

Comprehensive Program Review

Self-Study Performance Indicators

Department of Communication

EXECUTIVE SUMMARY

FOR THE B.A. COMMUNICATION

Major Findings of the Program's Quality and Productivity

The detailed self-study of the Communication program provided an opportunity to assess those areas within our different degree tracks where we are having success and those areas where we need adjustment. The areas that were assessed by the Department faculty members as above average to very strong are listed as our strengths, while those areas assessed by the faculty members to be satisfactory or below average are listed as our weaknesses.

Program's Strengths in the Area of Quality

- Quality of Teaching (**Very Strong**)
- Quality of Faculty (**Very Strong**)
- Quality of Research and Scholarship (**Very Strong**)
- Faculty and Student Honors and Awards (**Very Strong**)
- Quality of Service (**Very Strong**)
- Student Learning Indicators (**Very Strong**)
- Quality of Curriculum (**Above Average**)

Program's Weaknesses in the Area of Quality

- Quality of Facilities and Equipment Supporting Program (**Satisfactory**)

Program's Strengths in the Area of Productivity

- Enrollment in Program (**Very Strong**)
- Cost-Effectiveness of Instructional Delivery in Program Home Department (**Very Strong**)
- Program Completion Efficiency and Graduation Rate (**Above Average**)

Program's Weaknesses in the Area of Productivity

- Program's Annual Degree Productivity Among Comparable USG Programs (**Satisfactory**)

List of Recommendations for Improving Program Quality & Productivity

PENDING FORMAL REVIEW

Conclusion About the Program's Viability at CSU:

In the era of Retention, Progression, and Graduation, the Communication program at CSU is the fastest growing program at CSU. Its viability is not only certain, but is one of the few programs showing immense growth and vitality when many other programs have stabilized or regressed in the enrollment and graduation numbers. Our students are now becoming the journalists, public relations practitioners, communication specialists, SEO specialists, and media content producers of the next generation. We continue to strive to provide them an industry-relevant education that we will endeavor to keep current with the times through our own research, professional development, and practice in serving our community here in the Chattahoochee Valley Region. Our program of study is not only producing high quality graduates, it is placing them in high quality work, and it is doing so at less than half the average cost per semester of any student earning an undergraduate at CSU. We know we represent CSU well, and we know what we will need to continue to thrive in the next decade.

Program Improvement Plan (completed by the Dean and VPAA with Department Chair)

Summary Recommendation and Supporting Rationale (pending external review)

Department of Communication
Columbus State University
Comprehensive Program Review 2015-2016

Section I: Program Overview

The Department of Communication prepares students as leaders in their careers and communities by developing their understanding of communication theory, practice, and research methodologies. In the time since our 2007-2008 review, we have added specialized concentrations to our B.A. tracks, permitting students to pursue coursework specifically relevant to careers in Communication Studies, Integrated Media, and Public Relations, in the process cultivate student proficiency in oral and written communication as well as critical thinking and problem solving skills. In 2011-12, we added a totally online degree option for our BA in Communication, and have added professional certification programs in Social Media Marketing (2013-14), Visual Communication (2015-16), and are now a regional host site for the Georgia Film Academy (2016).

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. 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 Faculty

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 eight 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.

We also currently enjoy a very diverse blend of perspectives among our faculty members. We currently have faculty members from South Korea, Japan, and India among our ranks. This natural presence of international intellectual perspectives provides our students with a rich, intercultural perspective of professionals in the field of Communication.

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 2014-15, we employed 22 part-time faculty who teach 60 percent of the COMM 1110 core class, in addition to specialized skill set course, like COMM 4116 Communication Law and Ethics. Projected university goals (2006-11) 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 several 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 that 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. With increasing demand from our growing student body (Up to 452 from the 187 at the time of the 2007-2008 report), we will need to continue to add full time faculty to meet both core and upper division student demands for courses. 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 2015-16, the combined allocation toward faculty development was \$2,500. The department drew on its OSE funds to supplement this number of support to \$10,000 to enable full time faculty to engage in discipline-specific research presentations and professional development endeavors.

** 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 members have records of achievement outside of teaching and in their professional areas of expertise. All full-time faculty hold a doctorate, all full-time staff holder at least a Masters in the discipline, and many of our part-time faculty hold doctorates in addition to a Master's degree.

The department consists of six females and five males among its regular faculty. The racial composition of the regular faculty includes six Caucasian, three African-American two Asian national, and one Indian.

Several sub-disciplines within communication are represented our faculty's 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 members are encouraged to participate in departmental activities beyond their classroom responsibilities. 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*

1. Methods to be pursued for program improvement in this area consist of continuing to use a volunteer alumni advisory counsel (Formed during the 2013-14 year) 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.
2. The department has sought approval for additional faculty members with academic specialties in public relations, media effects, and in film. Given the success of previous faculty searches in attracting diverse, well-qualified colleagues to meet departmental curricular needs, it is expected that future hires would follow similar strategies.

Section II B: Quality of the Teaching

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 members are hired and supervised by the department chair. All syllabi are reviewed by the chair and content area experts before each semester. All student evaluations of faculty members are reviewed by the chair as part of the faculty members' annual evaluations.

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%, those who performed well in teaching were rewarded appropriately with this pay increase. Currently, with merit raises limited to 0-2% 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 members 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. If advising is found to be below standard, the faculty member works with a senior faculty member and chair to train more effectively to satisfy advising standards. If bad advising persists, then the faculty member's load is reassigned, and the performance is noted in the annual faculty report.

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.

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

Faculty and students have opportunities to participate in numerous activities. Students currently have the opportunity to participate in two student organizations, our local chapter of Lambda Pi Eta (the national communication honor society) and the department's relatively newly chartered chapter of the Public Relations Student Society of America (a nationally recognized organization committed to fostering professional development among students committed to the practice of public relations). Additionally, the cultivation of our Integrated Media program brought the development of two television production studios (one at our River Park campus, the other currently on Main Campus in Stanley Hall), as well as our new radio station, WCUG-FM. The facilities not only provide increased opportunities for interaction with one another, but also interaction with their faculty advisors, as well. In the past two years, updates to the computer lab at Dillingham Hall have created a lounge venue where many of our majors and faculty come together and interact on a daily basis in between classes. The Communication Department has a special event each spring, COMM Week, which was launched in the Spring of 2015 as a way to enhance student community building outside of classes. The week typically consists of 5 events that allow students to come together socially, to gain insights from Communication Professionals, and to network with one another. Faculty, staff, and students all generally attend these events and participate, as well. In the Fall of 2015, we launched a major mentoring program in which some of our high-performing juniors and seniors are paired with our freshmen and sophomores as a way to enhance community building among our majors, as well.

** 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 and organizations through which we have worked closely and established high credibility and from community based organization that contact the department seeking internship assistance. Internships are available for students in their junior and senior years.

Since the 2007-2008 program review, we have expanded on the available internships for our students with local media organizations. We currently have connections with local television stations WTVM, WRBL, and WLTZ. In addition, our students are frequently interning with PMB Broadcasting and iHeart Radio in the region. We are pursuing funded internship opportunities with a local sports organization, The Columbus Lions, which will provide financial support to our students and create better internship opportunities for students in media production and public relations. An area in its early development is the recent partnership we have formed with the Georgia Film Academy, which will bring internship opportunities for our majors interested in entering the film industry.

Our most recent area of growth in internships is in the public relations sector, where students are now actively pursuing internships with Synovus Bank, the local Chambers of Commerce, the Columbus Young Professionals, and countless non-profit organizations.

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. Since our 2007-2008 self-study, faculty in our department have taught 3 study abroad programs in Berlin, Germany (2), Florence, Italy (1), and participated in Oxford fellowships to prepare to develop study abroad programs. Our students have been very active in study abroad, traveling to various venues including Germany, Italy, Oxford, Mexico, the Bahamas, and South Korea, to name a few.

The following table lays out our department's consistent level of involvement in Study Abroad since our last review period:

Academic Year	Communication Students	% Annual CIE Pool
2008-09	6	6.1
2009-10	5	3.2
2010-11	5	2.9
2011-12	4	2.9
2012-13	7	3.0
2013-14	13	5.3
2014-15	6	2.6

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.

As was the case during our 2007-2008 self-study, 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, COMM 4141 PR Management, COMM 4143 Strategic Media Writing). Since our 2007-2008 self-study, we have expanded our courses offering service-learning to include research courses, media writing course, media production courses, and several special topics courses. In the process, we have moved to providing better than 15,000 contact hours to dozens of local organizations, including several high profile entities in the past year (e.g., Marion County Chamber of Commerce, Georgia Department of Economic Development, American Cancer Society, Boys and Girls Club, and United Way).

** 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 C: Quality of Research and Scholarship Supporting Program

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. Going further, the faculty's research has direct value in informing the teaching of the current curriculum offered to students in the program.

Dr. Danna Gibson: 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. Students enrolled in COMM 2136 Group Communication worked in teams to develop a project to support a local non-profit organization. In the process, they engage in applied research to better understand the organization they are working with, and apply group communication theories to develop working relationships within their student groups and with each organization.

Dr. Mariko Izumi: Students enrolled in COMM 3157 Qualitative Research Methods in Fall 2015 worked with non-profit agencies to study poverty through qualitative interviews and focus group conversations. In the process, students develop a clear understanding of qualitative research practices to develop digital videos that “tell the story” of poverty and about the local non-profit homeless shelters. In the past, Dr. Izumi has engaged students in qualitative research practices to learn about a variety of communication and intercultural contexts. Students enrolled in COMM 4115 Rhetorical Criticism work in one of several rhetorical traditions to analyze a specific text of their choice. Similarly, students will use a rhetorical tradition to study a prominent American figure in COMM 4125 Freedom of Speech.

Dr. Youngrak Park: Students enrolled in COMM 3155 Quantitative Research Methods routinely work with local non-profit organizations to provide data analysis using traditional forms of statistical analysis. Students enrolled in COMM 3125 Modern Media and Culture will research specific media effect theories and their impact on society in order to build a digital video PSA promoting more responsible media production and/or consumption.

Dr. Chris McCollough: Each fall, students enrolled in COMM 4142 Public Relations Campaigns will use various forms of applied research, including historical analysis, archival research, quantitative statistical analysis, and/or qualitative analysis through interviews or focus groups to build a clear understanding of key public before developing a campaign strategy for a client. Each spring, students enrolled in COMM 4141 Public Relations Management will use the same mix of research to not only develop an understanding of publics that will shape strategy, but also a set of methods to evaluate the effectiveness of campaigns executed. Students enrolled in COMM 3146 Political Communication will conduct research on various political candidates and key political communication theories in order to develop a mock campaign ad in support of or opposition to a candidate or a key political issue. Students in COMM 3141 Introduction to Public Relations will do a historical analysis of a key figure in public relations history, and then assess the quality of that figure’s work through the lens of Grunig’s (1992) Excellence Theory. Finally, students in COMM 4105 Networked Communication will perform a social network analysis of a network they are a part of, using both Network Theory from sociology and past literature on the impact of networks on communication as a metric for analysis.

