

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	Psychology and Communication Studies

Program Identification for Proposed New or Modified Program:

Program Title:	Communication				
Degree:	BA / BS	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	X	Yes		No	
CIP code (consult IR /Registrar):	09.0101				
Proposed Starting Date:	Fall 2019				
Geographical Delivery:	Location(s)	Moscow	Region(s)	II	
Indicate (X) if the program is/has:		Self-Support		Professional Fee	
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program
<input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)
<input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Consolidation of Existing Program
<input type="checkbox"/> New Off-Campus Instructional Program
<input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

College Dean (Institution)	Date
Graduate Dean or other official (Institution; as applicable)	Date
FVP/Chief Fiscal Officer (Institution)	Date
Provost/VP for Instruction (Institution)	Date
President	Date

Vice President for Research (Institution; as applicable)	Date
Academic Affairs Program Manager, OSBE	Date
Chief Academic Officer, OSBE	Date
SBOE/Executive Director Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

We are requesting to offer a BA/BS degree in communication, offered face-to-face on the Moscow campus and online. The degree would be housed in the Department of Psychology and Communication Studies.

Our department currently offers a minor in communication studies. This proposal would expand our current minor to a major. Most of the resources necessary for the major are already present in support of the minor, so costs to expand the program are relatively small. This program will not replace any current programs. It will expand the degree options for students.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

In April 2017, Hanover Research conducted a market analysis for a bachelor's degree in communication. The report indicated that there is strong student demand for a bachelor's degree in communication and projects strong growth in occupations related to communication.

Hanover Research found that management and sales are the two most common occupations for graduates in communication. As graduates in communication are typically employed in a variety of occupations, the projections in the tables that follow are collapsed across communication-related occupations.

Employment Projections for Idaho

Idaho	2014	2024	% change
Communication Total	6,821	8,745	28.2

Source: Hanover Research (2017, April). *Market Analysis: Bachelor's Degree in Communication*. Prepared for the University of Idaho.

Employment Projections for Region (Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming)

Region	2014	2024	% change
Communication Total	167,431	201,965	20.6

Source: Hanover Research (2017, April). *Market Analysis: Bachelor's Degree in Communication*. Prepared for the University of Idaho.

Employment Projections for Nation

Nation	2014	2024	% change
Communication Total	2,739,600	2,914,300	6.4

Source: Hanover Research (2017, April). *Market Analysis: Bachelor's Degree in Communication*. Prepared for the University of Idaho.

These employment projections indicate strong growth in openings, especially in Idaho and the region.

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

A BA/BS degree in communication provides students with a broad liberal arts training and strong communication skills. Students obtaining a degree in communication are able to:

- Create oral and written messages appropriate to the audience, purpose, and context
- Critically analyze messages
- Identify and overcome impediments to successful communication
- Apply ethical communication principles and practices to their work
- Utilize communication to embrace differences
- Influence public discourse

(National Communication Association; www.natcom.org/loc)

These skills are highly relevant to employers. Communication skills are frequently cited by employers as one of the most important attributes that they look for in employees. Persuading, negotiating, listening, and other communication skills are important components of numerous jobs, such as sales and management.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

We expect the student demand will be from full-time on-campus students and part-time distance students. We plan to establish 2+2 agreements with interested community colleges to facilitate this transition. In addition, we currently have about 60 students pursuing a minor in communication studies. We expect a number of these students to switch to the major.

Student interest in the major is strong, as evidenced by the following:

- (1) The major was offered until 2008 and had around 140 majors at that time
- (2) The major is popular at other institutions across the state (e.g., around 800 majors at Boise State and 200 at Idaho State), suggesting that the major has considerable appeal

to Idaho residents.

(3) The major is popular nationwide, as it combines a broad liberal arts training with a focus on important job skills. Communication is frequently mentioned as one of the top skills sought by employers.

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The economic benefits of higher education has been widely reported. As of July 2017, the unemployment rate for those with a bachelor’s degree or higher was 2.6% compared to an unemployment rate of 4.5% for high school graduates with no college. <http://www.bls.gov/news.release/empsit.t04.htm>

Median weekly earnings for individuals with bachelor’s degrees was considerably higher (\$1,156) compared to those with a high school degree (\$692) in 2016. http://www.bls.gov/emp/ep_chart_001.htm

- d. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Increased numbers of educated individuals not only has positive economic benefits, but helps improve the quality of life. The degree will provide a broad liberal arts training with a focus on communication skills, which can be used to benefit one’s personal and professional life.

- e. **If Associate’s degree, transferability:**
Not applicable. The proposal is for a bachelor’s degree.

- 3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State University	BA, MA	Communication
Idaho State University	BA/BS	Communication
Lewis-Clark State College	BA/BS	Communication Arts

University of Idaho	BA/BS	Communication
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Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
BYU-Idaho	BS	Communication
Northwest Nazarene University	BA	Communication Studies

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Similar programs are offered in southern Idaho. Northern Idaho is underserved. Students seeking a communication degree in northern Idaho have few options if they would like to remain in the area.

