Program Review

Communication Studies
Bachelor of Arts

College of Liberal Arts

October 2009

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: October 15, 2009

Program: BA in Communication Studies

Degree and Title

Date of Last Review: October 2004

RECOMMENDATION
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation Code (#):
1. Continuation of the program at the current level of activity; or
2. Continuation of the program at a reduced level of activity or with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or
3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1
Recommendation: Signature of person preparing the report:
Signature of Program Chair:
Date:

1
Recommendation: Signature of Academic Dean:
Date:

2
Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)
Date:

2
Recommendation: Signature of President, Faculty Senate/Chair, Graduate Council:
Date:

Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs:
Date:

Recommendation: Signature of the President:
Date:

Recommendation: Signature of Chair, Board of Governors:
Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommended Action: #1

Rationale:
(If you recommend a program for resource development identify all areas for specific development)

The department of Communication Studies offers a robust major with several concentrations or areas of specialty. These concentrations are designed to provide students with a comprehensive education that prepares them for career opportunities involving oral and written communication or post baccalaureate training in Communications, Law, or other programs. Much of the department’s efforts are in the delivery of the University’s general education requirement, the Communication Studies 103, Fundamentals of Speech Communication. The department also provides service courses for other colleges, specifically the College of Business and departments within the College of Education and Human Services.

Since the last review, the department has experienced a considerable change in personnel due to retirements and faculty leaving the institution to pursue their careers elsewhere. In some cases, the department was not able to fill these positions with dispatch due to its inability to offer competitive salaries to qualified applicants. In the last two years, the department has been able to fill two critical vacancies. During this time, the department also made the strategic initiative to include health communications as a part of its academic domain. This specialization is a more recent advancement in the field and portends opportunities for the department to collaborate with other schools on campus, attract students to the program, and prepare students for an emerging career option.

Another notable accomplishment is the return of the department’s Forensics Team. The root of the word forensics, forensis, means of or before the forum. In Greek and Roman forums, citizens and members of the government would speak to an assembly. Hence a forensics team allows students to participate in an intercollegiate competition that allows them to demonstrate their ability to debate; give extemporaneous, persuasive, and after dinner speeches; and provide dramatic interpretations of text. Not only is the Forensics Team an asset for the university in recruiting students (most colleges and universities have a Forensics Team) the program provides an opportunity for the department to recruit students to its program.

Clearly, the department offers a necessary academic program that is central to the University’s general education curriculum and which demonstrates sufficient demand to warrant its continuation. Faculty salaries for the department are lower than national and regional cohorts. This condition is a liability in the department’s ability to attract and retain qualified faculty. Given the systemic and pervasive disparity in faculty salaries, the problem will receive university-wide attention and long term planning. The department may soon confront the matter again as faculty in the program retire or decide to pursue their careers at other schools, thus setting the occasion for searches to fill the vacancies. To the extent that the university increases its enrollments through larger first year classes
and improvements to student retention, the program will experience greater demand for its courses.

There are several matters that the Department of Communication Studies will need to address. The most basic is its outcomes assessment. Although the current work is serviceable, the department can make strides by developing a more comprehensive program of assessment that better articulates the skill sets to be developed by its majors, the objective assessment of these, and the necessary review of the curriculum for potential course revision. Now that the department has a full complement of faculty, the occasion is set for a forward looking plan for the department. The plan should outline the future of its specialties within the major, the learning objectives for each, and the program of assessment to be pursued. The plan should also consider matters related to student recruitment and retention.

The program will also require additional staffing and operational funding as student enrollment for the university and demand for the departments 103 course increases. Similarly, the success of the Forensics Team may well require more faculty supervision and a larger operating budget for travel.

Finally, the department faces a technology gap. The many media created by computer technology give rise to methods of communication that were not imagined several years ago. Therefore, the department’s current computer and technology resources require review and should be considered as a part of the department’s systematic planning. This portion of the planning exercise should be done in collaboration with the University’s Information Technology division to ensure the most effective use of University resources.

Signature of the Dean Date
I. CONSISTENCY WITH MISSION

Marshall University has a commitment to undergraduate education that “contributes to the development of society and the individual.” In addition the vision of the institution places a priority on preparing students for “the responsibilities of life within a culturally diverse and globally interdependent society.” Our mission statement further emphasizes that faculty will require students to develop critical thinking skills, and that students will learn to engage in civic discourse in order to contribute to the betterment of society. The College of Liberal Arts emphasizes critical thinking and effective communication as part of its mission.

The study of communication is central to these elements of the University’s mission. Since Greco-Roman times the study of communication has been at the core of the liberal arts. Logic and Rhetoric comprise two of the seven original liberal arts. The required fundamentals course in communication engages students in the study of issues in the public forum, encourages critical analysis of information and arguments associated with those issues and requires them to take a position, defend a position, and critically evaluate the ideas of others. These competencies are absolutely essential if students are to “use their knowledge . . . and critical thinking skills to make their communities better places in which to live.”

The study of communication has evolved in the past 60 years beyond the narrow focus on rhetoric as applied to public messages. As the study of rhetoric acknowledges that strategic communication in the public forum can lead to a sense of community and effective common action, strategic communication can positively influence interpersonal relationships as well as all types of social organizations. The Communication Studies program reflects that evolution by offering three tracks for majors in our program: Public Communication, Organizational Communication, and Interpersonal Communication. Students in the public communication track of our program focus on principles of rhetoric and persuasion and the application of these principles to public discourse. Students in the organizational communication track of our program focus on developing productive working relationships, strategic use of information and persuasion, and the application of communication competencies to situations requiring leadership and influence. Students in the interpersonal communication track of our program focus on personal and relationship development, as well as the skills required to develop
collaborative approaches to problem-solving and conflict management. The program also serves students in the College of Education specializing in Oral Communication 5-9 and 5-12.

The Department of Communication Studies is an integral part of the University and the College of Liberal Arts. The Department has ties to every other undergraduate program as well. The department offers the Fundamentals of Communication Studies course required by most colleges and the Business and Professional Communication course required by the Lewis College of Business. Communication Studies courses are also part of the required curriculum in Business, International Studies, and Counseling.

II. ACCREDITATION INFORMATION

No specialized accreditation in Communication Studies is available.

III. PROGRAM STATEMENT

The Department of Communication Studies offers a variety of courses and major concentrations designed to provide current knowledge, and enhance cognitive abilities and competencies in communication. The concentrations prepare graduates for various communication roles and functions in personal life, organizations, and society. The department’s offerings are augmented by the forensics program.

The Communication Studies program offers three concentrations. The Interpersonal Communication concentration is intended for students seeking careers in human service industries, human resources, public service, sales or training. The Organizational Communication concentration is intended for students seeking communication roles in organizations, industries, corporations, and/or government institutions. The Public Communication concentration is intended for students seeking public roles in the legal, political, and/or other communication settings of democratic society. All three concentrations also prepare students for graduate work in the field of Communication Studies.

In addition to these concentrations, the Department of Communication Studies also offers a concentration in Communication in cooperation with the College of Education and Human Services. This concentration is designed for students seeking teaching specializations in oral communication.

A. ADEQUACY

1. Curriculum

A Communication Studies degree requires that students successfully complete 36 credit hours in the major. A common core of courses (9 hours) is required for all majors. This core includes coursework in communication theory, communication research methods,
and the senior seminar which serves as the capstone course. Each concentration requires 18 hours of coursework that is focused on the specialization. Students elect 9 more credit hours in the discipline that permit students to further adapt their major to their own needs by including internship, independent study, or additional coursework in their program. Appendix 1 provides a complete list of course requirements.

Since the last program review, we have strengthened each of the concentrations by requiring an additional class in each concentration and reducing the number of electives in the degree program.

2. Faculty

Currently, the Department of Communication Studies has eight full-time faculty members, and an additional faculty member, Dr. Cynthia Torppa, who will join the department in January 2010. All of the members of the faculty hold the Ph.D. and six of the eight currently are tenured. Two assistant professors are on a tenure track. In the period since the last review there have been several changes in the membership of the department. Dr. Susan Gilpin joined the department in Spring 2005. Dr. Bert Gross retired after the Spring 2006 term and was replaced by one-year temporary appointments for the 2006-2007 and 2007-2008 academic years due to two failed national searches for a replacement. Dr. Barbara Tarter joined the department faculty in Fall 2006 after spending several years in administration. Dr. Lindsey Calhoun joined the program in Fall 2008. Dr. Robert Edmunds retired and Dr. Karl Winton left for a position at another school following the Spring 2007 term. Dr. Edmunds position stood empty for one year before being filled by the hiring of Dr. Lindsay Calhoun, who started in Fall 2008.

Historically, the Department of Communication Studies has made extensive use of graduate teaching assistants and part-time faculty. That trend has shifted during the period under review, with a greater proportion of courses taught by full time faculty. For example, in 2004-2005, only 34% of the classes in Communication Studies were taught by full-time faculty, 37% of the classes were taught by graduate teaching assistants, and 34% were taught by part-time faculty. In the last year of this review, 2008-2009, 48% of classes were taught by full time faculty, 37% were taught by teaching assistants, and 22% were taught by part-time faculty. The graduate teaching assistants each teach two sections per semester of our Communication Studies 103 general education class in public speaking under the supervision of a senior faculty member. The part-time faculty, all of whom hold at least the M.A. degree in Communication Studies, primarily teach lower division courses. A few part-time faculty who have considerable experience or special expertise teach upper-division 300 level courses.

The full-time faculty in the department have a distinguished record of achievement in teaching, service and scholarship. In addition to an outstanding record of teaching in service courses and courses within the major, our faculty has contributed to Honors education at Marshall. Dr. Gross served as the lead Professor in the Yeager Scholars first semester seminar on Communication and Computers for 12 years, including the first 2 years of the current review period. Dr Gilpin has replaced him in that capacity during the
subsequent 3 years of the review. Dr. Edmunds was a Yeager Professor in the Seminar on History and the Arts during the first three years of the review period, until his retirement. Faculty members in the department have served as speech mentors to the Yeager seminars, Dr. Winton was mentor for two classes of Yeager Scholars, while Dr. Tarter and Dr. Calhoun served as mentors to one class each. Drs. Cooper, Denman, Gilpin and Edmunds have developed and taught Honors classes. Two faculty members, Dr. Bookwalter and Dr. Gilpin, have been finalists for university-wide teaching awards in both 2008 and 2009.

The faculty members in Communication Studies are also innovative teachers. Most of them have participated in Writing Across the Curriculum workshops and Drs. Cooper, Edmunds, Gilpin, and Tarter have regularly offered Writing Intensive courses in the department. Dr. Tarter is certified as a Service Learning instructor. Dr. Woods has offered one or two sections of e-courses every semester during the period under review. Dr. Greenwood has taught a course that earns credit through the Women’s Studies program. Dr. Gross has taught a course that was cross listed with the Graduate Humanities program in South Charleston. Dr. Brammer has worked with Dr. Brown of Political Science to deliver a team-taught, dual listed course in political communication. Dr. Tarter and Dr. Gilpin are certified as service learning instructors. Dr. Tarter developed a service-learning component to her course in Professional Presentations, taking her students to local high schools to give speeches touting Marshall University to high school students. Dr. Gilpin taught two sections of 302 as part of an interdisciplinary effort supported by a grant on behalf of Dress for Success. Drs. Bookwalter, Brammer, Greenwood, and Tarter have all supervised student groups in the Group Communication class as they performed over 100 community service projects during the period of this review.

The Communication Studies faculty also offers an outstanding record of service. During the first two years of the period under review Dr. Edmunds headed the University’s office of Assessment and Program Review. Dr. Bookwalter serves as the Faculty Athletics Representative for Marshall University. Drs. Cooper and Brammer serve on the Institutional Review Board. Drs. Brammer, Gilpin, Tarter, and Winton have all served on the Faculty Senate. Dr. Greenwood has served as President of the West Virginia Intercollegiate Forensics Association. Dr. Cooper sits on the American Communication Association Board of Directors. Drs. Cooper, Brammer and Calhoun serve on the Institutional Review Board, with Cooper presiding as chair. Faculty members have contributed to teaching UNI 101, as advisors to students groups, and have made substantial contributions to the President’s Strategic Planning Initiative and to the major overhaul of the Core Curriculum at Marshall University.

The Communication Studies faculty members have also contributed to scholarship in important ways. Despite the 4/4 teaching load and the high level of service contributed by Department faculty, members of the Communication studies faculty have made meaningful contributions to scholarly and creative activities in our field. A review of the faculty profiles in Appendix II reveals that during the period of this program review Communication Studies faculty have produced one book length monograph, 2 book
chapters, 7 peer reviewed articles, four revised editions of course workbooks, two editions of a test bank for a nationally distributed textbook, 15 paper presentations at national or regional conferences, 10 panel presentations, 10 training sessions conducted by faculty, 21 invited lecture/workshops, as well as a set of audio visual teaching materials and applied research for state government and other public and private agencies.