Dr. Gregory Cranmer: Students enrolled in COMM 2110 Intercultural Communication used core principles of critical theory pertaining to race to analyze a variety of professional and/or

personal dynamics that they are a part of. Students enrolled in COMM 4145 Organizational Communication used core theories in organizational communication to analyze a specific organization and its dynamics.

Dr. Scott Sellnow-Richmond: Students enrolled in COMM 3148 Family Communication engaged in research analysis of their own family dynamics using family communication theories.

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. Students in Dr. Gibson's COMM 2136 Group Communication course provided aid to the mental health community when they identified the need for a stronger support system for students dealing with mental health issues. Through their research, they networked with the national organization NAMI to establish the first college chapter of the organization at a public university in Georgia here at Columbus State University. When CSU was given responsibility over Pasaquan, a visionary arts compound in Marion County, Georgia, the Art Department invited faculty from across campus to provide assistance in bringing greater utility for the venue to the university. Dr. McCollough spent much of the 2014-2015 academic year scouting the location and region, discovering that the larger county and the state of Georgia had a vested interest in making travel and tourism and engine for economic development for the region by using Pasaquan as the first key component. Dr. McCollough made a 3-tier research project the focus of his COMM 4142 Public Relations course in the Fall students. 6 student teams focused on 3 key areas of public relations (promotion of the county, promotion of Pasaquan, community relations management) in a head-to-head competitive pitch process that required extensive research, planning, and media development. After hearing all six campaigns, the clients selected three project winners that make up the 3 core elements of a spring project to be executed in Dr. McCollough's COMM 4141 Public Relations Management course. 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 cultivate new research and more effective applied practices. In 2010, Brad Griffith took his research work from an independent study to the Southern States Communication Association (SSCA) - Visible Souls: The Competing Narratives of Tolkien and Pullman. In 2011, Jordan Eugenio developed a research analysis of Social Presence Theory that, in turn, allowed him to construct a digital newsletter for the Columbus Consolidated Government. In 2011, a research team of four students

(Hayley Henderson, Tyler Higgins, Shane Hancock, and Julie Mulch presented a panel titled, “Using Theory to Create dynamic Web presence for an academic department,” derived from a collaborative team research project, at the SSCA Undergraduate Scholastic Honors Conference in San Antonio, TX. In 2012, Lauren Kennedy launched a social media platform for Relay for Life / American Cancer Society Fundraiser using research on communication theory to drive her design and implementation of the social media conduits. Also in 2012, Cynthia Carles performed substantive social media research that allowed her to create, develop, and extend the reach of the websites and social media pages of the Department of Communication and its Non-Profit and Civic Engagement Center. During this independent study, the student blended research, theory and application to create, develop and extend the department’s potential for online presence as it becomes a recruiting, retention, and funding tool for the department and the Non-Profit and Civic Engagement (NPACE) academic center. In 2013, five students: Raeann Kraft (research on domestic violence), Hayley Henderson (relationship marketing through social media), Jay O’Neal (Health Communication), Laterika Peak (social media communities), and Alexis Jarrett (religious communication) presented five independent study projects at the SSCA Undergraduate Scholastic Honors Conference in Louisville, KY. Also in 2013, Cassie Lee applied social media research to construct a campaign for the Department of Communication. In 2014, Johnny Carter used research to plan and execute a project that involved extending communication scholarship on the paper and to promote the Communication Department’s NPACE center outreach to current and prospective students. Finally, in 2015, two students are currently working in an independent study as a qualitative research team with Dr. Gregory Cranmer to provide research support for his own qualitative research project in order to prepare for graduate school.

Required Research Courses: Students are required to take at least one upper division research course Research Quantitative Methods (COMM 3155) or Qualitative Methods (COMM 3157) in which students produce a piece of research under faculty supervision in 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.

** 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 blends theory with practice and includes numerous communication contexts (e.g., Workplace, Family, Media, Public Relations, Politics, 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).

** 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 members have suggested panels or conference divisions suitable for junior faculty to submit work.

The most recent examples consist of collaborative research projects that blend teaching and research (e.g., Dr. Chris McCollough and Dr. Danna Gibson analyzing the benefits of service learning, or Dr. Gregory Cranmer and Dr. Scott Sellnow-Richmond launching a comprehensive research project designed to attack the concussion health crisis among student athletes from the communication perspective of coaches, athletes, and parents. This collaboration not only enhances the curriculum available to students, it also enriches the collegial culture among department faculty members.

PROFESSIONAL DEVELOPMENT:

Although university funding is grossly insufficient to cover workshop and conference costs, the faculty do seek out opportunities for professional development. Some recent opportunities include: attending workshops, literacy workshops, family systems workshops, technology, and distance learning workshops.

* *List faculty publications, papers given, and public lectures*

The most significant publications and recent presentations and lectures can be found in Appendix A. NOTE: All conference and panel participation included in the following were competitively selected by regional and national peers for conference presentation:

Section II D: Quality of Service

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, COMM 4141, COMM 3141), Media Writing (COMM 3242, COMM 3143, COMM 4143), Media Production (COMM 3257, COMM 4257, COMM 4259), and Research (COMM 3157, COMM 3155). As previously mentioned, the communication department leads all other university departments in the number of service learning hours given to assist local agencies (15,000+ during 2013-2014 AY).
- (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 local School Districts (Muscogee, Taylor, Marion, and Chattahoochee), improving workforce development within the Chattahoochee Valley Workforce Region, supporting underprivileged youth in the community (Boys and Girls Club, Ferst Foundation), along with a large variety of other non-profit entities.

(6) This commitment to enhancing civic and community life came to fruition for the Department of Communication in the Spring of 2013 when we officially opened our Non Profit and Civic Engagement (NPACE) Center. It has helped us facilitate community partnerships with well over 100 non-profit, small business, and civic organizations in the region. In the process, we have created a highly productive resource pool that provides our students with a wealth of learning lab environments to put communication theory and best practices to work with these local organizations.

Faculty Members also regularly participate in community workshops and panels, offering their expertise to the community of the topic. They also provide perspective through the form of editorial pieces and television interviews. The following represents that past 7 years of participation:

Danna M. Gibson:

Workshops

- Goodwill of the Southern Rivers Regional Leadership Workshop: “Building Effective Teams”, 11/30-12/01, 2011.
- Columbus Housing Authority, Director’s Workshop: “Understanding Hidden Codes of Social Structure that Impact Perceptions of Social Support”, 05/10/2011.
- Muscogee County School District: “Building Bridges for Affective Learning” III, 01/05/2009, Columbus Library.
- Muscogee County School District: “Building Bridges for Affective Learning” II, 11/04/2008, Columbus Library.
- Muscogee County School District: “Building Bridges for Affective Learning” I, 09/09/2008, Six site elementary schools. Workshop held in six sessions throughout September.
- Columbus Board of Realtors: “Effective Listening”, 07/18/2008, Columbus State University Cunningham Center for Leadership and Development.
- ALFAC: “Effective Listening”, 06/18, 2008, AFLAC Corporate Ridge.
- Columbus Board of Realtors: “Effective Listening”, 05/15/2008, Columbus State University Cunningham Center for Leadership and Development.
- Columbus Regional Hospital: “Organizational Communication”, 02/13/2008, Columbus State University Cunningham Center for Leadership and Development.
- Precision Instruments, Inc. (PCI) Phase II: “Effective Communication and Listening”, 01/17, 2008. Columbus State University Cunningham Center for Leadership and Development.

Guest Lectures / Presentations:

- Taylor County School District k-12 Teacher Workday: Assessing Communication Climates May 27, 2014.
- All GA Academic Luncheon: “Growing Students Into Effective Leaders”, Atlanta, GA, 03/15/2013.
- Community Uplifted: Promoting Economic Growth through Adult and Community Education: “Community Partnerships as Resources to Meet Needs”, 11/09/2012.
- ABWA: “Effective Listening”, 04/19/2012.
- Regional Foreign Language Honor Society Induction: “Successful Choices”, 04/18. 04/18/2012.
- Georgia Athletic Directors Association Annual Conference, Savannah, GA: “Leading Effective Teams”, 03/25/2012.
- Columbus Housing Authority, Director
- Columbus State University ITDS 2716 Cultural Diversity Class Lecture: “Diversity: Hidden rules of class”, 10/16/2010.
- Columbus State University ITDS 2716 Cultural Diversity Class Lecture: “Diversity: Hidden rules of class”, 09/20/2010.
- Chamber of Commerce Youth Leadership Columbus: “Diversity and Leadership”, 02/18/2010.
- Columbus State University ITDS 2716 Cultural Diversity Class Lecture: “Diversity: Hidden rules of class”, 02/16/2010.
- Columbus State University ITDS 2716 Cultural Diversity Class Lecture: “Diversity: It’s bigger than you think”, 11/18/2009.
- National Society Collegiate Scholars Induction, Keynote Speaker, 10/25/2009, CSU
- Columbus State University ITDS 2716 Cultural Diversity Class Lecture: “Diversity: It’s bigger than you think”, 09/30/2009.
- Columbus State University, Dr. Izumi’s COMM 2106 Class Lecture: “Building the professional resume”, 03/28/2009.
- Columbus State University ITDS 2716 Cultural Diversity Class Lecture: “Diversity: It’s bigger than you think”, 02/16/2009.
- One Columbus / Muscogee County School District Youth Leadership Dare To Achieve Summit: “Dare To Achieve”, 01/22/2009.
- Chamber of Commerce Youth Leadership Columbus: “The Value of Diversity”, 02/21/2008.
- Chamber of Commerce Youth Leadership Harris County: “The Value of Diversity”, 01/07/2008.

Nikita Y Harris

Public Lectures / Workshops

Invited keynote speaker at the 3 high school students, Omaha, NE , March, 28 2014.

Workshop Presenter for National Sorority for Phi Delta Kappa, Inc. Southwest Regional Conference in Oklahoma City, OK. Presented workshop on leadership, building and maintaining a student organization to advisors and student members of collegiate chapters in Texas, Arkansas, Louisiana and Oklahoma. Marriot Hotel, March 31- April 1 2012.

Invited speaker and panelist at Houston Community College System, Africana and Women's Studies Inaugural Opening Program Fall event, Houston, TX October, 2011.

