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Communication Academic Program Review, 2014

Wright State University College of Liberal Arts

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College: COLLEGE OF LIBERAL ARTS

Department: COMMUNICATION DEPARTMENT

Academic Programs Reviewed

Program 1. Communication Studies

Program 2. Mass Communication

Program 3. Organizational Communication

Program Review Committee

Committee member 1. Mary Rucker, Ph.D., Full Professor - Communication Studies Head

Committee member 2. Elliot Gaines, Ph.D. Full Professor - Mass Communication Head

Committee member 3. Melissa M. Spirek, Ph.D. Full Professor – Communication Department Chair

Submitted January 15, 2015

Department Chair, ___Melissa M. Spirek, Ph.D._____

Dean, ___Kristin Sobolik, Ph.D._____

Program 1. Communication Studies

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	152	155	159	151	169
Graduates	19	14	15	21	27

Program description

The communication studies major program was significantly revised in 2011 when Wright State University shifted from quarters to semesters as mandated by the state of Ohio. This substantial curriculum revision for the communication studies BA degree was implemented in accordance to the recommendations of the National Communication Association and in compliance with the recommendations of the instructional division of the International Communication Association. As a result of this revision, the communication studies degree complies with Ohio's course credit transfer requirements (COM 1010 speech, COM 1040 communication theory, COM 2020 interpersonal communication, COM 2410 small group communication) as mandated and approved by Ohio's Articulation and Transfer Advisory Council. These five WSU communication studies courses were reviewed and approved according to Ohio's Communication Divisions' Transfer Assurance Guides. In addition to the state's mandates of speech (COM 1010), communication theory (COM 1040), interpersonal communication (COM 2020) and small group communication (COM 2410), the first two years of the communication studies major requires students to complete an organization communication (2460) and introduction to media course (COM 1520). After completing this strong base, students determine if they will complete their degree with an emphasis upon either health communication or organizational communication after completing a survey of research methods class (COM 4490). With both emphases students complete their degrees with two special topics courses (COM 4710) from a minimum of 5 choices where they can work with experts in their chosen field with a senior seminar setting. Sample topics have ranged from Success in the Workplace to Advanced Health Care classes that allow students to deeply investigate the literature and its implications with applications. At the junior and senior levels, the majority of the courses are writing intensive. Students may complete up to two internships of 3 credit hours each. The faculty offers a unique blend with academic and applied areas of expertise. All tenure-track faculty are Ph.D. trained whereas exceptional expertise in careers along with Ph.D., MA, MBAs or MS degrees characterize the instructors, lecturers and adjunct professors (e.g., IT CEO, retired vice president of The New York Times in Human Resources, Hootsuite accredited instructors, broadcast experts).

Alignment with university mission, strategic plan

The Communication Studies degree aligns both with the university mission and strategic plan but it overlaps with both. The communication studies faculty work with students with where they are to help them become successful career professionals. Graduates of Communication Studies demonstrate an ability to use critical thinking skills using both an inductive and deductive approach for framing social concepts and problem solving. This process is accomplished highlight oral and written skills. Students are

taught the importance of ethics and the responsibilities as a professional communicator in sending and receiving messages across various cultures and situations that range from interpersonal communication (e.g., doctor-patient interaction), mediated situation (e.g., mediation resolution) at the micro (individual) and the macro (countries/continents) levels. Expertise from around the world is brought to campus such as that in 2014 of Dr. Rucha Mocha whose work with community health programs for the CDC and Afghanistan soldier Major Melinda Rayter whose elite Theater team is an honored Middle East surgical unit. These professionals offer master classes that the students enjoy. Our students and our faculty share this area of expertise regionally and globally. For example, Ms. Martha Antolik and Dr. Dan DeStephen serve as federal investigators for the United States Post Office and Dr. Carol Morgan makes weekly appearances on a daily Dayton television talk show entitled Dayton Live. Dr. Mary Rucker's expertise of political rhetoric is high sought as well since the publication of her book on President Obama's first term in office. Bridging the gap between theory and practice while tackling social justice issues exemplifies the work of our students and our faculty.

