Comprehensive Program Review

Self-Study Performance Indicators

Communication Department

EXECUTIVE SUMMARY
FOR THE B.A. COMMUNICATION
Major Findings of the Program's Quality and Productivity

The B.A. in communication at Columbus State University provides graduates with skills in written and oral communication, research and writing, critical analysis and the ability to develop and complete independent projects. The program fulfills the university mission "to promote educational, economic, social and cultural growth in Georgia and beyond" by educating graduates in skills necessary for success in careers in business, teaching, government service, legal professions and administration. Comments of both self-study and outside reviewers highlight the stellar performance of the program – especially so – given the number of students in the program, limited resources in terms of number of faculty and technical equipment associated with communications in the 21st Century.

As indicated below in the detailed study of the B.A. in Communication program, quality indicators generally are very strong. Specific strengths of the quality indicators include a highly qualified faculty whose performance in scholarship and service are very strong in their commitment to scholarship, teaching, and service (particularly strong in presenting workshops aimed at training and developing the local work force). With little to no financial backing, faculty members remain committed to present their scholarship at state, regional, and national conferences.

The department's student retention rate of 79 percent exceeds the university average of 69.8 percent by 13 percent for 2006. The faculty offers a program which meets the needs of stakeholders and provides skills required for successful employment of its graduates.

Teaching indicators are also strong. Despite the limited resources the department continues to deliver COMM 1110 the core curriculum course. Despite the fact that the program needs another faculty member, it is very strong in its course offerings for majors.

The program continues to produce graduates who have become successful in terms of career placement and salary. A recent alumni survey showed that 83 percent of the program's graduates have salaries in excess of $20,000 with 22 percent reporting salaries above $60,000.

Other productivity indicators are above average to very strong. The BA Program is very strong in cost effectiveness in comparison with other programs at CSU. In 2006-07, the university spent $2,684 per major in communication as compared to $3,925 for all students. This constitutes a savings of $1,241 per major or nearly a one-third less cost. The department's cost per credit hour generated in 2006-07 was $90 while the CSU cost per credit hour for that year was $180 or double the departmental cost. Likewise, student enrollments are very strong. Enrollment in the upper division for communication majors as compared to all other majors ranks the department as the 8th largest out of 40. Overall,

the program is very strong in supporting the mission of the university by providing a high quality instructional program.

List of Recommendations for Improving Program Quality

As a means of helping the program continue to fulfill the university mission as it improves program quality, both the self study and outside review confirm three major areas of need: (1) acquire additional full-time faculty to provide staffing for university core curriculum and the hiring of a specialist in computer mediated communication, (2) Continue to improve student performance on the curriculum exit assessment by improving the quality of courses and scholarship within the department, and (3) Improve the quality of facilities and equipment to support the program

List of Recommendations for Improving Program Productivity

As noted by the external review team: "The Review Team finds that the program's overall productivity is Very Strong…particularly given the faculty load in terms of teaching. The very nature of the program requires the evaluation of student work that includes a large amount of writing. Class loads and assignments requiring a large amount of time in terms of assessment hinder faculty productivity. The Team recommends consideration being given to the hiring of additional faculty to share the load."

Department of Communication
Columbus State University
Comprehensive Program Review 2007-2008

Section I: Program Overview

The Department of Communication prepares students as leaders in their careers and communities by developing their understanding of communication theory and practice and research methodologies. The department seeks to cultivate student proficiency in oral and written communication as well as critical thinking and problem solving skills across various communication contexts.

The curriculum is designed to provide students opportunities for personal, professional, and scholarly advancement. The skills offered by the Department of Communication are vital components in assisting individuals, corporations and communities to achieve their greatest potential.

Faculty members strive for personal excellence, while fostering an attitude of eager inquiry, service learning, and high levels of performance among their students. In support of the University's mission, the department provides instruction in public speaking skills for all undergraduates as part of the institutional Core Curriculum. The Department of Communication has a heritage of excellence in teaching, research, and application. Departmental faculty members are recognized as scholars in diverse areas within the communication discipline ranging from rhetoric to mass communication. They view communication as a major formative process in preparing majors to bring that excellence to corporations, institutions, organizations and communities around the country and the globe.

Section II: Findings of Overall Quality

Section II A: Quality of Teaching Supporting Program

(State your assessment of the strength of the evidence of program quality on this indicator)
- Explain how good teaching is assessed and rewarded
- Explain how good advising is assessed and rewarded
- Describe opportunities for interaction that occur between faculty and students outside the classroom
- Indicate the availability of tutoring
- Describe opportunities for internships, service-learning, practica, study abroad, and career planning and placement.
- Describe methods to be pursued for program improvement

Very Strong

* Explain how good teaching is assessed and rewarded.

By the time new full-time faculty join our department, they already have demonstrated evidence of success in teaching. Generally, senior faculty are available to assist new full and part-time faculty in developing syllabi, assessing program learning outcomes and general organization of the course. Additionally, faculty may request class visits by peers. Part-time faculty are hired and supervised by the department chair.

All syllabi are maintained by the chair. All student ratings are reviewed by the chair as part of the faculty annual evaluation.

For full-time faculty, assessment of good teaching is guided by the Criteria for Annual Review adopted by the department**.** Faculty prepare evidence from a number of options that can include student work, syllabi, exams, class assignments, service-learning projects, and a sample of student ratings and comments. For part-time faculty assessment of good teaching is based upon student evaluations.

The Annual Performance Review is tied to merit raises and promotion and tenure. Previously, when funding for merit raises was at least 4 percent, those who performed well in teaching were rewarded appropriately with this pay increase. Currently, with merit raises limited to 0-2 percent and no cost of living raises over the last four years, merit pay is not adequate to be considered a reward. Outside of faculty viewing *a job well done* as rewarding in and of itself, getting to select teaching times is about the only type of reward the chair can assign to the faculty.

* Explain how good advising is assessed and rewarded

Faculty are assigned advisees by rotation. Since Degree Evaluation adjustments come through the chair, inaccurate advising usually is discovered. Additionally, advising occurs during a two week period and all full-time faculty participate. Since many communication majors work traditional 8 to 5 jobs, faculty members are especially cognizant of needs for holding advising sessions to meet student needs. In addition to holding advising sessions during regular office hours, some advising appointments are scheduled during weekend and evening hours. Good advising is recognized during the Annual Performance Review.

At the time of advising, students are given a degree progress sheet marking their progress
    and
noting classes already completed and those remaining to be taken. At each advising
    session,
faculty members note discussion, questions, and degree progress for each student. The
    resulting
documentation / paper trail provides the means of assessing whether or not student
    received

complete information concerning their degree progress. At this time, rewards for stellar academic
advising come largely through recognition during faculty meetings.

* *Describe opportunities for interaction that occur between faculty and students outside the classroom*

Faculty and students have opportunities to participate in numerous activities. The Blue Room, a room designed by Communication Majors, is a space for interaction and collaboration among faculty and students. Additionally, faculty and students also support the local chapter of Lambda Pi Eta, national communication honor society. Generally, the induction ceremonies are attended by all faculty and many of the students in the department. The Communication Department has a special event each spring – CSU Top Public Speaking Award-- at which the best public speaking students from each COMM 1110 class are recognized and given an opportunity to compete for the title of the best public speaker. The awards event is well attended by all faculty (full-time and part-time).Additionally, Communication faculty provide food and drinks for the majors as a way of encouraging them as they study for finals.

* *Indicate the availability of tutoring*

Faculty keep weekly office hours and are available for assisting students. Tutoring is available for all core classes through Academic Support. Additionally, we collaborate with the Writing Center to assist students in formulating, writing, and organizing written assignments. Extensive group work in service learning courses allow students to do peer-mentoring.

* *Describe opportunities for internships, service-learning, practica, study abroad, and career planning and placement.*

Students in the Communication Department have ample opportunities for and a myriad of internships available to them. Internship contacts are made through a close working relationship (collaboration) with the CSU Career Center, partnerships with local businesses / organizations through which we have worked closely and established high credibility and from community based organizations that contact the department seeking internship assistance. Local media also offer internships to our students. Internships are available for students in their junior and senior years. The Center for International Education offers study abroad programs that can accommodate numerous interest areas in the Communication field. Students can select study abroad venues and scheduling options that include two-week study units to an academic year spent studying abroad. In May 2007, the department had its first faculty –designed and taught course offered as a Study Abroad opportunity in England. Seventeen communication majors have participated in study abroad in the past five years. Finally, the service learning opportunities available to students allow them to view involvement as a civic responsibility and honor which, in turn, makes them more aware of the human condition and ways in which they can become social change agents in their own communities. Furthermore, the experience

afforded students through service-learning gives them an advantage in the workplace. The volunteer aspect of service fits nicely into the program's mission to develop students' understanding of communication theory and practice.

Likewise, the department leads all other university departments in the numbers of *practice* hours its students devote to learning while practicing effective communication in those classes that include a service-learning component (e.g., COMM 2136 Group Communication, COMM 3148 Community Communication, COMM 4142 PR Campaigns). In the past five years, these classes have resulted in over 12,000 service learning hours contributed by student projects that assisted over 76 local agencies. "See Attachment A."

* *Describe methods to be pursued for program improvement*

The communication faculty will continue to develop the Senior Exit Exam, COMM 4000 as an assessment tool to measure student performance as it relates to theory, research, and practical application. The department seeks to cultivate student proficiency in oral and written communication as well as critical thinking and problem solving skills across various communication contexts. In turn, the department uses exit exam assessments to assess program quality and to identify areas requiring change.

Section II B: Quality of Curriculum Support Program

(State your assessment of the strength of the evidence of program quality on this indicator)

- Describe the relationship between the program's curriculum and its outcomes
- Indicate how technological skills are incorporated into the program of study
- Indicate how the program is relevant to student needs
- Describe how students are challenged to think across disciplines
- Explain how diversity, multiculturalism, and international perspectives are included in the program
- Describe methods to be pursued for program improvement.

Above Average

* *Describe the relationship between the program's curriculum and its outcomes*

The Communication Department learning outcomes are: knowledge of communication, research skills, communication skills, critical analysis skills, production skills and adaptability.

The Communication department curriculum provides students opportunities for personal, professional, and scholarly advancement. The skills offered by the Department of Communication are vital components in assisting individuals, corporations and communities to achieve their greatest potential. The curriculum is designed to build upon

skills and knowledge gained at each level. The General Curriculum survey course, COMM 1110 meets the needs of the core but also introduces production, technology, and presentation skills as well as effective communication across various contexts.

The department's required Area F courses COMM 2105 (Interpersonal), COMM 2106 (Foundations), COMM 2110 (Ethnic/Intercultural), and COMM 2136 (Group) serve as gateway courses to lay a foundation upon which majors can understand the discipline as well as preparing them for the upper division classes they will take while in the major. Additionally, these classes teach communication concepts desired across many disciplines and contexts.

Areas G and H upper division classes are designed to meet the needs of majors as well as to introduce them to theories and methods of research pertinent to the field of communication. Other upper division courses are more tailored to interest areas of Public Relations, Organizational / Corporate, Training and Development and Rhetoric. Upper division 4000 courses assume general knowledge of context, more developed critical thinking, advanced writing skills and require research and reading on specialized topics.

* *Indicate how technological skills are incorporated into the program of study*

Through our core COMM 1110, students meet the Information Literacy and Communication Technology Skills required for graduation. From the earliest courses in the major, email and PowerPoint usage is expected. Additionally, communication majors receive computer literacy through a series of required core classes usually before their junior year. Generally, by their junior year, communication majors are introduced to Statistics Package for Social Sciences (SPSS) and similar methods for conducting quantitative research in communication studies. Several communication courses are web-enhanced. Some of our COMM 1110 courses are offered as 33 1/3 and 50 percent on-line. Some courses such as interpersonal and inter-ethnic communication have been offered as 100 percent online courses. Faculty are continuing to expand online offerings.

Students must use technology for research as library holdings are not sufficient without databases such as Galileo and EBSCO Host. Faculty regularly communicate with students by email and Cougar view and require students to submit writing assignments electronically for analysis through "Turnitin." Sufficient knowledge and effective use of technology plays a major role in the Corporate Communication and Public Relations courses in which students engage in web-based design. In July 2006, the Communication Department launched the first university departmental blog site that is fully integrated with all main university operations. Current students have access not only to vital university websites (e.g., library, email, student registration all can be accessed from this website) but also to other students (e.g., post textbooks for sale, announce group meetings, engage in dynamic discussions). Additionally, this technology enables students to blog with perspective students interested in our department (e.g., classroom experiences, communication classes and professors, what it's like to be a communication major).