Invited keynote speaker at the 69th Annual Georgia NACCP state conference for the Youth & College Division luncheon, Atlanta, Georgia, Marriott Hotel, October 1, 2011.

Invited speaker and panelist for panel on women in 21st century, Nova Southeastern University, Fort Lauderdale, FL, April 2011.

Invited Women's History Month Speaker at Metropolitan Community College, Omaha, Nebraska March, 2011.

Invited luncheon speaker at the Columbus Georgia chapter of the American Society of Training Development Professionals (ASTD), February, 2011.

Invited to present communication workshop to 400 women at the International Convention for Alpha Kappa Alpha Sorority, Inc. St. Louis, MO, July, 2010.

Christopher J McCollough

Invited Workshops and Discussion Panels:

"Establishing Successful Media Relationships in the Non-profit Sector." Given as part of the Columbus-Metro Association of Black Journalists' monthly meeting. March 14, 2015.

"Media Roundtable: Domestic Violence in Sports/Fatal Officer-Involved Shootings." Given as part of the Columbus-Metro Association of Black Journalists' monthly meeting. October 21, 2014.

"Media Relations in State Agencies." Given as part of the Georgia Education Advancement Conference. July 24, 2014.

"2012 Presidential Election Nonpartisan Panel." Given at Columbus State University, Conducted in cross-disciplinarian collaboration with Dr. Greg Domin, Dr. David Lanoue, Dr. Barbara Buckner, and Dr. Benjamin Blair. November, 2012.

Invited Lectures:

"Connecting the classroom with the industry: A Discussion on CSU's application of social and digital media to its curriculum." Given during the Fall 2015 Department of Communication Speaker Series. Columbus State University. October 6, 2015.

"Public Relations Primer." Given during Roger Hart's Intro to Mass Communication class. Columbus State University. November 11, 2013.

“Media Relations in Political Campaigns: Antagonism and Alternative Approaches.” Given to Dr. Bill Edwards’s Political Communication class. Columbus State University, Columbus, GA. October 15, 2012.

“Absolute, Relative, and Subjective Truth: A Mass Mediated and Historical Perspective.” Given to Mrs. Lynn Miller’s *Philosophy of Knowing* International Baccalaureate class. Brooke Point High School, Stafford, VA. September 16, 2011.

“College Education: A Personal Perspective on Research, Funding, and Employment.” Given to Mrs. Lynn Miller’s English 12 and Dual Enrollment English classes. Brooke Point High School, Stafford, VA. September 16, 2011.

“Considering the Ethics of Persuasive Communication in Society.” Given to Mrs. Lynn Miller’s *Philosophy of Knowing* International Baccalaureate class. Brooke Point High School, Stafford, VA. December 18, 2011.

“Ethos, Pathos, and Logos: Applying the 3 Appeals in Writing.” Given to Mrs. Lynn Miller’s Dual Enrollment English class. Brooke Point High School, Stafford, VA. December 18, 2011.

* *Describe methods to be pursued for program improvement.*

1. Given the benefits (personal, university and community) of applying communication knowledge to meeting needs of others, departmental faculty will continue to expand:
 - (a) service-learning opportunities for students
 - (b) professional collaborations with local organizations
 - (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 responses in COMM 4000 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, even with the addition of our NPACE Center. The faculty find that it not only facilitates greater assistance for local organizations, but it also draws a lot more attention from new potential partners, which creates an almost insatiable demand for our service at this time.

Section II E: Quality of Faculty and Student Achievements

Very Strong

* *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:

Invitation to Lambda Pi Eta National Communication Honor Society

2011-12	2012-13	2013-14	2014-15	2015-16
Shane Hancock	Kaylee Clarke	Carimar Aguiar	Heather Franklin	Anika Allen
Amelinda Chandley	Caitlin Dillon	Kansas Bayly	Rich Hannah	Aliyah Anglin
David Garrett	Amanda Lister	Connor Davis	Leon Spence	Grace Barba
Olivia Gunn	Jordan Kind	Lucas Ely	Janet Burden	Chiara Carbonara
Christie Hicks	Brandon Lashley	Elizabeth Macgregor	K'Niqua Browne	Tieanna Graphenreed
Jared Long	Michael Molinaro	Courtney Mason	Ansley Phillips	Henry Lynch
Carlinton Dobson	Mayra Rivera	Trevor Mehrkens	Breanne Granberry	Claudette McKenzie
Calvin Smith	Melanie Bartlett	Tiffany Nixon	Remington Summers	Brandon Moe
Christina Van Allen	Charisee McKee	Symone Grady	Christina Shively	Mashaya Parks
Rose Jermon	Denzel Currie	Nia Thomas-George	William Ginn	Tiffany Peeples
Kelly Hovey	Amanda Morris	Melinda Goldman	Brianna McClain	Austin Phillips
Julie Mulch	James Tyler Higgins	Sharifa Jackson	Ixchel Samiengo	Staren Pierce
Christopher Mulch	Erin Gutkowski	Damon Jones	Sara Koohang	Jessica Shadix
Joshua Varney	Cason Honea	Jacob Leatherwood	John Grisson	Raigan Smith
Hannah Vongsavong	Laterika Peak	Brandi Phillips	Neil Entz	Jason Summerville
James R. Jackson, Jr.	Christina Kleehammer	Marco Presichi	Anna Ingram	Delores Anderson
	Corinne Fisher	Jasmine Santiago	Mercy Morecraft	Anna Morgan
	James Albrecht	Malinda Shamburger	Mary-Russ Cripe	Grace Leigh Brock-Barba

	Raeann Kraft	Jeremy Statum	Kimberly Dutton	Alexandria Williams
	Alexis Jarrett	Corey Veal	Kaitlynn Howard	Ashlee Williams
	Tier Wootsen	Jessica Word	Whitney Hammock	
	Kayla Brown	Mark Yanoschik	John Fellows	
		Anna Justice	Eric Nicey	
		Sammy Eugenio	Tyler Davidson	
		Chelsea Anne Person		
		Kelly Howard		
		Olivia Gunn		

Invitation to Phi Kappa Phi Honor Society

2013-14	2014-15	2015-16
Brandon Lashley	Aliya Anglin	Janet Burden
Chelsea Anne Person	Chelsea Anne Person	Neil Entz
	Neil Entz	Heather Franklin
	Heather Franklin	John Grissom
	Kaitlynn Howard	Kaitlynn Howard
	Sara Koohang	Sara Koohang
	Catina Trawick	Jessica McDaniel
		Ixchel Samiengo

Legacy Celebration Awards:

2015-16

- Lavender Alliance Community Award – Shawn Padonu
- Outstanding Student with a Disability – Delores Anderson
- Women’s Leadership – Diana Smith

Athletic Academic Recognition:

Peach Belt Conference All-Academic Teams

- Kayla Brown (11-12; 12-13)
- Chelsea Person (13-14; 14-15; 15-16)
- Kaitlynn Howard (14-15; 15-16)
- Jackie Hellett (14-15)

Peach Belt Conference Presidential Honor Roll

- Kayla Brown (4-time honoree)
- Chelsea Person (5-time honoree)
- Kaitlynn Howard (4-time honoree)
- Jackie Hellett (1-time honoree)

Peach Belt Conference Scholar Athlete of the Year

- Kayla Brown (2012-13)

Grades First Elite 15

- Kaitlynn Howard (14-15)

Capital One CoSIDA Academic All-American

- Kayla Brown (11-12; 12-13)

Faculty

In addition to committee service and honor society membership, the Communication faculty members have been recognized for exceptional achievements and honors

Dr. Christopher J. McCollough

2015 Finalist, CSU Faculty Service Award

2015 College of the Arts CSU Faculty Service Award

2014 Top Paper in Public Relations, Southern States Communication Association

2014 Finalist, CSU Faculty Service Award

2014 College of the Arts CSU Faculty Service Award

2013 College of the Arts Excellence in Service Nominee, Department of Communication.

Dr. Mariko Izumi

2011 Outstanding Teacher of Writing Award, Faculty Center for the Enhancement of Teaching and Learning, Columbus State University

2010 Top Paper Award, National Communication Association Asia-Pacific/American Communication Division

2008 Departmental Nominee, Faculty Research Award, College of Arts and Letters, Columbus State University

Dr. Scott Sellnow-Richmond

2015 Central States Communication Association, Communication Theory Interest Group Top Paper

Dr. Gregory Cranmer

Research awards

Judee K. Burgoon Doctoral Student Research Award, 2015

Top research papers

Eastern Communication Association

2015: Organizational Communication Interest Group

2015: Applied Communication Interest Group

Dr. Nikita Harris

2009 CSU's Educator of the Year

Dr. Danna M. Gibson

2013 Outstanding Breakthrough Model in Education, 1st Place Winner, at EDUCAUSE annual conference, Anaheim, CA.

2013 EDUCAUSE Institute, Selected to be in Inaugural Breakthrough Model's Academy, Boston, MA.

2012 CSU Soccer Team, Outstanding Leadership in Education.

2012 American Business Women's Association, Business Associate of the Year.

2010 CSU Educator of the Year, Finalist

2009 CSU Soccer Team, Outstanding Leadership in Education.

Section II F: Quality of Curriculum Support Program

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, 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 our degree concentrations of Public Relations, Integrated Media, and Communication Studies. 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% on-line.

Since 2011-2012, our department has offered a totally online degree program, which recently merged with the Degree-In-3 experimental program (piloted from 2013-2014 through May 2015) at the request of the Georgia Board of Regents. In the fall of 2015, our online degree program was recognized by AC Online as the #1 value for online education. We have developed an entirely online communication curriculum to support the online degree program, and are in the process of expanding our upper division course offerings in the Communication Studies, Integrated Media, and Public Relations degree tracks. We maintain quality of online instruction with Quality Matters (QM) certification, which all of our faculty members are provided grant support to complete. As of fall 2015, 4 of our full-time faculty are certified QM peer reviewers, and all 7 are approved for QM curriculum development in order to facilitate online instruction. The university provides online orientation to enhance students' acumen with online learning platforms.

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." Technological aptitude is taught and required of students in many of our research methods courses, media production courses, and upper division communication studies and public relations courses. Since July 2006, Communication Department has maintained a departmental internship blog site, open to the public, where students share about their experiences interning outside of coursework. 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 is like to be a communication major).