Program distinctiveness

1. Senior special topics classes provide a seminar setting where students work with experts at a micro level with topics that test theories with practices. Each graduate completes two of these courses. For example, the Advanced Health Special Topics course investigated the classism linked to a children's resource center at a suburban as compared to an urban hospital (Miami Valley Hospitals).
2. Rhetorical expertise of both faculty and students was recognized and tapped in 2014 for hosting the Rotary Club's annual district high school speech competition. Organizational communication students helped to host over 50 high school speech competition winners compete for the opportunity to represent the district at nationals. The competition remains at WSU.
3. Organizational structure, climate and economic competition are studied in both the Success Factors in the Workplace and in the Interviewing classes so that students understand the market within which they compete for jobs. Students visit and assess on both a group and on an individual basis organizations to study organizational climate and values. All communication studies majors also conduct mock interviews off campus with three professionals in the chosen area the student wishes to be employed. This preparation in both courses is repeatedly recognized by graduates as being unique and helpful and in fact incoming students now query about these specific courses taught by Ms. Susan DeLuca and Mr. Travis Greenwood.

Recognitions of quality of the program

- 1.) The Boonshoft School of Medicine recognizes the health communication program's excellence in a number of ways. Collaboration with the Boonshoft School of Medicine in co-hosting a medical conference highlights how the health communication faculty's expertise is both sought and respected. In a similar vein, the Boonshoft School of Medicine Dean and Family Medicine Department chair extended invitations to health communication students to collaborate on projects that target low-wealth individuals while tapping social media skills.
- 2.) In recognition of the communication studies faculty's exceptional work in the area of oral communication, the district Rotary club moved its annual speech competition to Wright State University in 2012.

- 3.) The CIA, Better Business Bureau, Society for the Improvement of Conditions for Animals, Ronald McDonald House and Miami Valley Hospitals are a sample of organizations where students have been employed as interns and multiple requests to continue the relations results in the demand for communication studies interns being higher than the number of students who can comply.
- 4.) The employer of the largest number of our communication studies majors whose emphasis is organizational communication and human resources is Reynolds and Reynolds and its subsidiary Naked Lime. Since 2008, communication studies graduates have won employee of the year and this is impressive at the corporate headquarters in Beavercreek because currently the company has over 4,000 employees.
- 5.) An area of growth that highlights the quality of the communication studies program is that area high school have sought to offer communication studies classes at their schools. Currently communication theory and the speech course are offered at Northmont High School and Troy High School has requested to offer the courses as well. Given the number of university options available to the high schools, it is an honor to be competitively selected.

Program learning outcomes

- 1.) Communicate effectively with both written and oral skills.
- 2.) Analyze from a social scientific perspective how humans create, transmit, receive and respond to messages. In particular intrapersonal and interpersonal communication is the emphasis of study for this degree.
- 3.) Demonstrate mathematical literacy.
- 4.) Evaluate arguments and evidence critically.
- 5.) Apply the methods of the social sciences, natural sciences, and the arts and humanities.
- 6.) Demonstrate global and multicultural competencies.
- 7.) Demonstrate understanding of contemporary social and ethical issues.
- 8.) Participate in democratic society as informed and civically engaged citizens.

Description of learning outcomes assessment program

A multimethodological approach is tapped to assess the degree of success in the communication studies majors' achieving the listed learning outcomes. Surveys, content analyses of random samples of assignments and longitudinal surveys are conducted. Since 2008, in-depth oral exit interviews are conducted with each communication studies major upon graduation and a panel of 10 professionals in the field interview and review the graduates' writing skills. The relationship of these skills are also assessed in comparison to the jobs students chose when they send their business cards back to the communication department for display.

Summary of assessment findings for past five years

Graduating communication studies majors are interviewed by the Communication Department chair at the completion of their COM 4330 Interviewing class. This course is required at the completion of the majors' senior year. Across the five years the seniors reported a high degree of satisfaction with their overall experience although they requested more health communication class options. In 2010 the Communication Department requested and began receiving the business cards of the communication studies graduates to serve as inspiration to future students but to also collect feedback as to what were the strengths and limitations of the educational experience with the communication studies degree.

Overall the respondents indicated a degree of satisfaction and the most frequent request has been for the addition of a graduate program because of the positive experience with the BA. In addition to student assessment, since 2009 a panel of professional have judged and reviewed each senior's oral and written skills. Oral skills have remained consistently high across the five years where as the writing skills dropped after the COM 200 course was dropped from the curriculum. In response to this drop in writing ability under semesters, an additional writing class was created and is being submitted for review for 20015.

