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PART 1. EXECUTIVE SUMMARY

The Shift to Communication and Culture

Within the past two decades there have been efforts within the entire University of Hawai‘i system to increasingly expand cultural and multicultural studies, to draw upon knowledge, practice, and wisdom from an ever-wider array of cultural resources. This has been, in part, a constructive response to claims that the University of Hawai‘i has historically been a largely white-male dominated institution, in stark contrast to the multicultural location and student body of the University of Hawaii. In a series of seven organized public forums held on the UH-Manoa campus, sponsored by the Spark M. Matsunaga Institute for Peace, faculty and student presenters alike charged that the UH required its students to become disproportionately fluent in non-local haole forms of discourse, haole values, haole standards of “competence,” and haole theory and methodology. The flavor of this argument was captured in this quote from a UH associate professor of political science: “The university has been an important vehicle for legitimizing the intellectual dominance of the Euro-American tradition.” This summary statement is representative of others by like-minded faculty and students to the effect that the University of Hawai‘i has contributed to perpetuating the legacy of colonialism in Hawai‘i.

However, even more widespread is the positive image of the UH as a potential world model of interethnic vision, harmony, and collaboration, as captured in these words from Majid Tehrainian, a UH-Manoa professor of International Communication and director of the Toda Institute: “The University of Hawai‘i has an opportunity to play a
variety of roles in the process of undermining colonialism and bringing forth the vision of a transformed society."

In order to address these concerns, the Strategic Plan of University of Hawaii at Hilo has established as one of its priorities, "To cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai‘i." The strategic plan states that this goal will be achieved in part, by promoting multicultural fluency by developing, "awareness and knowledge of self and others, and skills for effective interaction, communication, leadership, and organizational change" (Appendix 1).

The Department of Communication's mission, faculty, and program learning outcomes are in complete alignment with this priority. The Communication Department at UH-Hilo honors and celebrates the rich multicultural matrix within which the university is embedded. This is reflected in our completely re-invented mission statement as published in the UH-Hilo catalogue annually since the 2007-08 academic year, in the nine new communication and culture courses that have been added to our curriculum and taught since then, and in our other existing communication courses in which culture has come to play a central role.

Our 2003 external reviewer wrote that our program was, "Poised to assume a significant role in the university as a whole...the department is uniquely situated (based on student demographics and physical location in Hawaii) to develop programs that could be internationally renowned." (Appendix 2a)

At the curricular level, our attention to culture and communication through the new development of seven directly designated courses (plus three other culture-related courses, and two pre-existing culture and communication offerings), places us in a
unique and strong position. Added to this, our coverage of standard Western 
communication theory and research methods, our recent development of the media 
writing and studies areas with more than ten courses combined, and our ongoing 
engagement with the areas of interpersonal and organizational communication through 
more than ten courses (plus additional allied courses), converge to provide our students 
with a strong undergraduate education in human communication studies, with a 
particular emphasis on culture. Furthermore, the department has initiated an online 
component, enabling it to meet the needs of a more diverse student body (non-
traditional students, students in remote locations and on the other islands).

Since the last program review, the number of majors, classes offered, students 
per class, degrees awarded, SSH and FTE, have continued to increase. Faculty have 
developed a new mission, program learning outcomes, curriculum for the department. In 
addition, we have developed and implemented an assessment plan all while 
maintaining our research and service obligations. However, faculty positions have not 
kept up with growth. A failed search converted to a frozen position that has stymied the 
department's ability to meet the demand for lower division courses while adequately 
serving majors who need upper division courses. Furthermore, popular courses such as 
Family Communication, Interviewing, and Media Ethics and Law have not been able to 
be covered for several years now.
PART 2. BACKGROUND

At the time of that Fall 2003 program review, we proposed to focus our program by developing the communication and culture area (at that time there were only two courses) and the media writing (zero courses) studies area (three existing courses). Our external reviewer confirmed the wisdom of our future growth in these areas. Considering our cultural location, having only two designated courses in the area of communication and culture by Fall 2003 was simply inadequate.