During the 2013-2014 and 2014-2015 academic years, members of the communication faculty wrote and received technology grants 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 digital video cameras, production equipment, and digital editing software that will enable students to produce digital media and computerized editing. In 2012-2013, the department established an on-site television production facility in its Non-Profit and Civic Engagement center. In the summer of 2014-2015, through a charitable contribution, the Department of Communication was the benefactor of an FM radio band and digital audio equipment to launch WCUG-FM and to enable students to begin digital audio production of podcasts and other digital imaging projects relevant to radio broadcasting and digital media production. In the fall of 2015-2016, the university established a Main Campus facility in Stanley Hall to facilitate media production projects of Communication majors that supports student projects, as well as University Relations and Advancement projects. At the present time, all

faculty are trained to make use of these facilities, and we are in the process of hiring additional faculty to expand our offerings within these facilities.

* *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.

Since the cultivation of three degree tracks in the 2010-2011 academic year, we have developed curriculum in the areas of public relations and integrated media that reflect the current industry standards for both public relations practitioners and media production, respectively. The curriculum in our public relations track is in keeping with the academic standards put forward by the Public Relations Society of America, and additional courses in Crisis Communication and Media Relations are being developed to expand the offerings to our public relations track students. In addition, our public relations track students are expected to complete a basic sequence of media production courses in writing and production to support strategic public relations practices in the modern media market. These decisions were based upon the industry data from the Public Relations Society of America, which states the media production savvy across the board helps make practitioners more marketable and indispensable on the job market.

In Integrated Media, we have evolved past traditional print, broadcast, or digital media producers to training our Integrated Media track students to cultivated a wider skill set across all industry-relevant media production fields (e.g., digital video and audio production, Web design, blogging, social and digital media, and media writing). Our early returns suggest this is the best course of action to open the door for students interested in news, entertainment, media marketing production fields.

Departmental faculty conducted an annual review of courses in their curriculum in an effort to identify (1) the needs of its students for additional course offerings, (2) new course additions to the curriculum, and (3) to mothball courses that fall out of the intellectual perspective of the discipline. In 2013-2014, the department hired a faculty member who specializes in Public Relations, In 2014-2015, the department hired two faculty members, specializing in Interpersonal Communication and Organizational Communication. In 2015-2016, the faculty are working to hire two additional faculty in Media Production/Media Effects and in Public Relations, respectively to meet the growing demands of its students. In regards to the demands of its

students, the faculty have also hired 4 full-time teaching staff members in the areas of Public Relations (1), Media Writing (1), and Media Production (2).

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.

** 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. We routinely offer COMM 3141 Introduction to Public Relations to our Liberal Arts majors.

Recently, we have cultivated productive partnerships with several disciplines to establish interdisciplinary certificate programs, which will allow undergraduate students and industry professionals to go to school and enhance their skill sets. An example of this is our social media marketing certificate (added during the 2013-2014 AY) with the Turner College of Business is bringing Marketing majors to our COMM 4142 PR Campaigns, COMM 3242 Writing for the Mass Media, and COMM 4143 Strategic Media Writing courses every semester, promoting cross-disciplinary dialogue and practice. In return, we are sending our own majors to take Marketing courses in social and digital media marketing and social and digital media research. The end result is helping our students interested in public relations work to begin to cultivate an understanding of the cross-disciplinary work common with professionals in marketing, public relations, and advertising. This growth in collaboration is leading to some additional growth in our program as marketing majors migrate over to our program to minor or switch majors. A program recently approved and added in the area of certificate programs is our Visual Communication and Art certificate, which will work in much of the same way to bring Art majors together with Communication majors to enhance media production and visual aesthetic skills, respectively.

Additionally, our Public Relations Student Society of America (PRSSA) chapter is beginning to open a collaborative dialogue with the American Marketing Association (AMA) chapter currently present over in the Turner College of Business, leading to students becoming members of both organizations.

** 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 of our upper division courses in media and public relations have specific units committed to addressing intercultural sensitivity and comparative analysis of cultural practices, as well.

We also currently enjoy a very diverse blend of intercultural perspectives among our faculty members. We currently have faculty members from South Korea, Japan, and India among our ranks. This natural presence of international intellectual perspectives provides our students with a rich, intercultural perspective of professionals in the field of Communication.

** Describe methods to be pursued for program improvement*

1. Continue hiring highly qualified faculty of varying ethnic and cultural backgrounds, as well as emphasizing gender diversity. Current plans are to hire multiple faculty in the fields of media production, public relations, as well as potential additional faculty in media production and film.
2. Based upon programs similar in size and scope to the Communication Department, the department needs to have additional full-time faculty positions to meet course demand for the current 452 majors and 20-25 core courses per semester for all CSU students. Currently, the Communication Department has eight full time faculty, four full-time instructors, seven of whom teach reduced loads resulting in an FTE count of five, and twenty-two 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 (\$76,003), associate professors (\$62,694), assistant professors (\$54,004) and new assistant professors (\$52,693). Additionally, senior faculty have been adversely affected by salary compression.

Section II G: Quality of Facilities and Equipment Supporting Program

Satisfactory

** Describe the condition and adequacy of available space*

Noted above and in the following section, we are experiencing an unprecedented growth with the strategic move to three degree tracks (Communication Studies, Public Relations, and Integrated Media). Our degree is among the most popular in comparison to other degree programs at the

university, and it is leading us to consider further strategic expansion to support additional growth that will help support the university's push to an enrollment of 10,000.

To do so, however, means that we will need to first move to support the student body growth with additional faculty hires that will sustain quality of instruction. Our students are accustomed to a 1:25 faculty to student ratio in theory and survey and theory courses. In our applied writing and production courses, students work in 20-25 seat sections. We have consistently been overloading courses to help students get courses that they need. Our current faculty roster includes 6 tenure track faculty, 3 full time instructors, and a large group of adjunct instructors. With 452 students, we are currently at a 1:50 ratio. We know we will need likely have to double our current faculty roster to get back to this original ratio, and with the potential to grow, we will need to consider future additions beyond the initial hiring push.

The department is currently at capacity for office space to meet the needs of its current full-time faculty and staff, and will need to begin acquiring additional office space to facilitate the needs of additional faculty hires. Part-time faculty do not currently have a shared office area for their needs. Our growth in enrollment and new developments in repurposing of our classroom space are also creating the need to identify additional teaching spaces on the River Park campus for our upper division courses, particularly those with enrollment in the 25-50 size range.

We previously used Carpenters' 117, 217, and 218 for our larger courses, but a recent gift from WRBL in the form of a repurposed TV studio is creating a need to repurpose the space in 217 and 218 for a cross-purpose media production lab space that will help us with studio space (2 of which that we are currently using to full capacity), additional video editing space, writing lab space, as well as a learning lab classroom where students can receive applied instruction from our integrated media faculty and guest instructors.

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

Software packages are continually updated. Student technology fee grants received in 2013-14 and 2014-15 allowed the department to purchase additional computers; digital video cameras and digital editing software for video production projects. Library holdings are marginal at best, a condition affecting most academic units.

Square-footage of production lab spaces do not meet current needs as well, with us teaching two production sections of each course a term, and we still have students on waiting lists. Going further, we are forced to share lab space for instruction with History and Geography, which creates scheduling bottlenecks for our writing courses, which are essential to our Integrated Media and Public Relations tracks, and must be offered in multiple sections each term to satisfy student demand.

With our growth in enrollment, we will need to identify sizable general instruction space beyond our own Carpenters' Building on the River Park campus that can facilitate 25-50 seat lectures.

The repurposing of 217 and 218 in Carpenters' will require identifying and having access to class space akin to the new facilities in the COHEP facilities being developed in the old Ledger-Enquirer building.

Another area of concern is that with the significant growth in enrollment, we have worked diligently to provide industry standard equipment, software, and resources to our students that empower them to keep pace with their industries. At our present size, we are already asking students to be flexible and share equipment in a manner that does not reflect media practice. In the below table, you will see our current technology inventory, the adequate inventory for a program of our size, and the projected inventory that we will need to support the strategic growth we anticipate:

Equipment	Current Inventory	Adequate Inventory	Projected 2017
Camera Kits	20	40	60+
Light Kits	3	10	20
Editing Suites	4	5	10 (minimum)
Green Screen	1	2	2
Interview Set	1	3	3 (minimum)
Video Dolly System	0	1	1
Pro Production Cams	0	2	3
Boom Mic Kits	0	2	10
Video Sliders	0	4 (2 circular; 2 strght)	4 (2 circular; 2 strght)
Sand Bags (Safety)	0	20	20
Recording Backdrops	0	0	5 (minimum)
DSLR kits	0	0	15
Video Drone	0	0	

** 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. We have also enjoyed support in the form of research software licenses for quantitative (SPSS 21) and qualitative (N*Vivo 9) research projects. The campus CINS Office provides adequate computer related support to meet the primary needs of the department. With the addition of the totally online degree program, the Center of Online Learning (COOL) and UITS have both in integral in helping us institutionalize the digital program and enhance the quality of instruction for our online students, as well as offering greater flexibility in scheduling for our traditional students who may need to schedule course outside of the in-seat schedule.

** Describe methods to be pursued for program improvement*

1. Annually surveying all faculty in order to identify deficiencies in space and equipment.

2. Working in conjunction with support staff offices on campus, the department chair develops lists of needs that are communicated to upper administration through the College of Arts dean.
3. Actively pursue means of satisfying growing space needs.
4. Updating strategic plan to account for meeting the needs of not only our growing enrollment, but also to account for our

Section III: Findings of Overall Productivity

On the eleven criteria used to measure productivity in Section III, the department rates as highly productive. The assignment is based upon the program self-study ratings of above average or very strong on ten of the standards and satisfactory on the remaining one.

Section III A: Enrollment in Program for Past 5 Years

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*

Due to the ongoing improvement of enrollment data and records keeping, we have engaged in our own records keeping of majors to ensure accuracy on this data. Since the 2012-13 AY, we have seen a consistent growth in our major from 178 in 2011-12 to 242 in 2012-13 to 273 in 2013-14 to 400 in 2014-15 to 452 at the beginning of the 2015-16 AY. Much of this can be attributed to the overall growth of our curriculum into 3 tracks during the 2010-2011 AY, as well as the addition of a fully online program, which we added in 2011-12 AY. In addition to our growth in majors, we now have over 50 minors in our program.

Academic Year	Enrollment
2011-12	178
2012-13	242
2013-14	274
2014-15	400
2015-16	452

** 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, grew from a total SCH of 2,643 in 2012-13 to 3,764 in 2014-15. Our lower-division (1000 level) SCH grew from 1,698 in 2012-2013 to 2,013 in 2014-2015 to meet the core curriculum demands of a growing student body. The growth in SCH production for 3000 (621-776) and 4000 level (78-

444) courses in the same time frame can be attributed to the tremendous growth in our student body, particularly among junior college transfers seeking upper division course credit.