Major curricular changes since last review (or past five years)

Four significant changes are apparent with the current communication studies degree program since the last university review. The first and most glaring change is that undergraduate students not majoring in communication no longer serve as teaching assistants grading fellow undergraduate students' speeches in the Essentials of Speech class COM 1010. When the last accreditation report was completed, grave concerns were raised because the COM 1010 Speech Course format had been for a tenure-track professor to offer a large lecture once a week and then undergraduate students broke into small groups with these undergraduate teaching assistants teaching their classes twice a week. This format was terminated in 2008 by Chair Dr. Melissa Spirek who changed the speech program to stand-alone individual classes of 25 students taught by professors, lecturers and adjunct professors with at least MA, MBA and/or MS degrees. This change with the class format converged with a curriculum content change that was recognized with an Ohio award for innovation in higher education as described below. The second major change targeted making the curriculum compliant with state Transfer Assurance Guide standards. Until 2008, the communication studies program was not compliant with Ohio's Communication Studies Divisions' Transfer Assurance Guides. A third significant change with the curriculum is that communication studies majors are encouraged to either focus upon organizational or health communication as an area of expertise and prior to this change students completed a general curriculum highlighting rhetorical studies. This is helping to build brand recognition in the region that is expanding its healthcare options. A fourth change is that the junior and senior level classes are now taught by those with Ph.D.s or MA or MS degrees with exceptional career accomplishments and prior to 2008, these requirements did not guide the assignment of upper division courses.

Graduate placement data, employer satisfaction

Reynolds and Reynolds is the largest employer of the communication studies majors over the past five years and continues to actively recruit the communication studies majors for their mediation and negotiation and social media skills in particular. This ongoing relationship has resulted in 21 majors being hired since 2008 and they currently seek to hire another 10 this year. This relationship exemplifies that the job market is more complex but our students are not only competitive but are doing very well in finding health career opportunities. As this inductive approach does not provide a full picture, neither does the deductive assessment with general job categories listed below but this information does provide another point of information for review.

According to the CoLA Employment Update Data, for Speech and Communication Rhetoric majors, 93 relational opening are available in 2014 with median income ranges from \$22.23 - \$45.07.

A= TOTAL Jobs for the Occupational Group (2014)

B= TOTAL Jobs for the Occupational Group (2017)

C= Growth in Jobs 2014 – 2017

D= Annual Job Openings 2014

Location	A	B	C	D
Region:	922	956	4.0%	27
State:	8,483	8,737	3.0%	208
US:	261,030	272,219	4.3%	8,013
Region:	2,655	2,688	1.0%	66
State:	23,703	23,888	1.0%	477
US:	788,588	803,780	1.9%	19,599

If program has professional accreditation, attach most recent review findings and recommendations

Communication studies majors do not have official accreditation policies although the National Communication Association does make recommendations for the curriculum that the department follows.

Program 2. Mass Communication

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	233	242	223	172	148
Graduates	42	62	64	45	46

Program description

The mass communication major program was significantly revised in 2011 when Wright State University shifted from quarters to semesters as mandated by the state of Ohio. This substantial curriculum revision for the mass communication BA degree was implemented in accordance to the recommendations of the Association for Education in Journalism and Mass Communication and the Accrediting Council on Education in Journalism and Mass Communication. Specifically a converged media platform curriculum where all media majors must demonstrate expertise across the audio, print, web and broadcast media channels replaced a curriculum where students had selected one of four media programs for their major (i.e., print, audio, broadcast, public relations). The revised converged digital curriculum is compliant with and approved by Ohio's Articulation and Transfer Advisory Council. Specifically the required state media courses for the mass communication BA degree surpass Ohio's Mass Communication Divisions' Transfer Assurance Guides and the syllabus for COM 1520: Introduction to Journalism created by a senior faculty member is even used as an exemplar for the state. After the completion of the media core of the first two years, mass communication majors may concentrate their half of their upper-division work in a personal area of choice. For example, students have selected the areas of public relations, social media or digital production as the result of the requirement of two special topics courses. At the junior and senior levels, all courses are writing intensive. The media faculty offers a unique blend with academic and applied areas of expertise. All tenure-track faculty are Ph.D. trained whereas exceptional expertise in media careers with Ph.D., MA, MBAs or MS degrees characterize the instructors, lecturers and adjunct professors (e.g., president of the International Semiotic Society, retired vice president of The New York Times in Human Resources, Pulitzer finalists and winners, Hootsuite accredited instructors, Cox corporate trainers).