Though on the U.S. mainland, the average enrollment of Asian and Pacific Islander students in undergraduate communication programs has traditionally been under 5%, at UH-Hilo many more communication majors are typically of Asian, Pacific Islander, or mixed ethnic identity, with no single ethnic group in the majority (UHH Office of Institutional Research). This has increased slightly across this review period. Our Asian major count increased from 17.36% in 2003 to 29.93% in 2010. Looking at the proportions across the review years, this seems to be a trend (e.g., across 2003-05, average was 19.31%, while for last three years the average Asian proportion of majors has been 25.68%). Japanese, Filipino, Mixed Asian, Chinese, and Korean students, in that order, comprise this group. Pacific Islander majors increased from 21.53% of majors in 2003 to 28.85% in 2010. There also has been a slight overall increase in Pacific Island students. Hawaiian and part-Hawaiian students comprise the largest part of this group. In 2003, Caucasians constituted 44.44% of our major count, but only 24.49% in 2010. The data across the entire review period show a decreasing trend in Caucasian majors. In 2003-06 Caucasian students comprised 39.8% of our major count, while for 2007-10 that proportion declined to 32.62%. Mixed "Other Ethnic"
comprised 11.56% of our 2010 major count, Hispanic ethnicity counted for 4.76%, and African Americans constituted 2.72% of our major count. The total ethnic demographics for communication majors 2010 are: 29.93% Asian, 28.85% Pacific Islander, 24.49% Caucasian, then mixed "Other," Hispanic, and African American. Females now comprise 61.75% of our total major count. Consequently, in terms of our student composition, our department is relatively unique on the national scene, and more direct and explicit attention to the relationship between culture and communication within our curriculum was appropriate and essential.

In 2007, the department chair received a small assessment grant to conduct an alumni survey to assess our areas of strengths and areas for improvements (N=135, response rate 22%). The survey included both closed and open-ended questions. The results of the survey were reported to the department and discussed extensively at a daylong communication faculty retreat. Based on these data, our previous program review, the demographics of our students, and our goal to strengthen the program in the area of communication and culture, we developed a new vision, mission, and set of learning outcomes for the program. Our revised missions states:

*The Department of Communication provides a strong foundation in human communication theories and practices. Our program emphasizes multicultural team and community building in a personalized learning environment. The program emphasizes multicultural perspectives, authentic communication, valuing diversity, professional and personal empowerment, and enhanced self-awareness. Students develop oral, written, group, interpersonal, intercultural,
and organizational communication skills that prepare them for leadership and citizenship in a diverse civil democratic society.

The new mission of the Communication Department is guided by the assumption that culture permeates every level of communication. Consequently, our objectives are to:

• explore and promote diverse theories and perspectives related to communication;
• facilitate practical skills for effective communication in multicultural contexts;
• develop leaders that can relate to global and local cultures;
• cultivate healthy individuals, relationships, organizations, and communities;
• promote dialogue among diverse individuals, communities, and organizations.

We seek to empower our students by facilitating the development of skills that encourage replacing monologue with dialogue, fragmentation with connection. Students are encouraged to develop projects relevant to their personal and professional goals. They develop the talents and skills necessary to succeed as leaders and change agents in a wide variety of settings.

Located in one of the most diverse areas of the world, our program places the relationship between culture and communication at the center of our curriculum. Our program has a special emphasis on communication and culture as they influence and are influenced by wisdom, context, process, and community. Refer to Appendix 1a to read more about special aspects of our mission.
PART 3. PROGRAM ORGANIZATION AND PERFORMANCE

Organization of Curriculum

Our program requirements have been designed to develop student knowledge and skills as outlined in our mission and formulated in our program learning outcomes. The program learning outcomes articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree. Upon graduation students should possess the following knowledge and abilities:

Knowledge.

_Students will be able to:_

- Describe the major paradigms, theories, concepts, and subfields within the discipline.
- Discuss non-western and alternative communication perspectives.

Performance Skills.

_Students will be able to:_

- Make effective public or professional presentations.
- Demonstrate interpersonal communication competence.
- Participate in group discussions and facilitate dialogue.
- Display sensitivity to the perspectives of others.

Capstone Paper or Project.

_Students will be able to:_

- Design, implement, and/or evaluate a research project, a communication intervention, or a campaign.
In order to support students in meeting their personal and professional goals, the Department offers majors opportunities to pursue their interests while meeting the capstone requirements through a directed studies option. Since the last review, the department has standardized the requirements for our directed studies courses and published our expectations in the catalogue.

Consistent with the our revised mission and program learning outcomes, we have added the following seven new permanent courses to our curriculum in the area of communication and culture:

1. Health, Culture and Diversity (COM 241)
2. Sustainability, Communication and Culture (COM 344)
3. Communication in the Multicultural Workplace (COM 351)
4. International Communication (COM 358)
5. Communication and Culture of Asian Americans (COM 455)
6. Asian Perspectives on Communication (COM 456)
7. Japanese Culture and Communication (COM 457)

The addition of a new tenure-track position in the area of communication and culture is part of what made the above expansion possible. We are pleased that we have been able to considerably enhance our offerings in this area more adequately in the years since our 2003 program review.