When assessing average course enrollments, the numbers would indicate that students served per section are currently in line with appropriate capacity for the level of course offered, but will soon exceed those limits without the addition of faculty. During the three-year period, average class enrollment for 1000 level courses was 28.7 (capacity 25); 2000 level courses was 25 (capacity 25); 3000 level courses was 19 (capacity 15-25); and 4000 level courses was 11.3 (capacity range 1-25). 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 2nd in size out of 40 programs, if you assess on the snapshot analysis of enrollment (376 in-seat; 68 online; 444 total), which is currently being corrected. If you compare us on the basis of the records we keep (440 in-seat; 54 online; 494 total), **we are ranked 2nd out of 40 programs at the university.**

** Describe methods to be pursued for program improvement*

With the growth of our program, given our success in recruiting, the department's focus needed to be on recruiting talented faculty and staff to meet the needs of this large student body. We are currently seeing solid support from the Provost's office in this regard, but will continue to need to support if we hope to ever come into compliance with CSU's expectation of full time faculty teaching 75% of the course load. In addition, recognizing the popularity of our degree tracks, we are also actively exploring the possibility of expanding our degree tracks to independent degree programs and the idea of moving to an independent school of Communication model that can effectively manage our diverse blend of interrelated disciplines.

Section III B: Degrees Awarded Over the Past 5 Years

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 2010-11 to 2014-15, the department awarded an average of 30 degrees per year (37 the high in 2014-2015). These figures coincide with a consistent, monumental growth in our enrollment numbers over the same period.

** 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 30 degrees per year for the five-year period which ranked it 7th among CSU academic majors.

** Describe methods to be pursued for program improvement*

Looking back at our 2007-08 CPR, we noted that a lack of consistent departmental leadership and faculty membership likely contributed to our decline in majors. Our recruiting efforts, increased course offerings, updated curriculum, and increased academic standards have all helped to improve the rigor of the degree, the retention, progression, and graduation of our students, and it has enhance the quality of the students' learning experiences.

If anything, our focus now has to be on growing our staff, resources, and improving our facilities to meet the needs of a consistently growing student body as a result of our institutional stability and improved recruiting efforts.

Section III C: Comparison of CSU with USG Programs

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 five-year period. Of the 420 communication degree conferred system wide on average, CSU awarded 30 of those degrees or 7 percent. Only Georgia Regents University (56 degrees; 13 percent) and Kennesaw State University (295 degrees; 70 percent) conferred more communication degrees than CSU.

USG Institution	5-Year Average
Kennesaw State University	295
Georgia Regents University (Augusta)	56
Columbus State University	30
Clayton College & State University	20
Georgia College & State University	15
Albany State University	3

** Describe methods to be pursued for program improvement*

Efforts to increase the number of degrees granted in communication from CSU are in progress as we now are seeing tremendous growth in our enrollment, and our degrees conferred in 2014-2015 exceeded our 5-year average by 7. To ensure that this growth in enrollment benefits us, we will need to add faculty and resources consistently to maintain a high quality of education. Improvements in graduation rates and retention are helping, both of those seem to depend upon adequate staff to meet both the course demand issues and creation of initiatives designed to increase student/faculty interaction.

Section III D: Program Retention Rate

Above Average

The department's five-year average for retention of 77.67% percent is above the campus averages of 71.02 percent for all baccalaureate programs in that time period. The previous 3 years are slightly below average, but the general trends is on mark with the University trend.

Academic Year	Retention Rate
2009-10	92.3%
2010-11	84.2%
2011-12	70.8%
2012-13	70.6%
2013-14	70.4%
5-Year Average	77.0%

Section III E: Student Learning Indicators

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, COMM 4000 interview data shows the program quality and learning experiences have met student needs at graduation. The primary indicators and alumni ratings were:

1. When asked if the program developed their ability to produce independently conceived and completed projects, many students expressed this was the top item they appreciated about the program.
2. The majority of students interviewed expressed an appreciation for how the department's service-learning model brought civic issues to their attention.
3. Of those that expressed appreciation for this, the majority said that they would make it a part of the work they would be doing after graduation.

4. Many interviewed expressed that the growing emphasis on service learning better prepared them for a career in their field of interest than more traditional pedagogical models.
5. Of the students who transferred into our program, many expressed that the emphasis on service-learning and theory is what drew them to the program over other aspects.
6. When assessing for presentation/production skills, 47 out of 50 in 2014-15 demonstrated proficiency.
7. When assessing critical analysis, 40 out of 50 students interviewed demonstrated acceptable or exceptional skill in doing so.
8. 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. Since our last report (2007-2008), we have seen an overall increase in service learning contact hours (12,000+ to 15,000+ as of 2014-2015) and in organizations we serve, both in terms of number (well over 100 now) and profile of the organizations served. 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*

We officially launched our advisory board in the Fall of 2013. We have benefitted greatly from the creative efforts of this board, as they have helped us cultivate Master Classes and a biannual Speaker Series during the 2014-15 AY. Additionally, the board helped us conceive of and implement the COMM Week event that we now hold annual in late March. What also has been critical is the access to high-profile internships and expanded employment networking for our students in the Media industries (television, print, and radio), as well as in the areas of Public Relations and Corporate Communication. We are now beginning to adjust the membership of our board and its focus to expanding our development strategies for bringing in private donor and corporate donor funds to facilitate greater production, facility, and faculty resources for the program.

As part of the program review process, faculty members were polled on where their advisees were landing on the job market, and in graduate school. The following outstanding examples were identified:

Students Applying/Achieving Relevant Job Placement:

1. Denzel Currie, Instructor in the Miami-Dade District, *Teach for America*
2. Cassie Lee Meyer, Marketing and Public Relations Director, *Pezold Management*, Columbus, GA.
3. Christina Kleehammer, Digital Content Creator/Reporter, *WTVM-TV*, Columbus, GA
4. Jacob Leatherwood, Social and Digital Marketing Specialist

5. Laterika Peak, Wellness Education Ambassador, *Rite Aid Pharmacy*, Columbus, GA
6. Jordan King, National Representative, *Phi Mu National Sorority*
7. Raeann Kraft, Communications and Marketing Director, *Money Mizer, Inc.* Columbus, GA
8. Maggie Reese, PR/Marketing, *Columbus Young Professionals*, Columbus, GA
9. Jessica Word, PR Specialist, *Columbus Regional Medical Center*, Columbus, GA
10. Corinne Fisher, Communications Director, *Holland Financial*, Ormond Beach, FL
11. Corey Veal, PR Specialist, *Woodruff Group*, Columbus, GA
12. Jennifer Therrien, Marketing Specialist, *Carmike Cinemas*, Columbus, GA
13. Kelly Hovey, Marketing Director, *Causey Reporting, Inc.*, Columbus, GA
14. Anna Justice, Corporate Communication Editor, *Columbus Regional Medical Center*, Columbus, GA
15. Franchesca Renfroe, DoSomething.org Internship, New York, NY
16. Allie Powell, Social Media Specialist, *PMB Broadcasting*, Columbus, GA
17. Andy Ginn, Community Outreach Specialist, *Valley Rescue Mission*, Columbus, GA
18. LaTisha Francis, Remote English Teacher, Beijing, China.
19. Brianna Condra, Account Manager, *RDMS Consulting*, Marietta, GA
20. Devin Taylor, PR Specialist, *Valley Rescue Mission*, Columbus, GA
21. Chelsea Person, SEO Junior Associate, 360i, Atlanta, GA
22. Hayley Henderson, Social Media Marketing Chick Fil A and Tri- Leadership Resources,
23. Jay O'Neal, Executive Director, Disability Services Center of Columbus
24. Alexis Jarrett, Author and business owner of Web and Social Media Marketing Company
25. Hannah Vongsvong Community Philanthropist, Arts initiatives and Realtor
26. Kate Hargrove, Marketing and Recruiting, DA Turner college of Business
27. Merit Hicks, Communications Specialist, Columbus Police Dept
28. Mercy Morecraft – Community Philanthropist, Freelance Social and digital Media Marketing
29. Symone Grady - WTVM –TV, News Content Specialist
30. Amanda Humphrey – Helms Bros Body Shop, Marketing and Accounting
31. Johnny Carter - Reeltree - Videographer
32. Jasmine Jones – WTVM web content producer
33. Valerie Evermon – Social Media Director, March of Dimes, Columbus GA
34. David Garrett – Chick Fil A, Manager
35. Michael Molinaro – Army Office Public Information
36. Marco Prisichi – Army NPO
37. Veronica Covington – AFLAC
38. Tyler Higgins – Videographer and Editor, Creative Videographer, Youth Pastor, The Grove
39. Dan Quigley – Columbus Tape and Video – Videographer and Post production
40. Caitlin Dillon – Goodwill, Digital and Technical Writing
41. Mayra Rivera – United Way, Columbus, GA
42. Carlinton Dobson – US Army
43. Alex Acuff – Realtor

44. Natalie Mesidor – US Army
45. Cynthia Carles – Goodwill digital marketing
46. Lauren Kennedy – Owner, C. L. Money Films
47. Emily Wagner – Disney, Freelance Artist and Illustrator
48. Derrick Dover – Actor at SAG-AFTRA, Hollywood CA
49. Carlton Hagler – COMCAST Media
50. Heather Sheheane Wright – TSYS Senior Project Coordinator
51. John Warner – Vitalabs, Inc., Quality Control Inspector
52. Nick Joseph – New South Associates, Inc., Marketing Coordinator
53. Christopher Mulch – ARMY, staff officer Information Operations, Owner CM Action Images
54. Julie Mulch – Owner, CM Action Images
55. Gypsi LeeTreadwell - Lovelace Plumbing company – Administrative assistant
56. Anne Brown – Columbus State University, Office of Community Outreach
57. Melinda Bush – Enterprise, Branch Manager
58. Brandon Griffith – TSYS, Programmer and lead analyst, President / Founder Clement Arts
59. Abraham Anderson - Army – Captain
60. Dana Barker – WLTZ-TV meteorologist
61. Zack Bolien – Yanmar America, Marketing Specialist
62. Jules Patterson – US Army Intelligence
63. Michael Valentine – Us Army Intelligence
64. Alex Acton – Supplemental Health Care, Manager Marketing Operations, Atlanta

** 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 2014-2015, fifty students completed the assessment. The exam assesses student proficiency in the six learning objectives for the program. The results were: knowledge of communication, 48 of 50 met or exceeded expectation; research skills, 40 of 50 met or exceeded expectations; communication skills, 43 of 50 met or exceeded expectations; production skills, 48 of 50 met or exceeded expectations; critical analysis skills, 44 of 50 met or exceeded expectations; and adaptability, 48 of 50 met or exceed expectations.