3. Students

a. Entrance Standards

The requirements for admission to the B. A. program in Communication Studies are the same as those for admission to Marshall University. The General Admission Requirements for entering freshmen are:
1. A diploma from an accredited high school;
2. An Overall Grade Point Average of at least 2.0 (C average) and a composite score of at least 19 on the ACT or a combined score (verbal + math) of at least 910 on the SAT;
3. Completion of the 2008 Higher Education Policy Commission (HEPC) course requirements.

-- 2007-2008 Undergraduate Catalog, p. 27

Our experience is that few entering freshmen declare an intention to major in Communication Studies. Few West Virginia high schools offer courses in communication and entering freshmen are unfamiliar with the content of the Communication Studies curriculum. Consequently, most students learn about the Communication Studies program as a result of their experience in a general education class. Thus, they enter the program after they have successfully negotiated a number of semesters at the university either as undeclared majors or as majors in a different program. In the current evaluation period 16 students entered the program as first year students, 26 students entered the program as transfer students.

b. Entrance Abilities

The Office of Institutional Research reports that incoming freshmen who were admitted to the B. A. program in Communication Studies during the five-year period under review had a mean composite ACT score of 22.3 and a mean high school GPA of 3.16 which are virtually equivalent to the university averages of 22.4 on the ACT with a 3.32 GPA. These data, however, are based on a small number of students, an average of 3.2 per year. As noted above many students decide to major in Communication Studies after they have successfully completed one or more semesters at the university. Students who transferred into the program had a mean composite ACT score of 19.3, a mean high school GPA of 2.95, and a mean transfer GPA of 2.56. Details are reported in Appendix III.

c. Exit abilities
There is no standard examination or licensure process for graduates in the field of Communication Studies. The 81 graduates of the program during the five year period under review earned a composite grade point average of 2.83 according to the Office of Institutional Research. Details are reported in Appendix IV.

4. Resources

a. Financial

The Department of Communication Studies received approximately $735,000 from state funds for 2008-2009, as compared to $825,000 in 2004-2005. This figure includes approximately $625,000 in full time faculty salaries and fringe benefits (including summer pay), $60,000 for teaching assistant salaries, $30,000 for part time instructor and work study salaries, $20,000 in operating expenses and just over $3000 in e-course income. The sum does not include the money provided for faculty development grants, summer research grants, and faculty travel grants. Based on the ratio of graduate courses and undergraduate courses offered, approximately 92% of program resources support the undergraduate program, with the remainder supporting the graduate program.

If the program were to be eliminated, there would be minimal savings resulting from the reduced need for course offerings for majors. The reduction in classes would be unlikely to exceed 15% of the total classes offered because of the continuing need to offer general education classes and other courses which serve programs in Business, Education and Liberal Arts as electives. If all courses serving only the BA program Communication Studies were eliminated, the institution would still need to offer 50+ sections of courses which serve general education requirements and requirements for other majors and other colleges. Without a BA program in Communication Studies, the MA program would be unsupportable. The institution could save approximately $60,000 per year in stipends for teaching assistants. Full time faculty would have to be retained to teach the service courses in the department. At the present level of enrollment, the department would need 10 full time faculty, all teaching a 4/4 teaching load with no reapportioned time to cover the number of sections that serve the non-major population of students. With this in mind, the costs of eliminating the program would far outweigh any savings. Moreover, future Marshall students would be disadvantaged in the job market because they would not have acquired the communication skills that employers value so highly in new hires.

b. Facilities

The Department of Communication Studies has four dedicated classrooms, three of which are located on the same floor as faculty offices; the fourth is two floors above the location of the department offices. A workroom for the forensics team, an office housing 10 teaching assistants, and a conference room/library for student and faculty use are located on that floor as well. Two additional offices are used for part time instructors. The program employs 8-12 part time instructors each semester. Each faculty office is equipped with a networked desktop computer as is the administrative secretary’s office. One additional computer, with a scanner, is linked to the department printer are available
for the use of part-time faculty and teaching assistants. It should be noted that this one computer serves a teaching staff of 10 graduate teaching assistants and 8 to 10 part-time faculty each semester. That level of access is simply inadequate and indicates the institution’s expectation that graduate teaching assistants and part-time instructors should be responsible for providing their own computers.

We would do well to create more space for part-time instructors and teaching assistants. Presently we have a great many people sharing some very small spaces. During morning and early afternoon office hours, teaching assistants and part-time instructors have difficulty finding relatively private space for student conferences. We also need our classrooms upgraded with permanent computer stations and network connections as well as permanent projection equipment to support the needs of both students and faculty. We have acquired a variety of portable equipment over the years and are able to “make do” in that manner. However, the time involved in setting up, taking down, and storing portable equipment makes it difficult to use and creates considerable wear and tear on the equipment. Communication technology has changed dramatically in recent years and we need to be able to bring these new developments into our classrooms. This need is two-fold. First, up-to-date technology is essential to delivering instructional materials in courses like Persuasion, Group Communication, Computer-Mediated Communication, and others. Second, students must develop competency at delivering professional presentations supplemented by appropriate technology in courses including Fundamentals of Speech Communication, Business and Professional Communication, Professional Presentations, Persuasion, and Senior Seminar.

5. Assessment Information

a. Assessment Elements

The Communication Studies Department has defined student outcomes both generally for all students in the major and specifically for students within each area of emphasis:

A. General Outcomes
   1. Distinguish among the various theoretical approaches to communication
   2. Communicate in both oral and written formats
   3. Demonstrate critical thinking and listening skills
   4. Recognize various communication research methodologies

B. Interpersonal Communication Emphasis Outcomes
   1. Describe fundamental concepts of interpersonal communication
   2. Apply communication research to interpersonal communication situations
   3. Recognize the communication situations in which interpersonal communication concepts apply
   4. Demonstrate appropriate language use

C. Organizational Communication Emphasis Outcomes
   1. Describe fundamental concepts of organizational communication
   2. Apply communication research to organizational communication situations
   3. Recognize differences among business management practices and organizational practices
4. Analyze communication behaviors common to organizational situations

D. Public Communication Emphasis Outcomes

1. Describe concepts of public communication situations
2. Apply communication research methodologies to public communication situations
3. Recognize persuasive messages and their uses in public situations
4. Evaluate argument strategies

During the period of this review, the measurement of assessment outcomes has been limited to data derived from student work in the senior seminar. Existing data are outlined in Appendix V. Student grades on their final project papers and presentations are presumed to reflect students’ familiarity with communication theory, their oral and written communication competency, their critical thinking skills, and their recognition of research methodologies. As different faculty members have taught the capstone course over the five year period, recording these data has been inconsistent. In the first year of the review period, exit survey data were collected from the students in the capstone course. In the last year of the review period, focus group responses were collected from graduating seniors. During the middle three review years, no data other than student project grades were collected. No specific data have been gathered to examine the outcomes in the department’s areas of emphasis. The benchmark set for assessment is that 75% or more of the students in the capstone course will earn at least a B on the final paper and presentation. Partial data indicate that 73% of students in the capstone course met this standard. We are in the process of reviewing and revising our assessment activities. This effort will result in more focused measurements for our outcomes, allowing for changes to our required courses that can specifically target improvements in student outcomes.

b. Other Service and Learning Activities
The department has no learning or service activities not covered by the assessment plan.

c. Plans for Program Improvement
Our most recent assessment reports do not identify any particular weaknesses in the achievement of program goals. Data from the assessment reports, included in Appendix V, indicate that student performance is in the 70th percentile for oral and written communication as well as critical thinking and listening. The benchmark for performance in these areas can be raised, with the expectation of improving student performance, and of striving to have 100 percent of our successful graduates achieve the benchmarks set by the department.

The primary program need in the area of assessment is to improve our assessment procedures. While the program has clearly stated goals, both generally and within each of the tracks, the measurement tools for assessing goal-related performance are not clearly focused. The first initiative we will undertake to improve program assessment is to engage in a department-wide review of goals and assessment procedures. In Fall of 2009 we will review program outcomes, define appropriate assessment tools for each outcome and set satisfactory benchmarks. In the Spring of 2010 we will gather data,
using our agreed upon assessment tools, with the aim of generating a comprehensive, empirically based assessment report to submit by September 1, 2010.

d. Graduate and Employer Satisfaction
The Graduating Senior Survey results from the Office of Institutional Research indicate a fairly high level of satisfaction with the “overall quality of my education.” For 2005-2006, there were 4 respondents with a mean of 3.5 (4.0 = Excellent) on that item. No data are available from institutional surveys for other years in the review period. No data are available on employer satisfaction.

6. Previous Review
The most recent program review recommended the continuance of the program at the present level of activity. No corrective action was required.

7. Strengths and Weaknesses
We believe that one of the greatest strengths of the program is excellence in teaching and advising. Our class sizes are small, rarely exceeding 30 students, allowing all students to be individually recognized by their instructors. The faculty members are student-centered and regularly interact with students both in and out of the classroom. Virtually all of our classes generate a high level of student participation in the learning process. Course evaluation results for Communication Studies classes are better than the average in the College of Liberal Arts on every individual item on the survey.

Advising is regarded as a very important function in the department which has maintained a system which requires that students be advised before they are permitted to register. The quality of teaching in the department has been recognized by the university in that two full-time faculty members have been finalists for university teaching awards. Dr. Gilpin was a finalist for the Pickens-Queen award in both 2008 and 2009. Dr. Bookwalter was a finalist for the Reynolds Award in both 2008 and 2009. More broadly, student evaluations of teaching in the department are excellent. As noted elsewhere in this review, Communication Studies faculty members have contributed to teaching a wide range of service courses, Honors courses, and Yeager Scholars program instruction. Faculty members in the department have contributed to online instruction, service learning, as well as general education courses. Even our part time instructors and graduate teaching assistants have an admirable record of teaching, evidenced by their teaching evaluations.

The Department of Communication Studies makes a valuable contribution to the university, to other programs across campus, and to the community. Our program contributes over 75 sections per year of the fundamentals of communication course, providing instruction to over 2500 student each year. Each year our department offers 20 sections of courses serving the course requirements of 1000+ students from the Lewis College of Business. Communication Studies courses are also required for majors in Safety, Counseling, International Affairs, and Oral Communication specialists in the
College of Education. In the community, groups of students in Communication Studies classes often perform community service projects as part of their course requirements. Group Communication students have performed well over 100 community service projects while learning about decision-making, strategic planning, problem solving and leadership. Majors in the program have completed highly successful internships with the Red Cross, the West Virginia State Treasurer’s office, Eli Lilly, and Habitat for Humanity, as well as other local organizations. The Marshall University Forensics program housed in the Communication Studies Department hosts an annual high school tournament, bringing over 100 potential recruits to our campus. The successful performance of the Forensics team at regional tournaments promotes the positive reputation of the university. Students in the department’s Senior Seminar have presented the results of their research projects at the College of Liberal Arts Undergraduate Research and Creativity Conference. Faculty members and students in the program have made, and continue to make valuable contributions to the campus and the community.

Historically, one important element of the program is its sponsorship of the Marshall University Forensics team. This student group, coached by a member of the Communication Studies faculty, has successfully competed in intercollegiate speaking tournaments since prior to the 1950’s. During the period of this review, the funding of the program had been cut dramatically, to the point where the squad was only able to travel to one tournament in 2008-2009. However, two of the six squad members qualified for and represented the University at the national tournament in April 2009. That success has led to renewed funding for 2009-2010 and the promise of greater success in the future.

This review has led to the identification of two limitations for the program in Communication Studies. The first is due to a loss of continuity in the program during the period of the review; the second is due to limited resources and facilities.

During the period of this review the program has experienced some significant transitions. Three long time faculty members have retired, including department chairman, Dr. Bert Gross. One additional faculty member left the program for a position at another university. Although the first retiring faculty member was replaced immediately, our attempts to replace the others resulted in three unsuccessful searches before finally identifying and successfully hiring new full time faculty members. Our first search for a department chairperson resulted in four candidates being recommended to the former dean. The former dean rejected all four candidates after her interviews. A second national search was conducted, during which all but one viable candidate withdrew prior to campus interviews, primarily due to salary considerations. In the interim period, the department filled in with temporary one year replacements for a total of three years and two years with two different faculty members serving as interim chair. By the time of the third search, the department had another retired faculty member to replace. Our search for two tenure-track faculty members led to the hiring of one person, Dr. Lindsay Calhoun, but the process was drawn out late in the academic year and a second person could not be hired because candidates withdrew for other positions or
because our salary offers were not comparable with other institutions. It was not until a fourth search in 2008-2009 that a second hire was made.