Also subsequent to our previous program review, the following seven and media writing and studies courses have been permanently added to our curriculum (and two of these, COM 260 and COM 461, also contribute to our communication and culture area):

1. Introduction to News Writing and Reporting (COM 285)
2. Media and Culture (COM 260)
3. Media Writing Practicum (COM 287)
4. Media Ethics and Law (COM 361)
5. Communication and Social Change (COM 368)
6. Advanced Media Writing (COM 385)
7. Race and Gender in Media (COM 461)

The above curricular expansion in the media writing and studies areas was primarily made possible through the addition of a new tenure-track position in media studies, and the addition of a lecturer position in media writing. We have fortified our program in the important areas of media writing and studies in accordance with our departmental vision, and external reviewer recommendation. Additionally, we have added advanced courses with pre-requisites, to provide for more depth, and streamlined the major so that students could graduate in four years.

In the area of interpersonal communication, we added to our permanent curriculum since prior program review:

1. Seminar in Listening (COM 475).

This addition gives us a total of five courses directly in the interpersonal area.

We have added to our communication theory and research area as well, with the following new course:

1. Communication and Ethnography (COM 451)

In sum, since 2003, we have completely revised our mission and program learning goals which has resulted in a total of 16 new courses added to our curriculum: seven courses directly pertaining to communication and culture, seven courses
pertaining to *media writing and studies*, one additional course in the area of *interpersonal communication*, and one more course in *communication research*. These changes have added depth and focus to the program. It is clear that the Department of Communication has not been idle. Our program has been a highly developing program, dynamically evolving with our unfolding vision.

At the time of our previous Fall 2003 program review, we were trying to keep pace with what had been a period of tremendous growth in our program. We were straining under the load of our own success. We had experienced a more than 600% increase in majors across a period of approximately fifteen years, to a total of 141 communication majors in 2002-03. Due to our inability to meet student demand with the resources we had, the UH-Hilo administration considered us an "impacted" major. In addition to the dramatic growth in the number of majors, we also had more than 30 communication minors, and were servicing the B.A. general education requirement area with six different courses, as well as regularly offering three other upper-division courses that served as electives within other campus programs. This substantial growth in the major and minor, and our other curricular teaching responsibilities, were being addressed by only four tenured faculty members, a number that had not changed in more than twenty years. We also had the help of a single full-time non-tenured lecturer.

The program was in serious need of additional staffing to accommodate its impacted major/minor program, matriculate its students in a timely fashion, and meet its other curricular obligations. The Department of Communication therefore, unfortunately, found it necessary to close ALL of its upper-division courses to students who were *not* communication majors or minors. We also increased the college GPA entrance
requirement to our program to a 2.5, effective as of Fall 2003, to perhaps narrow the number of new students who would enter our program. In Fall 2003, we were feeling stressed and overwhelmed. Our program had become a strong draw to our UHH students, and we were straining to keep pace.

Since then, three tenure-track positions were added to our program. Professors Yoshitaka Miike and Jing Yin filled two of these positions. The third has been frozen due to two failed searches and current financial constraints on the system. Consequently, we now have a total of six filled tenure positions, and one fulltime instructor position. We also have three lecturers that teach courses as needed and have again been able to service not only our majors and minors, but students from any major on campus who choose to enroll in our lower and upper-division courses. We were able to remove the 2.5 GPA entrance requirement to the major to coincide with university norms. We currently provide courses that service the University's "General Education and Basic Requirements" as well as specific requirements in the various degree and certificate programs offered in the College of Arts and Sciences (CAS), the College of Business and Economics (CoBE), and the College of Agriculture, Forestry, and Natural Resource Management (CAFNRM).

Our recent movement into online teaching and learning is consistent with the department's commitment to students' intellectual and personal development in an increasingly technological, online, and global environment. Furthermore, it is a departmental response to student demand from remote parts of the islands, as well as from local students whose professional and family lives make campus schedules and commuting extremely difficult, if not impossible. Our numerous online courses, offered
by more than half of our faculty, ensure that students are comfortable with learning and communicating in the rapidly changing world of technology and the Internet. It exemplifies the mission of the University of Hawaii at Hilo that says, "One learns from many sources," without compromising quality. Sixty percent of the faculty that teach the online courses have participated in course audits using the UHH Quality Online Course checklist (attached) developed by the Distance Learning (DL) coordinator and course design specialists, reviewed by experienced online instructors. The checklist draws on such sources as the Western Cooperative for Educational Telecommunications' Good Practices for Electronically Offered Degree and Certificate Programs; the American Distance Education Consortium; and similar checklists used by universities in California, Texas, and Illinois. (Appendix 4h.) The online program received accreditation from W.A.S.C. in spring of 2011.

