

External Review of Communication Program at

Columbia College 2009-10

Committee Chair

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Institutional Context

Columbia College is a private, liberal arts college affiliated with the United Methodist Church with a Women's College, Evening College, and Graduate Program. Founded in 1854 "to educate young women for fruitful service to church, state and nation," the College is one of 84 remaining women's colleges in the U.S. It also offers co-educational undergraduate and graduate programs in the evening. The Women's College offers 22 areas of undergraduate study including communication. Approximately 900 students are enrolled in the Women's College. The Evening College is geared to working adults and is non-residential and co-educational, though 90 percent women. It offers 10 areas of undergraduate study, including communication. Approximately 300 students are enrolled in the Evening College. The graduate program offers the M.Ed. in Divergent Learning through the Education Division. Until recently, it also offered an M.A. in Human Relations and Conflict Management. This degree is being redesigned into an M.A. in Organizational Leadership under the College's revisioning efforts and expects to admit students again in the fall of 2010. The College has a shared institutional mission statement and distinct mission statements for each of the three colleges.

Institutional Mission Statement

Columbia College, a women's college related to The United Methodist Church, educates students in the liberal arts tradition. The College provides educational opportunities that develop students' capacity for critical thought and expression, life-long learning, acceptance of personal responsibility, and commitment to service and social justice. In furtherance of its mission, the College is responsive to the needs of students, the communities to which it belongs, and the greater global community.

Columbia College encompasses the Women's College established in 1854 and the Evening Program and Graduate School serving women and men. Columbia College is noted for faculty who foster academic excellence through collaborative teaching and learning; a vital learning community in which character, ethics, and values are cultivated; the study of leadership enhanced by opportunities for practical application; programs that capitalize on advances in technology; and learning environments that extend beyond the classroom.

Women's College Mission Statement

Columbia College recognizes the historical and powerful significance in higher education of providing women with a rich, transformative tradition of engaged learning in the liberal arts. Dedicated to academic excellence, social and cultural awareness, spiritual growth, physical wellness, inspiring leadership, and multiple opportunities that bridge learning and living in a complex, diverse world, the College embraces the challenge of educating women to cultivate their voices as rigorous, discerning scholars; confident, vital citizens of a global community; and active, innovative leaders.

Evening College Mission Statement

The Evening College provides a high quality, rigorous and accessible liberal arts and professional education to women and men. Through flexible scheduling the Evening College offers a variety of majors adapted to the needs of professional adults. Evening College programs capitalize on the experiences the adult learner brings to the classroom. Faculty understand and are responsive to the needs of the adult learner. Evening College students join an engaged learning community characterized by a commitment to academic excellence and social responsibility. Graduates of the Evening College are leaders in their professions, communities, homes, and places of worship.

Graduate School Mission Statement

The Graduate School at Columbia College offers master's degree programs and advanced courses designed for professional women and men. Graduate learning in the liberal arts tradition integrates rigorous academic study with the development and enhancement of professional skills. The Graduate School draws on the expertise of the Columbia College faculty in all disciplines and on the extended academic community. Faculty respect diverse student life experiences and incorporate them into course design and learning. Graduate students are encouraged and supported in further studies, career leadership, and leadership in their communities.

The College boasts a diverse student population of 1,500 students, approximately 40 percent of whom are African-American. The College ranks among the top-performing institutions in the country in the National Survey of Student Engagement (NSSE), which measures the overall effectiveness of the college experience. It has also been recognized as one of the top comprehensive undergraduate colleges in the South and is unique in its emphasis on women's leadership development. The Leadership Institute at Columbia College has been recognized for excellence by both the Kellogg Foundation and the Women's College Coalition. In 2007 the College was awarded a Theodore M. Hesburgh Award for Faculty Development. More information about the College can be found on the College Web site: <http://www.columbiacollegesc.edu/about/>.

Department/Program History:

While the field of communication studies has been an integral part of the Columbia College curriculum from the institution's earliest days, the current program in communication is relatively new. After having a speech and drama program for many years, the major, which focused mostly on theatre but included speech courses, was discontinued in 1993. A restructuring of the department left a small theatre program and a popular interdisciplinary minor in communication with courses in speech, English, media, and business. In 2002, at the request of the president and provost, the College added a major in communication to the curriculum in both the Women's College and Evening College. The department was renamed Communication and Theatre, and Helen Tate was asked to chair it. The first graduates of the program completed their degrees in 2003.

The communication program grew quickly from a handful of students to what has become a relatively stable number of about 60 majors between both the Evening College and Women's College (approximately 30-40 in the Women's College and 20-25 in the Evening College). The communication curriculum is taught in both the Evening College and the Women's College, with most required courses being offered separately in each college and most electives being offered as combined Women's College/Evening College courses offered in the evening. Few students enter the college as communication majors; most students become majors or minors after taking the general education communication requirement. Many double major in communication and another area of study.

The curriculum has not undergone a major revision since its implementation with the exception of an extensive effort to infuse the existing curriculum with leadership in an effort to align the curriculum with the College mission and goals as mandated by the president for all academic programs. We also made minor changes to requirements and added to the curricular offerings. In response to ongoing assessment data, Business and Professional Communication was changed from an elective to a requirement¹, and we have offered numerous special-topics courses during the summer, including African American Rhetoric, Presidential Rhetoric, Computer Mediated Communication, Introduction to Public Relations and Rhetoric of Popular Culture². African American Rhetoric has now been added to our regular course offerings³.

In 2009, the president announced a restructuring of academic programs from fifteen departments to five divisions. The communication and theatre programs now belong to the Division of Arts and Communication Studies, along with art, dance, and music. Helen Tate is the division head, Jason Munsell is the coordinator for the communication program, and Sara Nalley is the coordinator for the theatre program. The communication program's Web site can be found at <http://www.columbiacollegesc.edu/academics/communication/>.

¹ This change was based on senior surveys and a focus group session conducted by the director of general education. Students indicated that they felt prepared when they graduated but weren't sure what they were prepared to do. This course was added to help students apply their communication knowledge and skills to career planning and preparation.

² These courses have been offered as special topics courses during the summer. Many of our Evening College students take courses year round, and offering courses in the summer helps them to meet degree requirements in a timely way. We tend not to offer our regular courses in the summer, so as to avoid diluting enrollment for these courses in the regular term.

³ We added African American Rhetoric to the course rotation as a means of diversifying our curricular offerings. Our student population is 40 percent African American, and this course has been quite popular with all students. This curricular perspective provides an alternative to traditional rhetorical perspectives and a means for students to connect their life experiences with rhetorical theory.

In addition to the B.A. in communication, the program houses the Pearce Communication Lab. With the generous gift of Roy and Marnie Pearce in honor of his parents, Ann and Tom Pearce, the College established the Pearce Communication Center in 1998. The Pearce Center is dedicated to advancing written and oral communication skills among students and faculty. Kyle Love is the director of oral communication and a senior lecturer in communication. Love is active in the Communication Centers Division of the National Communication Association, having served as president of the division. The Pearce Lab provides academic support through peer tutoring for oral communication assignments (the College also houses an academic skills center which is independent from the communication lab). The lab supports students enrolled in the required general education course, COMM 100 Introduction to Oral Communication, as well as students working on oral communication assignments in other courses. In addition, the oral communication program provides faculty development to instructors across the curriculum who wish to incorporate oral communication assignments into their courses. More information about the Pearce Communication Center and the Pearce Communication Lab can be found at <http://www.columbiacollegesc.edu/academics/pearce/>.

Links to College Documents

⁴ *Columbia College Women's College Bulletin 2009-2010*

<http://www.columbiacollegesc.edu/academics/pdfs/20092010dayBulletin.pdf>

⁵ *Columbia College Evening College Bulletin 2009-2010*

<http://www.columbiacollegesc.edu/eveningcollege/catalog/20092010EveningBulletin.pdf>

⁶ *Columbia College Faculty Manual 2008-2009*

http://www.columbiacollegesc.edu/faculty/FACULTY_MANUAL_2008.pdf

⁴ The CIS 137 or 140 requirement for the majors and minors and the COMM 400 Senior Project required for minors were officially dropped from the curriculum last year, but the changes were inadvertently left out of the 2009-10 *Bulletin*. CIS 137 or 140 and COMM 400 are no longer required.

⁵ See footnote 4 as it applies to the *Evening College Bulletin* as well.

⁶ This version of the faculty manual does not contain all the revisions made because of the restructure of the college. The faculty voted to extend the deadline for changes to the *Faculty Manual* for the 2009-10 school year until October 2009. While the changes have been made, the revised manual has not been completed and posted. However, the index and table of contents are not completely reformatted. For the reader's ease, we've included correct pages in the narrative when referring to information in the handbook and included a hardcopy of the most revision version in appendix W.

Faculty Biographies

Helen Tate is an associate professor of communication and division head for Arts and Communication Studies. She received her Ph.D. in speech communication from Indiana University and holds B.A. and M.A. degrees in speech communication from Idaho State University. Her research focus is rhetorical theory and criticism with an emphasis on feminist discourse. Dr. Tate teaches Introduction to Oral Communication, Advanced Public Speaking, Small Group Communication, Interpersonal Communication, and Gender and Communication.

Tamara Burk is an associate professor of communication, director of the leadership studies program, and co-director of the Center for Engaged Learning. She received her Ph.D. in educational policy, planning and leadership and her Ed.S. in higher education from the College of William and Mary. She also holds B.A. and M.A. degrees in speech communication from the University of Maine. Dr. Burk teaches Introduction to Oral Communication, Leadership and Communication, and numerous classes in Leadership Studies as well as courses in Liberal Arts. Her interests include pedagogy, leadership education, gender and leadership development, classroom communication, and across-the-curriculum program development.

Kyle Love is a senior lecturer in communication and holds B.A. and M.A. degrees in communication studies from the University of Virginia. She teaches Introduction to Oral Communication, Interpersonal Communication and Business, and Professional Communication. Ms. Love also serves as director of the Oral Communication Program for the Pearce Communication Center. She is active with the National Association of Communication Centers and the Communication Centers Section of the National Communication Association. She was a college administrator for ten years.

Jason Munsell is program coordinator for communication. He received his B.A. and M.A. from the University of Arkansas and his Ph.D. from Louisiana State University. He teaches Introduction to Oral Communication, Introduction to Communication Studies, African American Rhetoric, Intercultural Communication, Persuasion, Rhetoric and Public Advocacy, and the senior capstone course on Research Methods. His current research interests focus on the scholarship of teaching and learning, institutional histories, and the history of rhetoric and communication pedagogy. He also advises the Columbia College Communication Club and the Sigma Gamma Chapter of Lambda Pi Eta.

Sara Nalley holds the M.A. in speech and drama from the University of Florida and the B.A. in speech and drama from Columbia College. Ms. Nalley teaches Introduction to Theater, Introduction to Acting and Introduction to Oral Communication, and she is the department's internship director. She has performed in many stage, film, and television projects, and she presents workshops on communication skills for businesses and governmental agencies throughout the state.

