

**2015 Blueprint for Academic Excellence
College of Mass Communications & Information Studies**

March 18, 2014

Section I. Executive Summary

The College of Mass Communications and Information Studies continues many of the transitions we spoke about in last year's Blueprint. We have put some elements firmly in place. Some unforeseen transitions have materialized. The year past has been one of progress; the year ahead promises to be one of accomplishment.

In the School of Journalism and Mass Communications, a new undergraduate curriculum has been introduced with a soft launch in 2013-14 and full implementation for the entering class in August 2014. A new director of graduate studies, Dr. Lance Holbert, joined the SJMC faculty in January with a mandate to enhance the school's master's and doctoral programs. Further steps towards improving the curriculum have been started to create a distinct major in mass communications theory and to recraft the minor in journalism/mass communications. Collectively, these steps represent the school's studied response to the significant changes in the communications environment.

The school is engaged in a search for a new director to succeed Dr. Carol Pardun who elected to step down after six years as director and return to the faculty. An important evaluation of future faculty needs is taking place with the anticipation of conducting searches for several colleagues during the coming year.

In the School of Library and Information Science, two faculty searches have been successfully completed. Those will bolster the school's undergraduate teaching and its engagement in the technologies of information science. A dialogue is ongoing with USC's Palmetto College to move our BSIS degree to the Palmetto program. We believe this will stimulate growth for the program and facilitate its delivery to parts of the state where it can be highly beneficial. We hope to inaugurate this in the coming year.

Our collaborative programs in literacy and health communication have been highly productive in the current year. Cockey's Reading Express™ and the Arnold School of Public Health have conducted a year-long in-depth program in Calhoun County. The journalism school hosted a public forum on cognitive issues of aging in conjunction with ASPH, the College of Social Work and the Lieutenant Governor's Office on Aging.

Davis College, home of SLIS, is scheduled for exterior face lifting in summer of 2014. The journalism school's future home is now in construction and scheduled for completion in summer of 2015. Progress on the building has been a stimulant for fund raising.

Challenges certainly remain. Key faculty and staff hires lie ahead. Recruiting must be accelerated to offset declines in the master's programs. The two doctoral programs are looking for synergies to relieve duplication. Our budget is tight, due to necessary expenditures for faculty and staff and in anticipation of moving the journalism school.

But overall, the current year has been one of considerable progress and the coming year is one of great promise.

Section II. Meeting the University's Academic Dashboard Targets

1. Total Undergraduate Enrollment

- Strategies used to meet each of the Academic Dashboard measures and targets and providing an assessment of their effectiveness.
 - a. Improve advising services
 - b. Partner with Office of Student Affairs and Student Government on the syllabus bank pilot study to make syllabi more accessible to students as they decide what courses to take.
- Progress made toward meeting Academic Dashboard targets this year, 2013-2014
 - a. Made minor adjustments to academic orientation workshop at the beginning of the school year that focuses on what a new freshman should experience in the classroom. We explain the importance of the syllabus, how to study for classes, why we require the courses we do, recent curriculum revision, the importance of academic integrity, etc.
- Strategies planned to meet Academic Dashboard targets in 2014-2015
 - a. Continue to improve advising services.
 - b. Revise student services materials to be more relevant.
 - c. Convert BSIS to Palmetto College to increase undergraduate enrollment in that major.

2. Average SAT Score

We have no control over students admitted and what their SAT scores are. Nor are we aware of those when we receive lists of students offered admission. According to IAC office, however, both ACT and SAT scores increased for Fall 2013.

3. Freshman-Sophomore Retention Rate

- Strategies used to meet each of the Academic Dashboard measures and targets and providing an assessment of their effectiveness.
 - a. Academic orientation workshop focusing on expectations of freshmen.
 - b. Journalism living and learning community.
 - c. Journalism-specific sections of University 101.
 - d. Alumni Society mentoring program for students.
- Progress made toward meeting Academic Dashboard targets this year, 2013-2014
 - a. Slight fluctuation in freshman to sophomore retention over the past three years: 89.5%, 91.5%, 90.9%.
- Strategies planned to meet Academic Dashboard targets in 2014-2015
 - a. Continue existing strategies and monitor performance.
 - b. Assess impact of implementation of new SJMC curriculum.