Service to the University Curriculum

Prior to the implementation of a new set of general education requirements (effective Fall, 2011), the Department of Communication served the General Education program primarily through the UHH Humanities requirement. Students were allowed to use any one of the lower division courses (i.e., 100-200 level courses) to satisfy three of the nine credits required in the Humanities Area.

Beginning in Fall 2011, the university implemented a new set of general education requirements. Currently, Human Communication in a Diverse Society (COM 100) and Introduction to Theories of Human Communication (COM 270) are listed as electives in the Language Arts and the Humanities requirements. Additionally,
Intercultural Communication (COM 359), Asian Perspectives on Communication (COM 456) and Japanese Culture & Communication (COM 457) were added to the list of courses that fulfilled the Hawaiian/Asian/Pacific requirement. Beginning in 2012, Com 344: Sustainability, Communication and Culture will meet the Global and Community Citizenship requirement.

In various colleges and departments throughout UHH, several Communication courses have either been required or have served as electives in partial fulfillment of the program’s degree. For example, the College of Agriculture, Forestry, and Natural Resource Management (CAFNRM) currently require its General Agriculture and Agroecology & Environmental Quality majors to earn three credits in either COM 100 Human Communication in a Diverse Society), 200 (Interpersonal Communication), or 251 (Public Speaking). Until recently, these three courses and COM 151 (Introduction to Communication) were also listed as supplemental requirements in the Aquaculture, Crop Protection, and Tropical Horticulture specialties. The College of Business & Economics (CoBE) requires its majors to earn three credits in COM 251 in partial fulfillment of Pre-Business Core.

In the College of Arts & Sciences (CAS), the Nursing (NURS) program requires prospective nurses to earn three credits in any 100-200 level communication course. COM 251 is listed as a General Education-Humanities requirement for the Computer Science (CS) and Marine Science (MARE) majors. Additionally, COM 442 (Communication & Conflict) serves as an elective for the B. A. degree in Administration of Justice (AJ) while COM 420 (Family Communication) and 461 (Race and Gender in the Media) are elective courses for the a Certificate in Women’s Studies.
2003-2011 Trends

The data provided in Table 3.1 (from the UHH Institutional Research Office) suggest that the department has continued to grow. For example, from the beginning of the current review period (Fall 2003) to the Fall 2009 semester, there have been noticeable increases in such areas as the number of majors (from 145 to 162), SSH generated (from 1,752 to 2,400), SSH generated by Communication majors (from 942 to 1,122), number of classes/sections offered (from 24 to 36), and number of degrees earned (from 37 to 55). Also, during this period, the FTE course enrollment has increased more than 80% from 116.8 to 160.6 (Appendix B Table 3.1).

While there were fewer number of majors reported for the Fall 2010 and 2011 semesters (147 and 132, respectively), it should be noted that the percent of Communication majors with respect to College of Arts and Sciences (CAS) and the Humanities Division (HD) majors remained relatively stable (CAS, 5.1%, 4.8%; Humanities 36.1%, 32.9%).

Furthermore, in spite of the fewer number of majors for these two semesters, the SSH generated by the department has actually increased over the previous semester—from 2,409 (Fall 2009) to 2,685 (Fall 2010) and 2,616 (Fall 2011). When considered in light of the SHH generated throughout the College of Arts and Sciences, the department's SSH generated represent 7.2% (Fall 2010) and 7.1% (Fall 2011). Additionally, the Department generates nearly one-third of the SSH generated by the various programs that comprise the Humanities Division (HD); (Fall 2010, 31.3% and Fall 2011, 32.0%). These percentages of SSH also represent increases over previous semesters. In terms of the number of classes/sections offered throughout the College of
Arts and Sciences and the Humanities Division, these percentages are significant. As reported in Table 3.1, in Fall 2010, the department offered a total of 38 classes/sections. This number represents about 5% of the classes/sections offered throughout CAS and nearly 20% of the division's courses. In Fall 2011, the Communication faculty offered 34 classes/sections that comprised 5% of CAS courses and about 19% of the Humanities course listings. While the percentages of classes/sections with regard to CAS over the past two semesters are quite stable, the department's role in the HD over the same period has actually increased.