Alignment with university mission, strategic plan

The alignment of the mass communication BA degree program with the university mission and strategic plan exemplifies the creative way with which students can be met where they stand and helped to be advanced to the level of a competitive professional. The mass communication majors are educated to think critically and analytically while tapping the numerous media platforms for creating, assessing and decoding mediated messages. Our students are not being prepared to become "just journalists" but rather they are being prepared to produce clearly written analyses about an array of topics that allow them to become educators and professional assessors of information. Digital Journalist in Residence Mr. Ray Marcano assisted the students in creating a digital outlet, Dailyflipz.com, that targets college students to help them become informed consumers and active participants in a democracy that will help to inform the young adults who are more like to be an active citizenry. Dr. Scott Peterson's work

emphasizes the importance of history when reviewing the role that sports fills in communities whereas Dr. Melissa Spirek's work is investigating how low-wealth schools can tap relatively reasonable solutions when tackling dyslexia in elementary schools. Dr. Elliot Gaines' active research program targets bridging the gap between the sciences and the general public. Again, these media experts seek to serve and support the education of the general public and this is consistent with the mission of Wright State University as we all strive to make the world a better place.

Program distinctiveness

1. The mass communication program is the oldest ongoing collaboration in Ohio between a university mass communication or media communication program and daily major media outlet. This Cox collaboration means that all WSU media majors are published in a major metropolitan news outlet (e.g., Dayton Daily News or WHIO) prior to graduation. To date over 4,000 news items (e.g., stories, briefs, video and photographs across print, social media, and broadcast) have been produced by the mass communication majors for publication as a result of this unique relationship that has received national recognition at the Association for the Education in Journalism and Mass Communication, the Ohio Newspaper Association and the Ohio News Organization.
2. Media faculty provide unique research opportunities to undergraduate students in working closely on research. For example, an undergraduate student coded newspapers, covered Dayton Dragons baseball games and collaborated with Assistant Professor Dr. Scott Peterson. A mass communication major collaborated with Dr. Elliot Gaines to produce an educational video on water quality and fish on Lake Tansania in Africa whereas another undergraduate student coded data and worked with Dr. Melissa Spirek when testing varied dyslexia reading techniques when using newspapers as reading material.
3. Each year Digital Journalist in Residence Mr. Ray Marcano offers a master class with a Pulitzer-winning journalist.
4. Although the mass communication program is not accredited by the Accrediting Council for Education in Journalism and Mass Communication yet, the current curriculum is that recommended by the ACEJMC with the exception of mandating two internships prior to graduation.
5. Mass communication majors are finding that they stand out from the crowd because of the social media classes made available to them as COM 4710 Special Topics courses. The students earn certification in Hootsuite upon the completion of the first class with Dr. Brunner.

Recognitions of quality of the program

- 1.) Currently the demand for mass communication majors to provide social media expertise for organizations is greater than the number of students we can provide. This includes organizations both on and off campus. The quality of Dr. Brunner's classes is appreciated and students from the College of Business are now completing this class as well because of the expertise gained.
- 2.) To date Communication Department Chair Dr. Melissa Spirek has shared the unique Cox Mass Com Project with nine universities. Cleveland State University, Bowling Green State University, Purdue University, Butler University, University of Louisville, Ohio Northern, Indiana University-Purdue University and Ball State University were impressed with the unique collaboration and asked that the program be explained so as that the program can be replicated.