Bachelor of Arts in Communication Studies Curriculum Requirements

The B.A. in communication requires 127 total hours in the Women's College and Evening College, though the General Education requirements differ. The Women's College requires 54-55 hours of general education depending on the courses selected. The Evening College requires 45-47 hours depending on the courses selected. The major requirements are the same for the Women's College and Evening College and include a minimum of 34 hours. Minor changes have been made to the curriculum this year that will be reflected in the 2010-11 Women's College and Evening College bulletins. Those changes are noted with footnotes.

⁷General Education Requirements for the Women's College

Fundamentals

- English 101 (3 hours)
- English 102 (3 hours)
- Communication 100 (3 hours)
- Math (3 hours in one course numbered 100 or higher)
- Modern Spoken Language (6-7 hours from placement)
- Physical Education and Health Promotion 100 or 102 (2-3 hours)
- Liberal Arts 101 The Power of Ideas (3 hours)
- Liberal Arts 102 Women: Images, Reality, Choices (3 hours)

General Studies

- Humanities 3 hours from ENG 200, 210, 220, 230, 240, 250, 310D, 310E, 310N, 310S, 310P, 325, 340, 350, 355, 365, 372, 375; FRE 420, 431, 440, 442, 450, 451; and SPAN 305, 375, 420, 451, 452, 460
- Humanities 3 hours from HIS 102, 103
- Humanities 3 hours from REL 127, 128, 160, 228, 236, 237, 255, and PHIL 154
- Natural Sciences 4 hours from BIO 100, 105, 111, 325; CHEM 100, 121, PS 122, 125, 127, 128, 132, 135, 140, 142, 145; PHYS 221, 222
- Social Sciences 3 hours from ANTH 131, 135; ECON 201, 224; GEOG 164; POSC 101, 225, 260, 350, 449, 467; PSY 102, 186, 210, 282, 325; SO WK 101; SOC 151, 163, 221, 255, 268, 325
- Fine Arts 3 hours from ART 204, 205, 261, 262, 360, 363, 364, 366, 367, 368, 369; DAN 105, 135, 210, 220; MUS 100, 205, 206, 207; THEA 105, 107

Liberal Arts

In addition to completing core requirements, a student earning a B.A. must complete 9 semester hours in the liberal arts. These hours must be taken outside of a student's major discipline, although they can be counted towards the student's minor area of study.

General Education Requirements for the Evening College

Fundamentals

- English 101 (3 hours)
- English 102 (3 hours)
- Communication 100 (3 hours)
- Math (3 hours in one course numbered 100 or higher)
- Modern Spoken Language (6-7 hours from placement)
- 2-3 hours from Physical Education and Health Promotion 100, 102, 261, 263, 264, Psychology 186, 210, 240

Interdisciplinary Studies

6 hours of critical thinking through interdisciplinary studies from LA 101, BUS 300, HIS 230, PSY 201, PHIL 253

Women's Studies

3 hours from LA 102, HIS 405, POSC 350, PSY 325, REL 255, Art 364

⁷ The College is currently reviewing its general education offerings for revisions. The last revision was in 1998. The goal is to move toward a learning outcomes model with a reduction in the total hours required for general education so that students can add multiple minors and package more marketable degrees. The academic divisions have been asked to review curricula in an effort to identify possible minor options that may already exist in the curriculum but which are not labeled in the college catalogue and thus are not clearly visible to students. Interdisciplinary options for majors and minors are encouraged. Adding new courses without the resources or faculty to teach them is discouraged. The new requirements are unlikely to win faculty approval this year because much controversy surrounds many of the changes currently being suggested.

Humanities Distribution

3 hours from ENG 200, 210, 220, 230, 240, 250, 310D, 310E, 310N, 310S, 310P, 325, 340, 350, 355, 365, 372, 375; FRE 420, 431, 440, 442, 450,451; and SPAN 305, 375, 420, 451, 452, 460
3 hours from HIS 102, 103
3 hours from REL 127, 128, 160, 228, 236, 237, 255, and PHIL 154

Natural Sciences

4 hours from BIO 100, 105, 111, 325; CHEM 100, 121, PS 122, 125, 127, 128, 132, 135, 140, 142, 145; PHYS 221, 222

Social Sciences

3 hours from ANTH 131, 135; ECON 201, 224; GEOG 164; POSC 101, 225, 260, 350, 449, 467; PSY 102, 186, 210, 282, 325; SO WK 101; SOC 151, 163, 221, 255, 268, 325

Fine Arts

3 hours from ART 204, 205, 261, 262, 360, 363, 364, 366, 367, 368, 369; DAN 105, 135, 210, 220; MUS 100, 205, 206, 207; THEA 105, 107

Communication Major Requirements for the Women's College and the Evening College

Required

COMM 200 Survey of Communication Studies (3 hours)
COMM 210 Interpersonal Communication (3 hours)
COMM 220 Advanced Public Speaking (3 hours)
COMM 240 Small Group Communication (3 hours)
COMM 250 Business and Professional Communication (3 hours)
⁸COMM 399LS Communication Leadership Semester (1-4 hours)
COMM 499 Senior Seminar in Communication (3 hours)

Elective Courses in Communication: Students must also select 15 hours from the following:

⁹COMM 110 Voice and Diction (1 hour)
¹⁰COMM 280 Introduction to Media Production (3 hours)
COMM 300 African American Rhetoric (3 hours) (prerequisite COMM 200)
COMM 310 Persuasion (3 hours) (prerequisite COMM 200)
¹¹COMM 320 Leadership and Communication (3 hours) (prerequisite COMM 200)
COMM 330 Rhetoric and Public Address (3 hours) (prerequisite COMM 200)
COMM 340 Intercultural Communication (3 hours) (prerequisite COMM 200)
COMM 350 Organizational Communication (3 hours) (prerequisite COMM 200)
COMM 360 Gender and Communication (3 hours) (prerequisite COMM 200)
¹²COMM 380 Advanced Media Production (3 hours) (prerequisite COMM 280)
¹³COMM 399LS Communication Leadership Semester (1-3 hours)
THEA 107 Introduction to Acting (3 hours)
ENG 205 Introduction to Mass Communication (3 hours)
COMM 270K Internship in Communication (1-4). (prerequisite 3.0 GPR and consent of instructor) No more than three (3) semester hours of internship may count toward the major

⁸ We just passed a curriculum proposal to remove COMM 399 from the requirements to be listed in the 2010-11 bulletin. It was added three years ago as part of our leadership infusion plan, and we were given a faculty position to support it. In the wake of the recent economic downturn, the faculty position was lost; we subsequently determined that with current faculty and restrictions on adjunct hires, we could not continue to offer this labor-intensive course. Instead, students will take COMM 320 Leadership and Communication to meet their leadership semester requirements.

⁹ This course has not been offered in over 10 years.

¹⁰ This course has not been offered since the fall of 2007. The lecturer who regularly taught it retired in the spring of 2006 and an adjunct taught it the fall of 2007. He was not rehired to teach it due to unsatisfactory performance.

¹¹ This course will be required beginning with the 2010-11 bulletin. Students will still have to select 15 hours of electives.

¹² This course was last offered in the spring of 2006. The lecturer who taught it retired in 2006.

¹³ This course will be removed from the bulletin beginning with the 2010-11 academic year. We do not have the resources to offer it. See footnote 5.

Response to NCA Guidelines

Guideline #1: Missions, Goals, and Learning Outcomes

The program should have a clearly articulated mission and clearly specified goals that are tied to the institution's missions and goals. The program should also have clearly specified learning outcomes for each of the undergraduate programs. These goals and outcomes should be tied to assessment measures, and the results of assessment should be incorporated in ongoing program refinements.

1. The mission of the program should support and contribute to the institution's mission.

The communication degree at Columbia College supports and contributes to the Columbia College mission (<http://www.columbiacollegesc.edu/about/mission.asp>) because it is grounded in the liberal arts tradition rather than having a professional or pre-professional emphasis. The communication program mission reads as follows:

The B.A. in communication provides students with a solid foundation in the discipline of communication with an emphasis on the practical, critical, and theoretical aspects of human communication needed to prepare students for engagement in an increasingly complex and global world.

The balance between practical, critical, and theoretical aspects reflects the values of a liberal arts education to prepare students for professional success, personal enrichment, and civic engagement.

While leadership for women has been an integral part of the Columbia College tradition, its emphasis and incarnations have varied under the auspices of different administrations. Under the leadership of President Whitson, our current president, leadership has taken on new life. In the fall of 2003 Tamara Burk was hired as the new Director of Leadership Studies and was charged with developing an across-the-curriculum model of leadership. Burk's background is in communication, and she teaches in the communication program in addition to her other duties. Burk developed a model of leadership development based on the Four Cs of leadership (see appendix A), and in 2006, all academic departments were charged by the president to infuse their curriculum with a leadership emphasis using this model. The communication program faculty developed a disciplinary-specific philosophy of leadership, revised its mission and goals to emphasize this philosophy, and infused each class with leadership based on our philosophy. See appendix B for a complete description of this process in a published article. In short, the communication program has consistently and strategically aligned its program with the goals and mission of the college.

2. The program should have clearly defined goals that reflect its mission.

The goals of the program were developed to achieve the mission of the program and the College. We currently assess seven goals on a regular basis and are in the process of adding an eighth goal for leadership. The following chart lists the goals, assessment procedure, and course where the goals are measured along with the assessment tool.

Learning Goals and Outcomes for Major in Communication	Assessment Procedure and Course Measured	Assessment Measure
1. Students will demonstrate their ability to present an effective speech.	Randomly selected speeches from the COMM 220 Advanced Public Speaking class will be rated by department faculty (other than the instructor of the course) on speaking competencies from the National Communication Association's Competent Speaker Form.	Rubric 1: Speaker Competency form (Adapted from NCA)
2. Students will demonstrate their ability to solve practical problems in small group situations.	Randomly selected group projects from the COMM 240 Small Group Communication class will be rated by department faculty (other than the instructor of the course).	Rubric 2: Problem Solving form
3. Students will demonstrate effective communication behaviors while working in small groups to solve a	Randomly selected groups from the COMM 240 Small Group Communication class will be videotaped and observed in small group interaction by department faculty who will rate their ability to communicate effectively in	Rubric 3: Group Interaction form

problem.	groups.	
4. Students will demonstrate the ability to select and use appropriate presentation technology.	Randomly selected speeches from COMM 220 Advanced Public Speaking will be rated by department faculty (other than the course instructor) for the appropriate and effective use of speaking technology.	Rubric 4: Presentation Technology form
5. Students will demonstrate their knowledge of communication theory through critical inquiry.	Randomly selected senior projects from COMM 499 Senior Seminar will be rated by department faculty (other than the instructor) for their ability to use communication theory to ask and answer relevant research questions.	Rubric 5: Critical Inquiry form
6. Students will understand how culture influences the communication process.	Randomly selected exam questions from the Survey of Communication class will be rated by department faculty other than the instructor. **We are not satisfied with how we are measuring this and are working on an alternative form. We believe cultural understanding is reflected in most of the communication curriculum and would like to develop a pre-post measure that would assess the growth of the student over her time as a major.	Rubric 6: Intercultural Understanding form **Would like to find a general cultural sensitivity scale that could be given as a pre and post. All those I've seen charge to use them.
7. Students will feel positively about their ability to communicate effectively in a variety of communication contexts.	Seniors taking the Senior Survey will agree that their communication coursework has improved their interpersonal communication, small group communication and presentation skills.	Senior Survey, NSSE data
8. [We are currently working on an assessment measure for leadership.]	We expect this to be measured in COMM 320 Leadership and Communication . We may also add questions to the senior survey.	