In July 2005, members of the communication faculty wrote and received a technology grant that will better enable the department to meet additional technology needs of students – both in the core and as majors within the department. The grant allowed the purchase of five digital video cameras, three iMac computer systems and digital editing software that will enable students to produce digital media and computerized editing. In 2007, the department designated space for this technology lab. Currently, all faculty are undergoing training to operate the equipment and run the lab.

*   *Indicate how the program is relevant to student needs*

Communication graduates will have skills in research, verbal and nonverbal communication, and critical thinking. The appeal of hiring employees who have the ability to research, synthesize, and analyze data is not relegated only to careers in technology. Indeed these skills are sought in almost any area of higher education or the local workforce. Given that Fortune 500 Managers consistently identify strong communication skills in the top 10 things most desired in potential employees, the communication department prepares students to value not only the verbal but also the nonverbal forms of communication. An additional caveat is the value placed on viewing communication as a way to build, repair, and maintain healthy relational communities adding another level of value to the perspectives our graduates bring to their fields post graduation.

*   *Describe how students are challenged to think across disciplines*

As a social science, the field of Communication already represents a blending of psychology, sociology, and anthropology. In addition to this, students are required to think across disciplines as they frequently share classes with students from other majors. Criminal Justice majors frequently take our COMM 3135 Persuasion course. Likewise, Health Sciences, Education, and Nursing students frequently enroll in our COMM 2136 Group Communication classes. The blending of perspectives affords Communication majors opportunities to engage in a multi-disciplinary learning environment. Recently, the department has attracted majors from business and other disciplines to the public relations courses offered in the curriculum.

Additionally, the Communication Department sponsors a student chapter of the American Advertising Federation (AdFed) which consists of majors from communication, English, art and business. Students work together to produce advertising projects for national AAF competitions as well as serving on the Board of the local professional chapter of AAF. This exposure to the professional chapter members affords students to develop mentoring opportunities, internships and professional networks within the field of advertising. Student members work on committees to plan and implement the professional chapter's annual ADDY Awards Presentation.

*   *Explain how diversity, multiculturalism, and international perspectives are included in the program*

An Area F requirement is for students to take COMM 2110 Inter-Ethnic and Cultural Communication, Additionally, COMM 3147 Intercultural Communication, COMM 2105 Interpersonal Communication, COMM 3148 Community Communication, and COMM 2136 Group Communication encourage students to value different voices of others as they attempt to understand multiculturalism, diversity and international themes. Several communication courses introduce theoretical perspectives that clearly address these themes across various communication sub-disciplines and contexts.

* *Describe methods to be pursued for program improvement*

1. Continue hiring highly qualified faculty of varying ethnic and cultural backgrounds. Current plans call for recruitment of a specialist in computer mediated communication.
2. Based upon programs similar in size and scope to the Communication Department, the department needs to have an additional full-time faculty position previously frozen (see CMC above) to meet course demand for the current 187 majors and 20 core courses per semester for all CSU students. Currently, the Communication Department has seven full time faculty, three of whom teach reduced loads resulting in an FTE count of five, and four adjunct professors.
3. The existing faculty will continue to push for acceptable / appropriate faculty pay as CSU Communication faculty compensation is significantly below the CUPA national median salary for public university professors ($72,513), associate professors ($58,830), assistant professors ($48,650) and new assistant professors ($47,900). Additionally, senior faculty have been adversely affected by salary compression.

Section II C: Selectivity, Academic Achievement and Student Satisfaction

(State your assessment of the strength of the evidence of program quality on this indicator)
- Describe the characteristics of students in the program (i.e., test scores, overall GPA, retention rates)
- Describe student learning, satisfaction and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment
- Describe methods to be pursued for program improvement.

Above Average

* *Describe the characteristics of students in the program (i.e., test scores, overall GPA, retention rates*

Based upon three-year averages (2004-2007) Communication majors show an average SAT verbal score of 511 and average math score of 467. The averages compare to the average SAT Scores for 2007 incoming freshmen CSU students of 515 verbal and 508 math. The average undergraduate GPA was 2.69.

The department's retention rate of 79 percent is above the campus averages of 69.8 percent for all baccalaureate programs for 2006. In a comparison of Baccalaureate programs across campus, the B.A. Communication Retention rate is higher than 28 of 40 for 2006.

* *Describe student learning, satisfaction and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment*

Student learning is measured by the department's COMM 4000 Senior Exit Exam. In 2006-07, 26 students completed the assessment. The exam assesses student proficiency in the six learning objectives for the program. The results were: knowledge of communication, 26 of 26 met or exceeded expectation; research skills, 23 of 26 met or exceeded expectations; communication skills, 25 of 26 met or exceeded expectations; production skills, 26 of 26 met or exceeded expectations; critical analysis skills, 24 of 26 met or exceeded expectations; and adaptability, 26 of 26 met or exceeded expectations. Faculty exit exam panel participants assess the proficiency of each student's presentation based upon the six learning program objectives. Each assessment sheet also provides space for each faculty panel participant to note any areas of specific strengths or weaknesses observed during that student's presentation. In addition to keeping the feedback on file, the Communication Department Chair distributes overall results to faculty who then use the information to help determine areas where future changes may need to occur. One example of where this tracking has produced change is the department's recent decision to change Communication Theories and Research classes to junior-level status. Consistent student feedback revealed their desire to be introduced to these courses earlier in their degree progress. Additionally, the department used the results of the exit assessment to identify computer mediated communication as an area of study which needed to be added to the curriculum.

Some of the comments made by students upon graduation in responding to the department alumni survey demonstrate learning outcomes relative to the university mission:

"The program helped me with presentation / preparation skills…understanding of people and the importance of being rhetorically sensitive."

"The variety of classes and diverse faculty strengths prepared me to face the challenges of the workplace."

"The department created an intimate learning environment that was interested in student learning."

"The program has a wonderfully well-rounded curriculum that taught me to value both verbal and nonverbal communication skills."

"The broad array of topics taught provide many options for student interests."

"The variety of course content helped me understand effective communication in different situations. "

"The classes I took in this department taught me the value of working in a team…something that is very useful in my job today."

"A communication degree provides me with so much that I use in my job everyday."

"Now that I am in grad school, I hear many students complain about how little useful information they received in their undergraduate major. I am thankful to say this is not my situation…I find what this department taught me I can use."

"Not a day goes by that I don't use communication skills / knowledge,"

"What I learned in Persuasion and Group Comm helps me in my job as regional sales manager."

"The faculty encouraged me to produce quality research…engage in critical thinking…and to become a stronger writer."

"The service learning projects taught me so much about how to work in real-life situations."

* Describe methods to be pursued for program improvement

1. The quality of students entering into the department will be enhanced by having the required 2.5 GPA in the major to graduate.
2. The addition of student professional groups, honor groups and service learning opportunities will be designed to improve student satisfaction.
3. The faculty revised the COMM 4000 assessment process so as to better measure student mastery of the learning objectives and will use the results of this process to make curriculum modifications and syllabi adjustments to address student weaknesses.
4. The department will continue to expand community partnerships for service learning and internships so as to improve the practical application experiences of students. Furthermore, initiatives to add production skills courses and online offerings will be pursued.

Section II D: Quality of Faculty Supporting Program

State your assessment of the strength of the evidence of program quality on this indicator.

- Describe the adequacy of faculty and staff to support the program (locations of graduate training, post-graduate training, specializations, secondary fields)
- Describe the support provided for faculty development

- Show faculty diversity and credentials
- Describe how part-time faculty are integrated into the program
- Describe methods to be pursued for program improvement.

Very Strong

* Describe the adequacy of faculty and staff to support the program (locations of graduate training, post-graduate training, specializations, secondary fields

Of the seven full-time faculty members, five have been at CSU less than seven years. With each addition, members brought their own research and teaching strengths to comprise a faculty that is regionally and nationally-competitive, scholastic, and energetic group of skilled professors with Ph.D.s from highly–ranked institutions. This injection of diverse and professionally competitive faculty has introduced a dynamism and rigor to our department that help enlarge our areas of influence both academically and professionally. Our graduating majors who witnessed a portion of this transition, regularly attest to this fact.

With current full-time faculty (three of which hold other administrative positions that reduce their teaching loads by half) we are able to staff existing upper division content courses.

For Fall 2007, we employed four part-time faculty who teach 60 percent of the COMM 1110 core class. Projected university goals (2006-2111) call for 75 percent of all core classes being taught by full-time faculty. Part time use and the current averages of faculty to student ratios at regional USG system universities provide strong evidence for hiring at least one new faculty to meet current enrollments. Although our part-time faculty are well qualified, their ability to attract students to the program is limited. They have limited time to commit to activities outside the classroom and since they will not teach upper division classes, students who might want to study further with that faculty member will not have that opportunity.

Given the limited number of full-time faculty, who also are teaching 40 percent of the core COMM 1110, the department is hard pressed to expand upper division course offerings to reflect faculty members research interests: something vital to ensuring the vitality of the department. Student feedback indicates an interest in more production oriented courses which apply new technology in a communication context. Thus, at least one additional faculty hire would help meet program and core needs as it also would help attract new students to the department. In sum, the Communication department is faced with a major challenge in meeting the BOR mandate for students to complete a degree in four years when existing full-time faculty teach a maximum of two upper division courses while teaching two core sections. Student demand for upper division courses extends faculty resources to the maximum. As such, increasing the number of full-time faculty is imperative if the Communication department is to ensure it can meet the BOR mandate.

* Describe the support provided for faculty development

Support for faculty development does not meet BOR recommendations of 1 percent of salaries. Departmental faculty depend upon the CSU Foundations' faculty development funds awarded to the College of Arts and Letters to supplement the department's budget for travel. In 2006-2007, the combined allocation toward faculty development was $750. While the final allocation of Foundation faculty development funds for 2007-2008 has not been announced, the department has allocated $565 per faculty member for faculty development support this year.

* Show faculty diversity and credentials

Among the strengths of the department is its faculty's diversity demographically as well as in academic credentials. Most of the faculty have records of achievement outside of teaching and in their professional areas of expertise. All regular faculty hold a doctorate in the field and two of the four part-time faculty have doctorates.

The department consists of five females and two males among its regular faculty. There are two females and two males on the part-time faculty. The racial composition of the regular faculty includes five Caucasian, one African-American and one Asian national. Part-time faculty consists of three Caucasian and one African American.

Several sub-disciplines within communication are represented by faculty expertise. Among these are rhetoric, interpersonal, group, organizational, family, community, training and development, public relations, free speech, political, intercultural and media. Faculty have had professional experience, including holding executive level positions, in law, business, media, governmental and non-profit entities.

* Describe how part-time faculty are integrated into the program

Part-time faculty are encouraged to participate in departmental activities beyond their classroom responsibilities. The department provides office space within the faculty office area so as to give part-time instructors access to full-time colleagues, departmental equipment and office support. Furthermore, the department chair regularly provides departmental, college and university information to part-time faculty so as to keep them informed of policy, procedural and other initiatives relevant to the performance of their duties. Finally, part-time faculty are included as panel members for departmental majors' exit assessment panels. This includes serving as chairs of selected panels.

* Describe methods to be pursued for program improvement

Methods to be pursued for program improvement in this area consist of using a volunteer alumni advisory counsel to assist in departmental fund raising activities designed to increase faculty development funds for travel and to support efforts to secure grant funds from external agencies. The department has sought approval for an additional faculty member with an academic specialty in computer mediated communication. Given the success of previous faculty searches in attracting diverse, well-qualified colleagues to

meet departmental curricular needs, it would be expected that future hires would follow similar strategies.

Section II E: Quality of Facilities and Equipment Supporting Program

State your assessment of the strength of the evidence of program quality on this indicator.

- Describe the condition and adequacy of available space
- Describe the condition and adequacy of technology labs, equipment, and library resources
- Provide other indicators of adequacy of campus infrastructure to support the program
- Describe methods to be pursued for program improvement.

Satisfactory

* Describe the condition and adequacy of available space

The department enjoys adequate space for faculty offices to meet current needs and could accommodate one additional FTE position. Part-time faulty also have a shared office area for their needs. Square-footage of lab space meets current needs as well. The two major deficits regarding space relate to the location of the departmental computer lab which is located in an area not easily monitored by the office support staff. Secondly, the classroom space used in Howard Hall for Communication 1110 (Communication) is not conducive for public speaking classes.

* Describe the condition and adequacy of technology labs, equipment, and library resources

A recent upgrade of equipment in the computer lab and faculty offices has worked well. Software packages have been continually updated. A student technology fee grant received in 2006-2007 allowed the department to purchase three iMac systems; five digital video cameras and digital editing software for video production projects. Library holdings are marginal at best, a condition affecting most academic units.