- Some of the comments made by students during their Exit Interviews in regards to the program include:
- “I really loved the internships and how they helped me develop my skills in engagement and in professional development.”
- “I appreciated the accessibility of online courses and the flexibility of scheduling to support non-traditional students.”

- “A communication degree provides me with so much that I use in my job every day.”
- “Not a day goes by that I don’t use communication skills / knowledge.”
- “The service learning projects taught me so much about how to work in real-life situations.”

Section III F: Graduation Rate of Program

Above Average

** Analyze and interpret the program’s graduation rate*

The graduation rate for communication majors comprising the fall 2005 cohort was 47.4 percent with nine (9) of 19 cohort members being awarded degrees within six years. The fall 2009 cohort was 53.8 percent with seven (7) of the 13 cohort members being awarded their degree within six years. This is up from our 2000 numbers, which had us at 43.5%.

** 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*

The department’s graduation rate ranked 2nd among 40 CSU undergraduate programs for this group, based upon the 2009 cohort numbers. The 2005 cohort numbers had us ranked 9th among 40 CSU undergraduate programs. This is indicative of improvement as a program and within the university’s cohort of programs.

** Describe methods to be pursued for program improvement*

Efforts to improve graduation rates within the department continue to focus upon the building of an academic community in which faculty/student and student/student interaction is emphasized. The department has increased service learning opportunities within selected classes which build an esprit 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 G: Cost-Effectiveness of Instructional Delivery in Program Home Department

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 2014-15, the university spent \$2,828 per major in communication as compared to \$5,509 for all students. This constitutes a savings of **\$2,681 per major or 51% less cost per major**. From 2012-13 to 2014-15, the difference in

costs ranged from a low of \$2,787 to a 2013-14 high of \$3,231, indicating the department has become more considerably more cost-effective as compared to the university as a whole during the three-year period, and even more so than at the last CPR report in 2007-08. **The department's cost per credit hour generated in 2014-15 was \$100 while the CSU cost per credit hour for that year was \$254 or 150% of the departmental cost.** From 2012-13 to 2014-15 the department's cost per credit hour generated has **averaged \$104 as compared to the \$243 average for the university.** Again, the department stands far ahead of many other academic units on this standard.

** 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, minimal technology costs for curriculum, low base salaries for full-time faculty, relatively low part-time faculty costs, and the COA 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 than 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 that 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 IV A: Summary Findings of Program's Overall Viability

In the era of Retention, Progression, and Graduation, the Communication program at CSU is the fastest growing program at CSU. Its viability is not only certain, but is one of the few programs showing immense growth and vitality when many other programs have stabilized or regressed in the enrollment and graduation numbers. Our students are now becoming the journalists, public relations practitioners, communication specialists, SEO specialists, and media content producers of the next generation. We continue to strive to provide them an industry-relevant education that we will endeavor to keep current with the times through our own research, professional development, and practice in serving our community here in the Chattahoochee Valley Region. Our program of study is not only producing high quality graduates, it is placing them in high quality work, and it is doing so at less than half the average cost per semester of any student earning an undergraduate at CSU. We know we represent CSU well, and we know what we will need to continue to thrive in the next decade.

Section IV B: Summary of Program Improvement Plan

**Timeline or Progress Indicated in Parentheses*

Section II A: Quality of Faculty:

1. Methods to be pursued for program improvement in this area consist of continuing to use a volunteer alumni advisory board (Formed during the 2013-14 year) 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. **(Ongoing).**
2. The department has sought approval for additional faculty members with academic specialties in public relations, media effects, and in film. Given the success of previous faculty searches in attracting diverse, well-qualified colleagues to meet departmental curricular needs, it is expected that future hires would follow similar strategies. **(Progress Update: We have successfully identified three candidates to support our growing student body during the academic year. We will continue to identify needs which we will need to fill in each coming academic year).**

Section II B: Quality of Teaching:

1. 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 **(Status: Currently updating the COMM 4000 model to reflect refined SACS standards for outcomes evaluation. Plan to roll out a new version for the 2016-17 Academic Year).**

Section II F: Quality of Curriculum Support Program:

1. Continue hiring highly qualified faculty of varying ethnic and cultural backgrounds, as well as emphasizing gender diversity. Current plans are to hire multiple faculty in the fields of media production, public relations, as well as potential additional faculty in media production and film (**Progress: We have invited three new candidates to join faculty for the 2016-17 Academic Year. They are particularly unique in that they expand on our diversity in terms of culture, intellectual perspective, and gender. They also help fill needs in Public Relations, Integrated Media, and Communication Studies**).
2. Based upon programs similar in size and scope to the Communication Department, the department needs to have additional full-time faculty positions to meet course demand for the current 452 majors and 20-25 core courses per semester for all CSU students. Currently, the Communication Department has eight full time faculty, four full-time instructors, seven of whom teach reduced loads resulting in an FTE count of five, and twenty-two adjunct professors (**Status: Substantial progress for immediate needs to break even, but we will need to continue to expand on our faculty to support the program**).
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 (\$76,003), associate professors (\$62,694), assistant professors (\$54,004) and new assistant professors (\$52,693). Additionally, senior faculty have been adversely affected by salary compression (**Status: Limited progress**).

Section II G: Quality of Facilities and Equipment Supporting Program:

1. Annually surveying all faculty in order to identify deficiencies in space and equipment (**Status: Ongoing**).
2. Working in conjunction with support staff offices on campus, the department chair develops lists of needs that are communicated to upper administration through the College of Arts dean (**Status: Ongoing**).
3. Actively pursue means of satisfying growing space needs (**Status: Faculty have identified potential space for immediate updates, and have consulted the dean about acquiring funding to support renovations and updates. This, however, is a short term adjustment that will ultimately require a migration to a larger space with up-to-date facilities to support 452 majors currently enrolled in the program**).
4. Updating strategic plan to account for meeting the needs of not only our growing enrollment, but also to account for our (**Status: Pending discussion and update of strategic plan in the near future**).

Specify Initiatives/Actions to be Taken:

Section II A: Quality of Faculty:

Our faculty have worked to identify strong candidates to teach courses that support our Public Relations, Writing, and Integrated Media course demands. The Public Relations search was so successful, we were able to identify a strong candidate to fill the third, yet initiated search. As such, this candidate will be able to add her skill sets to complement the courses of greatest need.

Section II B: Quality of Teaching:

The re-tooling of our COMM 4000 assessment course will help not only to reflect refined SACS standards to assess student learning outcome, but it also can encourage faculty to emphasize and incorporate these key principles throughout each course they teach.

Section II F: Quality of Curriculum Support Program:

The candidates from our most recent faculty searches teach the courses that meet our programs greatest immediate and short-term teaching needs. The department needs more full-time faculty but until this is happens, we continue building our part-time faculty cadre as an alternative means of supplying courses to meet the curricular needs of our growing numbers of majors

Section II G: Quality of Facilities and Equipment Supporting Program:

The department continues to quantitative and qualitative data to increase needs awareness.

Timetable for Program Changes:

Section II A: Quality of Faculty:

If all goes as planned, we will have 3 new faculty ready to teach with us Fall, 2016.

Address Any New or Reallocated Resources Required to Implement Improvement Plan:

Section II B: Quality of Teaching:

We plan to have the final COMM 4000 assessment revisions completed, faculty approved and fully utilized by Fall, 2016.

Section II F: Quality of Curriculum Support Program:

We anticipate successful conclusions to all ongoing faculty searches will provide the department with 3 new tenure track faculty members teaching in the program by Fall, 2016. We will continue training new part-time faculty to help meet course demand for Fall, 2016 and will petition for additional faculty lines for AY 2017.

Section II G: Quality of Facilities and Equipment Supporting Program:

The department utilizes summer revenue to increase equipment inventory. This amount is insufficient to meet program demands.

Address Any New or Reallocated Resources Required to Implement Improvement Plan:

The department uses summer revenue and funds from the dean's online revenue to make incremental and small improvements. However, the funds are grossly insufficient to meet the facility and faculty needs of this department.

Appendix A: List of Faculty Scholarly Accomplishments:

Dr. Danna M. Gibson

Publications

Gibson, D. M., Webb, L. M., & Joseph, L. ((in press). The ADHD-Diagnosed child: Does family communication environment and perceived child care options contribute to the decision to medicate? in Loreen N. Olson & Mark A. Fine (Eds). *The Dark Side of Family Communication*.

Thompson Hayes, M., **Gibson, D.M.**, Hill, M. McCollough, C. & Webb, L. M. (2015). And the Star of the Show is: Fans Discuss the Starring Characters of *Mad Men*. In *Lucky Strikes and a Three Martini Lunch*, 2nd Ed., Jennifer Dunn, Ed.

Webb, L. M., **Gibson, D. M.**, Wang, Y. X., Chang, H. C., & Thompson-Hayes, M. (2015). Selecting, Scraping, and Sampling Big Data Sets from the Internet: Fan Blogs as Exemplar. *SAGE Research Methods Cases*. <http://dx.doi.org/10.4135/978144627305014558403> Available at <http://srmo.sagepub.com/view/methods-case-studies-2015/n38.xml?rskey=boxxoD&row=2>

Gibson, D. M., Webb, L. W. (2013). Encounters with attractive strangers: A metaphor analysis of memorable questions in initial interactions. *Pennsylvania Communication Annual*. 69, 83-99.

Gibson, D. M., & Webb, L. M. (2012). Grounded-theory approaches to research on virtual work: A brief primer. In S. D. Long (Ed.), *Virtual work and human interaction research: Qualitative and quantitative approaches* (p. 160-175). Hershey, PA: IGI Global Publishers. [ISBN10:146660963X; see <http://www.igi-global.com/book/virtual-work-human-interaction-research/60785#table-of-contents>]

Webb, L. M., Chang, H. C., Hayes, M. T., Smith, M. M., & **Gibson, D. M.** (2012). *Mad Men* dot com: An analysis of commentary from online fan websites. In J. C. Dunn, J. Manning, & D. Stern, Eds. *Lucky strikes and a three-martini lunch: Thinking about television's Mad Men* (pp. 226-238). Newcastle upon Tyne, UK: Cambridge Scholars Publishing. [ISBN13: 978-1-4438-4044-6; ISBN: 1-4438-4044-0; see <http://www.c-s-p.org/flyers/Lucky-Strikes-and-a-Three-Martini-Lunch--Thinking-about-Television-s-Mad-Men1-4438-4044-0.htm>]

Thompson-Hayes, M., **Gibson, D. M.**, Webb, L. M., Nelson, L., Smith, M. M., & Walker, A. M. (2010). College students' perceptions of fictional television families: Perceived realism and potential for emulation. *Kentucky Journal of Communication* [Special issue on the Future of Relational Communication, edited by Jimmie Manning, University of Northern Kentucky]. Available at <http://www.kycommunication.com/jenniferpdf/Thompson.pdf>

Thompson-Hayes, M., **Gibson, D. M.**, Scott, A. T., & Webb, L. M. (2009). Professorial collaborations via CMC: Interactional dialectics. *Computers in Human Behavior*, 25, 208-216. [See <http://www.sciencedirect.com/science/article/pii/S0747563208001763>]

Kirchoff, M., Baxter, R., Sheeks, G. & **Gibson, D.** (2009). An examination of the statistics and reasons why students of certain demographics are outperforming others in college and life. *Proceedings of the Georgia Communication Association*, 79.