In addition, our philosophy of leadership describes program goals as follows (see appendix C for the complete philosophy):

In Columbia College's Department of Communication and Theatre, we believe that leadership, like communication, is a relational process of mutual influence for the accomplishment of collective goals. It is not a skill or even a set of skills, but rather a transactional process of influence occurring between leaders and followers. Leadership is about seeking to influence others through the creation of a rhetorical vision of change and through facilitating that process of change collaboratively with autonomous followers who also influence the process through active and willing participation. As President Whitson has observed, "Leadership is not about the position you hold, but about the difference you make" (Whitson). Similarly, Joseph Rost makes a distinction between leaders/followers and "non-players," who do not participate in the process of change (Crawford, Brungardt and Maughan 139).

At Columbia College, we believe that if we can move students from being "non-players" to effective and competent agents of change, we will be successful in developing leadership as a relational process of mutually beneficial influence. However, we also acknowledge that this process of influence must be guided by an ethical vision. Therefore, we encourage value-centered leadership, based on open communication and persuasion rather than coercion or authority.

If our goal is for followers to become autonomous participants, collectively working to bring about mutually desirable change, then we must develop in our students both a willingness to explore and embrace moral principles and an appreciation for a collaborative community process. By doing so, we are giving them tools not only for promoting change but also for persisting in their collective goals when, as is often the case, desired outcomes are not immediate.

Because our definition of leadership depends on effective communication, much of our work to develop communication competence can also help students develop effective leadership potential. The word "*potential*" is important to our philosophy of leadership because we believe that leadership is always contextual and always relational, and therefore not reducible to a single set of skills. However, we recognize that students who study communication often hone general abilities that will help them as

leaders/followers to collaborate effectively and to promote mutually beneficial change. These abilities include critical thinking and problem solving, persuasive argumentation (particularly with regard to motivating others into collaborative action), critical analysis of rhetorical messages, information organization, planning, and the promotion of harmonious group dynamics.

3. The program's mission and goals should reflect how the program defines academic excellence in communication.

If students are successful in accomplishing the goals set out in our program assessment, we believe they will have achieved academic excellence. The program's leadership philosophy also delineates the mission of the communication program and sets forth expectations for fostering leadership potential through the rigorous study of communication.

4. The program should have a clearly specified procedure for tracking progress toward meeting program goals that are separate from learning outcomes such as program development, faculty lines, budget, etc. These goals should include multiple measures to assess the attainment of program goals.

The communication faculty members meet at the end of every academic year for a program retreat. The agenda includes reviewing all our assessment data for the year along with other program information, such as enrollment, retention, and quality of student preparedness. The outcome of that meeting includes a list of program weaknesses, strengths, and goals for the upcoming year. These goals address curriculum revision and direction, the need for additional faculty positions, extra-curricular programming, equipment purchases and needs, and so forth. Our goals are reviewed at the start of the next academic year, and the annual report reflects the degree to which we accomplished program goals from the previous year. This is a collaborative, ongoing process. The program does not have much discretionary spending beyond operations, but major purchases such as replacing and/or updating technology are part of our discussions. See appendix D for past annual reports.

5. The program should have student learning outcomes that reflect the competencies, skills, and knowledge its graduates are expected to attain.

The communication curriculum currently in place is based on the learning outcomes devised when the program was written. (See guideline 1, question 2 for the complete guidelines.) The curriculum is designed such that all students who graduate take the core classes needed to build core competencies and knowledge. Elective hours in the major reinforce these goals and provide additional support. See appendix E for the program's assessment plan and rotation.

6. Courses and experiences required of students should be clearly linked to the student learning outcomes.

Having designed the curriculum in response to the student learning outcomes, we have a strong and direct correlation between learning outcomes and the courses and experiences required of students. See appendix E for learning outcomes and assessment measures.

7. The program should have multiple measures adequate to assess the students' attainment of the learning outcomes and the program's attainment of its goals. These measures may include specific assignments within classes (e.g. projects, exams), experiences outside formal classroom structures (e.g., internships, service learning projects) and summary data collected through surveys, portfolios, etc.

The program assessment plan includes samples of student work from classes, self-report surveys, campus assessment data, and results from national assessment measures. We measure goals for both the major program and our general education components. All learning outcomes are measured on a regular rotation and collected into an assessment report. Faculty set specific goals for program enhancement based on assessment data, and those changes are also measured for effectiveness. The communication program has been proactive in implementing changes based on assessment. We have not always been able to get institutional or national assessment data returned to the program in time for goal setting and planning, but we always review and respond to all the data in an ongoing process of self-reflection with the goal of improvement. See appendix F for past assessment reports.

8. The program should have a clear, strong mechanism for the assessment and development of teaching.

The program has a comprehensive assessment plan that includes learning outcomes, multiple measures, and a regular rotation. See appendix F for our assessment plan. Our goals for enhancing the program are based on assessment and include specific teaching strategies in addition to curricular changes. Regular assessment has also been helpful in identifying particular problems in specific classes, which are addressed in consultation with the instructor.

The program also has a peer observation program which is required of new faculty and recommended for faculty seeking tenure and/or promotion. See appendix G for the peer observation process and forms.

The College also supports a nationally recognized faculty development program which provides a day-long faculty development workshop every fall and a half day workshop every spring. During the semester, the faculty development committee sponsors Faculty First Fridays (FFF). Every first Friday of the month, the committee sponsors a session which is open to all faculty. See appendix H for a list of FFF topics.

9. The program should routinely evaluate and refine its program in light of the information gleaned from its assessment activities.

Reviewing our assessment data and addressing weaknesses are hallmarks of our program. In recent years, assessment data have led us to add courses to our requirements, to add components to courses, to change assignments in classes, to adopt different teaching strategies, and even to change the way we measure goals. In addition, assessment is an ongoing commitment, so changes are also assessed. See appendix F for past assessment reports.

Guideline #2: Administration and Governance

The communication program should have an organizational structure that supports and facilitates the achievement of its mission, goals, and objectives. There should be evidence of ongoing assessment of unit leadership and faculty participation in decision-making.

1. The program should have clearly identified and appropriately qualified leadership charged with fulfilling the program's mission.

The division head is the primary person charged with fulfilling the program's mission. Dr. Helen Tate is head of the Division of Arts and Communication Studies and associate professor of communication. She holds the Ph.D. in speech communication from Indiana University. She has been a member of the Columbia College faculty since 1999. She formerly served as chair of the Department Communication and Theatre.

Dr. Jason Munsell, associate professor of communication, is program coordinator for communication. He holds the Ph.D. in communication from Louisiana State University and has been a member of the Columbia College faculty since 2003.

Pages 16-18 of the *Faculty Manual* (appendix W) delineate all duties of the division head and program coordinator as follows:

The Academic Division Head provides leadership to the Division. In collaboration with division faculty, the Division Head suggests and develops the general direction of the division, through the following:

1. Promoting good working relationships among the division's faculty.
2. Initiating programs that take advantage of current circumstances.
3. Promoting awareness of the latest campus, state, and national trends that may affect division programs.
4. Promoting attaining the highest accreditation standards that relate to division programs.
5. Supporting high academic standards.

Serves as liaison between the division and the administration:

1. Prepare the division's strategic plan and annual updates.
2. Prepare and revise the division's budget as required.
3. Prepare the annual division report. This report should include the following:
4. Translate administrative initiatives to the divisional level.

5. Communicate divisional initiatives to all members of the divisional level.
6. Convey faculty concerns to the administration and work to resolve them.
7. Promote and interpret the division's initiatives to various constituencies on the campus.

Supervises the work and the development of the division's faculty:

1. Encourage and support faculty members in professional development activities.
2. Promote the quality of the division faculty's teaching.
3. Oversee the appointment of new divisional faculty members and monitor and make recommendations concerning divisional faculty's salaries.
4. Evaluate individual division faculty as required.
5. Counsel individual faculty members about fulfilling requirements for tenure and promotion.

Deals with student and faculty-student affairs:

1. Arrange for student advising and course planning.
2. Mediate student-faculty disputes.
3. Complete student forms that need the Division Head's signature.
4. Work to resolve concerns that the Registrar and the Academic Office have about students.

Implements the division's curriculum:

1. Oversee all curricular offerings.
2. Propose or review suggestions for changes in the division's curriculum.
3. Review other divisions' curricular proposals with respect to their impact on the division's faculty or curriculum.
4. Supervise the assessment of the division's academic programs.
5. Promote the development of library resources.

Manages the operation of the division:

1. Supervise the work of the division's staff—including student assistants assigned to the division.
2. Arrange for divisional representation at pre-registration, registration, Open House recruitment events, orientation, and so forth to include representation of specific programs within the division as appropriate.
3. Represent the division at various functions.
4. Attend to divisional correspondence and other paperwork.
5. Attend the meetings of the division heads.
6. Complete evaluation procedures for divisional staff.
7. Arrange for the operation of the division during periods of the division head's absence.

Program Coordinator

In addition, each Division Head will appoint Program Coordinators within each division with specific responsibility for monitoring and directing the curriculum for a specific program or more than one program. The coordinator will also assist the division head in assessment planning, implementation of the assessment plan and interpreting the results of the assessments.

2. The administrative head of the program should have sufficient authority to establish class schedules, assign faculty, and conduct appropriate evaluations of faculty performance.

The division head is charged with the responsibility of establishing class schedules and faculty teaching responsibilities. The communication program has a rotation of course offerings (see appendix R). Faculty members are assigned to courses by the division head based on needs, expertise, and interest.

Faculty members are evaluated by the division head and provost every year. Each faculty member fills out a standard campus form that includes standard ratings on teaching, service, and scholarship; narratives on accomplishments, strengths, and areas for improvement in those three areas; and a narrative on goals and reflection on past goals. Once the faculty member completes the self evaluation, it goes to the division head, who provides ratings and feedback. The division head and faculty member then meet to discuss the evaluation and refine goals for the next academic year. The evaluation is then sent to the provost, who gives feedback to the faculty member. Faculty may write rejoinders if they are not satisfied with their evaluations. The division head fills out a similar self evaluation yearly, though it includes a section on leadership. It is reviewed by the provost, and the division head and provost meet to discuss the evaluation and set goals for the division head for the following year. See and division head evaluation forms.