This unsettled situation may have contributed to a decline in majors, from a high of 61 in the first year of this review, to an average of 45 over the last four years of the review period. The most significant weakness of the program is a lack of consistent focus. Although the program has three well-defined tracks for majors, there have been changes in the rotation of courses. Perhaps a perceived loss of continuity has made it more difficult to recruit new majors. New faculty members bring different backgrounds and approaches to existing courses, which in itself is valuable, but also leads to a less coherent focus for the program. The strength of the program could be greatly enhanced by a thorough curriculum review, a concerted effort to recruit new students both on and off campus, and an initiative to recognize and connect with program graduates. These three initiatives would a) strengthen the offerings in the department by making the best use of the talents of the current faculty members; b) increase enrollment in upper-division courses; and c) help to develop a network of career advisors among former graduates.

The second important limitation in the department reflects a continuing theme over the past three program reviews. Five years ago, and five years prior to that, the program reviews cited a need for better equipped classrooms. That need still exists. We have obtained portable equipment (computers, projectors, cameras, television sets, etc.) that we use in our classes, but there are serious problems created by the need to set up and tear down portable equipment in the limited time between classes. There is extra wear and tear on portable equipment as well as theft and storage problems. We need to renovate our classrooms and equip them with the technology that can enhance teaching by the faculty and presentations by the students. Part of our mission is to prepare students across the campus to give professional quality presentations once they leave the university to pursue their careers. The success of that mission is handicapped by the absence of presentation technology commonly available in business and industry today. Several of our courses requiring presentations serve students majoring in the School of Business, yet the technology in our classrooms significantly lags behind that available in business classrooms.

Addressing this deficit will require an investment by the university in up-to-date presentation delivery technology, and an investment by the faculty of this program in developing competency in new technologies for their presentations.

B. VIABILITY

1. Articulation Agreements

The Department of Communication Studies does not participate in any articulation agreements other than those honored by Marshall University with numerous two-year and four-year institutions in West Virginia and across the U.S.

2. Off Campus/Distance Delivery Classes
In cooperation with the School of Extended Education, the Department of Communication Studies has regularly offered classes at the Mid-Ohio Valley Center and the Teays Valley Center, Hurricane High School, and the Martinsburg National Guard Armory. We have also offered classes at Huntington and Cabell Midland High Schools. These classes are administered by the School of Extended Education. Communication Studies courses delivered off campus average 9.6 sections per year, enrolling an average of 109 students per year. A complete list of the courses offered off-campus during the last two years may be found in Appendix VI.

3. Service Courses

Most undergraduates at Marshall University are required to take an introductory communication class as a part of their General Education Requirement. CMM 103, Fundamentals of Speech Communication fulfills that requirement for most students. An honors version of this course, CMM 104H, is also available. Students in the Lewis College of Business are required to take CMM 207, Business and Professional Communication as an introductory class instead of CMM 103 or 104H.

All students in the College of Business are required to take a second class in Communication Studies. They may choose one class from a menu of offerings that includes CMM 302, 308, 315, 319, and 322. Several programs in the College of Education and Human Services require a second class in communication. Counseling and Parks, Recreation and Leisure Services require CMM 315. Adult and Technical Education Training and Development and Safety Technology require CMM 319. Students in the Public Relations curriculum in the School of Journalism are required to take a second communication class. Several departmental offerings are required for the Oral Education program in the College of Education and Human Services. Students in the International Affairs program may elect to take CMM 322 to fulfill their course requirements.

Many students in the College of Liberal Arts take advanced courses in Communication Studies either as electives or as part of a 12-hour minor.

5. Program Course Enrollment

Overall enrollment in our courses has increased over the period of this review. In 2004-2005, enrollment in undergraduate courses totaled 2947; in 2008-2009 that figure was 3553 (an increase of 20 percent). The greatest increase in enrollment occurred in 2005-2006, when overall enrollment reached 3701. Enrollment over the past four years has averaged 3570. Detailed enrollment data are available in Appendix VI.

Major Courses offered Every Semester:  CMM 302, 308, 315, 319, 322
Major Courses offered Every Year:  CMM 303, 411, 478
Major Courses offered Every Other Year:  CMM 205, 213, 255, 307, 310, 311, 316, 320, 345, 401, 402, 406, 408, 409, 413, 420, 421, 441, 456, 474
The core courses that are required for all majors are offered every year. The courses that are offered every semester serve majors both as required classes and as electives. They also serve non-majors as was detailed in the previous section on service courses. The remaining classes are offered on a once every two-year rotation. In this manner we can optimize enrollment and provide a reasonably broad curriculum given limited faculty resources. Occasionally we can offer an extra section of a class by scheduling it in the summer, but our ability to do that depends on the resources that are available from year to year. Appendix VI provides a complete list of the enrollments in major classes for the five year period.

5. Program Enrollment

The B. A. program in Communication Studies has seen a decline in majors, but an increase in overall enrollment over the last five years. Majors in Fall 2004 numbered 61, while primary majors in Fall 2008 numbered 45 (a decline of 26 percent). That entire decline occurred when 23 program majors graduated in Spring 2004 and were replaced by only six new majors in Fall 2005. The program had 44 principal majors in Fall 2005 and 45 for Fall 2008. Second majors average 2 students per year. In the previous review period, the number of students enrolled in the College of Education Teaching Specializations in Oral Communication has averaged 12 students. Due to the elimination of speech courses and programs in the secondary schools, that number has declined to an average of 2 per year during the present review period.

An average of 12.4 students per year has graduated from the program which is an 8.8% decrease over the previous period. The average figure is misleading, however, because nearly twice that many students (23) graduated in 2004-2005, with a graduation total of 9, 12, 8, and 10 in the subsequent years. The unusually high number of graduates in the first year of the review accounts for most of the decline in majors over the five-year review period. The data reported in Appendix VII show that from Year 1 to Year 2, there were 23 graduates replaced by 7 new majors. In that year alone, the program saw a decline of 16 majors. In the latter four years of the review period the program graduated 9.75 graduates per year and gained an average of 9.33 graduates per year. Consequently the program has maintained a total of between 44 and 46 majors over the past four years.

6. Enrollment Projections

After the decline in majors in the first year of the review, enrollment has held steady for four years. The department is initiating several recruitment strategies in order to increase program enrollment. Since virtually all students must complete a general education course in the department, we will introduce information about the major, the career opportunities, and the degree to which employers value communication skills into our basic public speaking courses. We will use the major fairs and open houses to highlight the importance of high level communication skills. We have sent CMM 302 students to
local high schools to give speeches about Marshall University and the Communication Studies program in particular. We have revitalized the Marshall Forensics program, hoping to attract more students by bringing high school students to campus for our annual tournament. We will be posting success stories from our past graduates on our website and on displays in the department’s public spaces. We will be reaching out to pre-law majors, touting the value of a Communication Studies degree as preparation for the study and practice of law. With our most recent hire, we have added an active scholar who will introduce a new track in the major focusing on Health Communication. This is a growing sub-discipline within our field and is a particularly appropriate area of study for a community with two major medical centers as well as a nursing school and a medical school.

Add to these initiatives the university-wide effort to improve recruitment and retention, and we can expect some rise in enrollment in our program. It is impossible to accurately predict the degree of increase over the next five years. Clearly the program has room to serve at least the 60+ majors who were enrolled at the beginning of the review period. Our goal is to increase majors by at least five percent each year during the next review period. Achieving that goal would bring enrollment to nearly 60 majors by 2014. Growth much beyond that level will require additional resources. The required Communication Theory course can hold an additional six to seven students before reaching its cap. More majors beyond that would require that the course be offered in multiple sections, or every semester. The required undergraduate research course can accommodate 10-15 additional students before exceeding its cap. The senior seminar can accept 12-13 additional students each spring before exceeding its cap. These required courses would have to be offered more often, as would other upper-division courses in the major which are currently offered only once every four semesters. If we had to schedule them more frequently to serve larger numbers of students, we would have to reduce the level of faculty service to the university so that we could devote more time to instruction within the program, cut course offerings, and/or appeal to add additional full-time faculty.

C. Necessity

1. Advisory Committee

The Department of Communication Studies does not have an Advisory Committee at the present time.

2. Graduates

Accurate information is available for slightly less than half of all graduates over the last five years. Nearly 25 percent have gone on to graduate programs, either in the M.A. program in Communication Studies, or to graduate programs in health care, seminary, or the law. Because communication is an important career skill, rather than a profession per se, the data in Appendix VIII do not indicate that any graduates can be considered employed “in field.” However, many fields can be considered “related” to communication. Graduates of our B.A. program are employed in government
administration, the ministry, coaching, health care administration, sales, teaching, and non-profit administration. One is a contractor for a private firm working with the Department of Homeland Security, one has started his own charitable foundation for children in Africa, one is a corporate event planner, and one is involved in micro-financing for poor communities in Mexico. The department is fortunate to have placed graduates in a wide variety of fields.

3. Job Placement

The Department of Communication Studies works in conjunction with the Career Planning and Placement Center to assist seniors in their job search. For many of our majors, coursework includes training in interviewing. Through our internship program, several of our graduates have gained valuable contacts and career experience. Ongoing contact with program graduates has been less than systematic in the past five years. During the last year of this review period, the department has initiated an effort to locate graduates and send bi-annual updates of department news. This effort has led to contacts with 84 past graduates. In addition to sending department updates we plan to solicit career advice and networking contacts for students currently in the program.

IV. RESOURCE DEVELOPMENT

A. Program Mission and Vision

Vision
The Department of Communication Studies aims to improve the quality and effectiveness of discourse by preparing our graduates to apply sound theoretical frameworks to the assessment to communication situations and to select appropriate strategies for accomplishing meaningful goals.

Mission
The Department of Communication Studies is committed to improving the quality and effectiveness of human interaction in personal, social, and professional relationships for Marshall University students. We will meet this commitment by providing innovative, specialized instruction that enables students to do the following:

- apply theory and research to interpersonal, organizational, and public communication issues;
- apply sound theoretical frameworks to the assessment of communication situations;
- select appropriate strategies for accomplishing ethical and meaningful communication goals; and
- acquire and refine critical thinking skills necessary for communicating effectively in a global environment

We will be active scholars and remain conversant with recent disciplinary scholarship.
We will offer our communication expertise in service to our community.

Strategic plan
The Department of Communication Studies plans to improve its capacity to serve this mission through three key initiatives: development of a Health Communication emphasis within the B.A. program, expanding the program’s e-course offerings, and strengthening our forensics program.

The program has begun the process of adding an emphasis in Health Communication by hiring a new faculty member, Dr. Cynthia Torppa, who is charged with developing new courses in Health Communication for both the B.A. and M.A. program. During the Fall of 2009 the department faculty will designate a menu of required and elective courses for the emphasis in Health Communication to be submitted to the College of Liberal Arts Curriculum Committee. Dr. Torppa will develop at least one new undergraduate course in Health Communication, which upon approval will be added to the curriculum and to the list of required courses within the emphasis. In addition, Dr. Torppa will work with faculty and administrators in the Nursing program to create cooperative educational opportunities in Health Communication. The goal is to attract Nursing students to our courses, to create cross-listed courses for Communication Studies and Nursing, or to develop professional development programs in Health Communication strategies for Nursing students, taught by faculty in Communication Studies. To support Dr. Torppa’s efforts to develop a new program and act as liaison to the Nursing program for cooperative education efforts, she should be granted a one course reassignment.

A second initiative proposed for the B.A. program in Communication Studies is the expansion of e-course offerings. Only one course in the program is currently offered as an e-course. Several courses in Communication Studies have a strong performance element and are not appropriate for electronic delivery. The faculty in the program have agreed that some courses could be delivered effectively via the internet. Plans have been made to develop web-based versions of CMM 308 Persuasion and CMM 311 Language and Communication. During the 2009-2010 academic year, Dr. Bookwalter and Dr. Tarter will adapt the material in these courses for internet delivery. A curriculum review, to be conducted in Fall 2009 will examine the possibility of adapting additional courses for internet delivery.