* Provide other indicators of adequacy of campus infrastructure to support the program

While library resources available on-site are limited, the outstanding support from library staff and access to Internet research databases meet most needs for research projects. The campus CINS Office provides adequate computer related support to meet the primary needs of the department.

* Describe methods to be pursued for program improvement

Methods used for program improvement include annually surveying all faculty in order to identify deficiencies in space and equipment. Students are also polled as to technology they feel would benefit the program. Working in conjunction with support staff offices on campus, the department chair develops lists of needs which are transmitted through the College of Arts and Letters dean. Where appropriate, faculty develop grant proposals for equipment upgrades.

Section II F: Quality of Research and Scholarship Supporting Program

(State your assessment of the strength of the evidence of program quality on this indicator)

- Explain how faculty involve students in research
- Describe how faculty research relates to the program mission
- Describe mentoring and professional development opportunities for faculty
- List faculty publications, papers given, and public lectures
- Describe methods to be pursued for program improvement

Very Strong

* Explain how faculty involve students in research

Research is a requirement for many of our upper division courses. Several professors include research components in their courses.

Dr. Bill Edwards: Students enrolled in Dr. Edwards' Political Communications course must research candidates and volunteer to work in their campaigns. Through their time spent with the campaign, students gain an awareness of the candidate they have researched, can track poll standings, and even conduct research to assist the candidate. Dr. Edwards also teaches Communication Research in which students produce a conference quality research paper that includes literature review, selecting a methodology, conducting research, data analysis, and report of findings. Students have presented their research from this class at the annual meeting of the Columbus State University Student Colloquium.

Dr. Danna Gibson: In Fall, 2006, students enrolled in COMM 4145 Organizational Communication class gained experience conducting in-house research as they worked with the university's enrollment services department to enlist participants and to conduct, analyze, and present focus group data assessing Freshmen perspectives of the Enrollment Services process. Findings from these focus groups were presented to enrollment services dean, and program directors. University enrollment services have adopted many of the suggestions made by the Communication students during their presentation. Other Organizational Communication classes have produced literature reviews on numerous workplace communicative issues (e.g., Patient / Physician Communication, Crisis Communication, Corporate Culture: Fortune 500 Companies, Communication Challenges in Family Owned Businesses, Marginalized Workers…) Group projects conducted in Dr.

Gibson's COMM 4555 Nonverbal Communication class produced literature reviews on nonverbal communication topics across various contexts (e.g., workplace, families, churches, housing projects, colors). Students enrolled in COMM 3145 Family Communication worked in research teams to interview individuals from blended families. Their research project was to ascertain whether or not shadow rules – as vestiges from their previous family unit – impacted communication in the current blended families. In this class, students actually observed the very family theories they read about in their textbooks. Additionally, they gained experience conducting and recording interviews. This data collection project assisted a senior communication major in her research that later was presented at the annual meetings of the Southern States Communication Association and the Columbus State University Student Colloquium.

Dr. Richard Baxter:
A project that began in a Public Relations class, developed into allowing a student to research the use of blogs among Fortune 500 Companies. From this initial work, the student was able to work with Drs. Baxter and Gibson and has produced two manuscripts: one completed and submitted to a communication journal and the other in final stages of edits in preparing for journal submission.

Dr. Retha Martin: Students enrolled in COMM 3135 Persuasion worked with non-profit agencies to analyze the persuasive communication strategies in place and to develop new products and materials for use in future online communications, promotional campaigns, presentations, recruiting, and solicitation efforts.

Dr. Nikita Harris: Worked with students to conduct focus groups assessing perceived social support among African American males who were first generation college students. This research was competitively selected for presenting at both the annual meeting of the Georgia Communication Association as well as the annual Columbus State University Student Honors Colloquium.

Student / Faculty Research Benefiting For Local Agencies
At times, local agencies enlist faculty members' assistance in producing valuable data to support new ventures with potential to benefit the community. Sometimes these projects turn into wonderful learning opportunities for students. The following examples are of projects that not only fulfill a research component for a course but also where findings are of actual benefit to the community. Representatives from Georgia Legal Defense, Muscogee County Solicitor General's Office, and Domestic Violence Roundtable met with Dr. Gibson asking her to help them conduct a telephone survey assessing women's perceptions of the quality of service given by support agencies to female violence victims. Dr. Gibson worked with 5 students enrolled in Dr. Edwards' COMM 4155 research class to conduct a random telephone survey of local women. Survey findings revealed that local women perceive police, medical, and legal services rendered to violence victims as negative. Survey data was analyzed (SPSS) and presented to the agencies who now have enacted some of the suggestions for change. When the Muscogee County School District's Adult Education director approached faculty about obtaining student help in designing a public relations campaign aimed at showing the Adult

Education program in a more positive light, students enrolled in Dr. Baxter's COMM 4142 PR campaigns class visited the program. After hearing the director and seeing the program's needs, they were able to work with Dr. Baxter to produce four different campaigns. After hearing all four campaigns, the director selected one project to launch as her campaign tool. These examples demonstrate the symbiotic relationship that exists between academics and community. Research, normally out of budget for many local agencies, becomes possible in the academic environment. In turn, conducting research of this nature provides majors experience valued by prospective employers.

Numerous independent studies have produced research
Several independent studies have been conducted where students worked to assist faculty members in on-going research. Dr. Martin worked with a senior communication major to develop her ideas generated from COMM 4156 Theories, into an independent study that expanded the Interactional View to explore communication rules in blended families. This research resulted in a conference presentation and on-going data analysis for journal submission. Likewise, Dr. Gibson worked with a senior Communication major to gather domestic violence survivor stories among residents in Columbus' local women's shelter. Currently, this study is being expanded to another region of the US and later will be ready for conference and journal submission.

Required Research Courses: Foundations (COMM 2106) is required of all Communication majors during the Freshman or Sophomore year. In this class, students read and discuss scholarly research and learn to write a review of literature. Students are required to take at least one upper division research course Research Quantitative Methods (COMM 4155) or Qualitative Methods (COMM 4157). Students produce a piece of research under faculty supervision for which they write a literature review, methodology, and conduct research on an identified communication topic, gather and analyze data appropriate to the methodology. Many other upper division courses encourage students to write literature reviews and to conduct various forms of research methodologies.

Communication faculty encourage students to submit papers for journal publication and for state and regional conference presentations. In 2007, six students presented research on social support at Georgia Communication Association and 3 students presented their work on *The Communication of ADA on College Campuses* at Southern States Communication Association (SSCA) in Louisville, KY. In 2008, students will again be well represented at GCA and SSCA.

* *Describe how faculty research relates to the program mission*

The Mission of the Communication Department is to prepare students to be leaders in their workplaces and communities by developing their skills in (a) Communication Theory, (b) Communication Practice, (c) Communication Research, and (d) Communication oral, written, and technological proficiency. Individual vitae demonstrate faculty commitment to conducting research that reflect issues in community life and in subject areas taught within the communication curriculum. Faculty research topics blend

theory with practice and include numerous communication contexts (e.g., Workplace , Family, Media, Training and Curriculum Building, Communication Law, Public Speaking, and Rhetoric). Likewise, much of the faculty research either explores, expands, develops, or introduces new communication theory (e.g., Interactional View Theory, Institutional Theory, Gestalt Communicator Theory) as it explores how that theory can make a practical difference in the everyday lives of others. Faculty demonstrate an active commitment in their desire to help others – students and community members alike – better understand the power of practicing effective communication theory and practice. Some faculty members have developed workshops, public relations campaigns, and worker training programs for at-risk demographics based upon their research findings. The Faculty demonstrates an awareness of their commitment to apply their research in practical ways. This faculty commitment is evidenced in the numerous service learning opportunities in which they not only provide for their students but also engage in personally. Faculty members in the communication department are sought out by leaders in the community to conduct workshops on various topics addressing effective communication (see individual vitae). The faculty commitment to research and practice probably is best demonstrated in the most recent panel proposed for presenting at the annual meeting of the Southern States Communication Association entitled: "Classroom Pedagogy with a Change Agent Approach: Changing Us as It Changes Them."

Describe mentoring and professional development opportunities for faculty

MENTORING: Given the size of the communication faculty, senior faculty work to assist junior faculty in any way needed. Sometimes the help given is in the form of answering questions or listening / advising. At other times, however, the help given takes the form of collaboration. As is evidenced in the numerous panel and research contributions of the faculty, much recent work results from collaboration. Often, one faculty member will propose a conference panel topic that allows other faculty members to participate. At other times, senior faculty have suggested panels or conference divisions suitable for junior faculty to submit work.

PROFESSIONAL DEVELOPMENT: Although university funding is grossly insufficient to cover workshop / conference costs, the faculty do seek out opportunities for professional development. Some recent opportunities include: attending VISTA /COUGAR VIEW workshops, Literacy workshops, Family Systems Workshops, Technology, and Distant Learning Workshops.

List faculty publications, papers given, and public lectures

The most significant publications and recent presentations and lectures are indicated below. NOTE: All conference and panel participation included in the following were competitively selected by regional and national peers for conference presentation:

Dr. Richard L. Baxter
Publications
(2007). A Content Analysis of Music Videos. In K. Krippendorff & M. Bock (Eds.). *The*

content analysis reader (in production). Thousand Oaks, CA: Sage Publications, Inc. Article co-authored C. DeRiemer, A. Landini, L. Leslie, & M. W. Singletary.

(2007). The Implementation of the ADA in Teaching Speech and Communication at Columbus State University. *Proceedings of the Georgia Communication Association*, 77.
Article co-authored with Dr. M. Kirchoff, Dr. D. M. Gibson, & J. Norman.

(2007) Prevalence of Blogging Among 2005 Fortune 500 Companies. *Journal of Business Communication*, (submitted Spring 2007). Article co-authored by L. Allmond and Dr. D. M. Gibson.

(2007). An Examination of the Effects of Female Professor-Student Gender Combinations in Classroom Student Selection and Outcomes. *The Journal of Scholarship of Teaching and Learning,* (submitted summer 2007). Co-authored by Dr. M. Kirchoff and Dr.G. Sheeks.

Conference Presentations

(2008). "Classroom Pedagogy with a Change Agent Approach: Changing Us as It Changes Them." Panel presentation submitted for the annual meeting of the Southern States Communication Association, Savannah, GA.

(2008). "The Impact of the Americans with Disabilities Act on Communication Departments at Georgia Colleges and Universities—Title II Applies to You." Presented at the annual meeting of Georgia Communication Association. Panel submitted with Dr. M. Krichoff, J. Norman, Dr. D. M. Gibson, & Dr. R. J. Martin.

(2008). "An Examination of Current Classroom Communication Behaviors Due to the Staggering Increased Numbers of Female University/College Students." Presented at the annual meeting of the Georgia Communication Association. Panel submitted with Dr. M. Kirchoff and Dr. G. Sheeks.

(2007). "Entering the Blogosphere on the Journey to Healthy Communities: One Department's Experience." Presented at the annual meeting of the Southern States Communication Association, Louisville, KY. Co-presented with Dr. D. M. Gibson.

(2007). "The Implementation of the ADA in Teaching Speech and Communication at Columbus State University," Presented at the annual meeting of the Georgia Communications Association, Gainesville, GA. Panel submitted with Dr. M. Kirchoff, Dr. D. M. Gibson, & J. Norman.

(2002). "New Technology: A Weapon for Campus Guerilla Warfare," Paper presented at the annual meeting of the National Association of Presidential Assistants in Higher Education. Paper co-presented with Dr. Haedicke.

Public Lectures / Workshops

(2007, January). "Crisis Communication in Education." Presented to Muscogee County School District Level III Administrators, Columbus State University Cunningham Center for Leadership Development.

(2006, November). "Crisis Communication in Education." Presented to Muscogee County School District Level IV Administrators, Columbus State University Cunningham Center for Leadership Development.

(2006, Fall)."Winning in a Competitive World." Presented as a Columbus State University Continuing Education class.

(2006, June). "Communicating Effectively with Constituents," Presentation made to Cusseta Chattahoochee Leadership, Columbus State University Cunningham Center for Leadership Development.

(2006, May). "Create and Maximize your Client Base: Grow your Client Base Through the Magic of Goal Setting." Presentation to Waddell Realty, Columbus State University Cunningham Center for Leadership Development.

(2006, March). "Improving Communications with Organizational Constituents," Presentation made to Columbus Water Works management, Columbus State University Cunningham Center for Leadership Development.

Dr. Danna M. Gibson

Publications

(2008). Relational dialectics: CMC professional relationships. *Journal of Computer Mediated Communication* (in press). Co-authored with Dr. M. Thompson-Hayes, Dr. A. Scott, & Dr. L. M. Webb.