3. The administrative head of the program should have authority over the program's budget and resources.

The division head is responsible for the allocation of the program's budget and resources. She signs off on all purchase requests. The program coordinator is responsible for monitoring and directing the program curriculum and assisting the division head with assessment. In our particular situation, the division head is a communication professor, but the new divisional structure allows for the position of division head to be filled by a faculty member from any of the programs in our division. The duties of the division head and program coordinator can be found on pages 16-18 of the *Faculty Manual* (appendix W) and are detailed above in response to guideline 2, question 1.

4. Faculty should have significant input into program decision-making. Faculty should have sole authority in the areas of curriculum, program goals, and student learning outcomes.

The Bylaws of the College as found in the *Faculty Manual*, page 65, (appendix W) charge the faculty with the following:

1. The determination of the standards of admission, of promotion, and of graduation of students.
2. The determination of the courses of study and the methods of instruction.
3. The recommendations to the Trustees for favorable action on the candidates for degrees.
4. The submission of reports during and at the end of each academic term as required by the administration of the College.

In addition, program faculty collaborate in curricular decisions by proposing new course offerings, reviewing assessment and making recommendations, and reviewing and revising program goals. Much of this decision making occurs in the program's year-end retreat and also in monthly program meetings.

5. The communication program should have clearly articulated faculty handbook that contains relevant institution policies and procedures regarding faculty (e. g., faculty evaluation, tenure policies), and relevant program-specific policies that govern its operations.

The *Columbia College Faculty Manual* (appendix W) defines the requirements, policies, and procedures for tenure and promotion (see pages 18-35 of the *Faculty Manual* appendix W). The communication program does not have a separate faculty manual. All policies and procedures regarding faculty in the *Faculty Manual* (appendix W) apply to communication, and our program and college are small enough that a separate manual is not necessary.

6. The program should have a process for assessing the leadership that draws input from faculty, staff, and students.

The *Faculty Manual* (appendix W) states that division heads are evaluated by faculty every two years. The provost is evaluated in the alternating year. Evaluations of division heads by their respective faculty members are collected by the provost who tallies the scores and summarizes the comments of faculty members to ensure some measure of anonymity in the evaluation. The provost reviews the evaluation with the division head. Staff and students do not formally evaluate the division head. (See appendix J for the division head evaluation form.)

There is no process currently in place for evaluation of the program coordinator except as part of his/her regular annual review. The role of program coordinator is new, and so far no policy has been recommended for review.

Guideline #3: Resources and Personnel

Administrative support, personnel, facilities, budget and equipment. The communication program should have sufficient resources to achieve its mission. The resources devoted to the program should be comparable in quantity and quality to similar programs within the institution and communication programs in comparable institutions.

1. The unit should have sufficient administrative support staff to execute its educational mission.

When the major in communication was implemented, the Department of Communication and Theatre shared an administrative assistant with the Department of Religion and Philosophy. The administrative assistant also ran the box office as a separately paid duty. Religion and Philosophy had three full-time faculty and some adjuncts, and Communication and Theatre had four full-time faculty. In 2006, Religion and Philosophy faculty moved out of Cottingham Theatre, and that department was assigned a new administrative assistant. The workload for our administrative assistant was adjusted so that the box office duties were incorporated into the administrative assistant's responsibilities instead of being an additional job. While the administrative assistant had fewer faculty to serve, those evening hours reduced the hours the administrative assistant was in the office during the workday.

This arrangement worked reasonably well until the College underwent restructuring. In the restructuring, each division was given two administrative assistants. The art and music programs kept their shared administrative assistant; dance lost its administrative assistant; and communication, theatre, and dance were asked to share one administrative assistant, a situation complicated by the fact that dance is housed in a building across campus from the other programs in the division. The hours of our administrative assistant are divided between the two buildings. The extra workload, duties, and complications of trying to operate out of two offices contributed to the resignation of our former administrative assistant in September, and we operated with student workers until November. This situation has put an additional strain on faculty and on the division head. Our new administrative assistant is expected to provide daily support to communication, theatre, and dance. She also oversees the box office for the division, but student workers will be used to run the box office, allowing her more time to devote to program support.

2. Release time for administration of the program, development of new courses, or for service and research should be appropriate to the mission of the program and institution.

Columbia College is a teaching-intensive institution with a 4-4 teaching load. Research requirements are minimal but nonetheless expected of tenure-track faculty (see the tenure and promotion guidelines in the *Faculty Manual* pages 26-27, appendix W). The service expectations can be extensive. Under the department structure, the department chair was given one course release each semester and a 10-month contract to administer the needs of the department. Under the new structure, the division head is given two course releases each semester and a 10-month contract to administer the needs of 5 academic programs. Each academic program has a program coordinator who oversees curriculum development and assists with assessment of the program but who is given no compensation or release time.

All course releases for service to the program or College were renegotiated under the new structure. Everyone in our program took on additional responsibilities or teaching assignments in the restructuring. The communication program coordinator teaches a 4-4 load. The program coordinator for theatre carries a 3-3 teaching load with one course release a year to direct all communication and theatre internships and one course release a year to produce all theatre events for the College. The director of the Oral Communication program of the Pearce Center has three course releases a year to direct the Pearce Communication Lab and to provide faculty development on issues related to communication across the curriculum. She carries a 3-2 teaching load in addition to teaching a one-credit course for the peer advisor lab training. The final member of the department is also the co-director of the Center for Engaged Learning and the director of Leadership Studies. She carries a 3-3 teaching load with courses in communication, leadership, and liberal arts included in her load. She also teaches a one-credit peer mentoring course each semester for the Center for Engaged Learning. No course release is offered for curriculum development, course design, or research. (See appendix K for course loads for the academic year 2009-10).

Full-time faculty of the rank of full professor, associate professor, or senior lecturer may apply for a sabbatical after six years of consecutive service to the College. The sabbatical is competitive, based on available funds, and not guaranteed. Only one member of the current faculty in communication has ever applied for, been granted, and taken sabbatical leave. Generally only one or two faculty members receive sabbaticals each year.

Sabbatical criteria and applications can be found at

<http://www.columbiacollegesc.edu/faculty/dev/sabbatical.asp>.

3. Program budget should be comparable to similar programs in the institution. The cost per credit hour for the program should be comparable to similar programs in the institution.

The communication program budget is still based on the department model and includes resources for both communication and theatre programs. While the costs of operating the minor in theatre cannot be easily separated out of the department budget, the theatre production costs are a separate line in the department budget. In past years the total annual budget has been \$12,583 of which \$6,000 was designated for theatre production, leaving \$6,583 for administering the communication and theatre programs. In past years the program budget has run short, and we have used remaining funds in the theatre production line to cover needs in the communication and theatre program, generally between \$1,000 and \$2,000 a year. This year \$1,000 of the theatre production line was allocated to the communication and theatre programs' operating budget. Thus, of the total \$12,583 budget, \$5,000 is allocated for theatre production and \$7,583 is allocated for administering the programs in communication and theatre. In addition, this year, a divisional budget was created, and 1 percent of our budget was allocated to the division for costs that cannot easily be divided by programs.

The budgets will be undergoing further revision next year under the divisional structure with one budget for the division which includes lines for all programs. In the meantime, when the theatre production line is subtracted from the budget, the communication program (and theatre curriculum) has one of the lowest budgets on campus for any major program. See appendix L for all programs' operating budgets for 2008-2009 (budgets were not changed for 2009-2010 except as noted above).

Last year, the College underwent an extensive program review in an effort to identify underperforming programs and to reduce costs. Decisions were based on an internal cost analysis of programs in addition to other data, including enrollment, retention, and program distinctiveness. According to that data, the communication and theatre programs spend \$164 per student credit hour and has a student-faculty ratio of 14:1 (the target ratio for the College). In its comparison to other programs, the communication and theatre programs rank in the top third of the College for student credit hours generated per faculty member in the major and in all course offerings. It ranks in the middle in terms of dollars per student credit hours generated and is comparable to other communication programs at both comprehensive colleges and baccalaureate colleges based on Delaware data (see appendix M for Delaware Data and Cost Analysis report). These numbers include costs for theatre faculty and theatre production, and it is likely that if these costs were separable, we would rank even higher. The program review indicated that we function in a cost effective manner. However, we did lose a faculty position in the program review and have increased our teaching loads and reduced our theatre offerings in order to cover our communication course loads.

4. The program should have resources adequate to support its mission, including resources to support faculty development. These resources may be internal to the unit (e.g., reassigned time for mentoring new faculty or conducting research) or external to the unit (e.g., institutional grants for curriculum development and research, teaching/learning centers)

Columbia College has a well-supported faculty development budget. The College allots a \$300 professional allowance for books, journal subscriptions, professional membership fees, or other forms of faculty development for each full-time faculty member to use at his or her discretion each year. In addition, the College provides faculty development grants of up to \$1,800 a year for faculty to attend professional events such as conferences. Grants are awarded in three categories, with the highest awards going to faculty presenting at professional conferences. Grants are not typically denied unless the proposal does not meet the criteria. Grant criteria and applications can be found at <http://www.columbiacollegesc.edu/faculty/dev/grants.asp>.

Faculty Development also offers a grant in the form of course release, when possible for the College, to allow faculty to work on substantive research projects. These are highly competitive grants and are contingent on the program's needs and the ability of the College to support adjunct salary. Faculty Development grants are also available to support collaborative team teaching and student-teacher research. Grant criteria and applications can be found at <http://www.columbiacollegesc.edu/faculty/dev/grants.asp>.

The Pearce Communication Center also offers a small stipend equivalent to 1/3 of a course release to faculty who participate in its faculty development program to strengthen writing- and speaking-across-the-curriculum initiatives.

5. The program should have an operational budget sufficient to assure the development and support of instructional activities.

As cited in #3 above, the operational budget of the communication program is among the lowest on campus. While our basic instructional needs are met such as copying, classroom supplies and equipment we do not have resources to fund many of the instructional activities we believe would enhance student learning. (Please see guideline 6, question 7 for specific examples of the kinds of instructional activities faculty incorporate into their courses.) Many of us incorporate experiential learning, service learning, service projects and outside speakers for our classes and those activities come with expenses that exceed our operational budget. In addition, our program has consistently sent students to professional conferences to present research and projects, but we simply don't encourage them to submit to national conferences as it is too cost prohibitive. Some of our class projects require students to visit places in the community and transportation can be a problem for some students. Many of us bring guest speakers to our classes as well and while we don't pay them, we do recognize them with nominal honorariums or college-related gifts.