In addition, the cost of starting this major is relatively low. Most of the faculty members needed to support the program are already employed at the university to serve the communication studies minor. Offering the major will require a relatively small investment to supplement existing resources.

5. **Describe how this request supports the institution’s vision and/or strategic plan.**

The University of Idaho is attempting to grow undergraduate enrollment and improve Idaho’s “go-on” rate. Adding a major that is popular with students should greatly enhance the institution’s efforts to attract more students.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The program will be assessed on an annual basis to ensure the quality of the program. A mix of methods (e.g., surveys, focus groups) and a mix of measures (e.g., self-report, outcome

data) will be used to evaluate and improve the program.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B.**

Not applicable. The proposal is for an undergraduate program.

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes _____ No X _____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's five year plan.**
When did consideration of and planning for the new program begin?
- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	41
Credit hours in required courses offered by other departments:	3
Credit hours in institutional general education curriculum	36
Credit hours in free electives	40
Total credit hours required for degree program:	120

- b. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

No additional requirements have been added. Assessment results will be used to determine if additional requirements are needed.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The learning outcomes for the degree are based on learning outcomes established by the National Communication Association (NCA). The five learning outcomes are:

1. Students will understand Communication theories, perspectives, principles, and concepts.
2. Students will be able to engage in Communication inquiry.
3. Students will be able to create and critically analyze messages appropriate to communication contexts.
4. Students will demonstrate the ability to ethically accomplish communicative goals.
5. Students will respect diverse perspectives and the ways they influence communication.

12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Each year, focus groups with graduating seniors will be held to gather feedback from students as to the achievement of each learning outcome. In addition, key assignments from select courses will be identified that are tied to learning outcomes. We will track the pass rates on these assignments to determine whether learning outcomes have been met. Finally, we will add an alumni survey to collect data on employment outcomes for our graduates. Alumni will also provide feedback about the program that helped them succeed and areas that could use improvement.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Results of the annual assessment process will be shared with faculty for a discussion of the strengths and weaknesses of the program. These discussions will be based on the assessment data and changes will be made to address weaknesses.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures: Key assignments tied to learning outcomes will be identified. Faculty members will evaluate these key assignments for a sample of graduating seniors.

Indirect measures: Alumni survey of employment outcomes; graduating senior survey, and focus groups with graduating seniors.

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment activities will occur every year in the spring.

Enrollments and Graduates

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	Fall 13	Fall 14	Fall 15	Fall 16	13-14	14-15	15-16	16-17
BSU	721	768	763	720	184	217	208	202
ISU	177	181	167	165	54	33	38	47
UI	8	0	0	0	0	0	0	0
LCSC	47	42	45	50	11	10	7	6

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Communication											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY20 (first year)	FY21	FY22	FY23	FY24	FY25	FY20 (first year)	FY21	FY22	FY23	FY24	FY25
15	40	60	80	100	120	0	0	15	20	25	30

15. **Describe the methodology for determining enrollment and graduation projections.**

Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

With two additional faculty members, the program should be able to accommodate 100 to 120 majors. Recruitment efforts will focus on increasing on-campus enrollment through new students from high school and transfer students from two-year schools in the state and nearby regions. With the online option, we will be able to recruit more aggressively and pursue non-traditional students who want to complete their degree at a distance.

The projections are based on (1) previous enrollment numbers for the communication studies major at the University of Idaho and (2) enrollments at other institutions in Idaho. The proposed communication major will be very similar to the previous communication studies major. The major difference is condensing the title by dropping “studies.” The curriculum will remain largely the same with the addition of a few more options for electives. The communication studies major was in existence from 2003 to 2008. As shown in the table below, the major grew rapidly and had healthy enrollments when it was discontinued after AY 2008-09.

Fall	Majors	Spring	Majors
2003	42	2004	55
2004	84	2005	93
2005	100	2006	119
2006	140	2007	147
2007	149	2008	145
2008	133	2009	130

The communication studies major was eliminated as a result of the economic downturn in 2008. At that time, the program had an open faculty position. The college elected to eliminate the open faculty position, as opposed to cutting an existing position, in order to cut costs. The loss of the open faculty position and the uncertain economic times, which made it unclear whether the position would ever be returned, led to the closure of the major. The minor was retained and has been very successful. We have around 60 minors currently. The success of the minor

suggests that there is considerable interest in the degree, so we anticipate many of the students currently pursuing a minor in communication studies to switch to a major in communication.

We believe now is an appropriate time to bring back the major. Offering the program both face-to-face in Moscow and online should facilitate enrollment growth and bring in additional tuition revenue to the university. The additional revenues are sufficient to support two additional positions. A projected enrollment of 120 students within six years is a reasonable projection based on (1) the past major count (see table above) and (2) the large enrollments found at other universities in the state for similar degrees. The major has around 800 students at Boise State University and 150 to 200 at Idaho State University. Northern Idaho is currently underserved for this degree, so reaching 100 or more majors in five to six years is very likely.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Most of the resources required for the major are present in service to the communication studies minor. To expand the major so that it can be offered both on-campus and online, we are requesting two additional clinical assistant professors to start FY20. A minimum enrollment of 60 majors within five years should be sufficient to establish the viability of the major. Since 2011, COMM courses have produced 35,311 credits hours for an average of 5,885 credit hours a year and is staffed by three full-time faculty members. Given our already high credit hour production, even modest enrollment growth should be sufficient to justify two additional faculty lines. Tuition revenue for a major with 60 students would generate more than \$300,000, which would cover the cost of two new positions.