Our persistence statistics are consistently among the highest in our Division and College. The only program that substantially exceeds our rate of persistence is the UHH Nursing program. When data are examined for the number of annual degrees as a percentage of total fall majors, our program consistently ranks high within our Division and College. The only program that clearly exceeds our rate is, again, the UHH Nursing program. The Department of Communication is the largest major in the Humanities Division, and, depending upon the particular year, the third or fourth largest major in the College of Arts and Sciences (Appendix 4gii).

Although the Department of Communication has continued to grow, there are two important concerns that warrant discussion. First, with regard to SSH generated by the department, it appears that the discrepancy between the lower and upper division SSH is increasing. This difference is particularly apparent during the Fall 2010 and 2011 semesters in which the lower-division SSH were 1,629 and 1,718, respectively, and the upper-division SSH were 1,056 and 897, respectively. These data indicate that the amount of resources required to manage the lower division courses has increased over
this period, limiting the faculty's ability to serve our majors who need upper division courses. At the lower division level our classes have held an average of 28 students per class section across the past nine years, and our upper division classes have averaged an enrollment of 26.5 students per class (Appendix B Table 3.1).

The second concern that needs to be addressed is in the area of SSH generated by Communication majors. As Table 3.1 indicates, in the Fall 2010 semester, 38.7% of the SSH were attributed to the department’s majors. This percentage represents about an 8-point reduction from the previous fall. The SSH for Communication majors decreased nearly 4.5% in the Fall 2011 semester in which 34.3% of the SSH were generated by majors. These results may be attributable to the lifting of the “major-only” restriction for the upper division courses effective Fall 2009.

In short, while there is continued growth in terms of the number of students served, it appears that such growth has a negative impact on the ability of the Communication faculty to serve its majors. Given that COM 100 will soon join COM 270 as General Education courses, and the approval of COM 344 a for meeting upper-division GE electives, it is likely that, without additional faculty, this trend will continue.

Faculty Productivity

Our scholarly activity is directed toward communication and culture considerations to a greater extent than ever before. Since previous program review our faculty have published a total of 53 articles in academic journals and scholarly books on topics pertaining to communication as related to culture, and have presented 47 convention and conference papers specifically in this area. 55.3 percent (i.e. 26) of the
papers were presented at the annual meetings of the National Communication Association, the largest, oldest, and most respected scholarly organization in our discipline. Other papers were presented at meetings of Association of Management, International Association for Intercultural Communication Studies, Joint International Conference on Chinese Communication Studies, National Chengchi University, National Chiao Tung University, Oceanic Popular Culture Association, Pacific & Asian Communication Association, Research in Engineering Education Symposium (REES), University of Maryland, University of Washington, and Western Communication Association.


Two college textbooks authored by one of our faculty members were published in 2009 and 2011. These two textbooks offer innovative, cutting-edge, and refreshing approaches to communication education. One faculty co-edited an anthology on small group communication theory and research, which is published by Roxbury in 2003. An academic reader published by Routledge in 2008 on the topic of global communication
has also been edited by two of our faculty (in conjunction with a third widely renowned cultural scholar). This output has been substantial and influential. Our published work has a unique emphasis and deep cultural root in Hawaii and the Asian/Pacific Region and deals with topics such as Hawaiian cultural concepts, holistic healing, dialogue, Asian communication theory building.


Service to the Community

Our service to the community attests to the department’s endeavor to celebrate the multicultural environment and our commitment to culture. Faculty members are active on many university committees including several directly related to diversity. For example, the department has demonstrated its commitment to diversity by taking a leadership role in the production of a campus-side event, The UH Hilo Diversity
Symposium for several years. Participants in the symposium include faculty, staff, students and community members.

One of our faculty members chairs the University of Hawaii Diversity Committee. This committee, which reports directly to the chancellor, is charged with fostering diversity in the campus culture. Members work on hiring, pedagogy, access and assessment issues as well as support campus events. Three of our faculty members have served on this committee.

Faculty members have been utilizing their expertise to facilitate and promote productive and supportive interpersonal, intercultural, and organizational communication in the local community. For example, one member has served on the Board of Directors of Kuakahi Mediation Center while another on the Board of Directors of Boys and Girls Club of Hilo. Some members have conducted workshops with various community groups such as the Keaukaha-Panaewa Farmers Association (Basic Parliamentary Procedure) and the junior achievement program at the DeSilva Elementary School. The department is also deeply committed to health and well being of local people in Hawaii as indicated by one faculty member's keynote presentation at Holistic Hawaii Annual Conference Keauhou and participation in the Healing Island Roundtable Subcommittee and Healing Island Roundtable. Faculty members of the department have also been involved with humanitarian organizations such as East Hawaii American Red Cross, and with religious organizations such as the Hilo Meishoin Church.