We feel strongly that these activities have significant value for the educational experience of our students and they are the kinds of activities that foster retention and commitment to the College long-term. Program faculty sometimes foot the bill for some of these activities or spend considerable time identifying funding from other sources on campus to accomplish these goals.

In our discussions about the adequacy of our budget for instructional needs for this report, we discovered that we have been so cost-conscious for so many years that we have developed a frugality mindset that often keeps us from even considering innovative curricular activities or changing the curriculum. For example, we have talked about enhancing the experience of the capstone class by team teaching with faculty who use different research methods, but we have dismissed the idea because our tight teaching loads preclude it. We believe this program has been exceptionally responsible with College resources and has done everything asked by administration to operate course rotations efficiently, but perhaps sometimes at the cost of being less innovative with our curriculum and program activities than we might be.

6. The program should have sufficient office space for faculty and staff to assure the effective implementation of the educational program.

Cottingham Theatre is the principle home of the communication program. Most of the communication faculty are housed in Cottingham Theatre, with the exception of the division head, who is housed across the street in the Spears Music Art Center, and the Director of Leadership Studies, who is housed in the Center for Engaged Learning. In addition, as mentioned above, the administrative assistant divides her time between Cottingham Theatre and Godbold Gym, where the dance program is housed. Administration has asked all programs in the division to consolidate to two buildings by the 2010-11 school year: Cottingham Theatre and the Spears Music Art Center. The division is studying the space in both buildings to determine the best use of space. The physical separation issues have been most difficult on the communication program, which has faculty offices spread among three buildings. There is enough space, but we are geographically spread around this year, a situation that contributes to decreased cohesiveness in the program. When we move to two buildings, we hope once again to bring some physical unity back to the program.

7. The program should have access to appropriate classrooms, educational and meeting spaces to fulfill its mission.

Cottingham Theatre houses a smart classroom used almost exclusively by the communication program. The room is in use from morning until late in the evening, and there are times when we could use a second classroom space with technology in the building. The computer in the communication classroom is provided by and supported by the College's information technology (I.T.) department, and all faculty members have office computers supported by I.T. The internet connection in the classroom has gotten worse over the last year, at times taking as long as 20 minutes to turn on and pull up a document. This problem seems to be failure of the Ethernet and not the computer itself. There are two other classrooms in the building, one used primarily by theatre with no available technology and one used primarily by religion and philosophy, which has technology equipment. The projection equipment in the classroom was purchased using money from the Pearce Communication Center endowment. Over the last year, the communication program invested over \$2,000 in new equipment in order to transition its media recording system from analog to digital.

The building also houses the Pearce Communication Lab and has a conference meeting room used by students, faculty, and staff. The building also houses a large proscenium theatre used by theatre, dance, and music and a small black box theatre used mostly for theatre.

Cottingham Theatre is in poor shape cosmetically and structurally. This year the leaking roof was repaired. Leaks have damaged the plaster ceiling in the theatre and caused insulation and ceiling tiles to fall through in the lab theatre. Once the roof was fixed, crews began to repair the plaster ceiling, which was falling in. New leaks have since developed in the upstairs lobby area, particularly outside the Pearce Lab. A mold infestation quickly developed, requiring fumigation. The building's HVAC system is 45 years old, requiring constant care and experiencing regular break downs. The building has gone without heat several weeks at a time this winter. The electrical system is also stretched, limiting the use of electrical appliances (such as space heaters), and the building suffered an electrical fire in the main theatre last year. We have serious concerns about the condition of the building. It is becoming uninhabitable with the constant HVAC breakdowns, leaks, and mold infestations.

8. The library holdings should be sufficient to support the educational and research activities of the students and faculty.

The library carries a relatively large periodical collection for communication, given the size of our institution. See appendix N for a list of periodical subscriptions.

Historically, the communication and theatre programs have been allocated \$2,000 a year for new book purchases. This year the book budget was reduced to \$3,000 for the entire division, including art, dance music, communication, and theatre. All division holdings were cut as South Carolina cut its funding of PASCAL, our shared library data base, by 90 percent and schools in the state had to replace funding for their data bases. Money was shifted from book and media holdings in order to maintain our database of journal subscriptions.

9. The program should have appropriate equipment, including computers, and technological support for faculty and staff to ensure effective implementation and program excellence.

The College provides computers for all full-time faculty and updates them on a regular basis. The College uses Jenzabar's data management system which includes a learning management system for online teaching and learning. I.T. support includes ongoing training for faculty and a well-staffed help desk. The I.T. staff worked with our program to put together a manageable digital recording system for assessment of student speeches and other assignments. They trained all faculty to use it and provide outstanding support when problems arise.

Guideline #4: Faculty and Professional Staff

The communication program should have an adequate number of qualified full-time and continuing faculty and staff lines to meet its mission and goals. (Note: In programs that have tenure, "continuing" faculty refers to tenured and tenure-track faculty).

1. A program should have sufficient full-time continuing faculty and staff to meet its mission and assure high quality undergraduate education.

Currently, we have five full-time faculty members. However, even though Columbia College is a teaching intensive institution with a 4-4 teaching load, *all* communication and theatre faculty members but one (the communication program coordinator) have some sort of course release for duties both within and outside of our program. Course releases include the following:

Division Head: 6 hours a semester, 12 hours a year
Theatre Production: 3 hours each academic year
Director of Internships for Communication and Theatre: 3 hours each academic year
Director of Oral Communication for the Pearce Center: 9 hours each academic year
Director of Leadership Studies and Co-Director for the Center for Engaged Learning: 6 hours each academic year

Before the College restructuring, the department's faculty-to-student teaching ratio was 14:1, which is above the average for the College and at the target ratio for the College. With the restructuring and increased loads, we will likely increase that ratio considerably. We are able to cover our courses with an occasional adjunct, but our flexibility to offer topics courses or to direct independent studies remains limited. We all deliver COMM 100, our

general education basic course, and while we believe it is explicitly linked to the mission of the College, we are stretched thin as far as flexibility to experiment with new offerings or additional sections of current offerings.

2. The full-time faculty/student ratio should be appropriate to the mission of the program and the institution, comparable to similar programs in the institution, and to communication programs at similar institutions across the country.

Last year's College-wide program review (in an effort to identify underperforming programs and to reduce costs) revealed that the then-Department of Communication and Theatre spends \$164 per student credit hour and has a student-to-faculty ratio of 14:1 (which is the target ratio for the College). In its comparison to other Columbia College programs, Communication and Theatre ranks in the top third of the College for student credit hours generated per faculty member in the major and in all course offerings. It ranks in the middle in terms of dollars per student credit hours generated and is comparable to other communication programs at both comprehensive colleges and baccalaureate colleges based on Delaware data (see appendix M). However, those numbers include the cost of theatre production and the theatre program whose curricular expenses are not separable from communication.

The program review indicated that we function in a cost effective manner. Nonetheless, we lost a faculty position in the program review and have increased our teaching loads and reduced our theatre offerings in order to cover our communication course loads. In addition, we raised the enrollment cap in COMM 100, Introduction to Oral Communication, from 20 to 22 and raised the cap in Advanced Public Speaking from 16 to 20.

3. Institutional expectations for teaching, scholarship, and service should be comparable to similar programs nationally.

Columbia College is a teaching-focused institution with heavy service requirements. There is also a minimal scholarship requirement. The teaching load is defined in the *Faculty Manual* (appendix W) as 12 semester hours per semester (page 49). In addition, faculty members are expected to serve on at least one college committee and one faculty standing committee (see pages 65-78). Most faculty in fact serve on 4-5 committees, including various ad hoc committees (see appendix K for course load and committee assignments). Faculty Governance is of the whole, so all faculty members attend a faculty governance meeting each month. Tenure and promotion guidelines specify service to the College and division, to the discipline, and to the community (see page 31-32 for specifics). Scholarship requirements for tenure and promotion include at least one peer-reviewed publication and ongoing scholarly activity (see pages 28-29 for specific requirements). The expectations are the same across disciplines of the College and are communicated to faculty in clear terms in the *Faculty Manual* (appendix X).

4. The ratio of full-time to part-time or adjunct faculty should be appropriate to the mission of the program and the institution and comparable to similar programs in the institution and in other similar communication programs throughout the country.

We have no part-time faculty members in our program. For the past two years we had a visiting lecturer of communication who taught a full-time load. We planned to replace him with a full-time tenure track appointment to further develop our leadership emphasis, but the position was lost in the program review last year. Before hiring the visiting lecturer, we hired one or two adjuncts a semester, one of whom would teach a full-time load. We were asked to cut back on the use of adjuncts, so we hired none in the fall of 2009. In order to cover course offerings, our theatre instructor taught two communication courses and only one theatre course (her degrees are in speech and drama), we raised the student enrollment cap on COMM 100 and offered one fewer section, and we reduced the course release of some members of faculty in the program. Even so, we had to offer one fewer elective course than we normally would. For the spring of 2010, we have been given permission to hire one adjunct to teach one class, and we will offer fewer basic course sections, allowing us to cover upper-division classes on the regular rotation.

5. The background and experience of all faculty, full or part-time, in a communication program should be appropriate to the missions of the program and the institution and comparable to faculty in similar programs.

Two of our five faculty members hold the Ph.D. in speech communication, both with emphases in rhetorical theory and criticism. One holds the Ph.D. in educational policy, planning, and leadership with an emphasis in oral communication assessment and the M.A. in speech communication. One holds the M.A. in speech and drama and one holds an M.A. in communication studies. In addition, our adjunct faculty member for the Spring 2010

semester holds the M.A. in organizational communication and is pursuing a doctorate in organizational leadership (see the SACS Faculty Roster appendix O).

- 6. Faculty should have demonstrated competence in the areas for which they have teaching responsibilities. Evidence of competence could include formal education, professional experience, teaching experience and scholarly publications related to teaching assignments.**

Our program is offered entirely at the undergraduate level; thus, we all teach a variety of communication classes at the introductory level. (See appendix P for faculty vita and appendix O for the SACS faculty roster.)

- 7. Continuing program faculty, full or part-time, should have at least a master's degree in communication or a closely related area and where appropriate, relevant professional experience.**

All faculty members hold the appropriate advanced degrees to teach in our program, including our adjuncts. See the SACS Faculty Roster in appendix O for faculty qualifications to teach in the fall 2009 term and appendix P for detailed faculty vitas. Appendix K provides faculty credentials, assigned course loads and committee assignments for the 2009-10 academic year.

- 8. All part-time and adjunct faculty as well as graduate students should receive appropriate training.**

We have no graduate students. Adjunct faculty members receive mentoring from the division head (formally the department chair), who provides program guidelines for courses. The division head evaluates adjunct faculty members at least once in the adjunct's first semester and subsequently as needed. Adjuncts are also encouraged to invite full-time faculty to do peer observations of their teaching. The division head does an annual evaluation of adjunct faculty, and all adjunct courses are evaluated by students. Adjuncts are invited to faculty development programs offered by the College and are welcomed into the events, culture, and traditions of the program and College as much as they care to involve themselves. Adjuncts are also asked to keep regular office hours.