- 3.) Upon the completion of his Fulbright in Iceland, Mr. Marcano was asked to return and present the digital curriculum he created for Wright State Universities mass communication program.
- 4.) Mr. Eric Sherman is the creator of VH1 Classics and past senior vice president of MTV VH1 Networks, flew in at his own expense to review Mr. Marcano's digital class project that resulted in the students rebranding a radio web site.
- 5.) The media faculty is sought by departments in Colleges outside of CoLA on campus for collaboration with research and classes. Each faculty member is listed with the collaborating department in parentheses. These departments collaborate with the faculty with conferences, classes and guest presentations. Dr. Melissa Spirek (Department of Neuroscience, Cell Biology and Physiology), Dr. Marie Thompson (Department of Family Medicine), Dr. Elliot Gaines (Department of Biology). The faculty is also sought for its expertise by the media: Mr. Dave Baxter (media law), Dr. Ike Brunner (social media), Mr. Ray Marcano (digital media), Dr. Melissa Spirek (social media's socialization impact).

Program learning outcomes

- 1.) Communicate effectively with both written and oral skills.
- 2.) Analyze from a social scientific perspective how humans create, transmit, receive and respond to messages. In particular intrapersonal and interpersonal communication is the emphasis of study for this degree.
- 3.) Demonstrate mathematical literacy.
- 4.) Evaluate arguments and evidence critically.
- 5.) Apply the methods of the social sciences, natural sciences, and the arts and humanities.
- 6.) Demonstrate global and multicultural competencies.
- 7.) Demonstrate understanding of contemporary social and ethical issues.
- 8.) Participate in democratic society as informed and civically engaged citizens.

Description of learning outcomes assessment program

A multimethodological approach is utilized to test the degree to which mass communication majors are indeed reaching the stated goals. The first form of assessment requires that mass communication student work be judged. Student assignments are judged and content analyzed in the public relations and the advanced reporting classes. Specifically all mass communication majors are required to complete the public relations class where a campaign is pitched by four groups to a non-profit organization. The panel judging the oral presentations and written assessment consist of the four professionals and the Communication Department Chair. The second means of assessment draws upon professionals in the field and past graduates. In addition to reviewing class performances, professionals also provide feedback as to the students work. The third means assessment also draws upon professionals in the field and requires that the Communication Department Chair interview each senior. Approximately 20 professionals also interview the mass communication majors in the COM 4710 Strategies in the Workplace and in the COM 4330 Interviewing class and the feedback as to the majors' written and oral performances is gathered and reported back to the faculty each year. An additional writing class is being added to the curriculum spring 2015 because the feedback was that the students were not as strong in grammar and the Associated Press Style Manual and additional writing assignments on deadline are being added because these were identified as weaknesses that could be improved upon.

Summary of assessment findings for past five years

The converged media platform with coursework in social media is serving our mass communication graduates well. Although the curriculum overall is strong according to both the students, graduates and professionals, students needed to work more on grammar and they needed more experience in writing on deadline. The result is the addition of an introductory writing class and the inclusion of more writing assignments to be completed within given time periods. Although the graduates are doing well in finding jobs, it is hoped that increasing the skill sets will make our students even more competitive.

Connectedness of the maturation of the skill sets will also be highlighted starting the fall of 2015 because students too many times are seeing classes as individual boxes to check off with completion instead of building across the four years.

Major curricular changes since last review (or past five years)

The entire curriculum was changed as noted earlier because before 2012 students selected a track of public relations, print, audio or broadcast to complete their coursework whereas now all mass communication majors must demonstrate skill with all four areas before graduation. Over the five years we also added that all mass communication majors will graduate with a publication in a major metropolitan news outlet thanks to the expertise of Digital Journalist in Residence Mr. Ray Marcano.

Graduate placement data, employer satisfaction

Both an inductive and a deductive approach will be adopted in describing placement data. First an inductive approach is advanced before a deductive summary is provided with the CoLA Employment Update data. Given that over 97 graduates of the Communication Department at Cox Media National, it is not surprising that this corporation is one of our largest employers. Since the last university accreditation, 24 mass communication majors were employed full-time. The number of professionals employed and a joint collaboration between Cox Media and the Communication Department demonstrates employer satisfaction and this will continue with the addition of the media incubator that will make the media students more competitive.

According to the CoLA Employment Update Data, for mass communication majors, 294 relational opening are available in 2014 with median income ranges from \$18.92 - \$42.012.

