared me away.
- Yes I definitely see the benefits of learning how to work with people on a team.
- Yes I did. It gave great practice and experience. I was involved minimally because of other commitments but would have been if I have more time

Student Response Report

Question 4 Responses

The workshops are integrated into all communication programs of study. How have the workshops impacted you? What are the strengths and weaknesses of the workshops requirements?

- Some were beneficial, but others not so much. I would have liked more basic training for the workshops- radio, web design.
- N/A have not taken a workshop yet
- It helps beef up portfolios, but it takes up a lot of time.
- I have not had the chance to take a workshop yet.
- I have not taken any workshops yet, but I am really excited for them!
- I found that the workshop classes have helped me grow fonder of my passion for media.
- Workshops were some of the best classes for learning about my field. I just wish more credit was given to how much work was done.
- Workshops have helped me understand the production process. A film workshop has helped me in I have many aspects, both for filming and communicating.
- I have not had the chance to take a workshop class yet.
- After all the time and effort I have put in the workshop classes I feel more prepared to do what I love one day!
- I loved the workshop classes, but at time I felt like I wasn't getting graded on my work but on how close I was with the professor.
- I have only taken one workshop, but I really enjoyed it because it let me doing things beyond the lecture.
- I have not yet taken any workshop classes.
- The workshop classes have helped me get hands on practice early on so I can realize what is expected in that field of study.

- I have sat in on film work shop, and Dr. Pace's teaching has really helped me learn the fundamentals of film.
- The workshops have helped me start preparing for my senior Capstone project. I am really excited about it.
- The workshops have given me a great opportunity to learn about my future occupation, and it has showed me all the skills that I need to perfect before I go out in the real world.
- I have not yet had a workshop class, but I was in a lab for my video production class. The lab has helped me learn the fundamentals of film.
- They have taught my self-discipline and time management.
- A lot of the workshops have helped me grow, and has helped me use what I have learned in the classroom.
- I have not had the chance yet, but I hope to get the chance sometime.
- I have learned a lot more while being on the media staff than I have while in the classroom
- The workshops are the best benefit to being a communication student.
- I am a freshman so I haven't got the chance to do any workshops yet.
- The workshops overall have been outstanding and beneficial. I would suggest adding a workshop that teaches out to use a camera better for those of us that aren't familiar to handling cameras.
- I have not been a part of or informed of any workshops throughout this past semester.
- I have not got the chance to be a part of a workshop yet.
- The workshops have taught me more than what I expected. I did enjoy them, and one of the strengths off workshops is that people learn more about what they want to do by being active and having hands on experience. The only weakness of workshops is that all the work that it calls for, but students only receive one credit.

Student Response Report

Question 5 Responses

What is your perception of the Communication Department's reputation among other members of the Evangel community? Give reasons for and/or examples to illustrate your answer?

- I have only been on campus for one semester, but I can see that the communication department. is active and growing fast. My own personal

opinion is that communication majors are the coolest kids on campus, other than music majors (there are too many of those).

- It seems to have a good reputation due to the capstone projects and other stories that my professors tell.
- I've heard many great things about the communication department even before joining.
- The department seems to have a lot of respect due to all the things that they do for the campus
- Some of my friends assume that it's an easy major; I have heard a few students say that this department is very worldly, I think that our dept. gets a long more than other depts.
- I haven't heard a lot from the Evangel community, but the things that I do hear are communication students being bragged on.
- I enjoy almost all of the professors.
- I think that we are kind of forgotten as far as how we are talked about but compared to other dept. the integration of students and faculty is overwhelmingly strong and supportive compared to departments such as business and education.
- My perception of the communication department is a very good one. I see this department as a place full of kind integrated people who constantly want to learn from one another. That is not only the students but also the professors.
- I have NEVER heard any negative talked about the communication department.
- EVERYONE says great things about our department!
- I feel like it does a good job of entertaining and informing students of things at Evangel University!
- I think the department has the reputation of being the "fun department". Some of my friends have the impression that the communication department doesn't do anything because we have parties and make videos all the time.
- The reputation that the department has is that we have fun...which is true! I love it!
- We are known as the fun department I am proud that we have fun while maintaining the focus of learning
- I think a lot of my friends think that communication majors don't have intellectually hard classes, but I know that is wrong. We are also known as the fun department.
- We are known as having a "busy major" We are also known as working in groups all the time.
- I feel like the perception of the department is a lot of people joking because they think all we do is "communicate". We learn more than that for sure!