Guideline #5: Hiring and Evaluation of Faculty, Promotion and Tenure

Continuing full-time faculty should be involved in the recruiting, hiring, and evaluation of new faculty. In accordance with unit and institutional by-laws, the faculty should be involved in tenure and promotion decisions within the communication program. Programs should seek to attract diverse faculty, students, and staff.

- 1. Continuing faculty in a communication program should be actively involved in recruiting and hiring decisions of new instructional staff for the program, both full and part-time as well as graduate students.**

The policy for filling faculty positions is defined on pages 18-19 of the *Faculty Manual* (appendix W). This policy has been followed in our program.

The search committee for program searches consists of all the members of the program (formerly department). The job description is discussed and refined collaboratively to be sure all members of the search committee agree on the required and preferred qualifications. Tenure-track openings are published nationally through the National Communication Association. All members are involved in reviewing files, selecting finalists, and interviewing candidates. Decisions tend to be made collaboratively, and recommendations made to the provost and president have historically been unanimous.

Under certain pressing situations, the departmental chair (now division head) has made important hiring decisions when adjuncts or temporary appointments were needed on short notice. However, all members of the faculty are asked about potential leads for the hire and invited to participate in the hiring process.

- 2. Continuing faculty should help develop position descriptions and search processes for new faculty that accord with achieving the program's mission.**

As indicated above, all continuing full-time faculty members have been actively involved in the hiring processes. During our most recent tenure-track search, all full-time faculty members served on the committee and helped craft the position description and search processes. The process did take time as we debated how to craft the description to best link it to our college's mission and ideas of leadership. (See appendix Q.)

3. Continuing faculty should be actively involved in recruiting and hiring new faculty, including part-time faculty, for the communication program.

As indicated above, continuing full-time faculty members are actively involved in all facets of this process. We sometimes have difficulty finding qualified adjuncts (18 hours in communication beyond the B.A.), and the division head asks faculty for leads on potential adjuncts. Unless there is an urgent, immediate need to hire, all full-time faculty members are consulted.

4. Programs should demonstrate ongoing efforts to attract and retain a diverse faculty.

Columbia College and the tenets of our program stress the importance of diversity and respect for multiple perspectives. With these thoughts in mind, all full-time faculty members have read *Diversifying the Faculty: A Guidebook for Search Committees* published by AAC&U. The department composed a diversity plan included in the 2003-04 Annual Report:

Diversity Plan for the Department of Communication and Theatre

Understanding the value of diversity for enriching the learning experience for students and the intellectual vitality the campus, the Department of Communication and Theatre at Columbia College is committed to diversifying its faculty. As a faculty, we have all read *Diversifying the Faculty: A Guidebook for Search Committees* and spent time discussing specific strategies we might use. Through our reading and our own discussions, we have developed a plan for diversifying the faculty.

Goals

1. Develop informal networks. Although we are not currently conducting a search, we recognize the importance of developing professional and interpersonal networks as the first step to finding, recruiting and hiring diverse faculty.
 - a. Make contact with faculty teaching at Benedict College and Allen University.
 - b. Make contact with the chair of the National Communication Association's Black Caucus.
 - c. Attend the Black Caucus business meeting of NCA.
 - d. When representing the College at conferences and in other professional arenas, acknowledge the College's diverse student population and commitment to diversifying the faculty.
2. Create a welcoming environment. To recruit and retain diverse faculty we must create an environment of support.
 - a. Develop curriculum that addresses issues of race, class, gender and sexual orientation.
 - b. Be aware of and ready to respond to issues of race, class, gender and sexual orientation that may come up in the classroom or on campus.
3. Conduct searches that invite a diverse candidate pool. We must be proactive if we are serious about drawing diverse candidates.
 - a. Emphasize the College's diverse student population and the desire to diversify the faculty in all recruitment materials.
 - b. Advertise the position in minority publications and listservs such as NCA's Black Caucus.
 - c. Seek out minority candidates through such sources as the Minority Scholar-in-Residence Program, the Minority and Women Doctoral Directory, Southern Regional Education Board, the McNair Trios Program and the Compact for Faculty Diversity.
 - d. Be sure that students of color serve on the search committee with white students and department faculty.
 - e. In addition to vitas and letters of application, request applicants to describe their experiences with and interest in diversity issues and teaching a diverse student population.

We have accomplished some of these goals, though not all, and have made efforts to accomplish others. We have not created the informal networks as noted in goal 1: a, b, c, though we have made efforts to contact the faculty at Benedict Allen Colleges about their interest in collaborating on service projects and participation in the Carolina Communication Association. Responses have been minimal. We have accomplished goal 1: d. We have also worked on goal 2: a, b. We added African American Rhetoric to the curriculum, which has been a popular course. We were already teaching Gender and Communication and Intercultural Communication, and sensitivity to diversity is integrated into all our courses. In addition, our program has a good reputation for being

sensitive to issues of diversity in and out of the classroom. We have also accomplished most of goal 3, with the exception of c.

The College sponsors Open Door Workshops for faculty, staff and students. These workshops address areas of diversity and ask participants to make a commitment to inclusiveness. Three of our program faculty have participated in the workshops. More information about the program can be found at <http://www.columbiasc.edu/opendoor/>.

5. In accordance with institutional policies, all instructional staff should receive regular and systematic feedback on their performance.

The *Faculty Manual* (appendix W) describes the policy for faculty evaluation on page 41:

Faculty Evaluation

In addition to the student evaluation of classroom teaching each faculty member completes an annual self-evaluation, which is reviewed and completed by that faculty member's department chair. The form includes an opportunity to set goals for the next year and to reflect on the accomplishments of the year just completed. As part of the process, a rating in each of the categories of teaching, scholarship and service and an overall merit rating are assigned to each faculty member. Ratings are 3 (meritorious), 2 (satisfactory), or 1 (unsatisfactory). The completed form is sent to the provost for review and comment. In the case of department chairs, the provost completes and reviews the form, reacts to the goals and assigns the merit rating.

The communication program has followed this evaluation process with all faculty completing evaluations each year. (See appendix I for the evaluation form.) In addition, our course evaluations are consistently strong.

6. Continuing program faculty should be involved in the evaluation process for all instructional staff, including graduate students.

Only continuing program faculty and adjuncts teach in the program. Adjuncts are reviewed as described above. As required by the *Faculty Manual* (appendix W), the full-time faculty members of the program are all involved in tenure and/or promotion decisions. Pages 22-25 outline the tenure and promotion guidelines, which include department review¹⁴:

The Department Review Committee (DRC) is composed of all tenured and tenure track faculty in the department with the exception of the department chair. The Committee must have a minimum of three members. In situations where there are fewer than three faculty in the department, the department chair and the candidate agree on faculty (tenured or tenure track) outside the department to complete the Committee.

Non-tenure track full-time faculty may participate in the discussion but do not have a vote.

The department review letter should include the committee vote and reflect the committee's evaluation of how well the candidate meets the criteria. Both majority and minority perspectives are included in the letter. All voting members sign the letter.

Department review and written recommendation are completed and placed in candidate's file. The file is given to the department chair.

¹⁴ Note: The language in the faculty handbook has not been updated to reflect the new divisional structure. A new process was recently approved by faculty and will be included in the 2010-11 *Faculty Manual*. The process is very similar, with the notable exception that the entire faculty of the division comprise the initial review committee instead of only department faculty. As a result, faculty in art, dance, music, and theatre will sit on the initial review committee for communication faculty, and we will sit on the initial review committee for faculty in those programs. When this proposal was brought before the faculty, some faculty raised concerns that members of the review committee might lack disciplinary knowledge sufficient to review the work of faculty in different disciplines. Others noted that the faculty tenure and promotion committee has always been comprised of faculty from a wide range of disciplines. Regardless of expressed concerns the proposal passed with some dissenting votes.

Department chair's review and recommendation are completed. The written review is sent to the candidate and a copy is placed in the candidate's file. The department chair transmits the completed file to the provost's office.

This procedure is followed with all tenure and promotion cases in the program.

In addition to tenure and promotion, the program offers an optional peer review opportunity. New faculty members are asked to go through a peer review process and all faculty are encouraged to use peer review, though it tends to be used only before tenure and promotion. See appendix G for peer review form and procedure.

- 7. In accordance with unit and institutional by-laws, tenured program faculty should have a strong voice in decisions regarding recruitment and retention of faculty. In programs without tenure, continuing faculty members should have a strong voice in the decision to continue appointment.**

As explained in question 6 above, program faculty are a crucial part of the tenure and promotion procedure, and as explained in question 3 above, faculty have a significant role in crafting position descriptions for new hires and in selecting new hires.

- 8. A communication program should have, proportionately, the same number of tenured and tenure track or continuing faculty members of various ranks as other comparable units in the institution and communication programs in similar institutions across the country. Appropriate measures of proportionality include majors/FTE faculty, student credit hour FTE/faculty FTE, and full-time/part-time faculty ratios.**

During the 2008-09 academic year, the College underwent a comprehensive academic review. Appendix M summarizes communication and theatre's FTE-F, SCH/Fac and \$/SCH over the past three years and compares it to other programs at the College as well as to the average at other baccalaureate colleges and comprehensive universities. Because communication and theatre costs and faculty cannot be easily broken down, the data is somewhat deceptive in that it includes theatre while the comparison institutions do not. Our program is comparable to other institutions and almost precisely at the average of both baccalaureate and comprehensive schools. Despite this fact, the program lost a full-time position in the College-wide review. We were in the process of hiring a new tenure-track faculty person and also had a visiting lecturer teaching full-time in the department. The position was not filled, and the visiting lecturer's contract was not renewed. These losses will bring us below average when compared to other programs and other schools for 2009-10 and moving forward. To meet the needs of the program with one fewer faculty position, we cancelled one elective communication course for the fall 2009 semester, and our faculty member who usually teaches theatre picked up two sections of the basic course in communication. We plan to eliminate our capstone course in the minor and to revise our leadership semester course in order to meet the curricular needs of the program. See appendix M for summary data.

Guideline #6: Curriculum:

The communication program should provide course offerings that enable students to meet the learning outcomes of the program with appropriate, balanced attention to theory, research, and application. In addition, the program should enable students to understand the challenges of and opportunities for effective and ethical communication in a diverse society.