A third initiative involves the continued administration of the Marshall University Forensics and Debate program. Substantial progress has been made in the past year to recruit new members and increase funding. Yet our forensics team is coached by two graduate teaching assistants, each assigned one quarter time to coaching forensics. Of the six schools among our peer institutions with forensics and debate programs, all have a full time faculty member assigned to direct the forensics program. To provide leadership and continuity for the forensics team, the department must be able to hire a director who would carry a half-time teaching schedule and be assigned to direct and travel with the forensics team. Both graduate students who are currently directing the forensics team will leave the program at the end of the 2009-2010 academic year. A new director must
be in place by May 2010 to recruit and train new team members and plan tournament activities for the 2010-2011 academic year.
Appendix I
Required/Elective Course Work in the Program

Degree Program: BA Interpersonal Communication Studies  Person responsible for the report: Dr. Robert B. Bookwalter

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Required/Elective Course Work in the Program

Degree Program: **BA Interpersonal Communication Studies**
Person responsible for the report: **Dr. Robert B. Bookwalter**

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Degree Program: BA Organizational Communication Studies  
Person responsible for the report: Dr. Robert B. Bookwalter

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**Required/Elective Course Work in the Program**

**Degree Program:** BA Public Communication Studies  
**Person responsible for the report:** Dr. Robert B. Bookwalter

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Professional society that may have influenced the program offering and/or requirements:
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: ___Robert B. Bookwalter_________ Rank: _Professor

Status (Check one):  Full-time _x_  Part-time_____  Adjunct ________Current MU Faculty:  Yes _x__  No ___

Highest Degree Earned: ___Ph.D._______________ Date Degree Received: ___May 1989____

Conferred by: ___University of Kansas________________________

Area of Specialization: ___Communication Studies______________________________

Professional Registration/Licensure_________________ Agency: _______________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall   ___22___
Years of employment in higher education   ___23___
Years in service at Marshall during this period of review   __5____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>CMM 513</td>
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</table>
1) If your degree is not in your area of current assignment, please explain. N/A

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).


4) Papers presented at state, regional, national, or international conferences.


5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.


Member of the National Communication Association

6) Externally funded research grants and contracts you received.

NONE

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

- Reynolds Teaching Award Finalist, 2009
- Reynolds Teaching Award Finalist, 2008

8) Community service as defined in the Greenbook.

- Training workshops for community organizations
  - “To “e” or not to “e”: Using email for effective communication.” For the Marshall University Research Corporation, October 2005.

Mayor’s Marketing Committee, 2006
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Camilla A. Brammer_____________________   Rank: _Professor

Status (Check one):  Full-time_x_____   Part-time_____   Adjunct _____

Current MU Faculty:  Yes _x__    No ___

Highest Degree Earned: __Ph.D.___________   Date Degree Received: ___June 1992_____________

Conferred by: ______________Ohio University_______________________________________________

Area of Specialization: _________Organizational Communication/Theory________________

Professional Registration/Licensure_______________     Agency: _______________________________

Years non-teaching experience _________

Years of employment other than Marshall __25__

Years of employment at Marshall ___25___

Years of employment in higher education ___25___

Years in service at Marshall during this period of review __5____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Gender and Communication</td>
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<td>Listening &amp; Feedback</td>
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<td>Spring 2009</td>
<td>CMM 478</td>
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<td>Spring 2009</td>
<td>CMM 602</td>
<td>Communication Consulting Strategies</td>
<td>16</td>
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</table>

1) If your degree is not in your area of current assignment, please explain.

2) Activities that have enhanced your teaching and or research.
Supervised one (1) student group research project, Spring 2009.
Supervised seven (7) individual student research projects, Spring 2008.
Supervised eight (8) individual or team student research projects, Spring 2007.
Mentored nine (9) individual student research projects for the College of Liberal Arts Research and Creativity Conference, Spring 2006.
Directed nine (9) student-designed communication training programs for off campus businesses/organizations, 2004 & 2005.

Grant Writing Conference – November 18-19, 2005 (11.5 actual hours)

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.
Institute for Higher Education Policy: Student Achievement(2009), Weston, FL July 19-July 23

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended.
6) Externally funded research grants and contracts you received
United States Army Corps of Engineers: Leadership Training: Effective Superior/Subordinate Communication (Nov. 15, 2008)

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Elected Faculty Senate Chair Spring 2008 for 2 year term
Guest lecturer, Joan C. Edwards School of Medicine, 2008, 2007, 2006, 2005
Guest lecturer, College of Fine Arts, ART 390, Feb. 21, 2006

8) Community service as defined in the Greenbook.
Baxter Artists Series Usher 2002 to present
Eucharistic Minister, Trinity Episcopal Church
Vestry Member and Junior Warden, Trinity Episcopal Church
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: ___Lindsay R. Calhoun_________  Rank: ___Assistant Professor

Status (Check one):  Full-time_x___ Part-time_____ Adjunct _____ Current MU Faculty: Yes_x__ No ___

Highest Degree Earned: ___Ph.D._________________ Date Degree Received: __Aug 2007________

Conferred by: ___University of Utah_____________________________________________________

Area of Specialization: _Communication Theory and Research________________________________

Professional Registration/Licensure_________________ Agency: _______________________________

Years non-teaching experience ______________________

Years of employment other than Marshall ___3___

Years of employment at Marshall ___1___

Years of employment in higher education ___4___

Years in service at Marshall during this period of review ___1___

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
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<th>ENROLLMENT</th>
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<td>Sem Thry Sciences &amp; Stats</td>
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<td>Spring 2009</td>
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<td>Bus &amp; Prof Communication</td>
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<td>Seminar Arts &amp; History</td>
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</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
   Spring 2009 Research Boot Camp
   Fall 2008 Teaching and mentoring for Yeager Seminars, YGS 271 Science and Statistics
   Spring 2009 Teaching and mentoring for Yeager Seminars, YGS 272 Arts and History
   Fall 2008 Developing a New Class: Developed and prepared the Intercultural Communication Course CMM 322 for the undergraduate level

Professional Journal and Textbook Reviews

“Shopping the Shopper: Predictable Performances and Retail Surveillance” Paper reviewed for Western Journal of Communication
"How to Define and Categorize Critical Media and Communication Studies" Paper reviewed for Critical Studies in Media Communication

Twice reviewed persuasion textbook manuscript, 2 chapters, for Oxford University Press

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.
   National Conference: "One Cannot Not Communicate (Unless You are the US and Iran)" An Interactionist Perspective on the Foreign Policy Dilemmas between the US and Iran," Presented at panel UnCONVENTIONal Examinations of Terrorism and Foreign Policy. Competitively accepted paper to the Peace and Conflict Division at the National Communication Association 2008 National Convention, San Diego, CA November 21-24

   International Conference: "What Do We Do When Things Fall Apart?" Rwanda’s Attempt at Restorative Justice Through the Gacaca Courts Competitively accepted paper presented in multiple workshop sessions at NCA Summer Conference: Conference on Intercultural Dialogue 2009 Maltepe University Istanbul, Turkey July 22-26, 2009

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   Professional Associations: National Communication Association
   Madison Who's Who Registry of Executives and Professionals
   West Virginia Consortium for Faculty & Course Development in International Studies


   “Television and Journalism on a Global Stage” Chair in Session National Communication Association National Convention, San Diego, CA November 21-24


   2008 National Communication Association National Convention, San Diego, CA Nov 21-24


   Conferences Attended Summer 2009: NCA Summer Conference on Intercultural Dialogue, July 22-26, 2009 Maltepe University Istanbul, Turkey

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.
   Volunteer to serve as coach and judge for Marshall University Forensics Program
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Stephen D. Cooper
Rank: Associate Professor

Status (Check one): Full-time X Part-time Adjunct
Current MU Faculty: Yes X No

Highest Degree Earned: Ph.D. Date Degree Received: 2001

Conferred by: Rutgers University

Area of Specialization:

Professional Registration/Licensure: n/a
Agency: n/a

Years non-teaching experience: 28
Years of employment other than Marshall: 28
Years of employment at Marshall: 8
Years of employment in higher education: 27
Years in service at Marshall during this period of review: 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Communication Study &amp; Research</td>
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<td>CMM 501</td>
<td>Organization Communication</td>
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1) If your degree is not in your area of current assignment, please explain.
   n/a

2) Activities that have enhanced your teaching and or research.
   chairing IRB #2 (social and behavioral research)—December 2003 to the present
teaching writing-intensive courses; serving on university WAC committee (August 2005 to the present); serving as facilitator at WAC retreats

3) Discipline-related books/papers published (provide a full citation).


4) Papers presented at state, regional, national, or international conferences.

*A Concise History of the Fauxtography Blogstorm in the 2006 Lebanon War*

*Biased Battle Reports in Gulf War II: A Comparative Framing Analysis*

*A Comparative Framing Analysis of Embedded and Behind-the-Lines Reporting on the 2003 Iraq War*

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

*The Atlantic Journal of Communication*
Editorial Advisory Board, Article Review Board; August 1996 to the present.

American Communication Association (ACA)*
Board of Directors; September 2003 to the present.

*The American Communication Journal*
Editorial Board; June 2008 to the present.

6)Externally funded research grants and contracts you received.

none

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

none

8) Community service as defined in the *Greenbook*.

None.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: ___Susan S. Gilpin___________   Rank: __Assistant Professor
Status (Check one): Full-time__x__ Part-time_____   Adjunct _____   Current MU Faculty: Yes__x__ No ___

Highest Degree Earned: ___Ph.D.____________________   Date Degree Received: ___December 2004____

Conferred by: ____Department of English, Carnegie Mellon University___________________

Area of Specialization: ___Rhetoric______________________________________________________

Professional Registration/Licensure________________     Agency: _______________________________

Years non-teaching experience
Years of employment other than Marshall __2__
Years of employment at Marshall ___1 part time, 4.5 full time
Years of employment in higher education__8.5 part time,4.5 full time____

Years in service at Marshall during this period of review__4.5____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  (Expand the table as necessary)

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<td>CMM 504</td>
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<td>3</td>
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<td>YGS 161</td>
<td>Seminar Communication Computer Team Taught – 40%</td>
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<tr>
<td>Spring 2008</td>
<td>CMM 308</td>
<td>Persuasive Communication</td>
<td>18</td>
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<td>Persuasive Communication</td>
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<td>CMM 409</td>
<td>Theory Persuasion Change</td>
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<td>Theory Persuasion Change</td>
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<td>CMM 205</td>
<td>The Rhetorical World</td>
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<td>YGS 161</td>
<td>Seminar Communication Computer Team Taught – 40%</td>
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<td>Persuasive Communication</td>
<td>19</td>
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<td>24</td>
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<td>CMM 402</td>
<td>Rhetorical Theory</td>
<td>9</td>
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<td>Spring 2009</td>
<td>CMM 502</td>
<td>Rhetorical Theory</td>
<td>6</td>
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<td>Spring 2009</td>
<td>HON 480</td>
<td>SpTp:Climate Change Sci/Comm Team Taught – 50%</td>
<td>13</td>
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1) If your degree is not in your area of current assignment, please explain.

2) Activities that have enhanced your teaching and or research.
   Marshall University
   Center for the Advancement of Teaching and Learning
   Assignment Design and Information Literacy Workshop, February 2007
   Faculty Writing Group Fall 2005, Spring 2006
   Graduate College Advisor Training, August 2007
College of Liberal Arts Advisor Training, September 2007  
Service Learning Course Construction Training, May 2005

**West Virginia Great Teachers’ Seminar, 2006**  
**Symposium on Revisionist Classical Rhetorics:** Carnegie Mellon University and the University of Pittsburgh, April 2005  
**Rhetoric Society of America:** national seminar in Medical Rhetoric, Rensselaer Polytechnic Institute, June 2007;

**Advanced Seminar in**  
the History of Rhetoric on “Aphonius and the Progymnasmata”, Memphis, TN, May 2006; teaching institute on rhetorical theory, Kent State University, May 2005

**National Communication Association**  
NCA Hope Faculty Development Conference, July 2007  
NCA Annual Convention Short Courses, Chicago, November 2004: Teaching Persuasion, Teaching the College Course in the Rhetoric of the 1960s, Teaching the College Course in Communication Theory, Teaching Rhetorical Criticism and Theoretical Level  
NCA Annual Convention Short Courses, San Diego, November 2008: Rhetoric and the Study of Public Memory (pre-conference seminar), Teaching the Rhetoric of Social Intervention, Teaching Political Communication,  
Teaching the Course in Communication Ethics

3) **Discipline-related books/papers published (provide a full citation).**


4) **Papers presented at state, regional, national, or international conferences.**

**National Communication Association.**  
“To Touch in Passing: Experiencing the Franklin Delano Roosevelt Memorial” 2008.  

**Rhetoric Society of America.**  
“Summer Institute Roundtable” 2006.


**Southern States Communication Association, Norfolk, VA; March 2009.**


“Discourse Strategies for Teaching Civility: Inviting Form into Communication Classrooms” 2009.