Several of our courses, including certain sections of the capstone, include a service-learning option for students. The professors worked closely with contacts in the
communities and the service-learning office to ensure appropriate placement and evaluation.

**Gaps in Departmental Expertise**

The department’s wholehearted commitment to embrace and celebrate multicultural reality in Hawaii has led us to restructure our teaching and research to be more inclusive and offer a wider range of perspectives. The faculty has successfully broadened the spectrum of communication scholarship and education through incorporating Western, Eastern, and Hawaiian perspectives into research and teaching. However, in order to fulfill the new mission of the department, we will need to reinstate the faculty line that has been frozen due to budgetary concerns. We also need two additional faculty lines to fill gaps in our expertise.

We are do not have any faculty member able to teach communication ethics and law, the courses in media writing are staffed by a lecturer, and we need additional support in the research methods area. Only one faculty member has been teaching in the area of research methods and we have not been able to offer interviewing or family communication for several semesters due to her being the only faculty member that teaches organizational communication, and sustainability, communication and culture (The later course may used for majors to meet the culture requirement and serves as GE course in the area of global citizenship).

As for the first new position, there is a critical need for a faculty line with expertise and or interest in Polynesian perspectives on communication. Polynesian culture is an inherent and significant part of the rich texture of the cultural milieu in which the
University is embedded. The distinctive and profound human and human-nature relationship embodied in Polynesian ways of living and teaching are inspirational and heuristic in our self-discovery and reflection, as well as relating to other human beings.

Secondly, we also need a faculty line that would allow us to address our gaps in social media, visual communication, civic dialogue, and public discourse. As communication technology has been dramatically changing all aspects of human communication, the department needs additional expertise to provide students with theory and practice in social networking and the role of new communication technology in a variety of contexts.
PART 4. STUDENT LEARNING

The Department understands that adequately assessing student learning involves using multiple measures. This includes an examination of the way the specific learning outcomes are met when a student meets the requirements of the major. The department examines program, institutional and individual course data in order to assess student learning. Our program assessment includes examining multiple sections of a course across several instructors and sections. Tables and narratives that summarize our program learning outcomes, assessment plan, and progress can be found in Appendix 4a-c.

The department is currently in the process of planning its next round of assessments for the 2013-2017 period. Our currently developing assessment plan for 2013-2017 will compare learning outcomes across online and face to face sections of the same course, as was done with COM 200. We also plan to assess the capstone to be sure that we are meeting our learning outcomes and expectations across the various sections. The Assessment Narrative discusses in more detail the data analyzed at the programmatic and institutional levels (Appendix 4c). Samples of instructor initiated assessment of learning outcomes for a particular course may also be found in Appendix 4hi-iv.

Benchmark means on the National Survey of Student Engagement in 2007, 2009, 2011 of the Communication Department were compared with the rest of the UH Hilo campus in the areas of academic challenge, active and collaborative learning, student faculty interaction, enriching educational experience and supportive campus environment. The UH Hilo institutional researcher stated that these data indicate the
department scores are higher in almost every area. However, he cautions that these data should be interpreted cautiously due to the low number of communication students' response rate. The low response rate may be due to a problem with the coding as majors may identify themselves as COM, COMM, COMS, COMMS. (Appendix 4gi).

Our faculty are diligent at assessing courses individually. All of our faculty members use both the quantitative PTE (perceived teaching effectiveness) and the qualitative student evaluation data to examine variable related to student learning and adjust pedagogy as appropriate. The evaluations are administered anonymously at the end of the semester and the data are summarized by the institutional researcher and returned to each faculty member after the grades have been submitted.

When our Department of Communication evaluations are compared with those of the Humanities Division as a whole for academic years 2007-11, across a total of ten mean overall "Course" evaluation ratings, all ten scores are higher for the Department of Communication than for the Humanities Division. In fact, across a total of 19 out of 20 global comparisons between our Department of Communication and the Humanities Division on both "Instructor" and "Course," the evaluations are higher for our Department. While for any single comparison of means the absolute difference might be small in magnitude, the overall pattern is clearly consistent and significant. This holds for both our compiled upper division and lower division courses. (Appendix 4d).

We also have compared the results of the UH Hilo student evaluation survey for corresponding online and on-campus courses. A challenge in online courses is very low participation in the online evaluation form; we understand that this is a widespread
phenomenon. Participation aside, differences between pairs of courses in the various survey items tend to be small and, as indicated by the overall course evaluation question 19, ratings are sometimes higher for the online course and sometimes for the on-campus course (Appendix 4e).