- 1. The curriculum as a whole should have a sound rationale that is directly tied to the program's mission, goals, and student learning outcomes and national trends in the discipline.**

We do not publish our rationale for the curriculum, but it is soundly based on our program's mission and on the mission of the College. Columbia College is a liberal arts college, and our curriculum models the tradition of speech communication programs where students develop strong foundational knowledge and skills rather than receive professional training. The major requirements were based on established learning outcomes, which in turn were based on the mission statement and College mission. The required courses for the major include advanced public speaking (the basic course is required for general education), interpersonal communication, small group communication, business and professional communication, communication and leadership (fulfills the leadership semester required of all major areas of study), survey of communication studies (introduction to history of the discipline and to basic research methods used in the discipline) and senior seminar (research culminating in a conference paper).

The upper division elective course work tends to have more of a rhetorical theory and criticism bent, but that is not the exclusive focus. The research seminars (COMM 200 and COMM 499) introduce students to both social scientific and humanistic modes of inquiry and allow students to complete research projects in either area, though our rhetorical criticism area is much stronger given the focus of the faculty member who teaches those courses.

In addition, our program curriculum was reviewed in 2006 in an effort to infuse leadership into the curriculum and to emphasize social activism in keeping with the institution's social justice mission. Course descriptions were rewritten to reflect this perspective, and assignments were also revised to emphasize the relationship of communication and leadership development. All syllabi now have a leadership statement indicating how the course content relates to leadership development.

The research methods courses and upper-level electives also incorporate contemporary perspectives and trends in communication studies, including critical theory and criticism with special attention to issues of privilege and social responsibility consistent with our institution's social justice mission.

2. The program should display appropriate, balanced attention to theory, research and application of communication knowledge.

The curriculum is designed with balance among theory, research, and application in mind, understanding the professional benefits of the study of communication as well as the analytical abilities gained through research and analysis of discourse. The course numbering reflects the balance of theory, research and application. One- and 200-level courses focus on fundamental theories in the service of application. Most of the assignments are geared toward practical application of communication theory and development of basic skills. Students generally complete these courses in the first couple of years and into the third year. All 300-level courses have COMM 200 as a prerequisite because COMM 200 introduces students to the history of the discipline, its various areas of emphasis, and basic research methods. Three hundred-level courses require much more theoretical and conceptual work with most 300-level courses requiring research papers that seek to help students not only understand communication theory, but expand upon it. Our capstone research methods class requires students to craft a conference-quality, original research paper, and every year 3-5 students present their work at regional conferences. We also have a tradition of excellent undergraduate scholarship in our program with numerous students being accepted for graduate study. In 2009, one of our students was honored with the Theodore Clevenger Top Paper Award for Undergraduate Research at Southern States Communication Association conference.

3. The program curriculum should reflect an underlying rationale for the progression through the major from introductory courses, to courses of increasing complexity, and a capstone experience in the major.

As explained above, the courses are sequenced with a progressive logic and appropriate prerequisites. In addition, the progression parallels well with the College's leadership development plan of the Four Cs. COMM 100, our general education requirement, emphasizes courage, the first C. Students give public presentations and begin to develop their voices on important issues. Interpersonal and small group communication showcase the leadership principle of commitment to ethical principles.

The third year of 300-level courses focuses on confidence. This is when we encourage our students to start branching out by participating in activities such as internships, original research, and conference presentations.

The fourth C is competence, which entails reflection and synthesis of learning. In the capstone class students are asked to synthesize communication practice, theory, and criticism in the effort to improve as communicators and scholars. The course not only prepares students for graduate school, but also emphasizes the old Greek virtue of *arête*, using communication competently to be successful in their personal, professional, and civic lives.

4. This may be accomplished in courses specifically devoted to theory, research and application or materials may be dispersed across a variety of courses.

See explanation in 2 and 3 above for how theory, research and application are covered through course sequencing and course content.

5. Required or recommended courses that are essential to a student's graduation should be offered with sufficient frequency to enable students to progress toward their degrees in a reasonable amount of time.

In the Women's College, all courses required for graduation are offered every year in either the spring or fall semester. Elective courses are on an every-other-year rotation. In the Evening College, all courses required and elective are offered on an every-other-year rotation. This rotation is given to students in an advising packet, and advisors help students plan in order to meet all requirements in a timely fashion while keeping course enrollments robust (see appendix R for course rotations).

6. The program should provide for student organizations and co-curricular activities that enable students to enhance their educational experiences.

The communication program sponsors two student organizations. The Columbia College Communication Club (or C-4) is open to all students interested in communication. The organization sponsors campus speakers, events, debates, and fundraisers. In 2005 it was awarded Student Organization of the Year at Columbia College. We also sponsor the Sigma Gamma Chapter of Lambda Pi Eta (LPH), the National Communication Association Honor Society. LPH was awarded Chapter of the Year in 2007. The two organizations share one advisor (Dr. Munsell) and collaborate on most activities. The faculty advisor has also been very active on the NCA LPH Faculty Advisory Board and has been nominated for NCA's LPH Faculty Advisor of the Year Award. See appendix S for special activities sponsored by C-4 and LPH, including an annual Research Lecture in Communication Studies sponsored and funded by both organizations.

7. If appropriate, the program should provide opportunities for students to work with faculty on research and/or service projects.

Columbia College is small campus with a tradition of student-faculty interaction. Students, faculty and staff do service work through first-year orientation. Communication program faculty also mentor research and incorporate service learning and experiential learning into their curriculum. In addition, program faculty have a reputation for developing innovative curricular experiences both in and out of the classroom. Below are examples of the kinds of research, service learning and experiential learning program faculty have incorporated into their courses this year.

Dr. Munsell, who teaches our research methods classes, works closely with students on original research projects, though they are not co-authored works. This past fall 22 students in COMM 499 completed 25-page conference-quality research papers as the capstone for the communication degree under his mentorship. In the spring he teaches COMM 200, which introduces students to research in communication. Students set-up research projects in that class with the option of continuing them in COMM 499. Students have regularly presented research from COMM 200, COMM 300 and COMM 499 and other courses at the Carolina Communication Association and the undergraduate research conference of the Southern State Communication Association. Dr. Munsell encourages students to submit their work to conferences and works with them outside the parameters of the class to revise their work and prepare them to present at conferences. Additionally, Dr. Munsell and one of our students recently won the Savory PURL (Program for Undergraduate Research and Learning) Grant. Working on a project focused on monuments and public memory, they hope to co-author a paper and submit it for publication. In the spring Dr. Munsell is teaching an independent study in Gender and Political Communication and will work with two students to co-author a paper on gender and political communication in the Carolinas. He is also incorporating an Oral History project into his Intercultural Communication class that will have students interviewing members of the Cacey/West Columbia community. This work is part of a much larger community project.

Dr. Burk, director of Leadership studies and co-director of the Center for Engaged Learning, has developed numerous experiential learning and service learning assignments and has consistently taught in the College's Social Justice Learning Community (SJLC). For example "homelessness" was the theme around which she developed her LA 101 course taught in the SJLC. She used documentary films as a pedagogical tool as well as online threaded discussion. Students collaborated with the Columbia Housing Authority to house 5 formerly homeless women. She also supervised COMM 399 Communication Leadership semesters this fall where students worked with community agencies doing communication analysis related to AIDS/HIV education, teenage pregnancy and college application/aspiration, the dental uninsured, and community relations with Eau Claire. These capstone leadership projects asked students to apply their communication knowledge in service of community enhancement.

Ms. Love redeveloped COMM 250 Business & Professional Communication this fall to incorporate experiential learning and outside speakers. She orchestrated an interview session in which each student participated in two mock professional interviews with 10 professionals from the community. She also arranged to bring in a panel of speakers for discussion featuring four area business women who graduated with communication degrees; they shared their career paths since completing their degrees.

Dr. Tate redesigned her small group communication and interpersonal communication class projects last spring in light of the College's leadership initiatives. The group project for small group communication focused becoming agents of change. Students were asked to read the *Status of South Carolina's Women*, a report published in 2006 documenting the dismal state of affairs for the state's women (we get mostly Fs and Ds with a few Cs). After reading the report, students were assigned to work in groups on one issue or problem facing women of the state and write a report of recommendations. They had to research and document the problem, its causes and contributing factors, the ways it is already being addressed and make policy recommendations. Dr. Tate also redesigned the major project in interpersonal communication to focus on students developing a credo of ethical interpersonal communication. Their credos were framed and displayed in the library. In her advanced public speaking class, students did persuasive proposals in support of nonprofit agencies in the community. Students interviewed agency representatives to understand the issues the each agency seeks to address and how it does so. They then composed persuasive proposals urging their classmates to adopt the agency for support.

All of us have had students present research or projects from our classes at regional conferences.

8. General education or service communication courses should correspond to the mission and needs of the institutions or disciplines served. They should also reflect the intellectual content of the communication discipline and have appropriate rigor.

Columbia College requires all students to take or transfer in the equivalency of COMM 100 Introduction to Oral Communication. The current course description reads as follows: (Note: changes to curriculum made by the communication program in 2008 were inadvertently omitted from the 2009-10 catalogue but are on record with the registrar. The course description for COMM 100 was updated last year, but the new version is not reflected in the online or printed version of the bulletin.)

Introduction to the fundamentals of effective oral communication with emphasis on preparation and presentation of informative and persuasive speeches and leadership.

Over the last 10 years, the course has undergone several revisions. For many years, the course included public speaking and small group communication. Every year in our year-end retreat faculty members discuss the course and its effectiveness and we have debated whether we are trying to cover too much and thus not covering topics well. Over several years, assessment data indicated that students were not proficient even at the basic level of making arguments using library research. This assessment data led us to drop the small group section of the course and add more emphasis on speech preparation. We piloted the course without the small group component last year, and the assessment data indicate significant improvement on the persuasive speeches. See assessment results in the 2008-09 assessment report found in appendix F for complete assessment details.

While many communication courses could well be offered to meet the needs of general education, a focus on public speaking fits well with the College mission of developing women leaders, particularly the first C of the Four Cs, "Courage." We frame the course as part of students' journey to develop their voices as agents of change and include the following statement regarding leadership in the course syllabus, which ties this course to the mission of the institution:

Philosophy of Leadership Studies in Communication

The Department of Communication and Theatre is committed to enhancing your leadership potential as a student of communication. Through this course you can develop the COURAGE to stand up and take a risk. That means being willing to speak, despite fear. You have the opportunity to explore values and choose among them, developing COMMITMENT to the principles important to you. Your experience in this course will lay the groundwork as you develop the CONFIDENCE to identify and pursue opportunities to bring about change on your campus, in your community, and in the world. Finally, this course gives you the opportunity to develop COMPETENCE as you reflect on your abilities and think about how to improve as you move forward in your development as a leader. To learn more about our philosophy of leadership visit our department Web site at http://www.columbiacollegesc.edu/leadership_studies/communication/Commun_dept.asp.