- I think our department is the closest. We are a family. We are very group based; we are forced to work/ required to work with other people. I believe that in our profession we can't do everything by ourselves. We need other people's skill sets- editing skills, audio skills etc. We learn that in the department.
- I think some of the students view the comm. department as being exclusive and not connecting with the rest of the student body. Even though this is not how the communication students act I've been told that by a lot of other students.
- I have not heard any opinions from outside the department, but from everyone I've spoken with inside the dept. have loved it.
- We have a lot more fun than other department people laugh more, but we are also extremely focused when it comes down to it.
- The communication department has been a great stepping stone towards my passion.
- We are really involved: Many students take the opportunity not only to be on staff for the communication department, but also on ESGA, Crosswalk, and AB.
- We are known for having fun professors!
- We have a good reputation on campus as being creative.

Student Response Report

Question 6 Responses

If you were given the ability to determine how your academic program was structured, what would that look like? NOT GENERAL EDUCATION- your degree. List classes, activities, lectures, discussions, and more.

- Maybe not have some classes like interpersonal communication and mass communication that overlap.
- Have classes/workshops offered earlier in the day like 8 a.m., and I think that every communication major should be required to take media law.
- Through my years here I have come to realize that even the classes I dreaded have really good pay off, but if I had the choice I would not have taken film workshop and desktop publishing.
- I don't have a problem with the structure of the communication classes; it's the general education that I have a problem with.
- Requirements would definitely include internships and portfolios which Evangel does a great job with. Hands on experience is very important and valuable.

- I would like classes that go into greater detail on how to refine my skills. Even though a lot of classes taught the basics, I feel like the classes only laid a foundation instead of building up my skills.
- I would say more classes that deal with the technical stuff like electronic media, film workshop, radio workshop etc.
- I would definitely put the things like TV workshop, video production, and web design into the beginning of the program instead of trying to mash everything into Electronic media for the foundation of communication. The workshops are beneficial but don't need to be the majority of your grade in that class. The lectures and discussions in class are good though.
- I think there should be mandatory internships, mandatory student media involvement, creating an on-campus advertising agency for the PR majors.
- More basic classes for learning Photoshop, InDesign, Dream Weaver, Flash. I think we should also have more speakers that come in and speak to us about their careers.
- I am only a freshman. So far I am happy and see that the classes that I have taken are beneficial.
- I would like more design classes or Photoshop classes. I would like to see more workshop classes pertaining to the film industry, classes that would expound on the different aspects of the industry, and would connect students with the professionals who have had success.
- I was very pleased with how my schedule turned out every semester. I think that by spreading out my courses to where I may have 1 electronic media related course, 1 theoretical, 1 gen. ed., and perhaps a workshop. It is very helpful to spread the comm. classes out because we are a very project oriented.
- I really don't know what my classes would look like. Most of them would have to do with my major and minor, so broadcasting and photography.
- I would want my scheduled to be mostly hands on work and classes because I learn best that way.
- I would have a lot of hands on classes like workshops in small classes so that I could have one on one with the teacher. I would also enjoy if there were more options of classes I could take to meet my required major so that it is more flexible to how I want it
- I love how the communication department structures their classes! Keep up the good work!
- If I could control my major, I wouldn't take general education classes. There would be minimal lectures and more hands on with all classes, even theory classes.

- I would keep everything the same aside from a few things. I would take away capstone, Photoshop, and web design. I never felt like I had a clear understanding of the class in the end of the semester.
- I would have all the basic skills taught first, before actually participating in the activities and physically applying what I've learned. With that being said, class should also allow discussion so the teacher can fully understand if all the students have those skills fully learned.
- It would consist of broad variety of classes for the communication studies program, and there would be a lot of hands on opportunities
- I think the freshman should get more opportunities to have more hands on experience.
- I would want more advertising opportunities and classes.
- I would like to have a few business classes that deal with my communication major
- I think there should be more hands on classes I enjoy the theory classes I just want experience.
- I like how the classes are structured.
- I would like to see more tutorials in camera, audio, lighting, editing, and design. I would also like more assignments that apply those skills.
- I love that the dept. makes us learn theory and the skills because all is important.
- I would like a class that deals with more in depth event planning.

Communication Department

Student Responses 2013-2014

34 Participants

9 Males

25 Females

Males:

3 Freshman

2 Junior

4 Senior

Females:

12 Freshman

2 Sophomore

4 Junior

7 Senior