Most importantly, our entire faculty close the feedback loop by carefully examining these data to analyze what is working well and what needs revising in our courses. Pedagogy and syllabi are updated and revised accordingly. Additionally, within our courses several faculty members have developed or utilized assessment measures such as PRCA Personal Report of Communication Apprehension, midterm evaluations and course specific inventories (for a sample see Appendix 4h). Sample syllabi, rubrics and assignments can be found in Appendix 4i-k.
PART 5. CURRENT RESOURCES

Instructional Support

As indicated previously, our faculty resources are minimal for the size, scope, and success of our program. We need more faculty members at all levels. For the past a few years, many courses have had waiting lists of 15 to 20 students. In some courses the addition of a few more students can be easily accommodated. However, courses such as Interpersonal Communication, Public Speaking, Writing Intensive courses and the Capstone require a stricter adherence to the enrollment cap.

In addition, several communication courses are and will be designated as general education courses or required for non-communication majors. The demand for communication courses has been growing significantly in recent years. We need additional faculty positions to meet such growing needs.

Space and Facilities

One of the major problems faced by the faculty is that many of the classrooms are not designed with communication pedagogy in mind. In several of our face to face classes, instructors would prefer to sit in a large face-to-face circle in our classes, and to periodically break into small groups; but in rooms where large desks are essentially unmovable, or where chairs are fixed to the floor facing forward, classroom dynamics are severely affected. Communication classes have particular needs that are not usually accounted for in classroom design plans. Regarding our online classes, conferencing software that allows for group conversations in real time would also be helpful.
Equipment

The major concern with regard to equipment is with office computers. There are faculty members whose office computers are either outdated or break down periodically. Some computers have been repaired several times in a single semester. In the worst cases, hard drives crashed so badly that it was impossible to recover any saved data. There must be funding to ensure that computers and printers can be replaced every three years and that data are automatically backed up. Online faculty who are willing to work after hours and on weekends should be provided with cell phones and laptops that can be tethered.

Support Services

Our back-up support services are minimal. For the more than 70 faculty and instructors who use the Humanities Division Office, there is one clerk, one secretary, and one part-time student helper (who has no computer), all of whom are busy performing divisional tasks and upon whom we impose as little as possible, and never for the normal secretarial tasks. Given the size of the department, the support that we receive is quite limited and is significantly below the institutional norm.

Library Support

The UHH library holdings are limited. Thus many of us rely on the interlibrary loan service for our research and teaching. However, the interlibrary loan service is not exactly user friendly. For example, without locating the requested article, the interlibrary loan personnel would find some other article on the Internet and claim that it is similar
enough to the requested article. Sometimes, even after the interlibrary loan forms are properly filled out with sufficient information about sources of the requested item (such as the journal, editors, issue number, year, publisher, etc.), there are still further requests for information that do not seem to be helpful in locating the item (e.g. where the item was found and where the item is cited, etc). An institutional membership in CIOS would be helpful.

Support for Research

Support for faculty research is limited. In the past, faculty were eligible for Faculty Travel Grant from UHH Research Council annually for conference presentations. However, the Research Council changed their policy a couple of years ago and only provides travel grants to tenured faculty once every two years. This means that tenured faculty members have to cut back on their conference presentations. We need more support for travel to facilitate our professional development and to maintain high level of research productivity. Time is also a critical issue. As faculty members are burdened with increasing class sizes, assessment and service obligations they have less and less time to do research.
PART 6. CHAIR'S EVALUATION

Current Status

Currently, we have six tenured faculty members: Ron Gordon, Catherine Becker, Ivan Goldman, Steve Miura, Yoshitaka Miike, and Jing Yin. Randy Honokaa, Dean of the College of Art and Science is also a faculty member in the department, teaching one course per year. Additionally, we have one Instructor, Rayne Morel, and three lecturer positions. As of Fall 2011, we have 132 majors (up from 9 in the mid-1980s). In all, we have expanded our growth in faculty members and students.

Our program is largely sought after. We have the largest number of majors in the Humanities Division. Our classes are among the first to be filled—waiting lists are inevitable every semester. Our scholarly productivity and faculty service is high and our teaching efforts are notable.

Because of our diverse and rigorous curriculum, our students graduate with a strong preparation for graduate school. The role of capstone courses, added to the curriculum in 2007, greatly enhances student opportunity and our program. Capstone courses are designed to integrate aspects of what is learned in previous communication courses, brought together with a significant paper or project. This readies students for multidimensional learning.