Kirchoff, M., Baxter, R., **Gibson, D.**, & Norman, J.. (2008). The impact of the Americans with Disabilities Act on communication departments at Georgia colleges and universities: Titles I and II apply to you. *Proceedings of the Georgia Communication Association*, 78.

Conference Presentations

Gibson, D. M., Nelson, D., & Faux, W. (2015, February). "Setting up satellite campuses within University of Georgia Schools." Presented at the annual meeting of the Georgia Communication Association Conference, Statesboro, GA.

Gibson, D. M., McCollough, Joseph, L., Humphrey, V. (2014, November), "Applying social construction of reality to communication disciplines." Presented at the annual meeting of the National Communication Association, Chicago, IL.

Gibson, D. M., McCollough, Joseph, L. (2014, April). "Discussing the application of communication theory in service-learning courses." Presented at the annual meeting of the Southern States Communication Association, New Orleans, LA.

Gibson, D. M., McCollough, C., Baxter, R., Park, Y ((2013, June). "Service learning for enhancing civic engagement: Columbus State University's Department of Communication and NPACE Center." Presented at annual meeting of the American Democracy Project, Denver, CO, .

Gibson, D. M., Thompson-Hayes, M., Webb, L. W., Chang, H. C.& Smith, M. (2013, April). "Mad Men" DotCom: An analysis of commentary from fan websites. Presented at the annual meeting of the Southern States Communication Association, Louisville, KY.

Gibson, D. M., Kee, K. F., Thompson-Hayes, M., & Webb, L. W. (2012, Feb.). Conducting effective interviews about virtual work: Gathering and analyzing data using a Grounded-Theory approach. Presented at the annual meeting of the Western States Communication Association, Albuquerque, NM.

Webb, L.W., Chang, H. C, **Gibson, D. M.**, Thompson-Hayes, M. & Smith, M. M. (2011, Nov.). "On-line fan commentary about "Mad Men": How 21st Century fans makes sense of the 1960's. Presented at the annual meeting of the National Communication Association, New Orleans, LA.

Gibson, D. M. (2011, March). Uses and Gratifications: An approach to Service and Learning. Southern States Communication Association, Little Rock, AR.

Gibson, D. M. (2010, April). Healing words: Communication strategies of female physicians. Southern States Communication Association, Memphis, TN.

Gibson, D. M. (2010, April). What the best teachers do. Southern States Communication Association, Memphis, TN.

- Gibson, D. M.** (2009, October). The Gender Gap in Honors. National Collegiate Honors Council, Washington, D.C.
- Kirchoff, M., Baxter, R., Sheeks, G. & **Gibson, D.** (2009). An examination of the statistics and reasons certain college student demographics outperform others. Georgia Communication Association, Carrollton, GA.
- Gibson, D.**, Kirchoff, M., Baxter, R., Norman, J. (2008, February). ADA Compliance: Challenges and Advantages. Georgia Communication Association, Augusta, Ga.
- Gibson, D. M.** (2008, April). Service Learning: Changing Us As It Changes Them. Southern States Communication Association, Savannah, GA.
- Gibson, D. M.** (2008, April). On-Line Learning in a Group Communication Class. Southern States Communication Association, Savannah, GA.

Dr. William H. Edwards (Retired 2014-2015 Academic Year)

Conference Presentations

- Edwards, W. H.** (2014). An anthropological theory of communication: Reconsideration of the work of E. T. Hall and G. L. Trager,” paper presented at the Southern States Communication meeting, New Orleans.
- Edwards, W. H.** (2013). “Communicating choice and consequences in political argument,” roundtable discussion, Southern States Communication meeting, Little Rock.
- Edwards, W. H.** (2012). “Economic messaging: Building practices in Ghana,” presentation at the National Communication convention, Orlando.
- Edwards, W. H.** (2012). “Consensus Exercises,” GIFT program for Southern States Communication meeting, San Antonio.
- Edwards, W. H.** (2010). “Alternative faces for the Republican Party: A review of 7 2009 spokespersons,” presentations at the Southern States Communication meeting, Louisville, Kentucky
- Edwards, W. H. & Powell, Larry** (2010). “Teaching political campaigning.” Workshop conducted at the Southern States Communication meeting, Louisville, Kentucky.

Dr. Mariko Izumi

Publications

- “The Cost of Critique: In(ter)vention and Ethical Violence in Kristeva and Benjamin”, Kristeva Circle, Oliver, K. (Ed.). Under Review

“Becoming an Agent of Memory: Facilitating Holocaust Education with Visual Literacy”,
Essentials of Using and Integrating Visual and Media Literacy: Visualizing Learning,
Baylen D.M. & Alba, A. (Eds). Under Review

“Asian-Japanese: State Apology, National Ethos, and the ‘Comfort Women’ Reparations Debate
in Japan” Communication Studies, 2012

“Civic Engagement and Intercultural Communication Education” Iowa Journal of
Communication, 2012.

“An Examination Of The Statistics And Reasons Why Students Of Certain Demographics Are
Outperforming Others in College and Life” (2009). Georgia Communication Association
Conference Proceedings.

Conference Presentations

“Documentary as the New Monument” Competitively selected paper presentation at the meeting
of the National Communication Association, Chicago, IL, 2014

“The Cost of Critique: In(ter)vention and Ethical Violence in Benjamin and Kristeva”
Competitively selected paper presentation at the meeting of the Kristeva Circle
Conference, Nashville, TN, 2014

“Elevating Self-reflexivity in Study Abroad and Civic Engagement” Competitively selected
panel presentation at the meeting of the Central States Communication Association;
Minneapolis, MN, 2014

“Representing Women’s Suffering: Analyzing Testimonial Documentaries of “Comfort Women”
Competitively selected panel presentation at the meeting of the National Communication
Association, Washington DC, 2013.

Teaching about the Holocaust Memorials: Differentiating Instruction in a Short-Term Study
Abroad Program for Honor Students Competitively selected panel presentation at the
meeting of the National Collegiate Honors Council, New Orleans, LA, 2013

“Beyond the East-West: Exploring Inter-Asia Pacific Communication Research” Competitively
selected roundtable discussion session at the National Communication Association, New
Orleans, LA, 2011.

“Voicing Crisis from Afar: Western Discourses of the Tragedy in Japan.” Chair of a
competitively selected discussion panel at the National Communication Association, New
Orleans, LA, 2011.

“Family as a Trope of Humanity: Inheriting Memories of WWII across Generations.”
Competitively selected paper presentation at the Central State Communication
Association, Cincinnati, Milwaukee, WI, 2011.

“Housing Civic Engagement in Intercultural Education: Purposeful Education for Making Home.” Competitively selected panel presentation at the Central State Communication Association, Cincinnati, Milwaukee, WI, 2011.

“New Rhetoric of Responsibility and the ‘Comfort Women’ Reparations Debate in Japan” Top Paper in Asian/Pacific American Communication Studies Division. Competitively selected paper presentation at the National Communication Association, San Francisco, CA, 2010.

“Politics of Apology: The ‘comfort women’ reparations debate and postwar Japanese citizenship” Competitively selected panel presentation at the Rhetoric Society of America 14th Biennial Conference, Minneapolis, MN, 2010.

“Beyond the Classroom Walls: Pushing the Limits of Community Engagement in the Intercultural Communication Classrooms” Competitively selected panel presentation at the meeting of the Central State Communication Association, Cincinnati, OH, 2010.

“Postwar Generation as Dispositif: Politics of Recognition and Humanitarianism.” Competitively selected panel presentation at the meeting of the National Communication Association, San Diego, CA, 2008.

“Technologies of Memory: Donation, Recognition, and Japan’s National Ethos in the Comfort Women Reparations Debate.” National Communication Association, San Diego, CA, 2008. Competitively selected panel presentation at the meeting of the National Communication Association, San Diego, CA, 2008.

“World Without Borders: Internationalizing Communication Courses” Panel presentation at the Georgia Communication Association Annual Convention. Augusta, GA, 2008.

Dr. Nikita Harris

Publications

Anderson, R.; **Harris, N.Y.**, & Tindall, N. (2014). “Sister and Brother Outsiders: The Experience of Lesbian, Gay and Bisexual Members of Historical Black Fraternities and Sororities” In *Out of the Fire: Readings in Africana Studies*. Edited by C.E. Jones, T. Kershaw and W.H. Dorsey. Black Classic Press.

Anderson, R., Thompson, J., & **Harris, N.Y.** (2010). “Fear of a Black Planet: Michael Jackson, Eddie Murphy, Michael Jordan and the Globalization of Black Masculinity during the Regan Era.” Chapter in “80s as a Decade: Critical Inquiry and Approach.”

Conference Presentations

The Ins and Outs to Developing Competency-based Online Courses. The University System of Georgia Teaching & Learning Conference, Athens, GA 2014.

“Responding to Obama’s Challenge in the 21st Century: Teaching Race Online.” Presented at the Intercultural Communication Conference at Texas Southern University, Houston, Texas April, 2010.

“Teaching Race and Ethnicity in a Post Racialized Online Classroom.” Presented joint research presentation at the Georgia Communication Association Conference, Statesboro, Georgia, and February, 2010.

“Is it REAL or REALLY NOT? A Critical Examination of 3rd Person Perception of Black College Students and Reality Television Programming.” Presented at the Intercultural Communication Conference Texas Southern University, Houston, Texas April, 2008.

“Internationalizing Communication Courses” Presented joint research presentation at the Georgia Communication Association Conference, Augusta, Georgia, February, 2008.

Dr. Ramesh Rao

Publications

Rao, R. N. (January, 2013). “Navigating ‘Truthfulness’ as a Standard for Ethical Speech: Revisiting Speech in Ancient India,” *China Media Research*, 9:1, 26-33.

Rao, R. N. (2013) (Primary author). *Hindus in South Asia and the Diaspora: A Survey of Human Rights*, 2012. Publishers: Hindu American Foundation

Rao, R. N., & Kuppa, P. (2013). “Hindu Interfaith Discourse: Spiral of Silence as a Theological Inevitability”. In *A Communication Perspective on Interfaith Dialogue: Living Within the Abrahamic Traditions*, Daniel Brown (Ed.). Lanham, MD: Lexington Books.