(2007). The Implementation of the ADA in Teaching Speech and Communication at Columbus State University. *Proceedings of the Georgia Communication Association*, 77.Co-authored with Dr. M. Kirchoff, Dr. R. L. Baxter & , J. Norman.

(2007) Prevalence of Blogging Among Fortune 500 Companies. *Journal of Business Communication*, (submitted Spring 2007). Co-authored with Dr. R. L. Baxter & L. Allmond.

(2006). Families on television: Young adults' perceptions of fictional portrayals as models of effective communication. *Southwestern Mass Communication Journal.*.Co-authored with Dr. M. Thompson-Hayes, L. Nelson, M. Smith, & Dr. L. M. Webb.

(2002). *Empowering your public voice.* [On-line textbook and activities for Public Speaking, currently available on WebCT by subscription, in electronic press through Wilimington, DE: GB,LLC]. Co-authored with Dr. A. Rosenthal and T. Bollis-Pecci.

(2002). Family friendly workplace: Legal policy and communicative issues. *Georgia Communication Association Journal, 71,* 24-32.

(2000). Family and medical leave act: Its communicative impact on families and employers. *Communication Law Review, 4* http://www.uark.edu/depts/comminfo/CLR/index.html Co-authored with Dr. P. Amason, Dr. M. W. Allen, & Dr. L. M Webb..

(2000). A theory on community: The community of the Eastern Cherokee. *American Communication Journal, 2 (1) http://*www.americancomm.org/%.eaca/acj/acj.html

Conference Presentations

(2008) "Classroom Pedagogy with a Change Agent Approach: Changing Us as It Changes Them." Submitted for panel presentation at the annual meeting of Southern States Communication Association, Savannah, GA. Co-presented with Dr. R.L. Baxter, Dr. J. Hart, Dr. K. Walker, Dr. R. J. Martin, M. Wilson.

(2008). "The Impact of the Americans with Disabilities Act on Communication

Departments at Georgia Colleges and Universities—Title II Applies to You."
Panel presentation at the annual meeting of Georgia Communication Association.
Co-presented with Dr. M. Krichoff, J. Norman, & Dr. R. J. Martin.

(2007). "Leading the way: The implementation of the ADA in teaching speech and communication at Columbus State University. Panel presentation at the annual meeting of Georgia Communication Association, Gainesville, GA. Co-presented with Dr. M. L,.Kirchoff, Dr. R. L. Baxter, & J. Norman.

(2006). "Professorial Collaborations via CMC: Interactional Dialectics". Paper presented at the annual meeting of the National Communication Association, San Antonio, TX. Co-authored and presented with Dr. M. Thompson-Hayes, M.

(2006). "Family values: Keeping the publication connection via CMC". Paper presented at the annual meeting of the Southern States Communication Association. Dallas, TX. Co-authored with Dr. M. Thompson-Hayes.

(2005). "Building a healthy community: Applying Gestalt Theory of Networked Human Communication". Paper presented at the annual meeting of the Southern States Communication Association. Baton Rouge, LA.

(2004). "Family communication environment and willingness to medicate an ADHD-diagnosed child: A preliminary examination of the social construction of an ambiguous illness". Paper presented at the annual meeting of the National Communication Association, Chicago, IL. Co-presented with Dr. L. M. Webb.

(2004). "The clocks are ticking! Time for a consciousness-raising session about tenure and family life". Panel presentation at the annual meeting of the National Communication Association, Chicago, IL.

(2004). "Building today: Living tomorrow through communication". Panel presentation at the annual meeting of the National Communication Association, Chicago, IL. Co-presented with Dr. A. Rosenthal.

(2004). "A Gestalt theory of networked human communication: Connecting the academy and the world". Paper presented at the annual meeting of the Southern States Communication Association, Tampa, FL.

(2004). "Drawing upon personal experiences to develop research questions". Panel presented at the annual meeting of the Southern States Communication Association, Tampa, FL. Co-presented with Dr. M. Thompson-Hayes, L. Nelson, M. Smith, L. M. Webb, & A. Walker.

(2003). "Families on television: Young adults' perceptions of fictional portrayals as models of effective communication". National Communication Association, Miami, FL. Thompson-Hayes, M., Nelson, L., Smith, M., Webb, L., & Walker, A. (2003, November).

(2003). "A Pedagogical strategies that combine two worlds: Integration at its best". Paper presented at the annual meeting of the American Communication Association, Little Rock, AR. Co-presented with Dr. A. Rosenthal.

(2003). "Innovation and integration: Team teaching, technology, project-based public speaking, and empowerment". Panel presented at the annual meeting of the Georgia Communication Association, Atlanta, GA. Co-presented with Dr. A. Rosenthal.

(2003).. "Empowering the workforce through Gestalt Communicator Training". Paper presented at the annual meeting of the Southern States Communication Association, Birmingham, AL.

(2002). "Communication Research and Focus Groups". Panel presented at the annual meeting of the National Communication Association, New Orleans, LA.

(2002). "Gestalt communicator: Technology as facilitator in bridging family and workplace". Panel presented at the annual meeting of the American Communication Association, Washington, D.C.

(2002). "Addressing the non-traditional problems of non-traditional students". Panel presented at the annual meeting of the Southern States Communication Association, Winston-Salem, NC.

(2002). "Ethnic differences in the construction of medical treatment for ADHD: A communication approach". Paper presented at the annual meeting of Southern States Communication Association, Winston-Salem, NC.

(2002) "Families socially constructing ambiguous illness: A review of theoretical paradigms". Paper presented at the annual meeting of the Southern States Communication Association, Winston-Salem, NC.

(2002). "Simultaneously researching issues of family communication relevant to both interpersonal communication as well as mass communication scholars". Paper presented at the annual meeting of the Southern States Communication Association, Winston-Salem, NC.

(2002). "Family friendly workplace: Legal policy and communicative issues". Paper presented at the annual meeting of the Georgia Communication Association, Valdosta, GA.

(2001). "Methodological challenges of conducting quantitative research on interpersonal issues". Panel presented at the annual meeting of the National Communication Association, Atlanta, GA.

(2001). "Family and workplace policy: Evolution or devolution?" Panel presented at the annual meeting of the American Communication Association, Boone, NC.

(2001). "Family and medical leave act: Its communicative impact on families and employers". Paper presented at the annual meeting of the Southern Speech Communication Association, Lexington, KY. Co-authored with Dr. P. Amason, Dr. M. Allen, Dr. L. M. Webb.

(2001). "Metaphors and memorable questions: A preliminary study of metaphors as descriptors of memorable questions in initial encounters". Paper presented at the annual meeting of the Southern Speech Communication Association, Lexington, KY. Co-presented with Dr. L. M. Webb.

(2000). "How families socially construct ambiguous illness in children: A first test of a communicative origin for the ADHD diagnosis". Paper presented at the annual meeting of the American Communication Association, Louisville, KY. Co-presented with Dr. L. M. Webb.

(2000). "Memorable questions: A preliminary study of initial interactions". Paper presented at the annual meeting of the Southern Speech Communication Association, New Orleans, LA. Co-presented with Dr. L. M. Webb.

(2000). "Families on television: How television viewing influences perceptions of the family" Paper presented at the annual meeting of the Southern Speech Communication Association, New Orleans, LA. Paper presented with co-authors Dr. M. Thompson-Hayes and Dr. L. M. Webb.

Public Lectures / Workshops
Workshops:
(2007, October 16). "Busy Women: Integrating Lives and Relationships", Conducted for the Women's Leadership Conference, Columbus State University Cunningham Center for Leadership and Development.

(2007, October 9). "Developing Effective Conflict Resolution Skills", Conducted for the Contractor's Supplier's, Inc., sponsored by Columbus State University Cunningham Center for Leadership and Development.

(2007, October 7). "Effective Listening" and "Building Healthy Communication Climates", Conducted for Muscogee County School District Leadership Development Series: Level II, Columbus State University Cunningham Center for Leadership and Development.

(2007, September 10). "Effective Communication and Listening", Conducted for Precision Instruments (PCI), Columbus State University Cunningham Center for Leadership and Development.

(2007), August 30). "Effective Communication and Collaboration", Conducted for Columbus State University's Leadership Academy Deans and Department Chairs, Columbus State University Cunningham Center for Leadership and Development.

- CSU Leadership Academy Deans and Department Chairs, "Effective Communication and Collaboration", 08/29/2007, Columbus State University Cunningham Center for Leadership and Development.
- Greater Chamber of Commerce Leadership Team, "Effective Listening", 05/18/2007, Columbus State University Cunningham Center for Leadership and Development.
- Columbus State University Continuing Education: "Winning in a Competitive World", 11/29/2006.

Guest Lectures:
- Columbus, State University, Erma Banks' Library Science Class, "Effective Presentation Skills", 10/25/2007.
- Columbus State University, SASS Association, "Effective Stress Management", 04/25/2007.
- Columbus Chamber of Commerce: Leadership Columbus: "Effective PowerPoint: Enhancing Speaker Credibility", April 24, 2007.
- Columbus State University Cunningham Center for Leadership and Development: "Effective Workplace Communication Skills", 02/19/2007.
- Chamber of Commerce Leadership Columbus: "The Value of Diversity", 02/15/2007.
- Columbus State University Cunningham Center for Leadership and Development: "Effective Listening", 01/31/2006.
- Columbus State University, SASS Association, "Responding vs. Reacting: Strategies for Successful Organizational Communication" 11/29/2006.
- Columbus State University, SASS Association, "Workplace Communication" 03/15/2006.
- Association for Professional Business Women, "Helping Women Succeed: Networking to Build Supportive Networks", 10/07/2006.
- Columbus State University, local Toastmaster chapter, "Always remember your audience" 01/18/2006.
- Safe Haven Conference on Community Collaboration, "Innovative Work Solutions, Inc., Program: Communicating and Connecting Community Needs and Resources", 04/18/2005.
- Muscogee County Solicitor General's Annual Conference on Prosecuting the Perpetrators and Assisting the Victims, "Innovative Work Solutions, Inc., Program: Communicating to Educate, Heal, and Form Community Partnership Networks", 04/28/2004.
- American Society of Quality, "Improving Community Quality of Life by Connecting Individuals to the Workforce," 02/10/2004.

- Phenix City Kiwanis Club, "A Community Collaborating to Certify Its Own Workforce", 01/05/2004.
- Columbus State University Continuing Education: HIPP Program, "Assessing Individual Communication Skills", 10/31/2002.
- Kendrick High School, Personal Wellness, "The Costs and Rewards of Relationships: Social Exchange Theory", 10/05/2002.
- Columbus State University Continuing Education: HIPP Program, "Assessing Individual Communication Skills", 10/31/2002.
- Kendrick High School, Personal Wellness, "Health and Relationship Quality", 03/13/2002.

Dr. William H. Edwards

Publications

(1995-2005). *Interpersonal communication: Theory and application*. University Printing Press.

Conference Presentations

(2007). "Teaching political campaigning." Workshop conducted at the annual meeting of the Southern States Communication Association, Louisville, KY.

(2005). "Contributions of James McCroskey to communication research and theory." Paper presented at the annual meeting of the Southern States Communication Conference, Baton Rouge, LA.

(2004) Models and standards for the undergraduate communication theory course." Paper presented at the annual meeting of the Southern States Communication Association, Tampa, FL.

Dr. Mariko Izumi

Publications

(2003). "Mentor reviewing: A reflection on an experiment." *Communication Studies, 53,* 530-534. A journal article co-authored with Mike Allen., et.al.

(2004). "Rhetoric and society: Messages, exigencies, and your responsibilities." In D. L. Blake and l. Jacobi, (Eds.). Simply Stated: Theory and Practice in Public Speaking. Kendall/Hunt.

(2004). "Arrangement:Techniques for designing a compelling message." In D. L. Blake and l. Jacobi, (Eds.). Simply Stated: Theory and Practice in Public Speaking. Kendall/Hunt.

Conference Presentations

(2006)."Apologia as mode of moral regulation: State apology and national ethos." Panel presentation at the annual meeting of the National Communication Association, San Antonio, TX.

(2005). "Investment in the future of Asia-Pacific: Postwar responsibility and national memorialization of Comfort Women." Paper presented at the annual meeting of the Collective for Critical Practices, Cultural Studies Conference, Minneapolis, MN.

(2005). "Comfort Women and the Asian Women's Fund: Inventing the post-colonial Japanese state through atonement and apology." Panel presentation at the annual meeting of the National Communication Association, Boston, MA.

(2005). "Representing the unrepresentable: Representation of Comfort Women and documentary." Panel presentation at the annual meeting of the Central States Communication Association, Kansas City, MO.

(2004). "Silence broken: Korean Comfort Women and Kristeva's *Chora*." Paper presented at the annual meeting of the National Communication Association, Chicago, IL. Top Paper Award.