**Southern States Communication Association.**  

Panel Respondent Language as Negotiation: How Communication Shapes our Lives  

**Eastern Communication Association, Theory and Methodology Division.**


5) **Professional development activities.** including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

See 2 and 4 above. Memberships: National Communication Association, Rhetoric Society of America, Alliance of Rhetoric Societies, Southern States Communication Association (Language and Social Interaction Division paper reviewer and secretary)  
6) Externally funded research grants and contracts you received.

7) **Awards/honors** (including invitations to speak in your area of expertise) or special recognition: Top Faculty Paper, Language and Social Interaction Division Annual Conference, March 2008; Research Award (reassigned time), Marshall University, Spring 2008; Pickens-Queen Teaching Award Nominee, Marshall University, October 2007; Finalist, January 2008; National Society of Collegiate Scholars, Marshall University Chapter. Invitation to be keynote speaker and inducted into the Society, August 2007; Quinlan Grant for Faculty Travel, 2005; INCO Foundation Grant, Marshall University, 2005; Who’s Who Among America’s Teachers, 2005

8) **Community service as defined in the Greenbook:** Board Member and workshop leader, WV Center for Civic Life, 2007 - present
Appendix II

Faculty Data Sheet

(Information for the period of this review)

Name: __Kristine L. Greenwood________   Rank: _Associate Professor

Status (Check one):  Full-time_x___ Part-time_____ Adjunct _____   Current MU Faculty:  Yes x___   No ___

Highest Degree Earned: _____PhD__________ Date Degree Received: ____1997_____________

Conferred by: ___________Ohio University_________________________________

Area of Specialization: _____Communication Theory & Organizational Communication_____________________

Professional Registration/Licensure____________________ Agency: _______________________________

Years non-teaching experience __3____

Years of employment other than Marshall __________

Years of employment at Marshall ______18____

Years of employment in higher education ______18____

Years in service at Marshall during this period of review __5____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

<table>
<thead>
<tr>
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<td>Argumentation &amp; Debate</td>
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<td>CMM 207</td>
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<td>9</td>
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<td>13</td>
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<td>Group Communication</td>
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<td>Oral Interpretation Lit</td>
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<td>Bus &amp; Prof Communication</td>
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<td>Spring 2009</td>
<td>CMM 302</td>
<td>Professional Presentations</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

*(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)*
2) Activities that have enhanced your teaching and or research.


Conducting teaching assistant training in 2008 & 2009 along with weekly meetings in Fall 2008 and Fall 2009 enhanced my own teaching

3) Discipline-related books/papers published (provide a full citation).


4) Papers presented at state, regional, national, or international conferences.

Eastern Communication Association Annual Meeting April 2006 – panel paper presentation “Forty Years of Community Connection—The John Marshall Tournament”.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

President – West Virginia Intercollegiate Forensics Association 2004-2007
Judging Panels and host of Annual State Championships Tournaments
Eastern Communication Association

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.

Department Promotion & Tenure committees 2005, 2006
CoLA Curriculum Committee 2004-2006
Faculty Advisor Marshall University Forensics Union 2004-2009
CoLA Faculty Concerns Committee 2006-2009
Chair Department Search Committee Spring 2006
Director Marshall University Debate Program 2004-2008
Director of Basic Public Speaking program 2008-2009
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: ___Barbara J. Tarter_______________   Rank: _Associate Professor

Status (Check one):  Full-time_x__ Part-time_____ Adjunct _____ Current MU Faculty: Yes _x__ No ___

Highest Degree Earned: _______Ph.D____________   Date Degree Received: _____1983________

Conferred by: __________Ohio University___________________________________________

Area of Specialization: ___Organizational Communication______________________________

Professional Registration/Licensure_______________     Agency: _______________________________

Years non-teaching experience  _17 years_
Years of employment other than Marshall  _21 years_
Years of employment at Marshall  ____11years_
Years of employment in higher education  ____29 years_
Years in service at Marshall during this period of review  _5 years_

List courses you taught during the final two years of this review.  If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  (Expand the table as necessary)

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<td>Persuasive Communication</td>
<td>19</td>
</tr>
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<td>Fall 2007</td>
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<td>Group Communication</td>
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<td>Group Communication</td>
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<td>Group Communication</td>
<td>13</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>YGS 162</td>
<td>Sem Humanities &amp; Values</td>
<td>11</td>
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<td>CMM 103</td>
<td>Fund Speech-Communication</td>
<td>14</td>
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<td>CMM 103</td>
<td>Fund Speech-Communication</td>
<td>13</td>
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<td>CMM 302</td>
<td>Professional Presentations</td>
<td>19</td>
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<td>Group Communication</td>
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<td>CMM 316</td>
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<td>Group Communication</td>
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<td>CMM 315</td>
<td>Group Communication</td>
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</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.
(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
   - Have integrated Grant Writing into the Group Communication Course
   - Took Professional Presentation students to the high school to present their speeches
   - Yeager Speech Mentor
   - Obtained Writing Across the Curriculum Certification
   - Obtained Service Learning Certification
   - Teach all of my upper level courses as Writing Intensive Courses
   - Teach all of the Group Communication Courses as Service Learning Courses

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.
   - Engaging Students: Building Community Relationships through the Grant Writing Process – (Gulf South Summit) - Service Learning Conference, Nashville, TN 2008

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   - North Central Peer Reviewer
   - Reviewed University of Wisconsin @ Oshkosh
   - Assisted Missouri Western State University with a Student Support Services grant.

6) Externally funded research grants and contracts you received.
   - Huntington Foundation Inc. Grant for Literacy – Tri-State Literacy Foundation – Written with Group Communication Students ($7,332.36)

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
   - Booth Scholars Program
   - Library Service Presenter

8) Community service as defined in the Greenbook.
   - Tri-State Literacy Volunteer
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Edward H. Woods__________ Rank: __Professor

Status (Check one): Full-time_x_ Part-time_____ Adjunct _____ Current MU Faculty: Yes_x_ No ___

Highest Degree Earned: ___Ph. D._____________ Date Degree Received: __May 1993_______

Conferred by: _University of Kentucky ________________________________________________

Area of Specialization: ___Communication_________________________________________________

Professional Registration/Licensure_________________ Agency: __________________________________

Years non-teaching experience _______11_____
Years of employment other than Marshall _______24_____
Years of employment at Marshall _______16_____
Years of employment in higher education _______29_____
Years in service at Marshall during this period of review _______5_____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<tr>
<th>YEAR/SEMESTER</th>
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<td>Summer C 2007</td>
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<td>Superior-Subordinate Communication</td>
<td>15</td>
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<td>Fall 2007</td>
<td>CMM 319</td>
<td>Superior-Subordinate Communication</td>
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<td>Fall 2007</td>
<td>CMM 319</td>
<td>Superior-Subordinate Communication</td>
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<tr>
<td>Fall 2007</td>
<td>CMM 319</td>
<td>Superior-Subordinate Communication</td>
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<td>CMM 319</td>
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<td>CMM 606</td>
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<td>CMM 319</td>
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<td>Spring 2008</td>
<td>CMM 319</td>
<td>Superior-Subordinate Communication</td>
<td>23</td>
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<td>CMM 319</td>
<td>Superior-Subordinate Communication</td>
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<td>Organization Communication</td>
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<td>7</td>
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<td>Fall 2008</td>
<td>CMM 207</td>
<td>Business &amp; Professional</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research. Development of online course 2004/2005.
3) Discipline-related books/papers published (provide a full citation)


4) Papers presented at state, regional, national, or international conferences.

   communication competence. Presented at the April meeting of the Eastern Communication Association,
   Boston, MA.

5) Professional development activities, including professional organizations to which you belong and state,
   regional, national, and international conferences attended. List any panels on which you chaired or
   participated. List any offices you hold in professional organizations.

   Eastern Communication Association

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.

   1. SCORES Festival—Have run two public speaking contests for area high schools all of the years of this
      assessment—2004-2009
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Deborah Adkins
Rank: Instructor

Status (Check one): Full-time__ Part-time___ x___ Adjunct ___
Current MU Faculty: Yes___ X___ No ___

Highest Degree Earned: M.A._________ Date Degree Received: 1988

Conferred by Marshall University______________

Area of Specialization: Speech____

Professional Registration/Licensure___ N/A________
Agency: N/A___________________________

Years non-teaching experience _______
Years of employment other than Marshall _______
Years of employment at Marshall _______
Years of employment in higher education _______
Years in service at Marshall during this period of review__ 2 _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Fund Speech-Communication</td>
<td>18</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.
1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Johnna Asbury___________  Rank: _Instructor

Status (Check one):  Full-time__  Part-time___x__ Adjunct ___Current MU Faculty: Yes___ No ___x_

Highest Degree Earned: ___M.A._________  Date Degree Received: 2000

Conferred by Marshall University____________

Area of Specialization:  Communication Studies___

Professional Registration/Licensure___N/A__________
Agency:___N/A________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall 5_____
Years of employment in higher education 5_____
Years in service at Marshall during this period of review 3_____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  *(Expand the table as necessary)*

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<td>Fall 2007</td>
<td>CMM 103</td>
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<td>19</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended.
List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Andrew Backus
Rank: Instructor

Status (Check one): Full-time__ Part-time___x___ Adjunct __Current MU Faculty: Yes___
No _x_

Highest Degree Earned: ___M.A._________ Date Degree Received: 2007
Conferred by Marshall University_____________

Area of Specialization: Communication Studies____

Professional Registration/Licensure__N/A__________
Agency:_N/A__________________________________

Years non-teaching experience________
Years of employment other than Marshall____
Years of employment at Marshall___.5____
Years of employment in higher education___.5____
Years in service at Marshall during this period of review___.5____

List courses you taught during the final two years of this review. If you participated in a
team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Fund Speech-Communication</td>
<td>23</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

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6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Jennifer Ball___________ Rank: _Instructor

Status (Check one): Full-time__ Part-time__ Adjunct _x_Current MU Faculty: Yes__X__No ___

Highest Degree Earned: ___M.A._________ Date Degree Received: 1997

Conferring by University of Colorado____________________

Area of Specialization: Communication Studies____

Professional Registration/Licensure ___x__ Agency: Licensed Massage Therapist, State of West Virginia 2006 – present; Nationally Certified Therapeutic Bodywork and Massage Therapist 2006-present; Level 1 Certified Education Therapist, National Institute for Learning Development 2006-present

Years non-teaching experience __29

Years of employment other than Marshall __29__

Years of employment at Marshall __5__

Years of employment in higher education __9________

Years in service at Marshall during this period of review __5________

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Fall 2008</td>
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<td>Bus &amp; Prof Communication</td>
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<td>Bus &amp; Prof Communication</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.
1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
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6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Amy Berner__________ Rank: _Instructor

Status (Check one): Full-time__ Part-time____ Adjunct _x_Current MU Faculty: Yes_ No _x__

Highest Degree Earned: ___M.A._________ Date Degree Received: 2000

Conferred by Marshall University_________________

Area of Specialization: Communication Studies____

Professional Registration/Licensure___N/A________
Agency:_/N/A_____________________

Years non-teaching experience ______
Years of employment other than Marshall ______
Years of employment at Marshall ___4____
Years of employment in higher education ______
Years in service at Marshall during this period of review____1____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

NOTE: Instructor did not teach during the last two years of this review.

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
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7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook.*
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Rebecca Bookwalter  Rank: Instructor

Status (Check one): Full-time__ Part-time___ x___ Adjunct ____

Current MU Faculty: Yes__ No ___

Highest Degree Earned: MA____ Date Degree Received: 1994

Conferred by Marshall University_______________

Area of Specialization: Persuasion and Research Methodologies____

Professional Registration/Licensure_______________ Agency:

________________________________________________________________

Years non-teaching experience ______ 24____

Years of employment other than Marshall ___ 24 ___

Years of employment at Marshall ______ 12____

Years of employment in higher education ______ 13____

Years in service at Marshall during this period of review ______ 5____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.
(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
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6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Patricia Bostic    Rank: Instructor

Status (Check one): Full-time__  Part-time___x__  Adjunct __  Current MU Faculty: Yes___
No ___

Highest Degree Earned: Master of Arts___  Date Degree Received: 08/2002

Conferred by Marshall University____yes__________

Area of Specialization: Communication Studies____

Professional Registration/Licensure_____________________  Agency:
____________________________________________________

Years non-teaching experience __20____
Years of employment other than Marshall ______20____
Years of employment at Marshall ___5____
Years of employment in higher education ___5____
Years in service at Marshall during this period of review __3____

DO NOT COMPLETE ANY MORE OF THIS FORM. I WILL FILL IN YOUR COURSES.
ADJUNCTS DO NOT COMPLETE ANYTHING ELSE.

THANKS,

LU ANN

List courses you taught during the final two years of this review. If you participated in a
team-taught course, indicate each of them and what percentage of the course you
taught. For each course include the year and semester taught (summer through
spring), course number, course title and enrollment. (Expand the table as necessary)

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this
document.