The course requires students to deliver one informative speech and one persuasive speech and to incorporate a third oral presentation of substance. We emphasize speech composition and outlining and stress the importance of supporting speeches with appropriate research, using basic persuasive appeals, and citing sources both orally and in their written work. We use *The Art of Public Speaking* by Stephen Lucas but are considering *Public Speaking and Civic Engagement* by Michael Hogan, Patricia Andrews, James Andrews and Glen Williams in order to further emphasize the social justice mission of the College through civic engagement. We have begun discussions about incorporating service learning.

- 9. In some disciplinary areas, class size should be limited to assure appropriate student learning. Units should provide pedagogical and disciplinary rationales for class size in each course. In performance, production, and advanced writing classes, disciplinary integrity requires reasonable class size restraint. Specific examples of classes that should be restricted in size include but are not limited to:**
- performance courses (e.g., public speaking, acting);
 - production classes (e.g., television or radio production, theatre);
 - writing intensive (e.g., reporting, writing for broadcast);
 - research or computational intensive; and
 - capstone or internship courses that require intense supervision.

We have the luxury of being a part of a small liberal arts college; thus our student numbers are comparatively small and allow us to offer our students individual attention. Our general education course (COMM 100) is capped at 22, up from 20 last year. Our major courses are capped at 22 (the capacity of the classrooms) with the exception of Advanced Public Speaking, which used to be capped at 16 to allow time for extended speeches and question-and-answer sessions. This year the cap was raised to 20, and the speaking assignments were adjusted to accommodate more students. Theatre 107, Introduction to Acting, is capped at 15. The capstone class is capped at 22, but we have retained the intensive research mentoring that occurs as students complete 25-page conference papers.

- 10. Performance classes should be comparable in class size to similar programs in the institution and in communication programs across the country but should not have more than a 25:1 student /faculty ratio. The other classes from the list above should generally have a 15:1 ratio. Clearly, institutions may develop curricula according to the needs of the institution.**

Our student-to-faculty ratio in communication is 14:1. We expect that ratio to increase based on the restructuring, which reduced our faculty by one and increased the enrollment cap on our basic course from 20 to 22, and on our plan to drop COMM 400 and COMM 399LS from the curriculum (courses with historically lower enrollment). Estimates are that our student faculty ratio will go up to 18:1, which is well above the institutional goal of 14:1. See chart at <http://www.columbiacollegesc.edu/news/2009/revisioning.asp>.

Guideline #7: Student Advising and Support Services:

The communication program should provide students with appropriate levels of academic advising, support for classes, and professional development.

- 1. The program should have venues for communicating to students the institutional and program requirements for declaring the major or emphasis, obtaining needed assistance, and proceeding to graduation.**

The College places the course catalog (or *Bulletin*) on its Web site; the catalog provides information regarding institutional and program requirements, the declaration of a communication major or minor, and the courses required to graduate from Columbia College. The course catalog also outlines the responsibilities of the College and the student in the advising process, and lists as well as describes the types of academic and personal assistance available at the College. Further, the *Bulletin* is available for purchase in the campus book store.

Upon declaring the major, each communication major is given a packet of advising information that contains hard copies of much of the information provided on the College's Web site. It also contains course rotations and recommended course sequencing as well as information about student organizations in communication, career services, internships, graduate study in communication, and careers in communication.

In the building where the majority of communication classes meet, students considering a major or minor in communication may pick up handouts providing information about the major and minor, as well as about clubs, organizations, and honor societies related to the major and minor. In addition, we have bulletin boards and flyer racks in the building used to distribute information and promote the communication program.

2. Students in the program should have access to faculty or professional staff for academic advising.

Every communication major is assigned an academic advisor who is a faculty member teaching in the program. All students in the Women's College must meet with their academic advisor before registering for next semester's courses (registration clearance must be granted electronically by the advisor). Evening College students are encouraged but not required to meet with their advisors before registering. The *Bulletin* outlines the advising process:

Each student is assigned an academic advisor who meets with the student each semester prior to student pre-registration for the following semester. The advisor reviews student progress, gives general academic advice and serves as a resource to the students when academic issues arise. **It is the responsibility of each student to monitor her academic progress and make sure that the requirements for graduation are fulfilled.**

See page 27 of the Bulletin for the specific responsibilities of the student, the College, and the advisor in the advising process.

The division head is available for academic advising in the summer and is responsible for first-year advising during June orientation with the help of program faculty. The College provides all first-year students with a first-year mentor who teaches that student's college orientation course, LA 100. The College also supports a comprehensive first-year success team. The specifics of which can be found on the College Web site http://www.columbiacollegesc.edu/engaged_learning/firstyear.asp.

3. Faculty should be available to provide guidance and advice to students about their professional development.

Each faculty member is routinely available to provide guidance and advice to students about their professional development, including careers and graduate study. Each year the student organizations organize a panel of former students to speak about careers and graduate study in communication. Further, COMM 250 Business and Professional Communication has recently been restructured to provide extensive support in the majors' pursuit of careers post-graduation.

The College provides career services as described on the College Web site at http://www.columbiacollegesc.edu/engaged_learning/firstyear.asp.

In addition, students are encouraged to participate in internships. Over the years we have placed numerous students in internships—not only in the Columbia area, but also in our nation's capital, through our Washington Semester. Our advising packet also has an information sheet on internships, and our internship coordinator has developed a packet for internships. Appendix S lists recent internships held by communication students.

4. Faculty should keep sufficient office hours or opportunities for out-of-class contact to assure students the ability to contact them about curricular or other academic concerns.

The *Faculty Manual* (appendix W) emphasizes the importance of office hours (page 49):

Students at a small college count individual conferences with faculty members as one of their greatest assets. Each faculty member has a responsibility to be available for such conferences and to set aside suitable office hours each day for this purpose. These hours should be staggered to make them available to more students than if the same hours were used each week. Office hours along with the teaching schedule should be posted in a conspicuous place on the departmental bulletin board or the office door.

Each faculty member in the program is asked to hold regular office hours and is available through e-mail and by phone. Generally, communication program faculty are on campus each day and for most of the work day, and they are also available to evening students in the evening.

5. Persons who advise students should have adequate training to provide accurate, current information to them.

The Fall 2009 faculty workshop, a three-hour workshop for all faculty, was devoted to the development of advising skills. Each summer the provost's office offers advising workshops especially designed for those faculty advising first-year students.

The College provides access to an electronic program evaluation system for students and advisors to use as they monitor the student's progress toward graduation. It also provides an update to each senior on progress toward graduation, listing specific requirements that still must be completed.

6. Engaging in effective student advising should be recognized in evaluations of faculty and staff who provide such service to students.

While the faculty evaluation process notes the number of advisees assigned to each faculty member, it does not provide a way to document the quality of advisement provided to each student. It does, however, give the faculty members the opportunity to document advising as service to the College and the program. Dr. Tate, Dr. Munsell, and Ms. Love do all the advising for the communication majors, averaging 18-25 advisees per person each year. We all advise communication minors informally. Ms. Nalley advises minors in theatre, and Dr. Burk advises minors in leadership studies in addition to some undeclared students. Theatre has 4-6 minors and leadership studies has approximately 20 minors. Minors are not required to meet with advisors for registration clearance, but often do.

7. The availability and effectiveness of student advising should be evaluated as a part of the unit's assessment program.

The availability and effectiveness are not currently evaluated as part of program's assessment process. However, the program is small, and when advising errors occur, faculty are notified, a solution is identified, and we alert others to potential problems.

8. The unit should provide opportunities for co-curricular and extra-curricular activities that enhance student learning and development.

The College's chapter of Lambda Pi Eta sponsors an annual communication lecture provided by a communication scholar in the tri-state area. LPE, C-4, and the Pearce Communication Lab sponsor several events each year including mock debates, speech contests, debate watches, and other events designed to strengthen the students' understanding of and skills in communication. The theatre program sponsors two theatrical events per year; communication students are encouraged and sometimes required to attend these events. Finally, each year for the last several years communication majors have attended and often presented papers at regional communication conferences. Last year one of our students was honored with the Top Paper Award at the Undergraduate Honors conference of the Southern States Communication Association.

Reflection Upon Completing our Self-Study

Collectively, the faculty of the communication program believe we have a quality program that fits exceptionally well with the College's mission both through our contributions to general education and our major. We believe we educate students well in the tradition of the liberal arts and assist students in understanding how that education can be applied to their personal and professional lives. We do an exceptional job of mentoring student research and prepare students well for graduate study and professional life. We also believe our curriculum is sensitive to issues of diversity and social justice and prepares students for civic engagement as leaders and followers. Our teaching methods are innovative, and our faculty are involved and proactive.

Reviewing the NCA program guidelines and documenting our policies and procedures confirmed for us that we are generally in compliance with standards, and we welcome recommendations from our external reviewer for program enhancement. Systematically reviewing our program also gave us the opportunity to reflect on future directions for the program at an especially timely moment. The College just underwent a major "revisions" process that resulted in a restructuring of our academic programs into divisions and in plans to revise the College's curricular offerings. Academic programs have been asked to explore opportunities to package marketable majors and minors from the existing curriculum, including interdisciplinary options, though programs that require additional faculty or resources are discouraged. In addition, the College faculty is undertaking a major revision of the general education curriculum in an effort to reduce the total number of required hours so that students can complete multiple major and minor options. The communication program is eager to participate in such changes and is poised to be a strong contributor to such efforts. We hope that this outside review of our program will be a transformative opportunity to gain valuable insights on how best to muster our faculty and financial resources to meet these challenges in the best interests of student learning and the long-term viability of the program and the College.

We welcome feedback from our reviewer on ways we might accomplish these goals and ask if special thought and attention might be given to three particular areas. We invite discussion on these topics during the on-site visit of the reviewer and in follow-up reports, in addition to comments on topics the reviewer sees as significant for further exploration.

1. Curriculum revision and development: We welcome feedback on how to be innovative with our curriculum in light of our financial and personnel constraints. We would like to grow our program to 75 majors, which would be a tipping point that may require separating our combined sections of Evening and Women's College courses. At that point, an additional faculty position may be warranted, and we would want to have in mind the position that would best support our program.
2. Service course for the College: We would like thoughts on how best to serve the needs of general education with our service course. We have plans to frame the course around civic engagement to better serve the overall mission of the College and have discussed incorporating service learning. Plans to revise general education have elicited some discussion of eliminating the requirement and moving to a communication-across-the-curriculum model. While this change would certainly free up faculty to innovate within the major, strong research suggests that such models are not as effective at developing oral communication abilities as are foundational courses reinforced by communication-across-the-curriculum programs.
3. Attracting and retaining students: We find that prospective students often misunderstand our program focus, making recruitment difficult. Many prospective students expect communication to be broadcasting, journalism or even telecommunications. While such careers are possible with the degree we offer, such job-specific skills require specific training that we do not offer. On the other hand, communication competence is widely recognized by colleges and employers alike as one of the most important abilities we can help our students develop. We need to improve our recruiting efforts in both the Women College and Evening College by helping potential students see the value of a liberal arts education in communication with a strong emphasis in leadership.