(2004). "Dissociation from Asia: Women's spaciality and Japanese nationalism." Panel presentation at the annual meeting of the National Communication Association, Chicago, IL.

(2002). "Rhetorical virginity: Discipline and communication." Panel presentation at the annual meeting of the National Communication Association, New Orleans, LA.

(2002). "Beyond binary oppositions: The projected second persona in *The Rising Sun.*" Paper presented at the annual meeting of the Central States Communication Association, Milwaukee, WI.

(2001). "Identities as process of becoming: A case study of Japanese students in the U.S." Paper presented at the annual meeting of the Central States Communication Association, Cincinnati, OH.

Dr. Retha J. Martin

Publications

(2007). "The Investigative research template as a tool for information literacy and critical thinking" *Journal of the Communication, Speech & Theatre Association of North Dakota, 20,* 65-72. Co-authored with Dr. Lauren Mackenzie.

(2006). "Developing critical thinking in analyzing contemporary online speeches: *Teaching ideas for the basic communication course,"* 75-77. Co-authored with Dr. Nikita Harris.

Conference Presentations

(2007). "Blended families: Expanding the Interactional View to explain the influence of the *Shadow Rules.*" Paper presented at the annual meeting of the Southern States Communication Association, Louisville, KY. Paper presented with co-author, Megan Wilson.

(2007). "Teaching strategies for legal and ethical issues related to communication law and freedom of speech." Panel presentation at the annual meeting of the Georgia Communication Association, Gainesville, GA.

(2006). "Developing critical thinking in analyzing contemporary online speeches. Paper presented at the annual meeting of the National Communication Association, San Antonio, TX. Paper, chosen as a Top 10 (of 129 submissions), was co-authored with Dr. Nikita Harris.

(2006). "Speaker analysis online project." Project presented at the annual meeting of the Georgia Communication Association, Toccoa , GA.

(2005). "The investigative frame as a tool for critical thinking and dialogue." Paper

presented at the regional Association for Educators of Journalism and Mass Communication Conference, Kennesaw, GA.

(2002). "Trademarks and the First Amendment: The anatomy of a conflict." Paper presented at the annual meeting of the Association for Educators of Journalism and Mass Communication, Miami Beach, FL.

(2002) "Goodbye old rules, where are the new rules? The impact of the Federal Trademark Dilution Act of 1995 through the eyes of in-house corporate counsel." Poster presented at the American Marketing and Public Policy Conference, Atlanta, GA.

(2002). "Commercial speech caught in the crosshairs: California's rebellion over compelled commercial speech and the current commercial speech doctrine." Paper presented at the annual meeting of the Research Symposium and Freedom Forum of the College of Communications, Knoxville, TN. Received top doctoral paper and best research award.

(2002). "Commercial speech caught in the4 crosshairs: California's rebellion over compelled commercial speech and the current commercial speech doctrine." Paper presented at the annual AEJMC Southeast Regional Colloquium, Gulfport, MS.

(2000):Justice for all: Campaign 2000 media coverage of potential impact of judicial nominations during the next presidency." Paper presented at the annual meeting of the Research Symposium and Freedom Forum of the College of Communications, Knoxville, TN. Received top doctoral paper and best research award.

Dr. Nikita Harris
Publications

(2006). "Developing critical thinking in analyzing contemporary online speeches: *Teaching ideas for the basic communication course,"* 75-77. Co-authored with Dr. Retha J. Martin.

Conference Presentations

(2006). "Teaching gifts: Speaker analysis online project." Project presented at the annual meeting of Georgia Communication Association, Toccoa, GA.

(2005). "Creative approaches for successful service learning: A model for campus-classroom partnerships." Paper presented at the annual Georgia Communication Association, Milledgeville, GA.

(2005). "Exploring challenges, expectations and strategies: Common and diverse experiences of African American junior faculty at liberal arts institutions serving underrepresented students." Panel presentation at the annual meeting of the National Conference Association, Columbus, GA.

(2003). "Developing intracultural communication awareness training for the career mobility of African American Women professionals in the federal government." Paper presented at the annual meting of the National Communication Association, Miami, FL.

(2001). "You don't have to be a rocket scientist to know it aint easy: A feminist

standpoint perspective of women scientists in a federal government agency."
Paper presented at the annual meeting of the National Communication
Association, Atlanta, GA.

Public Lectures / Workshops
(2006) "On-line learning and student achievement", Conducted for the Faculty Lecture
Series, Columbus State University.
(2005) "Considering communication as a major / Communicating as a profession",
Conducted for Teen Achievers.

Dr. Gina Sheeks
Publications
(2008). "A quality enhancement model: Connecting faculty development with the
achievement of student learning outcomes and institutional goals. *Journal of
Faculty, Devleopment, 22(1),* 5-11. Co authored with Dr. Joyce Hickson and Dr.
Tom Loughman.
(2007). "The role of the Equality Enhancement Plan in engendering a culture of
assessment. *Assessment Update* (in press). Co-authored with Dr. Tom Loughman,
Dr. Joyce Hickman and Dr. William Hortman.
(2006*).* An Examination of Learning and Memory — In Order to Enhance the Skills of
Future Communicators. *Proceedings of the Georgia Communication Association.*
Co-presented with Dr. M. L, Kirchoff and D. Tricoche, .
(2005). Creative approaches for successful service learning: A model for campus-
classroom partnerships. *Proceedings of the Georgia Communication Association,
75,* 39-44. Co-authored with Dr. N. Harris and J. Fowler.

(2004). Part-time faculty: engagement at institutional and departmental levels.
Proceedings of the Georgia Communication Association, 74, 39-44. Co-authored
with Dr. R. Long.
(2003).Sheeks, G. Feeling connected: The socialization of part-time faculty at a private,
liberal arts college. *Doctoral dissertation*, Georgia State University, 2003.

Conference Presentations
(2006). "Collaboration is reality." Panel presentation at the annual meeting of Southern
Association of College Student Affairs, Jacksonville, FL. Co-presenters: C.
Anderson, D. Larkin, and T. Myrick.
(2006). "The QEP: An Institutional Case Study". Paper presentation at the annual
meeting of the Southern Association of Institutional Research (SAIR), Arlington,
VA. Co-presenters: J. Hickson and T. Norris.
 (2006). "The Quality Enhancement Plan: An Opportunity to Create a Culture of
Excellence". Paper presentation at the annual meeting of the Southern Association
for Colleges and Schools Conference, Orlando, FL. Co-presented with Dr. J.
Hickson and Dr. T. Norris.
(2005). "Engaging part-time faculty: Recommendations for inclusion and accountability".
Presented at the annual Annual Academic Chairpersons Conference. Orlando, FL.

(2004). Part-time faculty: Engagement at institutional and departmental levels." Paper presented at the annual meeting of Georgia Communication Association, Morrow, GA. Co-presented with Dr. R. Long.

(2003). "Communicating commitment to accountability." Paper presented at the annual meeting of National Communication Association, Miami, FL. Co-presented with Dr. A. Rosenthal, Dr. R. Falvo, & Dr. J. Radwan.

(2001, March) "Service learning: Developing a campus program". Paper presented at the annual meting of Georgia College Personnel Association, Brasstown, GA. Co-presented with T. Myrick and A. King..

(2000). "Whose scholarship? Some thoughts concerning faculty groups". Paper presented at the annual AAHE Conference on Faculty Roles and Rewards, New Orleans, LA. Co-presented with P. Hutcheson.

* Describe methods to be pursued for program improvement.

1. The Department will seek adequate funding for professional development to support Faculty research efforts.
2. The Department will continue to encourage collaboration among faculty and faculty / students to generate scholarship projects resulting in state, regional, and national professional journal articles and conference presentations.

Section II G: Quality of Service Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

- Describe projects completed and outcomes which contribute to the program, department, college, institution, community, and/or the region
- Describe methods to be pursued for program improvement.

Very Strong

* Describe projects completed and outcomes which contribute to the program, department,
    college, institution, community, and/or the region.

While evidence of faculty commitment to projects is provided throughout the present document, service which is department-sponsored and unique to communication includes the following:

(1) Mu Nu chapter, the CSU local chapter of Lambda Pi Eta, National Communication Association Student Honor Society, actively participates in scholarship and community related projects. As stated previously, our faculty sponsors provide opportunities for student members to submit and present research at state and regional conferences. Additionally, LPE students and faculty sponsor participate in Muscogee County School District's Kindergarten Readiness Program that provides volunteer readers to at-risk pre-kindergarten students.

(2) Commitment to serving the College of Arts and Letters and the university is evidenced by the numerous committees on which our faculty have been selected to serve. As their vitae reflects, our faculty give substantial hours that include serving on curriculum, educational assessment, tenure and promotion, minority affairs, and faculty senate committees.

(3) Student service learning components are part of course requirements for the following communication courses: Group (COMM 2136), Community (COMM 3148), Public Relations (COMM 4142). Depending upon available opportunities, other faculty may include service learning opportunities in their courses as well. As previously mentioned, the communication department leads all other university departments in the number of service learning hours given to assist local agencies.

(4) Faculty commitment to training and developing the local workforce is evidenced through the many workshops they conduct – either as volunteers or agency consultants.

(5) Faculty vitas reflect that the communication faculty understand the value of effective communication and the positive impact it can make in individuals and communities and are committed to helping others understand as well. This commitment is evidenced not only in the large numbers of service-learning opportunities in which they make available for their students but also in the numerous projects in which they personally engage, which largely center around assisting Muscogee County School District (pre-Kindergarten, Adult Education, GED tutoring) and improving workforce development within the Chattahoochee Valley Workforce Region.

* Describe methods to be pursued for program improvement.

Given the benefits (personal, university and community) of applying communication knowledge to meeting needs of others, departmental faculty would like to expand (a) service-learning opportunities for students, (b) professional collaborations with local organizations, and (c) research opportunities for applying communication in practical settings. Expanding in these areas is good not only for our students and university, but also the community as a whole. Student survey responses also reflect a desire for our department to continue moving in this direction. Despite the faculty's desire to grow in all these areas, they are faced with the reality that extra-mural funding limits expansion of these aforementioned partnerships as an area of growth.

Section II H: Program Honors and Awards

State your assessment of the strength of the evidence of program quality on this indicator.

- Identify the formal honors, awards, high rankings, citations of excellence, accreditations, positive external reviews, etc. that this degree program has received over the last seven years.
- If program accreditation is available but has not been attained at CSU, explain why.

Satisfactory

* *Identify the formal honors, awards, high rankings, citations of excellence, accreditations, positive external reviews, etc. that this degree program has received over the last seven years.*

While individual members of the faculty have been honored as noted in response to other items in this report, the department has not achieved similar recognition during the past seven years.

* *If program accreditation is available but has not been attained at CSU, explain why*

Program accreditation is available to the Department of Communication through the auspices of the American Communication Association. Departmental faculty have not identified accreditation as a goal of its strategic plan because of several factors enumerated below by addressing each of the standards for accreditation and the department's position relevant to those standards.

1. *Diversity of faculty*: The department would rank rather high in this regard.
2. *Faculty teaching load*: This standard would require reducing to a 3 and 3 vs 4 and 4 load. The department, currently, is having trouble providing upper division courses with faculty allotment
3. *Research*: While current faculty are published, production would have to increase again stretching faculty resources. In fact, one faculty member's pre-tenure review committee has suggested a class reduction for that faculty member which I cannot grant because of inadequate staffing.
4. *Equipment and facilities*: It is anticipated that technology in classrooms would be a positive, but additional equipment would most likely be required, especially production equipment.
5. *Courses in major*: AEJMC only allows 25 percent of the coursework to come from within the department. The curriculum is slightly higher than that unless it is required to count Area F courses as being within the department. If these courses are perceived as core and not strictly as major, then the department might get by.
6. *Student load*: Current class sizes especially at the upper division would be problematic. There are usually limits of 15 students in writing classes at accredited programs, but the department has 25+ in one section. Current enrollment in upper division courses of more than 25 would be a negative.
7. Financial: The department's $2,500 supplies operating budget would be an issue as would the $2,500 for travel. A substantial increase in operating budgets to support the program would be required.
8. *Overall faculty credentials*: The department has some strength in this regard.
9. *Private sources of funding*: The department would rank very low on this. Alumni contributions and scholarships are minimal.