1) If your degree is not in your area of current assignment, please explain.

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6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Tiffany Bowles
Rank: Instructor

Status (Check one): Full-time__ Part-time__x__ Adjunct __
Current MU Faculty: Yes___ No _x__

Highest Degree Earned: ___ M.A._________ Date Degree Received: 2002
Conferred by Marshall University_________________

Area of Specialization: Organizational Communication _______

Professional Registration/Licensure__N/A_________
Agency: __N/A__________________________

Years non-teaching experience _______
Years of employment other than Marshall _______
Years of employment at Marshall 4____
Years of employment in higher education 4____
Years in service at Marshall during this period of review 2.5____

List courses you taught during the final two years of this review. If you participated in a
team-taught course, indicate each of them and what percentage of the course you
taught. For each course include the year and semester taught (summer through
spring), course number, course title and enrollment. (Expand the table as necessary)

NOTE: Instructor did not teach during the last two years of this review.

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this
document.

1) If your degree is not in your area of current assignment, please explain.

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
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7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Suzanne Byrom___________ Rank: _Instructor

Status (Check one):  Full-time__  Part-time______  Adjunct _X_Current MU Faculty: Yes_
No _X_

Highest Degree Earned: ___M.A._________  Date Degree Received: 1973

Conferred by  Marshall University_________________

Area of Specialization:  Speech Education____

Professional Registration/Licensure__X___________  Agency:__ West Virginia Public Schools

Years non-teaching experience ___1____
Years of employment other than Marshall _____33____
Years of employment at Marshall _____5____
Years of employment in higher education _____5____
Years in service at Marshall during this period of review____3____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  *(Expand the table as necessary)*

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

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7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Linda Cole__________  Rank: _Instructor

Status (Check one): Full-time__  Part-time___ x___  Adjunct ___Current MU Faculty: Yes __X__
No ___

Highest Degree Earned: ___M.A.__________  Date Degree Received: 1990

Conferred by Marshall University_________________

Area of Specialization: Organizational Communication

Professional Registration/Licensure__N/A___________
Agency:__N/A______________________________

Years non-teaching experience ___0___
Years of employment other than Marshall ___5___
Years of employment at Marshall ___19___
Years of employment in higher education ___19___
Years in service at Marshall during this period of review ___5___

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  *(Expand the table as necessary)*

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6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Jeremy Dempsey_________  Rank: _Instructor

Status (Check one):  Full-time_  Part-time___x__  Adjunct _Current MU Faculty:  Yes__No  _x__

Highest Degree Earned: ___M.A.__________  Date Degree Received:  2005

Conferrer by Marshall University__________________

Area of Specialization:  Communication Studies____

Professional Registration/Licensure___N/A____
Agency:_N/A_____________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall  6
Years of employment in higher education  6
Years in service at Marshall during this period of review 3

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Fall 2007</td>
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<td>Fall 2007</td>
<td>CMM 103</td>
<td>Fund Speech-Communication</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

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7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __William Denman__________  Rank: ___Professor

Status (Check one): Full-time__  Part-time____x__  Adjunct ___Current MU Faculty: Yes__  No ___x_

Highest Degree Earned: ___PhD._________  Date Degree Received: 1974  Conferred by Ohio University_________________

Area of Specialization:  Rhetoric and Public Address

Professional Registration/Licensure___N/A__________  Agency:____N/A_____________________

Years non-teaching experience
Years of employment other than Marshall  2 ______
Years of employment at Marshall  37.5 ______
Years of employment in higher education  42 ______
Years in service at Marshall during this period of review 0____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.

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NOTE:  Instructor did not teach during the last two years of this review.

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

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Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Mary Beth Elmore  
Rank: X_Instructor

Status (Check one): Full-time__ Part-time__ x__ Adjunct X__Current MU Faculty: Yes__ X__
No ___

Highest Degree Earned: _MA +45______________ Date Degree Received: 1963__

Conferred by Marshall University___yes____________

Area of Specialization: Communication Studies__ X__

Professional Registration/Licensure__yes____________ Agancy: State of West Virginia______________

Years non-teaching experience
Years of employment other than Marshall ___26 years______
Years of employment at Marshall ___40+_______
Years of employment in higher education ___40+_______
Years in service at Marshall during this period of review_________

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Fund Speech-Communication</td>
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<td>Fall 2008</td>
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<td>Spring 2009</td>
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<td>Fund Speech-Communication</td>
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<td>Spring 2009</td>
<td>CMM 103</td>
<td>Fund Speech-Communication</td>
<td>23</td>
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1) If your degree is not in your area of current assignment, please explain.

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7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 

Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Jane Mays Evans  Rank: _Instructor

Status (Check one):  Full-time__  Part-time X  Adjunct __

Current MU Faculty: Yes: X  No

Highest Degree Earned: Masters of Communications  Date Degree Received: 5-6-06

Conferred by  Marshall University

Area of Specialization: Communication Studies

Professional Registration/Licensure N/A  Agency: N/A

Years non-teaching experience  0

Years of employment other than Marshall  12

Years of employment at Marshall  5

Years of employment in higher education  5

Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  (Expand the table as necessary)

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<td>Fund Speech-Communication</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Helen Freeman___________ Rank: _Instructor

Status (Check one): Full-time__ Part-time_______ Adjunct _x_ Current MU Faculty: Yes_X

Highest Degree Earned: ____M.A.___________ Date Degree Received: 1992

Conferred by Marshall University____________________

Area of Specialization: Communication Studies____

Professional Registration/Licensure____N/A________
Agency: _N/A______________________________

Years non-teaching experience __________
Years of employment other than Marshall ________
Years of employment at Marshall 5____
Years of employment in higher education 5____
Years in service at Marshall during this period of review 2.5____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.
1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
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5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Paul Graham__________ Rank: __Instructor

Status (Check one): Full-time__ Part-time__ Adjunct _x_Current MU Faculty: Yes__ No _x__

Highest Degree Earned: ___M.A._________ Date Degree Received: 1993

Conferred by Marshall University____________________

Area of Specialization: Communication Studies____

Professional Registration/Licensure___N/A________
Agency:_N/A_____________________

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall

Years of employment in higher education

Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

NOTE: Instructor did not teach during the last two years of this review.

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
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5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: _Bertram W. Gross_____________ Rank: _Professor

Status (Check one): Full-time __ Part-time____x__ Adjunct __Current MU Faculty: Yes__
No ___x___

Highest Degree Earned: ___PhD____________ Date Degree Received: 1975

Conferred by Temple University____________________

Area of Specialization: Rhetoric and Public Address____

Professional Registration/Licensure___N/A________
Agency: _N/A_____________________________

Years non-teaching experience________
Years of employment other than Marshall________
Years of employment at Marshall________
Years of employment in higher education________
Years in service at Marshall during this period of review________

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
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6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Linda Knighton
Rank: Instructor

Status (Check one): Full-time ___ Part-time ___ x ___ Adjunct ___
Current MU Faculty: Yes ___
No ___

Highest Degree Earned: ___ M.A. _________ Date Degree Received: May 2002

Conferred by Marshall University

Area of Specialization: Organizational Communication

Professional Registration/Licensure ___ N/A ________
Agency: N/A ______________________

Years non-teaching experience __27____
Years of employment other than Marshall __27____
Years of employment at Marshall __5____
Years of employment in higher education __5____
Years in service at Marshall during this period of review __3____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

NOTE: Instructor did not teach during the last two years of this review.

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
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6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Sandra Linn____________  Rank: _Instructor

Status (Check one):  Full-time__  Part-time___x__  Adjunct __Current MU Faculty:
Yes__
No _x__

Highest Degree Earned: ___M.A._________  Date Degree Received:  1984

Conferred by  West Virginia University_________________

Area of Specialization:  Speech Communication

Professional Registration/Licensure_x_____  Agency: _West Virginia Board of
Education

Years non-teaching experience
Years of employment other than Marshall  ____34____
Years of employment at Marshall  ____7____
Years of employment in higher education  ____7____
Years in service at Marshall during this period of review____2____

List courses you taught during the final two years of this review.  If you participated in a
team-taught course, indicate each of them and what percentage of the course you
taught.  For each course include the year and semester taught (summer through
spring), course number, course title and enrollment.  (Expand the table as necessary)

NOTE:  Instructor did not teach during the last two years of this review.

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this
document.

1)  If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this
review and begin with the most recent activities.)

2)  Activities that have enhanced your teaching and or research.
3)  Discipline-related books/papers published (provide a full citation).
4)  Papers presented at state, regional, national, or international conferences.
5)  Professional development activities, including professional organizations to which
you belong and state, regional, national, and international conferences attended.
List any panels on which you chaired or participated. List any offices you hold in
professional organizations.
6)  Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __John Long_________________ Rank: _Instructor

Status (Check one): Full-time__  Part-time___x__  Adjunct _x_  Current MU Faculty: Yes_ x_  No ___

Highest Degree Earned: ___MA__________  Date Degree Received: Dec 98_

Conferred by West Virginia University_________________

Area of Specialization: Communication Studies__x__

Professional Registration/Licensure_______________  Agency:
_____________________________

Years non-teaching experience  ___________
Years of employment other than Marshall __________
Years of employment at Marshall ___3___
Years of employment in higher education ___3___
Years in service at Marshall during this period of review___3___

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Fall 2009</td>
<td>CMM 103</td>
<td>Fund Speech-Communication</td>
<td>19</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)
2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Name: _McCracken, Joyce_________   Rank: _Instructor

Status (Check one):  Full-time__   Part-time______   Adjunct _x_Current MU Faculty:
Yes _ X
No ___

Highest Degree Earned: ___M.A._________   Date Degree Received: 1981

Conferred by Marshall University_______________________

Area of Specialization:  Speech____

Professional Registration/Licensure___N/A__________
Agency:_N/A______________________________

Years non-teaching experience __________
Years of employment other than Marshall _______
Years of employment at Marshall __1.5______
Years of employment in higher education __1.5______
Years in service at Marshall during this period of review__1.5______

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)
2) Activities that have enhanced your teaching and or research.
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6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Ryan McCullough_________ Rank: _One year temporary

Status (Check one): Full-time_x_ Part-time_____ Adjunct __Current MU Faculty: __
No _x__

Highest Degree Earned: ___M.A._________ Date Degree Received: May 2005

Conferred by Marshall University_________________

Area of Specialization: Communication Studies____

Professional Registration/Licensure___N/A________
Agency:__N/A_________________________

Years non-teaching experience
Years of employment other than Marshall __2____
Years of employment at Marshall __3_____ ______
Years of employment in higher education __4_____ ______
Years in service at Marshall during this period of review __1____

List courses you taught during the final two years of this review. If you participated in a
team-taught course, indicate each of them and what percentage of the course you
taught. For each course include the year and semester taught (summer through
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this
document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this
review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
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7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Teresa O’Cassidy___________ Rank: __Instructor

Status (Check one): Full-time__ Part-time___x__ Adjunct ___Current MU Faculty: Yes___ No _x__

Highest Degree Earned: ___M.A._________ Date Degree Received: 2005

Conferred by Marshall University_________________________

Area of Specialization: Communication Studies___

Professional Registration/Licensure___N/A_________ Agency: __N/A_____________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall  ___4___
Years of employment in higher education ___4___
Years in service at Marshall during this period of review ___2.5___

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Fund Speech-Communication</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
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6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Jennifer Robinette
Rank: Instructor

Status (Check one): Full-time__ Part-time____x__ Adjunct ___Current MU Faculty:
Yes___
No_ x_

Highest Degree Earned: ___M.A._________ Date Degree Received: 1996

Conferred by Marshall University

Area of Specialization: Communication Studies

Professional Registration/Licensure___N/A________
Agency: N/A___________________

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall

Years of employment in higher education

Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a
team-taught course, indicate each of them and what percentage of the course you
taught. For each course include the year and semester taught (summer through
spring), course number, course title and enrollment. (Expand the table as necessary)

NOTE: This instructor did not teach any courses during the final two years of
this review.