A= TOTAL Jobs for the Occupational Group (2014)

B= TOTAL Jobs for the Occupational Group (2017)

C= Growth in Jobs 2014 – 2017

D= Annual Job Openings 2014

Location	A	B	C	D
Region:	843	850	.8%	47
State:	6830	8,737	(4.7%)	180
US:	184875	179243	(3.0%)	5054
Region:	13117	13447	3.0%	477
State:	23,703	23,888	2.2%	2440
US:	788,588	803,780	3.4%	89814

If program has professional accreditation, attach most recent review findings and recommendations

The mass communication program is not currently one of the 92 media program accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) but in the next year we would like to begin the process for receiving accreditation to make the mass communication program more attractive to high school students. Currently three universities in the State of Ohio have earned accreditation: (1) Kent State University, (2) Bowling Green State University and (3) Ohio University. The mass communication curriculum already complies with the requirements mandated.

Program 3. Organizational Communication

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment					
Graduates	14	7	12	13	6

Program description

The organizational communication BA degree was terminated in fall 2009 by CoLA Dean Charles Taylor and the final graduates completed the degree although these graduates are not reflected in the Communication Department's overall counts for the past five years.

Departmental Summary

Faculty demographics

	2008	2009	2010	2011	2012
Full	2	2	2	1	3
Associate	6	7	7	6	4
Assistant	2	1	1	1	1
Inst/Lect	4	4	4	4	3
Total	14	14	14	12	11

Staffing Summary

	2008	2009	2010	2011	2012
Unclassified	0	0	0	0	0
Classified	1	1	1	1	1
Total	1	1	1	1	1

Student/faculty ratio

	2008	2009	2010	2011	2012
Student FTE/Fac FTE	18.95	14.57	14.87	16.51	15.46

Average class size

	2010	2011	2012
Lecture	21.18	20.99	23.37
Lab only	0	0	0
Lecture/Lab	21.20	20.99	26.78

Total of student data for all programs in unit

Does NOT include organizational communication graduates with the degree terminated in 2009

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	385	397	382	323	317
Graduates	61	76	79	66	73

Total courses taught and credit hours generated for unit

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate	8,759	8,684	8,851	7,975	7,861

Graduate	24	51	49	6	0
Total	8,783	8,735	8,630	7,975	7,861

Course completions

	2008	2009	2010	2011	2012
Undergraduate	89.7%	88.3%	88.5%	88.2%	83.2%
Master's	83.3%	86.7%	100.0%	82.4%	50.0%

Expense per student and revenue to expense ratio

	2008	2009	2010	2011	2012
Expense per student	\$1,936	\$2,320	\$2,394	\$2,370	\$2,910
Rev/Expense	2.550	2.207	2.196	2.313	1.963

Research and External Funding

	2008	2009	2010	2011	2012
External funding					\$149,935 NSF Grant to Gaines

Description of how unit programs and curricula are “mission critical” to the core Wright State educational experience

Communicating effectively, freedom of speech, freedom of the press and social justice are the four key terms that describe the work and teachings of Wright State University. These are mission critical for Wright State University to prepare and contribute to a democracy with an informed citizenry. Both the communication studies and the mass communication degrees focus upon delivering reliable and valid information across groups be it at a macro (country – country) to a micro level (thoughts within an individual’s head to him/herself). The encoding and decoding messages relative to varied audiences within dynamic environments are the skills that both majors highlight although the mass communication degree focuses upon industry norms and standards with mediums whereas the communication studies focuses upon engagement and understanding between people. These processes are essential or core to the Wright State educational experience because these are the processes that inform and shape our country and countries around the world.

Faculty accomplishments and recognitions

- 1.) Within the past four years, three of the eight tenure-track Communication Department faculty members published books: (1) *Obama’s Political Saga* (by Dr. Mary Rucker, (2) *Media Literacy and Semiotics* (2011) by Dr. Elliot Gaines and (3) *Reporting Baseball’s Sensational Season of 1893* (in press) by Dr. Scott Peterson.