Section II I: Exceptional Achievements & Honors of Program Students, Graduates, & Faculty

(State your assessment of the strength of the evidence of program quality on this indicator)

- Identify the exceptional achievements and honors received by the program's students, graduates, and faculty over the past five years which reflect on the quality of the program

Satisfactory

* *Identify the exceptional achievements and honors received by the program's students, graduates, and faculty over the past five years which reflect on the quality of the program*

Students
Among the student honors identified but not representative of an exhaustive list are:

Academic Awards: National Dean's List, Who's Who in Colleges and Universities, Induction into Lambda Pi Eta National Communication Honor Society, Induction into Phi Kappa Phi Honor Society, Keystone Scholarship
Service Awards: Minority Student Awards, Resident Life, Servant Leadership Scholarship recipients, Boys and Girls Club Youth of the Year, CSU Student Assistant of the Year
International Travel Scholarships: Center for International Education Scholarships, STARS Study Abroad Scholarships
Athletic: Athletic Scholarships, Athletic Participation Awards, Cross-Country Rookie of the Year

<u>Faculty</u>
In addition to committee service and honor society membership, the Communication faculty have been recognized for exceptional achievements and honors.

Dr. Mariko Izumi
2005   George Montgomery & Anna Florence Frizelle Reid Memorial Award for Best Dissertation Proposal, Department of Communication Studies, University of Minnesota.
2005   Top Paper, Asia-Pacific Communication Division, National Communication Association.
2004   Graduate Research Grant, Department of Communication Studies, University of Minnesota.
2002   Graduate Research Grant, Department of Communication Studies, University of Minnesota.

Dr. Retha J. Martin
2003   Graduate Student Research Award, College of Communication & Information, University of Tennessee.

2003　Outstanding Ph.D. Student. College of Communication & Information, University of Tennessee.

2002　Prost Citation for Extraordinary Professional Promise, University of Tennessee.

Dr. Danna M. Gibson

2005　Excellence in Access Faculty Staff Award, CSU Office of Disability Services.

2005　CSU Educator of the Year, Finalist.

2005　Outstanding Leadership in Education, CSU Department of Athletics.

2003　Mayor's Commission on Diversity Award for Outstanding New Program (Innovative Work Solutions, Inc,).

2003　CSU Faculty Service Award, Finalist.

Section II J: General Success of Program Graduates

State your assessment of the strength of the evidence of program quality on this indicator.

- Report the results of the department's assessments of the general success of the program's graduates such as licensure or certification rates, job offers, job placement statistics, average salaries, subsequent career advancement, test scores, admissions to post-baccalaureate programs, etc.

Above Average

As part of the program review process, the department conducted a mail survey of 418 graduates with 83 responding (20 percent response rate). Follow up mailings were not used because of budget limitations.

Survey results indicate that the program has been very successful in preparing alumni for their careers. The data show that 78 percent of the program's graduates have starting salaries above $20,000 annually and 83 percent have current jobs paying in excess of $20,000 with 22 percent reporting they make over $60,000.

The department does not maintain job placement statistics or formal tracking of career advancement among graduates, but the average salary data would indicate that salaries did increase from first positions to current positions. The department works very closely with the university's Career Center to assure majors have outstanding resources available to them in their job searches.

Additionally, 26 percent of the respondents have gone to graduate school with three (3) individuals attaining professional certifications since graduation. When asked about future plans for graduate school, 61 percent indicate they plan to seek a higher degree.

Section II K: Stakeholder Satisfaction with Program

State your assessment of the strength of the evidence of program quality on this indicator.

- Report the results of surveys of students, alumni, employers, community partners, etc. concerning their satisfaction with the quality of the program and its learning experiences and any program improvements initiated as a function of such feedback over time.
- Also comment on the effectiveness of the program's use of a community advisory board.

Very Strong

* Report the results of surveys of students, alumni, employers, community partners, etc. concerning their satisfaction with the quality of the program and its learning experiences and any program improvements initiated as a function of such feedback over time

Again, alumni survey data show the program quality and learning experiences have met student needs after graduation. The primary indicators and alumni ratings were:

1. When asked if the program provided the skills to succeed in graduate school, more than a third of the respondents strongly agreed and 66 percent either strongly agreed or agreed.
2. When asked if the program developed their ability to produce independently conceived and completed projects, 45 percent strongly agreed and 88 percent strongly agreed or agreed.
3. When asked if the program helped develop writing skills, 52 percent strongly agreed and 89 percent strongly agreed or agreed.
4. When asked if the program developed presentation/production skills, 69 percent strongly agreed and 92 percent strongly agreed or agreed.
5. When asked if the program enhanced understanding of people and places visited, 54 percent strongly agreed and 89 percent strongly agreed or agreed.
6. When asked if the program was useful in understanding of people and cultures outside of the U.S., 30 percent strongly agreed and 64 percent strongly agreed or agreed.
7. When asked if the program gave them a greater understanding of contemporary events and issues, 29 percent strongly agreed and 70 percent strongly agreed or agreed.
8. When asked if the program developed logical and rational thinking, 51 percent strongly agreed and 90 percent strongly agreed or agreed.
9. When asked if the program developed critical thinking, 48 percent strongly agreed and 82 percent strongly agreed or agreed.
10. When asked if the program developed the ability to understand complex events or phenomenon, 35 percent strongly agreed and 74 percent strongly agreed or agreed.
11. When asked if the program helped develop the ability to read and understand difficult material, 35 percent strongly agreed and 82 percent strongly agreed or agreed.

Given the overwhelming demand by business and non-profit agencies within the region to develop partnerships with the department, it would appear there is strong satisfaction with the program among these constituents. Informal feedback from community leaders benefiting from service learning projects sponsored by the program further support this assessment.

* Also comment on the effectiveness of the program's use of a community advisory board.

The department is currently organizing an alumni advisory counsel.

Section II L: Program's Responsiveness to Change and Improvement

State your assessment of the strength of the evidence of program quality on this indicator.

- Cite the most significant examples of improvements made in the program over the last seven years in response to changing conditions, new external requirements, and/or departmental assessment initiatives.
- Comment on how frequently the program's faculty is engaged in program assessment activities, comprehensive program evaluations, and fine tuning of the program and its requirements.

Above Average

* *Cite the most significant examples of improvements made in the program over the last seven years in response to changing conditions, new external requirements, and/or departmental assessment initiatives.*

In 2005, the department recruited a new department chair that was charged with developing additional courses focused on public relations so as to expand the department's curriculum offerings. This action was taken in response to feedback received from local business leaders and departmental majors. Reports from both the U.S. Department of Labor and the Georgia Department of Labor had identified communication and public relations as among the faster growing job opportunities. By the publication of the 2007-2008 institutional catalog, the department had completed the necessary curriculum change approval procedures, resulting in two (2) additional public relations courses being added.

* *Comment on how frequently the program's faculty is engaged in program assessment activities, comprehensive program evaluations, and fine tuning of the program and its requirements.*

Departmental faculty conducted a comprehensive curriculum review in 2005-2006 which resulted in the approval of five new courses, the mothballing of four courses for which there was inadequate demand or no faculty with the expertise to teach those classes, and the identification of rhetorical studies as an area of emphasis. In recruiting a new faculty

member for the 2007-2008 academic year, the department hired a specialist in rhetorical studies. Finally, in an effort to enhance the department's capabilities for teaching media production projects, a student technology fee grant was secured.

Each year, faculty identify curriculum deficiencies in need of correction, review current course offerings to ensure their adequacy to meet the department's and its students' needs, and use regular faculty meetings (generally once per month) to address minor revisions of the curriculum and departmental operations. A comprehensive program review is conducted every seven years, as is the case in this instance.

Section III: Findings of Overall Productivity

On the eleven criteria used to measure productivity in Section III, the department rates as highly productive. This assessment is based upon the program self-study ratings of above average or very strong on nine of the standards and satisfactory on the remaining two. For every criteria, the external review team rated the department equal to or higher than its self-study rating and overall rated the program as very strong.

Above Average

Section III A: Enrollment of Students in Program

State your assessment of the strength of the evidence of program productivity on this indicator.

- Analyze and interpret the numbers of majors enrolled in the program and the enrollment trends of these majors for the past five years.
- For undergraduate programs, compare the strength of the numbers of the upper division majors and enrollment trends for this program with the enrollments and trends of upper division declared majors in other undergraduate programs at CSU.
- For graduate programs, compare the strength of the numbers and enrollment trends for this program with the enrollments and trends of in other graduate programs at CSU.
- Describe methods to be pursued for program improvement.

Very Strong

* Analyze and interpret the numbers of majors enrolled in the program and the enrollment trends of these majors for the past five years

Enrollment in the department has steadily grown over the past three years (period for which data is available). Overall enrollment has climbed from 169 majors in 2004-05 to 187 in 2006-07, a healthy 10.7 percent increase. The three-year average number of majors is 171. The growth has come in full-time majors which recorded an increase of 24.8 percent (117 to 146). The trend has been toward fewer part-time majors (decline from 52-44) and more full-time students.

** For undergraduate programs, compare the strength of the numbers of the upper
  division majors and enrollment trends for this program with the enrollments and
  trends of upper division declared majors in other undergraduate programs at CSU.*

Credit hour production over the three-year period, as would have been expected, also
grew at a 17.1 percent rate from a total SCH of 2,397 in 2004-05 to 2808 in 2006-07. A
ten (10) percent jump in 1000 level SCH production can be accounted for by additional
course sections being offered. The increase for 2000 level courses was 100.1 percent
(93-189) and for 3000 level courses 116.7 percent (180-390). A slight decline of 15
percent in SCH production for 4000 level courses can be attributed to fewer 4000 level
courses being offered.

When assessing average course enrollments, the numbers would indicate that students
served per section are in line with appropriate capacity for the level of course offered.
During the three-year period, average class enrollment for 1000 level courses was 23.9
(capacity 25); 2000 level courses was 30.2 (capacity 25); 3000 level courses was 29.2
(capacity 25); and 4000 level courses was 19.1 (capacity 25). The trend has been toward
fewer students per section to maximize teaching effectiveness at the upper division level.
This has been achieved by offering more upper division classes using an additional full-
time and one new part-time faculty positions. The lower number of students at the 4000
level is misleading because of low enrollment courses like internship and exit assessment
being averaged with courses with higher enrollments at the 4000 level.

When compared to all majors' undergraduate enrollment at Columbus State University,
the Department of Communication ranks 11th in size out of 40 programs. Enrollment in
the upper division for communication majors as compared to all other majors ranks the
department as the 8th largest out of 40.

* Describe methods to be pursued for program improvement

With the appointment of a new department chair, a greater emphasis on student
recruitment has been initiated from the chair's office. Faculty have been very
instrumental in the success of these efforts. The addition of public relations courses
should also contribute to a growing enrollment trend.

Section III B: Annual Degree Productivity of Program

State your assessment of the strength of the evidence of program productivity on this
indicator.

- Analyze and interpret the numbers of degrees granted annually (fiscal year) by
  this program and the trends of the program's degree productivity over the past
  five years.
- Compare the strength of the degree productivity of this program with the
  productivity of other programs at CSU.

- Describe methods to be pursued for program improvement.

Above Average

* Analyze and interpret the numbers of degrees granted annually (fiscal year) by this program and the trends of the program's degree productivity over the past five years.

During the three-year period from 2004-05 to 2006-07, the department awarded an average 26 degrees per year. The number of degrees declined from a high of 28 in 2004-05 to 27 in 2005-06 to a low of 23 in 2006-07. These figures coincide with a decline in number of majors up until 2006-07.

* Compare the strength of the degree productivity of this program with the productivity of other programs at CSU

In comparing degrees conferred in communication with other undergraduate degree programs, the department awarded an average of 26 degrees per year for the three-year period which ranked it 7th among CSU academic majors.

* Describe methods to be pursued for program improvement

Among the factors which may have contributed to the downward trend in graduates were faculty turmoil and lack of a permanent department chair, issues both of which have now been resolved.

Efforts to improve degree productivity by the department include recruiting better students, increasing the predictability of course offerings, revising the curriculum to make it relevant to student interests and employer needs, and making class performance more rigorous by raising the grade point average in major necessary to graduate. These actions are signaling a more serious tone in faculty expectations, thereby, encouraging better students to select the major.

Section III C: Program Completion Efficiency and Graduation Rate

State your assessment of the strength of the evidence of program productivity on this indicator.

- Analyze and interpret the program's graduation rate.
- Compare the program's graduation rate with those of the other programs at CSU and offer possible explanations for this program's unusually high or low graduation rate if applicable. (Note: Graduation rates for undergraduate and graduate programs are calculated differently. Data and method of calculation will be provided by VPAA Office.)
- Describe methods to be pursued for program improvement.

Above Average

Analyze and interpret the program's graduation rate

The graduation rate for communication majors comprising the fall 2000 cohort was 43.5 percent with ten (10) of the 23 cohort members being awarded their degree within six years.

Compare the program's graduation rate with those of the other programs at CSU and offer possible explanations for this program's unusually high or low graduation rate if applicable.