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this
document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this
review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
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6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Christopher C. Ross  Rank: _Instructor

Status (Check one): Full-time__  Part-time___ x__  Adjunct __Current MU Faculty:
Yes___
No___

Highest Degree Earned: MA  Date Degree Received: May 2007

Conferred by Marshall University_______________________

Area of Specialization: Communication Studies____

Professional Registration/Licensure_______________  Agency:
________________________

Years non-teaching experience ______
Years of employment other than Marshall ______
Years of employment at Marshall 5 (including GTA)
Years of employment in higher education 5
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a

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<td>Spring 2008</td>
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<td>24</td>
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(Expand the table as necessary)

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.
(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
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6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Kara Simmons_________ Rank: _Instructor

Status (Check one):  Full-time__  Part-time___x___ Adjunct __Current MU Faculty: Yes __X__
No ___

Highest Degree Earned: ___M.A._________ Date Degree Received: 2008

Conferred by  Marshall University__________________

Area of Specialization:  Communication Studies____

Professional Registration/Licensure___N/A_________
Agency: __N/A___________________________

Years non-teaching experience
Years of employment other than Marshall ___2___
Years of employment at Marshall ___3___
Years of employment in higher education ___3___
Years in service at Marshall during this period of review ___3___

List courses you taught during the final two years of this review. If you participated in a
team-taught course, indicate each of them and what percentage of the course you
taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  *(Expand the table as necessary)*

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook.*
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: ___Violet Szilvas_________ Rank: _Instructor

Status (Check one):  Full-time__  Part-time_____  Adjunct _x_Current MU Faculty:
Yes_No _X

Highest Degree Earned: ___BA_________ Date Degree Received:  1981

Conferred by _Kent State University

Area of Specialization:  Communication

Professional Registration/Licensure___N/A_________
Agency:_N/A_______________________

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall  ____

Years of employment in higher education  ____

Years in service at Marshall during this period of review __.5____

List courses you taught during the final two years of this review.  If you participated in a
team-taught course, indicate each of them and what percentage of the course you
taught.  For each course include the year and semester taught (summer through
spring), course number, course title and enrollment.  (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this
document.

1)     If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this
review and begin with the most recent activities.)

2)   Activities that have enhanced your teaching and or research.
3)   Discipline-related books/papers published (provide a full citation).
4)   Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: _Dennis Taylor_________ Rank: _Instructor

Status (Check one): Full-time___ Part-time___x___ Adjunct __Current MU Faculty:
Yes___ No _x___

Highest Degree Earned: __JD._________ Date Degree Received: 1995

Conferred by:  Washington and Lee______________

Area of Specialization:  Communication

Professional Registration/Licensure___N/A__________
Agency:_N/A_______________________

Years non-teaching experience ____________________
Years of employment other than Marshall __________
Years of employment at Marshall __1.5______
Years of employment in higher education __________
Years in service at Marshall during this period of review__.5______

List courses you taught during the final two years of this review. If you participated in a
team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  (Expand the table as necessary)

NOTE:  Instructor did not teach during the last two years of this review.

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this
review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.

5) Professional development activities, including professional organizations to which
you belong and state, regional, national, and international conferences attended.
List any panels on which you chaired or participated. List any offices you hold in
professional organizations.

6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __Phillip Turner_________   Rank: _Instructor

Status (Check one): Full-time__  Part-time__x__  Adjunct __Current MU Faculty:
Yes__ X__  
No___

Highest Degree Earned: ___M.A._________   Date Degree Received: _12/2006

Conferred by Marshall University_________________

Area of Specialization: Communication Studies____

Professional Registration/Licensure__N/A_________
Agency: _N/A___________________________

Years non-teaching experience  _____2.5_____
Years of employment other than Marshall  _____2.5_____  
Years of employment at Marshall  _____1.5 (part-time)_____
Years of employment in higher education  _____1.5 (part-time)_____
Years in service at Marshall during this period of review_____0_____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1)   If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2)   Activities that have enhanced your teaching and or research.

3)   Discipline-related books/papers published (provide a full citation).

4)   Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the *Greenbook*.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __________Sharon Webb________________________ Rank: __Instructor__

Status (Check one): Full-time___ Part-time___ x___ Adjunct __Current MU Faculty:
Yes_x__
No ___

Highest Degree Earned: ______M.A._________ Date Degree Received: __December
2006

Conferred by Marshall University________________________

Area of Specialization: Communication Studies____

Professional Registration/Licensure________________________ Agency:
_______________________________

Years non-teaching experience __________8____

Years of employment other than Marshall __________8____

Years of employment at Marshall __________4____

Years of employment in higher education __________4____

Years in service at Marshall during this period of review __________4____

List courses you taught during the final two years of this review. If you participated in a
team-taught course, indicate each of them and what percentage of the course you
taught. For each course include the year and semester taught (summer through
spring), course number, course title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Sheryl White
Rank: Instructor

Status (Check one): Full-time__ Part-time____x____ Adjunct__ Current MU Faculty: Yes__
No __x__

Highest Degree Earned: ____M.A.____ Date Degree Received: 1984

Conferred by Marshall University

Area of Specialization: Communication Studies

Professional Registration/Licensure__N/A_________
Agency: __N/A________________________

Years non-teaching experience ______31____
Years of employment other than Marshall ______31____
Years of employment at Marshall ______18____
Years of employment in higher education ______18____
Years in service at Marshall during this period of review ______3____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: _Karl Winton__________ Rank: Assistant Professor

Status (Check one): Full-time_x_ Part-time_____ Adjunct __Current MU Faculty: Yes___
No _x___

Highest Degree Earned: ___PhD_________ Date Degree Received: 1998

Conferred by: University of Oklahoma______________

Area of Specialization: Intercultural Communication and Qualitative Methods

Professional Registration/Licensure___N/A__________
Agency:_N/A__________________________

Years non-teaching experience __24____
Years of employment other than Marshall __10____
Years of employment at Marshall __6____
Years of employment in higher education __17____
Years in service at Marshall during this period of review __4____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)
2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
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6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __John Womack_________   Rank: _Instructor

Status (Check one):  Full-time__   Part-time___x__   Adjunct ___Current MU Faculty:  
Yes___   No _x__

Highest Degree Earned: ___M.A._________   Date Degree Received: 1988

Conferred by Marshall University______________

Area of Specialization:  Communication Studies____

Professional Registration/Licensure___N/A________
Agency:__N/A_____________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall     17____
Years of employment in higher education     17____
Years in service at Marshall during this period of review  2____

List courses you taught during the final two years of this review. If you participated in a 
team-taught course, indicate each of them and what percentage of the course you 
taught. For each course include the year and semester taught (summer through 
spring), course number, course title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this 
review and begin with the most recent activities.)

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6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the *Greenbook*. 


Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: _David Woods___________ Rank: _Instructor

Status (Check one): Full-time__ Part-time______ Adjunct _x_Current MU Faculty:
Yes___
No ___x_

Highest Degree Earned: ___PhD_________ Date Degree Received: 1976
Conferred by: Ohio State University____________________

Area of Specialization: Speech____

Professional Registration/Licensure__N/A__________
Agency:_N/A________________________

Years non-teaching experience ___45____
Years of employment other than Marshall 37____
Years of employment at Marshall ___13____
Years of employment in higher education ___50____
Years in service at Marshall during this period of review ___5____

List courses you taught during the final two years of this review. If you participated in a
team-taught course, indicate each of them and what percentage of the course you
 taught. For each course include the year and semester taught (summer through
spring), course number, course title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this
document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this
review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
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6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the *Greenbook*. 
# Appendix IIa
## Teaching Assistant Data Sheet

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(e.g. 101)

Su: Summer, Fa: Fall, Sp: Spring
### Appendix IIa (continued)
#### Teaching Assistant Data Sheet

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<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td>Richards, Xavier</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>42</td>
<td>37</td>
</tr>
<tr>
<td>Lewis, Jacqueline</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Simmons, Kara</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Duda, Jessica</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>43</td>
<td>33</td>
</tr>
<tr>
<td>Nguyen, Huyen</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>47</td>
<td>27</td>
</tr>
<tr>
<td>Broccolo, Stephanie</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>44</td>
<td>35</td>
</tr>
<tr>
<td>Kouroma, Abdul</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>46</td>
<td>18</td>
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<tr>
<td>McClellan, Kristine</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>46</td>
<td>44</td>
</tr>
<tr>
<td>Pleska, Katie</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Moore, Chai</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>Broccolo, Kristina</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>48</td>
<td>41</td>
</tr>
<tr>
<td>Arora, Aarti</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>Jude, Megan</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>44</td>
</tr>
<tr>
<td>Frame, Sandra</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>51</td>
<td>44</td>
</tr>
<tr>
<td>Meadows, Sarah</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>47</td>
</tr>
<tr>
<td>Ray, Daniel</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>38</td>
</tr>
<tr>
<td>Edwards, Miranda</td>
<td>CMM 103</td>
<td>Fund Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td>48</td>
<td>20</td>
</tr>
</tbody>
</table>

Complete graduate teaching assistant’s name; course number and course name taught; indicate enrollment in the semesters taught. Expand table as needed.
Appendix III
Students’ Entrance Abilities (Undergraduate Programs)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean High School GPA</th>
<th>Mean College GPA</th>
<th>Mean ACT</th>
<th>Mean SAT Verbal</th>
<th>Mean SAT Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>3 Freshmen</td>
<td>3.24</td>
<td>2.84</td>
<td>21.3 (n = 3)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>4 Transfers</td>
<td>2.84</td>
<td>2.88 (Transfers)</td>
<td>21.0 (n = 2)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>2 Freshmen</td>
<td>3.15</td>
<td>--</td>
<td>23 (n = 2)</td>
<td>640 (n = 1)</td>
<td>450 (n = 1)</td>
</tr>
<tr>
<td></td>
<td>4 Transfers</td>
<td>2.78</td>
<td>2.49</td>
<td>14.7 (n = 3)</td>
<td>466.7 (n = 3)</td>
<td>416.7 (n = 3)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>2 Freshmen</td>
<td>3.27</td>
<td>--</td>
<td>22.5 (n = 2)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>4 Transfers</td>
<td>2.83</td>
<td>17.8 (n = 4)</td>
<td>420 (n = 1)</td>
<td>350 (n = 1)</td>
<td>NA</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>1 Freshman</td>
<td>2.43</td>
<td>--</td>
<td>18 (n = 1)</td>
<td>440 (n = 1)</td>
<td>380 (n = 1)</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>4 Freshmen</td>
<td>3.36</td>
<td>--</td>
<td>22.8 (n = 4)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>6 Transfers</td>
<td>2.44</td>
<td>2.75</td>
<td>21.5 (n = 2)</td>
<td>440 (n = 3)</td>
<td>380 (n = 3)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>4 Freshmen</td>
<td>3.53</td>
<td>--</td>
<td>26.3 (n = 3)</td>
<td>576.7 (n = 3)</td>
<td>550 (n = 3)</td>
</tr>
<tr>
<td></td>
<td>2 Transfers</td>
<td>3.92</td>
<td>2.84</td>
<td>19.5 (n = 2)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>3 Transfers</td>
<td>3.29</td>
<td>2.56</td>
<td>21.5 (n = 2)</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
## Appendix IV
### Students’ Exit Abilities (Undergraduate Programs)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Licensure Exam Results</th>
<th>Certification Test Results</th>
<th>Other Standardized Exam Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>23</td>
<td>2.88</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2005-06</td>
<td>9</td>
<td>2.94</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2006-07</td>
<td>12</td>
<td>3.05</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2007-08</td>
<td>8</td>
<td>2.67</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2008-09</td>
<td>10</td>
<td>2.91</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
APPENDIX V
ASSESSMENT SUMMARY
MARSHALL UNIVERSITY
Assessment of the Program’s Student Learning Outcomes
5 year summary

Component Area/Program/Discipline: BA Communication Studies

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. General Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Distinguish among the various theoretical approaches to communication</td>
<td># of students using theory-based rationale for capstone projects</td>
<td>None</td>
<td>None</td>
<td>Department is revising the undergraduate assessment process</td>
</tr>
</tbody>
</table>
| 2. Communicate in both oral and written formats | Capstone Final Papers  
           Capstone Presentations | 75% of students earn A or B on the final paper  
           75% of students earn A or B on their final project presentations | 73% earned A or B on the final paper  
           78% earned A or B on the final project presentation | Process revisions pending |
<p>| 3. Demonstrate critical thinking and listening skills | Capstone Final Papers: applying appropriate methodologies to the study of communication phenomena | 75% of students earn an A or B on the final project | 73% earned A or B | Process revisions pending |
| 4. Recognize various communication research methodologies | Selection of appropriate methodologies for capstone research projects | No benchmark established | No specific data recorded | Process revisions pending |
| B. Interpersonal Communication Emphasis |                                                                  |                     |                  |                                     |</p>
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Measurements</th>
<th>Benchmarks</th>
<th>Data Recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe fundamental concepts of interpersonal communication</td>
<td>No measurements established</td>
<td>No benchmarks set</td>
<td>No data recorded</td>
</tr>
<tr>
<td>2.</td>
<td>Apply communication research to interpersonal communication situations</td>
<td>No measurements established</td>
<td>No benchmarks set</td>
<td>No data recorded</td>
</tr>
<tr>
<td>3.</td>
<td>Recognize the communication situations in which interpersonal communication concepts apply</td>
<td>No measurements established</td>
<td>No benchmarks set</td>
<td>No data recorded</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate appropriate language use</td>
<td>No measurements established</td>
<td>No benchmarks set</td>
<td>No data recorded</td>
</tr>
</tbody>
</table>