If a minimum enrollment of 60 majors is not met within five years, a reevaluation of the degree would occur. We would evaluate market trends to determine if the program should be (a) modified to appeal to a wider audience of students or (b) discontinued.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Faculty members involved in the communication studies minor are currently housed in the Student Health Center. Our current space is all being utilized. We would need office space for our new hires.

- b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The expansion of the program to a major would have a relatively small impact on existing programs. We would need additional office space (two rooms).

- c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

The only needed resource is office space. Faculty start-up costs, such as computers and office furniture, can be covered with departmental funds.

18. Library resources

- a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The existing library resources should cover most of the needs of the program. The library currently offers the necessary journals and databases. In particular, the library carries a number of subject-specific databases (e.g., Communication and Mass Media Complete, Communications & Mass Media Collection) and multidisciplinary databases (e.g., Business Source Premier, Social Services Abstracts) that provides appropriate coverage for the major. In addition, all but two of the top 20 communication journals (as identified by Journal Impact Factor) are available in the library.

- b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

We are requesting an annual budget of \$4,000 to cover one-time purchases such as books, DVDs, etc. In 2008, the last year for the communication studies major, we had a budget of \$3,500. We have added \$500 to the budget to account for increased costs.

19. Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

We have three faculty members that serve a minor in communication studies, with assistance from a temporary faculty member who typically teaches one to two classes a year. The required courses offered for the minor are the foundation for the major. The addition of two faculty members should be sufficient to meet the instructional needs of the major, so that it can be offered on-campus and via distance.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The program will be housed in the Department of Psychology and Communication Studies which has a department chair and 1.5 staff members (a full-time administrative assistant and a 0.5 financial technician). The program currently exists as a minor, so some tasks (e.g., course scheduling) are already incorporated in the workload. Some additional administrative work will be required in terms of program assessment and student recruitment. The department has an internal committee system to assist with the workload and minimize the overall impact.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We anticipate minimal impact on existing programs. The courses required for the major are currently being taught to support the minor in communication studies. We may have to increase our course offerings, but that can be managed with the two additional faculty members that we are requesting.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

We propose to hire two clinical assistant professors in communication starting in FY 2020. Cost is approximately \$166,498 (salary of \$63,500 + benefits of \$19,749 for each new hire).

20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The department anticipates requesting funds from the University. These funds are reallocations for priority initiatives. Annual funding of \$167,393 is requested to deliver the major. Most of the funds will be used to cover two new faculty lines (\$127,000 in salaries + \$32,893 in fringe). The remaining funds will be used for operating expenditures (\$2,500 for travel and \$1,000 for materials and supplies) focused on the recruitment of students and library resources (\$4,000) for one-time purchases (e.g., books, DVDs).

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

A new appropriation is not requested.

- c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Funding for the program is not based on one-time sources.

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

No federal grants or special fee arrangements are planned for the program.

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

No additional local fees will be collected for the program.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Not applicable. It is not a self-support or professional program.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Major in Communication (B.S. or B.A.):

A minimum gpa of 2.50 is required to graduate with a degree in Communication.

Required coursework includes the university requirements (see regulation J-3), the general requirements for either the B.A. or B.S. degree, and:

Comm 111	Introduction to Communication Studies	3 cr
Comm 233	Interpersonal Communication	3 cr
Comm 335	Intercultural Communication	3 cr
Comm 355	Organizational Communication	3 cr
Comm 410	Conflict Management	3 cr
Comm 450	Communication Theory	3 cr
Comm 455	Communication Research Methods	3 cr

One of the following (2 or 3 cr):

Comm 101	Fundamentals of Public Speaking	2 cr
Comm 150	Online Oral Communication	3 cr

One of the following (3 cr):

Psyc 215	Quantitative Methods in Psychology	3 cr
Stat 251	Statistical Methods	3 cr

At least 18 additional upper-division Communication credits

Up to 6 of these credits may be earned by taking:

Engl 313	Business Writing	3 cr
Engl 317	Technical Writing	3 cr
OrgS 415	Planning Professional Conferences and Events	3 cr
OrgS 441	Human Relations in the Workplace	3 cr
Psyc 310	Psychology of Personality	3 cr
Psyc 320	Introduction to Social Psychology	3 cr
Psyc 416	Industrial/Organizational Psychology	3 cr

Only 3 of these credits may come from:

Comm 400	Seminar	cr arr
Comm 403	Workshop	cr arr
Comm 494	Research Experience	cr arr
Comm 497	Practicum in Instruction	1-3 cr, max 6
Comm 498	Internship	1-3 cr, max arr
Comm 499	Directed Study	cr arr

Courses to total 120 credits for this degree