The department's graduation rate ranked 9th among 40 CSU undergraduate programs for this group. For the fall 2001 cohort, the department's graduation rate improved to 55.6 percent with ten (10) of the 18 members of that group graduating within six years. This ranked the department in a tie for 6th in graduation rate efficiency among 40 CSU undergraduate programs.

Describe methods to be pursued for program improvement

Efforts to improve graduation rates within the department have focused upon the building of an academic community in which faculty/student and student/student interaction is emphasized. The department is increasing service learning opportunities within selected classes which build an espirit de corps among group members, added student professional and honorary organizations to increase extra-curricular bonds with students, and designated a student lounge area for students to congregate and interact prior to or between classes.

Section III D: Efficiency & Clarity of Program Course Requirements

(State your assessment of the strength of the evidence of program quality on this indicator)

- Analyze the published course requirements for program completion in terms of the simplicity and efficiency of the program's curricular design and the degree to which program requirements are communicated clearly and effectively.
- Comment on the ease with which majors understand and successfully navigate through the required curriculum for program completion.
- Describe methods to be pursued for program improvement.

Above Average

Analyze the published course requirements for program completion in terms of the simplicity and efficiency of the program's curricular design and the degree to which program requirements are communicated clearly and effectively

In 2005-06 the department conducted a comprehensive curriculum review at which time four number of courses were mothballed and removed from the regular rotation of courses. There were five courses added to the curriculum including an additional Area F: Major Core requirement, COMM 2110 Inter-ethnic Cultural Communication; and Area H Program Electives were supplemented by the addition of COMM 3120 Listening, COMM 3125 Modern Media and Culture, COMM 4125 Freedom of Speech, COMM 4141 PR Management, and COMM 4142 PR Campaigns. These changes have now been incorporated into the CSU Catalog for 2007-08 in a format consistent with other degree programs.

* *Comment on the ease with which majors understand and successfully navigate through the required curriculum for program completion*

In addition to the catalog, the department provides advisees with a graduation checkout sheet which clearly outlines all degree requirements by Area. To ensure students understand degree requirements – whether new or old - faculty advisors review degree requirements with their advisees during each advising period prior to a new semester. At this time, advisors speak about course rotations with their advisees as they plan their student's degree track. Whether students receive word about course offerings (which courses will be offered when) from their advisor, from other professors in the department, via word of mouth, or flyers, they provide evidence of understanding as they engage in discussion about these courses with professors and with each other. There appears to be little confusion on the part of majors as to the program requirement for the degree.

* *Describe methods to be pursued for program improvement*

Departmental faculty share best practices as well as discuss problems related to student advisement during designated faculty meetings. The faculty also review program requirements annually to determine changes in course content and/or adding or deleting courses in the curriculum.

Section III E: Frequency and Sequencing of Course Offerings Required for Program Completion

State your assessment of the strength of the evidence of program productivity on this indicator.

- Analyze and interpret the scheduling and enrollment history of courses required for program completion, giving particular focus to the regularity, frequency, and sequencing of course offerings required for program completion.
- Describe methods to be pursued for program improvement.

Satisfactory

* Analyze and interpret the scheduling and enrollment history of courses required for program completion, giving particular focus to the regularity, frequency, and sequencing of course offerings required for program completion

Flexibility in scheduling and sequencing of courses has been necessitated by the lack of full-time faculty and the need for a comprehensive review of the curriculum. That review completed and with the addition of a faculty member specializing in rhetoric, the department is currently developing a two-year rotation of classes so as to make program planning easier and more efficient for both faculty and majors. A tentative two-year plan was adopted after the comprehensive curriculum review and modifications of that plan are being developed to accommodate the new faculty member and the addition of courses in rhetoric. However, despite the previously listed challenges, students in the communication department can complete the program in four years.

The department attempts to offer Area F Major Core and Area G Program Requirement classes each semester. Area H Major Elective courses are placed on a two-year rotation and/or offered during summer term. Majors are required to complete a minimum of two of the four Area F courses and have completed 60 hours of coursework prior to taking courses in Areas G and H.

* Describe methods to be pursued for program improvement

Efforts to improve upon the existing plan would require additional faculty so as to be able to offer more Area H courses per semester. Currently, there is not a sufficient number of faculty to offer all Area H courses on the two-year rotation. Further reductions in the number of courses offered may be necessary.

Section III F: Enrollment in Program Required Courses

State your assessment of the strength of the evidence of program productivity on this indicator.

- Analyze and interpret the strength of the enrollments in the courses required for program completion.
- Comment on differences between core and elective course enrollments as well as differences among courses required for optional tracks or concentrations. Identify any required courses that are dropped from the schedule of classes frequently due to low enrollment and which majors must complete through approved substitutions or directed studies.
- Describe methods to be pursued for program improvement.

Very Strong

* Describe methods to be pursued for program improvement

For the past three years, courses required for degree completion have filled to capacity enrollment prior to the end of pre-registration. The department chair is frequently required to seek faculty acceptance of excess enrollment for Areas F, G and H courses. Instruction is negatively impacted at the upper levels with these high enrollment situations.

* Comment on differences between core and elective course enrollments as well as differences among courses required for optional tracks or concentrations. Identify any required courses that are dropped from the schedule of classes frequently due to low enrollment and which majors must complete through approved substitutions or directed studies

No courses have been dropped because of low enrollment. Students approved for substitutions or directed studies have been caused by the inability of a student to gain enrollment in major classes rather than courses having been cancelled. Directed studies have typically only been used for program enhancement of students with special content or research interests.

* Describe methods to be pursued for program improvement

One solution to high enrollment courses at the 3000-4000 levels would be the addition of new faculty allowing the department to offer additional Area H courses. Without additional full-time faculty, the department would need more part-time faculty to release full-time faculty from their teaching loads in the university core (COMM 1110 Communication) to teach major elective courses.

Section III G: Diversity of Program Majors and Graduates

State your assessment of the strength of the evidence of program productivity on this indicator.

- Analyze and interpret the gender, ethnicity, nationality, and age of the majors and graduates in the program.
- Comment on the program's success and distinctiveness in enrolling and graduating a diverse mix of students.
- Describe methods to be pursued for program improvement.

Very Strong

* Analyze and interpret the gender, ethnicity, nationality, and age of the majors and graduates in the program

During the past three years, the number of female majors has remained static, ranging from 123-126 students. Females comprise 72.5 percent of the three-year average of majors. Male enrollment has ranged from 35-61, trending toward a high in 2006-07. They comprise 27.5 percent of the three-year average of majors. These percentages are

consistent with data which report females represent more than half of the communication majors nationally.

Enrollment data by ethnicity shows the program is dominated by African-Americans (59 out of 171 students, 34.5 percent of the three-year average) and whites (100 out of 171 students, 58.5 percent of the three-year average). The trend during the three-year period has been a slight decline in white enrollment from 111 students in 2004-05 to 90 students in 2006-07. This constitutes 48.1 percent of the majors in 2006-07. African-American enrollment on the other hand has grown for a low of 47 students in 2004-05 to 82 students in 2006-07, comprising 43.8 percent of the total enrollment. Average enrollment by other ethnic groups during the three-year period has been: International students, 1.1 percent; Asian, less than 1 percent; Hispanic, 1.8 percent; American Indian, less than 1 percent; and Multi-racial, 3.5 percent.

Comment on the program's success and distinctiveness in enrolling and graduating a diverse mix of students

Graduation rates among ethnic groups have tracked consistently with ethnic enrollments. During the three-year period, African-Americans have averaged 26.9 percent of the department's graduates while whites have comprised 65.3 percent. Among other ethnic groups, Hispanics have represented 3.8 percent of graduates as has Multi-racial students. Reviewing data from the three-year period shows that white graduation rates have declined from a high of 22 of 27 graduates in 2005-06 to 12 of 23 (52.2 percent) in 2006-07. African-Americans have raised their graduation rate from a low of 4 of 27 graduates in 2005-06 to 9 of 23 (39.1 percent) in 2006-07. Hispanics and Multi-Racial students comprised 3.8 percent respectively of the department's three-year average graduation rate.

The average age of communication majors has remained steady at 24 years of age. Among various age groups on average over the three-year period, 21-25-year-olds comprise the largest group at 74 of 171 students, 43.3 percent. As for other age groups in order of highest percentage of majors: Under 21 is 58 of 171, 33.9 percent; 26-30 is 15 of 171, 8.8 percent; 31-40 is 11 of 171, 6.4 percent; 41-50 is 11 of 171, 6.4 percent; 51-60 is 2 of 171, 1.1 percent.

Describe methods to be pursued for program improvement

While the program has achieved a high level of racial diversity, it is bi-polar ethnically. This is a partial reflection of the institutional demographics. The university has an admissions officer that recruits Hispanics and the department will partner with the Admissions Office to increase Hispanic enrollment.

Section III H: Cost-Effectiveness of Instructional Delivery in Program Home Department

State your assessment of the strength of the evidence of program productivity on this indicator.

- Contrast the instructional cost-effectiveness of this program's home department with others at CSU.
- List the principal factors that cause this program's home department to appear to be unusually cost-effective (i.e., have a low ratio of instructional expenses per weighted credit hour of instruction) or to appear to be unusually costly (i.e., have a high cost per credit hour).
- Comment on the degree to which this program contributes to or detracts from the cost-effectiveness of the department.
- Describe methods to be pursued for program improvement.

Very Strong

* *Contrast the instructional cost-effectiveness of this program's home department with others at CSU*

When compared to CSU expenditures per major and costs per credit hour produced, the department demonstrates outstanding cost-effectiveness. In 2006-07, the university spent $2,684 per major in communication as compared to $3,925 for all students. This constitutes a savings of $1,241 per major or nearly a one-third less cost. From 2004-05 to 2006-07, the difference in costs ranged from a low of $869 to the current high of $1,241, indicating the department has become more cost-effective as compared to the university as a whole during the three-year period. The department's cost per credit hour generated in 2006-07 was $90 while the CSU cost per credit hour for that year was $180 or double the departmental cost. From 2004-05 to 2006-07 the department's cost per credit hour generated has averaged $88 as compared to the $171 average for the university. Again, the department fairs very well in the comparison.

* *List the principal factors that cause this program's home department to appear to be unusually cost-effective (i.e., have a low ratio of instructional expenses per weighted credit hour of instruction) or to appear to be unusually costly (i.e., have a high cost per credit hour).*

The major factors contributing to this high level of cost-effectiveness are the willingness of faculty to have large per section enrollments, lack of technology costs for curriculum, low base salaries for full-time faculty, relatively low part-time faculty costs, and the COAL dean's transferring of some operational costs for the department to his budget. As previously noted, most sections of communication courses exceed their cap enrollments, upper division courses have high enrollment levels, and overall enrollment is very strong. Until recently, the department had limited technology, most of which is campus-based. New digital video and editing equipment were secured through a student technology fee grant. Base salaries for full-time faculty are significantly less that regional or national salaries for comparable positions and lag relative to other programs at CSU as well. The department's cadre of part-time faculty primarily consisted of master's level incumbents

which reduced the cost for delivering the University Core Curriculum. Finally, the department's budget position was so desperate, that the dean would subsume costs for software or other operating emergencies into his budget.

Comment on the degree to which this program contributes to or detracts from the cost-effectiveness of the department

The program's cost effectiveness is a positive factor in assessing the cost effectiveness of the overall university budget for instruction. Revenue generation as compared to costs is very strong.

Describe methods to be pursued for program improvement

To improve its position, the department would have to add to the overall costs per student and per credit hour generated. This could be accomplished by adding faculty to increase the offerings of major electives which would reduce the enrollments per section. Some of that cost would be mitigated by needing fewer part-time faculty. Secondly, base salaries for full-time faculty could be brought to comparable levels on a regional basis at the minimum. Thirdly, the operational budget for the department could be more realistic and, thereby, eliminate the need for the dean to share costs associated with the program.

Section III I: Program Responsiveness to State Needs and Employer Demand for Program

State your assessment of the strength of the evidence of program productivity on this indicator.

- Comment on the demand for graduates of this program, followed by an assessment of the program's success in responding productively to such need and demand.
- List the factors that limit the program's ability to be more productive and responsive to these needs and demands.
- Describe methods to be pursued for program improvement.

Above Average

Comment on the demand for graduates of this program, followed by an assessment of the program's success in responding productively to such need and demand.