Rao, R. N. & Thombre, A. (Forthcoming, March 2015). *Intercultural Communication: The Indian Context*. New Delhi: Sage Publications.

Rao, R.N., & Sharma, V. (Under review). *The Relevance of Gujarat: Democracy, Freedom, and a Multicultural World*. Permanent Black Press, New Delhi.

Conference Presentations

Rao, R. N. (October, 2014). “Entrepreneurs Within: What We Learned While Launching a New Model within an Existing Institution”. Panelist. Educause 2014, Orlando, Fl.
<http://www.educause.edu/annual-conference/2014/entrepreneurs-within-what-we-learned-whilelaunching-new-model-within-existing-institution>

Hunt, B., & **Rao, R. N.** (June, 2014). “Competency-based Online Courses: Four Models”. Georgia Adult Learning Consortium Summer Institute Conference, Stone Mountain, GA.

Rao, R.N., & Hunt, B. (June, 2014). “Breakthrough Delivery Models: Innovations in Degreein3”. Georgia Adult Learning Consortium Summer Institute Conference, Stone Mountain, GA.

Dr. Youngrak Park

Publications

Park, Y., Bea, B., & Kim, J. (2013). Corss-cultural comparison of the portal news consumption motives and behavioral outcome: a survey research. Proceedings, Georgia Communication Association, 83, 48-56.

Hong, M., **Park, Y.**, & McClung, S. (2008). Interactive and cultural differences in online newspapers. *CyberPsychology and Behavior*, 11 (4), 505-509.

Conference Presentations

Park, Y., Bea, B., & Kim, J. (2013). Corss-cultural comparison of the portal news consumption motives and behavioral outcome: a survey research. Presented GCA, 2013.

Park, Y., & Baxter, R. Twitters: Motives of its use and behavioral outcome: A survey approach. Presented SSCA, March 2010.

Baxter, R., **Park, Y.**, & Gibson, D. The agenda setting function exhibited by corporate new media sites. Presented SSCA, March 2010.

First Place, Advances in Entertainment Theory and Research Symposium: **Park, Y.**, & Raney, A.A. (2008, April). The Effects of Media Interactivity on Mood Regulation: An Experimental Study. To be presented at the annual meeting of the Broadcast Education Association, Las Vegas, NV.

Dr. Christopher J. McCollough

Publications

Refereed Journal Publications:

McCollough, C.J. (2015). NPACE: An Academic Outreach Model for Service-Learning and Sustaining Town-Gown Relationships. *Journal for Academic Excellence*, 3(5), 9-16.

McCollough, C.J. (2015). State Government Media Relations: Revisiting the “Adversarial” PIO-Journalist Relationship. *Public Relations Journal*, 9(3).

Refereed Journal Submissions Under Review:

McCullough, C.J. (under review). *The STRAPS Model: Ethical Public Information in an Evolving Media Environment*. Manuscript submitted for review to *PRism*.

McCullough, C.J. (under review). *Access, Candor, and Professionalism: Successful State Government Media Relations in an Evolving Media Environment*. Manuscript submitted for review to *Prism*.

Edited Book Chapters:

Hayes, M. T., Gibson, D. M., Hill, M., **McCullough, C.**, & Webb, L. M. (2015). Stardom on the fan blogs: A case study of *Mad Men* dot com. In J. C. Dunn, J. Manning, & D. Stern, Eds. *Lucky strikes and a three-martini lunch: Thinking about television's Mad Men*, 2nd ed. (p. 269-284). Newcastle upon Tyne, UK: Cambridge Scholars Publishing. [ISBN-13: 978-1443875455 ISBN-10: 1443875457]

Refereed Conference Papers:

McCullough, C.J. & Gibson, D.M. (2016, February). The Non Profit and Civic Engagement Center: A service learning model that enhances civic and community health. Paper presented at the annual conference of the Georgia Communication Association, Georgia College and State University, Milledgeville, GA, February 19-20, 2016.

McCullough, C.J. (2016, February). “Closed gate” media relations: Benefits for political strategy and Consequences for professional relationships with journalists. Paper presented at the annual conference of the Georgia Communication Association, Georgia College and State University, Milledgeville, GA, February 19-20, 2016.

McCullough, C.J. (2015, November). The PIO-Journalist Relationship: A Relationship Management Perspective on State Government Media Relations. Paper accepted for presentation at the annual meeting of the National Communication Association, Las Vegas, NV.

McCullough, C.J. (2015, April). STRAPS: A model for perfecting the art of public sector media relations. Paper submitted for presentation at the annual conference of the Southern States Communication Association, Tampa, FL.

McCullough, C.J. (2014, April). State government media relations: Revisiting the “adversarial” PIO-journalist relationship. Paper presented at the annual conference of the Southern States Communication Association, New Orleans, LA. *Recognized as Top Paper in Public Relations Division*.

McCullough, C.J. (2013, November). *Media connections: Building an effective public sector media relations model*. Paper presented at the annual conference of the National Communication Association, Washington, D.C.

Refereed Panel Presentations

“Gathering Data from Online Communicators: Challenges and Solutions.” Panel proposed for presentation at the annual meeting of the Southern States Communication Association, Austin, TX, April 6-10, 2016.

"Parasocial Interactions Relationships: A Call To Establish A Working Theory." Panel proposed for presentation at the annual meeting of the Southern States Communication Association, Austin, TX, April 6-10, 2016.

“Service Learning for Enhancing Civic Engagement: Columbus State University’s Department of Communication and NPACE Center.” Presented at annual meeting of the American Democracy Project, Denver, CO, June 6-8, 2013.

“Discussing the Application of Communication Theory in Service-Learning Courses.” Presented at the annual meeting of the Southern States Communication Association, New Orleans, LA, April 3, 2014.

“Applying Social Construction of Reality to Communication Disciplines.” Presented at the annual meeting of the National Communication Association, Chicago, IL, November 20-23, 2014.

“Social Media, Technological Advances, and Parasocial Relationships: How New Technology Changes the PSRs that Change Our Lives.” Presented at the annual meeting of the Broadcast Educators Association, Las Vegas, NV, April 12-15, 2015.

“NPACE: A Model for Service-Learning and Sustaining Town-Gown Relationships.” Presentation proposal submitted to the Center for Academic Excellence’s 6th Annual Teaching & Learning Conference, Dalton State University, March 20, 2015.

Refereed Panel Chairs

“Matching the Medium to the Communicative Task in the Flipped, Blended, and Online Classrooms.” Moderated at the annual meeting of the Southern States Communication Association, Tampa, FL, April 9-12, 2015.

Dr. Gregory Cranmer

Publications

Cranmer, G. A., & Martin, M. M. (In press). An examination of aggression and adaption traits with Moral Foundations Theory. *Communication Research Reports*.

Cranmer, G. A., & Goodboy, A. K. (In press). Power play: Coach power use and athletes’ communicative evaluations and responses. *Western Journal of Communication*.

Myers, S. A., **Cranmer, G. A.**, Goldman, Z. W., Sollitto, M., Gillen, H., & Ball, H. (2015). The appropriateness, importance, and frequency of seeking information from organizational

peers. *International Journal of Business Communication*. Advance online publication.
doi:10.1177/2329488415573928

Cranmer, G. A., & Sollitto, M. (2015). Sport support: Received social support as a predictor of athlete satisfaction. *Communication Research Reports*, 32, 253-264.
doi:10.1080/08824096

Cranmer, G. A., & Brann, M. (2015). "It makes me feel like I am an important part of this team": An exploratory study of coach confirmation. *International Journal of Sport Communication*, 8, 193-211. doi:10.1123/IJSC.2014-0078

Cranmer, G. A., & Harris, T. M. (2015). "White-side, strong-side": A critical examination of race and leadership in Remember the Titans. *Howard Journal of Communications*, 26, 153-171. doi:10.1080/10646175.2014.985807

Cranmer, G. A., & Myers, S. A. (2015). Sports teams as organizations: A leader-member exchange perspective of player communication with coaches and teammates. *Communication & Sport*, 3, 100-118. doi:10.1177/2167479513520487

Edited Book Chapters:

Cranmer, G. A., & Brann, M. (In press). "Man up!" The potential influence of sport and gender socialization on athletes' reactions to injury. In D. Tucker & J. Wrench (Eds.), *Casing sport communication*. Dubuque, IA; Kendall-Hunt.

Refereed Conference Papers/Posters:

Cranmer, G. A., Goldman, Z. W., & Booth-Butterfield, M. (2015, November). Organizational Assimilation and Satisfaction as a Function of Received Social Support in Workplace Friendships: An Exploratory Application of Socialization Resources Theory. Paper to be presented at the annual meeting of the National Communication Association, Las Vegas, NV.

Cranmer, G. A., Weber, K., & Brann, M. (2015, November). "Challenge me!" The development and validation of the Coach Confirmation Instrument & implications for athlete experience and confirmation theory. Poster to be presented at the annual meeting of the National Communication Association, Las Vegas, NV.

Dr. Scott Sellnow-Richmond

Publications

Sellnow-Richmond, S. A., Bolen, D. M., Maguire, K. C., Hartshorn, L., & Millard, M. (Under Review). A qualitative examination of family communication patterns and lesbian, gay, and bisexual gender identity development.

Edited Book Chapters:

Sellnow-Richmond, S. A., & Spence, P. R. (In Press). The wiki, social networks, and the classroom. In Hana S. Noor Al-Deen (Ed.) *Social Media in the Classroom*. Burn: Peter Lang Publishing.

Encyclopedia Entries:

Sellnow-Richmond, S. A., & Sellnow-Richmond D. D. (In Press). Gender and Sexuality. *Encyclopedia of family studies*. Hoboken: Wiley-Blackwell.

Refereed Conference Papers/Presentations:

Sellnow-Richmond, S. A. (2015). Goffman's theory of stigmatization: Analysis of convergence and suggestions for evolution. Paper accepted to the 83rd meeting of the *Central States Communication Association*, Madison, WI.

Sellnow-Richmond, S. A. (2015). Navigating the non-traditional classroom. Panel accepted to the 83rd meeting of the *Central States Communication Association*, Madison, WI.

Sellnow-Richmond, S. A. (2015). Pre-conference: Engaging the basic communication course as our disciplinary foundation. 83rd meeting of the *Central States Communication Association*, Madison WI.

Sellnow-Richmond, S. A. (2015). Converging identities: Life as an assistant basic course director and a graduate student. Panel accepted to the 83rd meeting of the *Central States Communication Association*, Madison, WI.