Expansion

With the addition of two faculty members, Dr. Miike and Dr. Yin, we have included more courses in Asian studies. This is significant as it allows the students to study and explore communication in global and multicultural contexts.
In the last seven years, we have expanded our curriculum to include online and evening course options. Our online course offerings are made available through Laulima and include an impressive range of courses: Interpersonal Communication (COM 200), Health, Culture, and Diversity (COM 241), Introduction to Theories of Human Communication (COM 270), Media Writing Practicum (COM 287), Sustainability, Communication & Culture (COM 344), Introduction to Human Communication Research (COM 350), Communication in Small Groups (COM 352), Communication in Innovation (COM 354), Intercultural Communication (COM 359), Persuasion (COM 370), Nonverbal Communication (COM 375), Public Relations COM 444), and Mass Media Analysis (COM 460). Evening courses include many upper division options: Persuasion, Nonverbal, Communication in Innovation, General Semantics (COM 391), Leadership and Communication (COM 441), and two lower division courses, Interpersonal Communication (COM 200) and Public Speaking (COM 251). These two unique styles of course offerings provide the most flexibility for students who work full time, have family responsibilities, health conditions, or similar schedule constraints. As such, we are addressing environmental and societal demands our students are facing.

Next Step

We need to maintain momentum, be prepared for continuous expansion, and be aware of budget limitations imposed upon us. Thus, the challenge is to continue to focus on growth and improvement, despite constraints. We also continue to search for
ways to enhance our advising service to our majors and minors so that they are able to graduate in a timely manner.
PART 7. STATEMENT OF FUTURE LEARNING GOALS

We need three full-time tenure-track Assistant Professor positions to meet our current as well as future learning goals. Our frozen position, once thawed, will be used to get the support we need in the area of interviewing, media ethics and law, family communication, media writing and/or organizational communication. Currently we have no one available to teach family communication, a critical course given that Hawaii county has the highest domestic abuse in the state. A lecturer teaches all of our Media writing courses; and only one person teaches in the popular area of organizational communication.

Given the University's core responsibility and commitment to Hawaiian culture, and the significance presence of international students from American Samoa and Micronesia on the UH-Hilo campus, a new position should be dedicated to Polynesian perspectives on communication. As sustainability considerations and non-violent peaceful resolution are increasingly important for the survival of our planet and, hence, for all levels and aspects of human communication across the globe, we believe oceanic wisdom has alternative and unique knowledge to offer to our students and to the discipline of communication.

Any communication related jobs would demand that our graduates be sufficiently equipped with knowledge and understanding of the nature and functions of the new social media, and address questions of ethics in the digital communication age. A second new position would allow us to develop coursework in social media, civic dialogue, and public discourse.
We are living in the more and more inter-media era of communication when interpersonal and media communication intersect in complex ways, and our students increasingly need to understand these interconnections. The importance of creating civility in public discourse and the willingness to engage in public discourse for community change, are also essential skills for our majors. Communities need assistance in conducting democratic and civic public deliberation, and we believe that communication majors can be prepared for significant roles in the facilitation of constructive public discourse. Our department will increase depth and impact when these kinds of courses are combined with our current course offerings with the emphasis on the central role of culture in the human communication process. Polynesian perspectives on communication will complement existing courses such as Sustainability, Communication and Culture (COM 344), Intercultural Communication (COM 359), Seminar in Human Dialogue (COM 400), Family Communication (Com 420) and Communication and Conflict (442). Courses in social media, communication ethics, civic dialogue, and public discourse will enhance our offerings such as Media and Culture (COM 260), Communication in Innovation (COM 354), International Communication (COM 358), Communication and Social Change (COM 368), Leadership and Communication (COM 441) and Public Relations (Com 444).

Given that our department is understaffed and struggling to meet the demand of serving both communication majors, minors, and others, we are in the process of trying to see what works in terms of major requirements and course prerequisites. Now that Introduction to Theories of Human Communication (COM 270) is designated as a General Education course and is available both as an on-line and on-site course in the
large lecture format, we are planning to make this course a prerequisite for all capstone courses so that students are better prepared to design and complete their capstone projects. Furthermore, we are want to strengthen the instruction that includes both cultural and information literacy by adding that to our program goals.

Our priority of newly available funds would be for computers, equipment, and the new tenure-track faulty members, as these ensure that the department will have the support necessary to help the university enact its priority action, "to develop awareness and knowledge of self and of others, and the skills for effective interaction, communication, leadership, and organizational change" (Goal 4, Priority Action 4.2-UH Hilo Strategic Plan 2011-2015).