Alumni informal feedback suggests that the department needs to offer more upper division courses and to offer courses in the areas of computer mediated communication. Many of the graduates are employees in companies that require some knowledge of web-based technology (e.g., webpage design, on-line research…). These graduates consistently identify the need for future department expansion to include the ability to instruct in the area of computer mediated communication. Based upon their responses, these alums feel that offering more upper division courses each semester would make it

easier for non-traditional students to work and pursue their college degree. Graduates who enter the organizational / corporate world identify the computer mediated communication as a vitally important component and feel that having had some instruction in this area would have helped them and will open doors for future graduates who will have a heads up on instruction that others have to learn as they go along.

* List the factors that limit the program's ability to be more productive and responsive to these needs and demands.*

This report evidences the fact that the department maximizes its resources to accomplish its mission. The greatest single factor limiting expansion of the curriculum to address the need for instruction in computer mediated communication so as to meet the demand for communication majors capable of using new technologies a projected area of significant job growth is a full-time faculty position in computer mediated communication. Without a faculty member with expertise in this area and technology necessary to support the faculty member's research, the department is unable to pursue expansion into this area.

* Describe methods to be pursued for program improvement.*

The department will continue to make the case to the university's administration to authorize the search for an additional faculty member. Additionally, the department will need to develop a plan for seeking extramural funding to support this area of study. Furthermore, the department will develop a program to survey employers and graduates on a bi-annual basis to help determine employer demand for program graduates and how the program can best respond to the economic development of the state.

Section III J: Program's Annual Degree Productivity Among Comparable USG Programs

State your assessment of the strength of the evidence of program productivity on this indicator.

- Identify the ranking of this program relative to comparable programs in the University System of Georgia (or region or nation) in terms of the number of degrees granted annually.
- Describe methods to be pursued for program improvement.

Satisfactory

* Identify the ranking of this program relative to comparable programs in the University System of Georgia (or region or nation) in terms of the number of degrees granted annually*

Columbus State University ranks 3rd out of six comparable University System of Georgia state universities in average number of communication degrees awarded during the three-year period. Of the 211 communication degrees conferred systemwide on average, CSU

awarded 30 of those degrees or 14.2 percent. Only Augusta State University (37 degrees) and Kennesaw State University (117 degrees) conferred more communication degrees than CSU.

* Describe methods to be pursued for program improvement

Efforts to increase the number of degrees granted in communication from CSU would require substantial increases in staffing and funding. Improvements in graduation rates and retention depend upon adequate staff to meet both the course demand issues and creation of initiatives designed to increase student/faculty interaction.

Section III K: Program's Contribution to Achieving CSU Mission

(State your assessment of the strength of the evidence of program quality on this indicator)

- List the substantive contributions this program makes to the achievement of CSU's published statement of institutional mission
- Describe methods to be pursued for program improvement.

Very Strong

* List the substantive contributions this program makes to the achievement of CSU's published statement of institutional mission

As is clearly indicated from the aforementioned examples, the communication faculty strives to maintain excellence in teaching through ongoing development, research, and practice that is centered around student learning. Each faculty member has an active research line that enhances both classroom and community contexts. Additionally the collaborative efforts with the Muscogee County school system, non-profit agencies, and local businesses reflect the department's commitment to local and regional economic development.

* Describe methods to be pursued for program improvement

Without additional full-time faculty and financial resources, the department is being forced to prioritize its efforts in meeting the CSU Mission Statement. New initiatives are unlikely to be pursued given current resources. The creation of an Alumni Advisory Counsel is slated for 2008 as a means to develop extra-mural funding sources through development activities. Attempts to seek grant funding are severely hampered by the lack of faculty release time for such activity.

Section IV: Conclusions about Program Viability at CSU

Very Strong

Given the self-report and external review panel assessments, the department is supporting the mission of the university by providing high quality instruction in both the core curriculum and with departmental majors. Faculty are acknowledged to have a strong commitment to teaching, research, and service. Furthermore, the department is delivering its programs at a relatively low cost to the university when compared with other academic curricula.

Section V: Program Improvement Plan

Very Strong

Highlight the department's plans, priorities, and timetable for improving the program's quality and productivity if the program is judged to be viable.

- **Maintain the need for additional full-time faculty to provide staffing for university core curriculum and the hiring of a specialist in computer mediated communication**
    - Continue to provide data such as that included in the program review which justifies the additional faculty lines in the university budget
    - Continue to provide data supporting the potential growth of the department by adding courses in computer mediated communication
    - Partner with local business to offer students exposure to computer mediated communication through service learning opportunities, class projects, and internships until receiving authorization to employee a new faculty member
    - Use additional faculty to enhance trend of improved student retention, progression, and advising
    - One to three year implementation

- **Continue to improve student performance on the curriculum exit assessment by improving the quality of courses and scholarship within the department**
    - Continue to assess COMM 4000 (Exit Assessment) guidelines, expectations and student performance in an effort to raise standards and outcomes
    - Explore various formats, including online, for the delivery of the core curriculum course, COMM 1110, so as to improve student outcomes and maximize use of faculty to decrease needed allocation of extremely limited resources to this one course
    - Encourage and provide opportunities for students to participate in research colloquia and scholarly conference presentations

- Provide increased opportunities for faculty collaboration on research, service and teaching
- Identify major courses which could most appropriately incorporate a service learning component
- Enhance opportunities for student internships, including those at the junior level
- One to three year implementation

- **Improve the quality of facilities and equipment to support the program**
  - Continue to provide data such as that included in the program review which justifies increases in the department's operating budget
  - Continue to seek extra-mural funding through grant proposals
  - Develop an Alumni Advisory Group to assist in identifying additional resources for the department
  - develop an Alumni Annual Fund campaign to raise funding for departmental equipment and other resource needs to enhance student progression
  - One to five year implementation

Section VI: Summary Recommendations

Very Strong

Highlight the department's recommendations, rationale, plans, and timetable for expanding, maintaining, reducing, or consolidating/discontinuing the program.
The Department of Communication, while rating very well on this assessment measure, finds itself at the proverbial "Catch 22" point in its development. The program continues to enhance its viability through its emphasis on student retention, progression, and advising while making a positive contribution to Columbus State University's achievement of its mission. Furthermore, the department is responsive to the state's needs and employer demands in a field that is among Georgia's fastest growing careers. This has been accomplished with the department rating very strong in overall quality and cost effectiveness.

The counter-balance to this achievement, however, is noted in the external review panel's assertion that, "Presently this growth is limited by available resources." Existing faculty are forced to teach large sections (25-35 students) in upper division major courses because of the lack of faculty. There are not a sufficient number of major electives offered to lower class sizes. This is exacerbated by the reduced budget for part-time faculty to teach the university core curriculum, which would free senior faculty to teach major courses. The alarmingly low salary levels, well below CUPA averages for the field, threaten to dampen morale and create unnecessary turnover. The recent stability in the faculty has been a major contributor to the program's recent growth and viability. Without an infusion of both increased personnel lines and additional operating budget funding, the department will be forced to operate by maintaining the status quo. This

could negatively affect the department's continuing trend of improving student retention, progression and advising.

In February 2008, the department's faculty will convene a planning retreat to address setting priorities in a restrictive budgetary environment. Topics also will include directions in curriculum development, better student outcomes assessment measures, strategies for increasing extramural funding, and revision of departmental goals and objectives, based upon the results of this program review, for the remainder of the university's current five-year planning cycle. From these deliberations, faculty will develop strategies and tactics to best optimize existing strengths and mitigate the negative impact of the aforementioned threats to the program's growth and viability.
At the very best, without additional resources, the department will be forced into a maintenance position over the intermediate-term (3-5 years). Expansion would be detrimental to the level of quality of the existing curriculum and could eventually destroy faculty morale and effectiveness.

ATTACHMENT A
COMMUNICATION DEPARTMENT
SERVICE-LEARNING OPPORTUNITIES AY 2007

Agency / Organization Served	Faculty/Staff number of participation	Faculty/Staff number of hours worked	Student number of participation	Student number of hours worked	Comments: Communication Course And Project Description
1. Muscogee County School District Athletic Department	1	16	5	30	Public relations campaigns class produced comprehensive fundraising campaign for the school district's efforts to renovate and expand Kinnett Stadium
2. Columbus Sports Council	1	16	6	30	Public relations campaigns class produced comprehensive public relations campaign for the Sports Council's promotion of the Aflac Outdoor Games.
3. Columbus Junior Achievement	1	16	10	30	Public relations campaign class produced comprehensive public relations campaign to promote Columbus Junior Achievement.
4. Kuduman Productions	1	16	9	30	Public relations campaign class produced comprehensive public relations campaign to promote the sale of a television pilot to a cable network.

5. Family Connections of Marion County	1	5	5	100	Group Communication Project: students worked with Family Connections of Marion County to research and write the grant proposal that would fund the county's 21st Century Learning program which would fund after school activities for the county's at-risk student population.
6. Adult Education: GED program and Tutoring	1	5	3	35	Group Communication Project: "Mission Possible: Project Ed" Students worked with Adult Education to tutor students enrolled in the GED program
7. Carver High School	1	8	8	128	Group Communication Project: "The Magic 8: The Image Restoration of George Washington Carver High School" Students worked with Carver High School Guidance Staff to produce a video connecting the legacy of Carver's successful past to its current and future….This video will be used to tell the story of Carver at the annual Parent Night program.
8. PAWS Organization	1	10	3	33	Group Communication Project: "Paws For a Cause" Students worked to raise awareness of needs of the PAWS organization among high school students at Pacelli High School. These students need community service hours and PAWS needs volunteers. Through informational workshops, they were able to

					organize a volunteer effort that launched with 72 new volunteers. Additionally, the group linked St. Anne;s school to the KIND News network – another project of the PAWS organization.
9. Help the Hooch	1	5	4	100	Group Communication Project: "Help the Hooch" This group worked with Keep Columbus Beautiful and Help the Hooch to build an interactive, appealing, and informative website for the program.
10. Boys and Girls Club	1	5	10	100	Group Communication Project: "H.A.N.D.s: Helping Address Needed Dimensions of Success" This group worked with the East Columbus Unit of Boys and Girls Club to tutor students in their program and to paint and furnish a study room where these children could do their homework. They turned an old junk room into a vibrant and inviting room where students can enjoy coming to study.
11. Ft. Benning Martin Army Hospital	1	10	4	133	Group Communication Project: "Pajama Mamas: Racing for Books" This group raised awareness and collected over 978 books for the pediatric wing of the military hospital. Set up donation boxes both on and off base, networked with local literacy agencies and coordinated efforts through the

					Medics Activities Association at Ft. Benning
12. Early College Academy	1	15	6	56	Community Communication Project: "Early College Academy: Filling in the Missing Piece" These students worked with at-risk students enrolled in the Early College Academy (ECA) as follows: (a) mentoring those students to feel comfortable with the idea of going to college, (b) surveyed students to identify individual college interest areas and linked those those student interests to CSU students and department representatives to give them a connection to college. (c) established a master plan for incorporating ECA students into the college environment.
13. Oxbow Meadows	1	5	6	36	Community Communication Project: "Oxbow Meadows" These students worked to supply Oxbow Meadows with a community volunteer pool. Additionally, they worked to repair the signage which was in disrepair.
14. Ft. Benning	1	4	4	42	Community Communication Class: "Operation I'm Listening. These students mentored a group of children whose parents were deployed and whose mothers needed extra help in areas of tutoring and mentoring. Throughout this project, these students built relationships with the children

					and worked to identify needs of the mothers whose husbands were deployed.
15. Columbus Regional Hospital	1	4	4	24	Community Communication Class: "Our Wish" These students worked with Columbus Regional Hospital's Children's Services Department to provide needed social interaction and fun activities for the children who were hospitalized on the 5th wing. Additionally, they worked with the children to produce a special "Thank You" project that was given to the special care nurses who work so hard for these children.
16. Early College Academy	2	20	1	68	Student Internship: "Starting a Speech Club With Students Enrolled in Early College Academy" Students enrolled in the Early College Academy have no extra curricular activities. Additionally, many of them do not possess speaking skills necessary to survive and thrive in a workplace environment. As an independent study, this senior-level communication major worked with Early College faculty to identify 15 students who were interested in launching and participating in a modified Student Public Speaker's Bureau / Gavel Club. During this semester, students learned the basics of public speaking in a professional setting and were given

					opportunities to practice their skills in public. The communication department held a celebratory end of year awards night where these students practice their public speeches on communication faculty, family, and friends. The club continues after the semester project ended.
17. CSU Honors Program	2	30	1	55	Communication Department Internship. This Public Relations student worked with the CSU Honors Program director to produce new or update old and ineffective Honors Program information technology (e.g., Power Point presentations, program flyers, website) and literature. Additionally, the student identified potential areas of marketing that could reach the program's desired audience.
		TOTAL Faculty/Staff number of hours worked **190 hrs.**	**TOTAL Student number of participation** **89**	**TOTAL Student number of hours worked** **1,030 hrs.**	