- 2.) From 2013-2014 Dr. Elliot Gaines served as the president of the Semiotic Society of America (<http://semioticsocietyofamerica.org/who-we-are/>). He also generated external and internal funding for his research with the most recent being from the National Science Foundation.
- 3.) Drs. Dan DeStephen, Lynn Disbrow, Jung-Soo Yi with lecturers Ms. Martha Antolik and Jenny Alexander in 2011 were honored by Ohio's Governor Strickland and the Ohio Board of Regents with an Innovation Award for the creation of the current COM 1010: Essentials of Speech Course.
- 4.) Dr. Melissa M. Spirek was honored by the international Association for Business Communication at its annual conference in 2011 in Montreal, Canada as the advisor of the top dissertation completed Dr. Michael Meredith. The dissertation was entitled *An Examination of Individual Differences in Communication-Related Social Cognitive Structures in Association with Selling Effectiveness*. Her two final Bowling Green State University doctoral advisees, Drs. Michael Meredith at the University of North Carolina-Chapel Hill in the College of Business and broadcast media professor Dr. Jake Turner of Merrimack College, successfully defended their dissertations at Bowling Green State University. Dr. Spirek had been asked by Graduate Dean Deanna Snavelly because of her unique area of quantitative expertise and cognitive processing.
- 5.) Dr. Dan DeStephen and Ms. Martha Antolik both passed and are currently federal investigators for the U.S. Post Office. Students in the mediation and organizational classes directly benefit by learning from the case studies and investigations these two complete.
- 6.) The Ohio Newspaper Organization featured the Mass Communication collaboration with Cox Media as a model to be copied by all major metropolitan newspapers and public universities in Ohio. The ONO presentation was made by Dr. Melissa Spirek and Cox Vice President of Midwest Media Content Ms. Jana Collier.
- 7.) The American Medical Association requires medical colleges to actively integrate communication courses as a component of the curriculum and so it is fitting that the health communication professor Dr. Marie Thompson and the health communication majors collaborate with the Boonshoft School of Medicine at Wright State University. In addition to attending conferences with the Boonshoft School of Medicine faculty and medical students, in 2015 Dr. Marie Thompson will be co-hosting a medical conference.
- 8.) Drs. Carol Morgan and Mary Rucker served as chair for 7 master theses for the WSU Master of Humanities degree.
- 9.) In 2014 Digital Journalist in Residence Mr. Ray Marcano completed a Fulbright Fellowship in Iceland where he taught faculty and students about the latest advanced in digital media.
- 10.) Dr. Dan DeStephen served as the Commissioner until 2011 of the Ohio Commission on Dispute Resolution and Conflict Management that mandated that he report directly to the Chief Justice of the Ohio Supreme Court.

Programs and areas of recognized excellence with supporting evidence

- 1.) Cox Media Project – Both industrial and academic recognition with guest presentations and panels to share the success of this unique collaboration. Presented at Ohio News Organization, Ohio Newspaper Association, Cleveland State University, Bowling Green State University, Purdue University, Indiana University- Purdue University, Association for Education in Journalism and Mass Communication.

- 2.) COM 1010 Essentials of Speech honored in 2011 by Governor Strickland and the Ohio Board of Regents with an Ohio Innovation Award for Higher Education.
- 3.) Digital program created by Mr. Ray Marcano was honored with a Fullbright Fellowship and corporate interest with Mr. Eric Sherman flying in to review the digital rebranding of the COM 4710 Digital Special Topics class December 1014.

Capacity for growth of programs

The growth for communication studies in the area of health communication. WSU is uniquely placed with this trajectory because of the College of Nursing and the School of Medicine. The University of Louisville, Indiana University Purdue University, Cleveland State University and Purdue University are all targeting this area of expertise in preparing students for careers that integrate communication theories with health settings. The growth opportunity for the mass communication degree is in the area of converged digital platforms with an emphasis on social media.

New program opportunities

Three minors should be offered as early as fall 2015 and no later than fall 2016. Student demand for the mass communication and for the communication degrees is very high and the 2.5 gpa requirement is what keeping students at bay because there are too few faculty to serve more than the 350 majors we are currently serving. A minor in communication studies, mass communication and health communication will allow students who can not meet the 2.5 gpa to learn about the areas that interest them that is not currently possible. Without a question a health communication BA program needs to be considered for development as well.

Proposals to enhance programs (if desired)

Currently the emerging technologies faculty and students are using is limiting what is being produced. The graduation rates within the four years, the cost effective of the department and the creativity and popularity of the communication studies and mass communication majors more than earn the Communication Department the right to have access to new and more emerging technologies that those of nonlinear editing labs. In short, the Communication Department needs to look into the development of its own media lab.