C. Organizational Communication Emphasis

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Measurements</th>
<th>Benchmarks</th>
<th>Data Recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe fundamental concepts of organizational communication</td>
<td>No measurements established</td>
<td>No benchmarks set</td>
<td>No data recorded</td>
</tr>
<tr>
<td>2.</td>
<td>Apply communication research to organizational communication situations</td>
<td>No measurements established</td>
<td>No benchmarks set</td>
<td>No data recorded</td>
</tr>
<tr>
<td>3.</td>
<td>Recognize differences among business management practices and organizational communication practices</td>
<td>No measurements established</td>
<td>No benchmarks set</td>
<td>No data recorded</td>
</tr>
<tr>
<td>4.</td>
<td>Analyze communication behaviors common to organizational situations</td>
<td>No measurements established</td>
<td>No benchmarks set</td>
<td>No data recorded</td>
</tr>
</tbody>
</table>

Public Communication Emphasis
1. Describe concepts of public communication situations
2. Apply communication research methodologies to public communication situations
3. Recognize persuasive messages and their uses in public situations
4. Evaluate argument strategies

<table>
<thead>
<tr>
<th></th>
<th>No measurements established</th>
<th>No benchmarks set</th>
<th>No data recorded</th>
</tr>
</thead>
</table>

No measurements established | No benchmarks set | No data recorded
APPENDIX V Continued:
Supplement: Assessment Letters

Office of Assessment & Program Review

June 27, 2009

Dr. Robert Bookwalter, Chair
Communication Studies
COLA

Dear Bob:

This letter will document that the Office of Assessment did not receive an annual assessment report for the BA in Communication Studies for the academic year 2007 – 2008. I would be happy to work with you as you develop your assessment plan. I can be reached at 62987 or at reynolddm@marshall.edu.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. David Pittenger, Dean, COLA
Office of Assessment & Program Review

April 8, 2008

Dr. Robert Bookwalter, Chair
Communication Studies
COLA

Dear Bob,

This letter will document that the Office of Assessment did not receive an annual assessment report for the BA in Communication Studies for the academic year 2006 – 2007. I would be happy to work with you as you develop your assessment plan. I can be reached at 62987 or at reynoldm@marshall.edu

Sincerely,

Mary E. Reynolds
Interim Director of Assessment

C: Dr. Donna Spindel, Interim Dean, COLA
Office of Assessment & Program Review

September 20, 2007

Dr. Robert Bookwalter
Chair, Communication Studies
College of Liberal Arts
Campus

Dear Bob,

The Assessment Report Review Subcommittee has completed its review of annual reports from 2006-2007. Following are the comments for the BA in Communication Studies:

Learning Objectives: The program is at level 3 (on a scale of 0-3) in this category, meaning that learning objectives were identified, they describe student behaviors, they are program, not course, objectives, and they are clear. The reviewer suggested that the four primary objectives be highlighted in bold for easier identification.

Assessment Measures: The program is at level 1 in this category. The reviewer noted that you need to reconsider some of your assessment measures. For example, using student presentations as proof of competence requires a systematic rubric. Final grades, on the other hand, are not acceptable as assessment benchmarks.

Feedback Loop: Here, too, the program is at level 1. The reviewer noted that you have made a good start on the assessment chart but need to provide more complete information in the following columns: assessment tools, standards/benchmarks, results/analysis, and actions taken. The conclusion that students in communication studies perform at a level appropriate to needed skills and abilities in only a few areas suggests the need for departmental scrutiny.

Dr. Kopp has set a goal to have every program performing at least at level 2 in all categories with an eventual goal of level 3. If your department would like assistance in meeting these goals, please feel free to contact the new Interim Director of Assessment, Dr. Mary Beth Reynolds, at 62987.

Sincerely,

Frances Hensley

C: Dr. Donna Spindel, Interim Dean, College of Liberal Arts
To: Bob Edmunds. Interim Chair, Communication Studies Department  
From: Bob Edmunds, Coordinator for Program Review and Assessment  
Date: July 12, 2006

Yearly Assessment Report for: BA CMM  

Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2006-2007  

The Yearly Assessment Report for documenting AY 2005-2006 assessment activities is due by October 3, 2006. If the program is scheduled for a program review during the 2006-7 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due  

Reviewer summary of yearly assessment report:  
What follows is a brief critique of the report you submitted for the academic year 2004-2005. In most cases the report has been reviewed by members of the University Assessment Committee.

<table>
<thead>
<tr>
<th>Yearly Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a. Program goals: The program goals were outlined.</td>
</tr>
<tr>
<td>b. Learning outcomes and data collection: The learning outcomes were identified. The unit addressed two of the outcomes and provided data in support of those outcomes.</td>
</tr>
<tr>
<td>c. Results: The results indicate that the expectations were exceeded.</td>
</tr>
<tr>
<td>II. BOT Initiative #3: No current national test exists for Communication Studies.</td>
</tr>
<tr>
<td>III. Plans for current year: The unit plans to measure more of the outcomes.</td>
</tr>
<tr>
<td>IV. Assistance needed: None at present</td>
</tr>
<tr>
<td>V. Lessons learned: Students perform at an acceptable level on the outcomes identified.</td>
</tr>
</tbody>
</table>

Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The chart was presented. The unit has only measured 2 of the outcomes listed with appropriate supporting materials and data. The resulting action taken does not represent, at this time, any significant changes necessary in the program. However, as the unit collects more data, trends will become apparent as to what directions the unit must take to improve student academic achievement.

Efficacy of Assessment:

Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.
<table>
<thead>
<tr>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
</tr>
<tr>
<td><strong>Total Overall Score:</strong></td>
</tr>
<tr>
<td>Level of Implementation (efficacy of assessment)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Ranges 0-3 in each of the three categories</td>
</tr>
<tr>
<td>A score of 0 indicates minimum activity in the category</td>
</tr>
<tr>
<td>A score of 1 indicates that a program is in the beginning stages of assessment</td>
</tr>
<tr>
<td>A score of 2 indicates that a program is making progress toward implementing a viable assessment program</td>
</tr>
<tr>
<td>A score of 3 indicates that a program is in the maturing stages of its assessment program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Efficacy of Assessment</strong></td>
</tr>
<tr>
<td>A total overall score between 0 and 3 indicates</td>
</tr>
<tr>
<td>A total overall score between 4 and 6 indicates</td>
</tr>
<tr>
<td>A total overall score between 7 and 9 indicates</td>
</tr>
</tbody>
</table>

**Interpretation:**

The unit has a well defined set of learning outcomes. The unit has listed only one set of measuring instruments in this report. Multiple measures are advisable. The measure used was integrated into the curriculum and measures both direct and indirect learning. The feedback loop shows that the unit is collecting data, but minimal standards and expectations have been established.

**Recommendations:**

The unit will need to collect data on more of the outcomes for the current year. The plan should be set up so that the unit will address all of the objectives in the next 3 years. Multiple measures need to be used.

**General Comments:**

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

**Enclosures**
Office of Program Review & Assessment

To: Bert Gross, Chair, Communication Studies
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: August 9 2005

Yearly Assessment Report for: BA Communication Studies

Thank you for submitting the Program Review Assessment Report. Please use the information in this report to guide your assessment activities during AY 2005-2006.

The Yearly Assessment Report for documenting AY 2004-2005 assessment activities is due by October 3, 2005. If the program is scheduled for a program review during the 2005-6 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

Review summary of yearly assessment report:
What follows is a brief critique of the report you submitted for the academic year 2003-2004. In most cases the report has been reviewed by 3 members of the University Assessment Committee.

<table>
<thead>
<tr>
<th>Program Review Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summarize the principal elements of the departmental assessment plan</td>
</tr>
<tr>
<td>II. Provide summary information on the following elements: Student Outcomes:</td>
</tr>
<tr>
<td>Assessment Tools or approaches/Standards/Benchmarks (BOT Initiative #3 if applicable)</td>
</tr>
<tr>
<td>Results/Analysis</td>
</tr>
<tr>
<td>Action Taken</td>
</tr>
<tr>
<td>IV. Provide information on how assessment data is used to improve program quality. Include at least 3 specific examples drawn from the past 5 years.</td>
</tr>
<tr>
<td>V. Is there a chart which identifies the program objectives/appropriate assessment tools/Standards/results/action taken</td>
</tr>
</tbody>
</table>

Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.
No Assessment: Summary Chart was available for review. The program should prepare and present an assessment summary chart with its next yearly report.

Efficacy of Assessment:

As Marshall approaches its ten-year self-study by the North Central Association’s Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Scores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>0</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>0</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>1</td>
</tr>
<tr>
<td>Total Overall Score: (efficiency of assessment)</td>
<td>1</td>
</tr>
</tbody>
</table>

Score Ranges

Score Ranges 0.3 in each of the three categories

A score of 0 indicates minimum activity in the category
A score of 1 indicates that a program is in the beginning stages of assessment
A score of 2 indicates that a program is making progress toward implementing a viable assessment program
A score of 3 indicates that a program is in the maturing stages of its assessment program

Levels of Implementation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A total overall score</td>
<td>Level 1:</td>
<td>Level 2:</td>
<td>Level 3:</td>
<td></td>
</tr>
<tr>
<td>between 0 and 3 indicates</td>
<td>the program is in the beginning stages of its assessment of student academic achievement</td>
<td>the program is making progress toward implementing a viable assessment program</td>
<td>the program is in the maturing stages of continuous improvement of student academic achievement</td>
<td></td>
</tr>
<tr>
<td>A total overall score</td>
<td>Level 1:</td>
<td>Level 2:</td>
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<td>between 4 and 6 indicates</td>
<td>the program is in the beginning stages of its assessment of student academic achievement</td>
<td>the program is making progress toward implementing a viable assessment program</td>
<td>the program is in the maturing stages of continuous improvement of student academic achievement</td>
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<tr>
<td>A total overall score</td>
<td>Level 1:</td>
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The goal is to have the majority of our programs in level 3 by May 2006.

Interpretation:
The program has a spotty record in terms of its assessment efforts for the past 4 years. Although the program has made changes in the curriculum, specific student academic achievement data have not been presented or analyzed. Most of the changes have resulted in information gleaned from student exit interviews and focus groups.

Recommendations:
The program should begin to collect specific student academic achievement data and analyze this data for assessment purposes. Since there are no national standards at the present, the program should develop performance standards for its graduates.

General Comments:
It is imperative that programs maintain a record of their assessment activities and have this information available for the NCA/HLC site committee if requested.
Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures
## APPENDIX VI
### Program Course Enrollment

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<td>E</td>
<td>Td</td>
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<td>Su: 1, Fa: 1, Sp: 11</td>
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Indicate all program and service courses. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the number of independent study students enrolled, but **DO NOT** include individual names or the titles of the independent studies. Please use the following codes:

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- **Location:** Huntington, South Charleston, Point Pleasant, etc.
### APPENDIX VI (CONTINUED)
Program Course Enrollment

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<td>O</td>
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<td>43</td>
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Indicate all program and service courses. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the number of independent study students enrolled, but DO NOT include individual names or the titles of the independent studies. Please use the following codes:

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Program Course Enrollment

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Program Course Enrollment

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<td></td>
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<td>E</td>
<td>Td</td>
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<td>Td</td>
<td>Huntington</td>
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## Program Course Enrollment

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<td>CMM 481</td>
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### Appendix VII

#### PROGRAM ENROLLMENT

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<td>6</td>
<td>11</td>
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<td>Grand Total of Students Enrolled in the Program</td>
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<td>48</td>
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<td>Graduates of the program</td>
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<td>12</td>
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Figure 1. Trend Line for Total Enrollment and Program Graduates
## Appendix VIII
### JOB AND GRADUATE SCHOOL PLACEMENT RATES

<table>
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<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to Graduate Programs</th>
<th># of graduates not accounted for</th>
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<tr>
<td>2004-2005</td>
<td>11</td>
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<td>9</td>
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<td>2005-2006</td>
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<tr>
<td>2006-2007</td>
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<tr>
<td>2007-2008</td>
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<td>3</td>
<td>4</td>
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<tr>
<td>2008-2009</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Five –Year Total</td>
<td>25</td>
<td>6</td>
<td>9</td>
<td>22</td>
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**Note:** There is no career path for ‘communicologists.’ So all graduates employed in a field requiring expertise in communication are listed in the “related fields” column.