4. Six-year Graduation Rate

- Strategies used to meet each of the Academic Dashboard measures and targets and providing an assessment of their effectiveness.
 - a. Improve advisement services.
 - b. Expand internship opportunities.
 - c. Provide academic "Senior Semester" experiences for each major.
 - d. Expand career services.

- e. Implement new curriculum throughout SJMC that creates greater flexibility, provides more electives and reduces prerequisite bottlenecks.
- f. Participate in Summer Semester to facilitate on time graduation.
- Progress made toward meeting Academic Dashboard targets this year, 2013-2014.
 - a. Slight increases in six-year graduation rates, exceeding those of the university in each of the past three years.
- Strategies planned to meet Academic Dashboard targets in 2014-2015.
 - a. Continue existing strategies noted above.
 - b. Assess impact of implementation of new SJMC curriculum.

5. Student to Faculty Ratio

- Strategies used to meet each of the Academic Dashboard measures and targets and providing an assessment of their effectiveness.
 - a. Increase number of faculty members to keep pace with growing number of students.
- Progress made toward meeting Academic Dashboard targets this year, 2013-2014.
 - a. The College's overall student to faculty ratio is 35 to 1.
 - b. Serious disparities in SJMC of student to faculty ratios in the various undergraduate majors:
 - i. Advertising: 1 to 46
 - ii. Journalism (both emphases): 1 to 30
 - iii. Public Relations: 1 to 68
 - iv. Visual Communications: 1 to 33
- Strategies planned to meet Academic Dashboard targets in 2014-2015
 - a. Develop strategic hiring that is cognizant of student/faculty ratios, the need to enhance scholarly productivity of faculty and the disparity in SJMC of student/faculty ratios in the various majors.
 - b. Monitor possible tension between these objectives.

6. Research Expenditures

- Strategies used to meet each of the Academic Dashboard measures and targets and providing an assessment of their effectiveness.
 - a. Both schools provide research initiative packages to new faculty, either in summer stipends or annual funding for research expenses. Either method may be renewable provided faculty member demonstrates productivity.
- Progress made toward meeting Academic Dashboard targets this year, 2013-2014
 - a. All stipends renewed following evaluation of faculty's productivity.
 - b. Recent success in various Provost and CTE awards.
- Strategies planned to meet Academic Dashboard targets in 2014-2015
 - a. Targeted hiring of faculty with combined teaching and scholarly agendas.

7. National Honors and Awards for Faculty

- Strategies used to meet each of the Academic Dashboard measures and targets and providing an assessment of their effectiveness.
 - a. Hire faculty with proven records of excellence in teaching, research productivity and professional service.
 - b. Provide faculty with funding for travel to professional conferences.

- c. Provide research support in funding of surveys, etc.
- Progress made toward meeting Academic Dashboard targets this year, 2013-2014
 - a. Shannon Bowen: Named to the PR News Measurement Hall of Fame
 - b. Samantha Hastings: Elected Vice-President/President-Elect of the Association of Library and Information Science Education (ALISE)
 - c. Kendra Albright: Association for Library and Information Science Education (ALISE) Research Grant Award
 - d. Karen Gavigan: Association for Library and Information Science Education (ALISE) Research Grant Award; Jesse H. Shera Award for Distinguished Published Research
- Strategies planned to meet Academic Dashboard targets in 2014-2015.
 - a. Continue existing strategies to encourage faculty engagement.

8. Doctoral Degrees

- Strategies used to meet each of the Academic Dashboard measures and targets and providing an assessment of their effectiveness.
 - a. Increase the number of PhD candidates.
 - b. Increase number and amount of doctoral stipends and fellowships.
 - c. Encourage timely graduation.
- Progress made toward meeting Academic Dashboard targets this year, 2013-2014.
 - a. Seven PhD's awarded in Fall 2012, Spring 2013 and August 2013.
 - b. New graduate director for SJMC hired January 1, 2014. Dr. Lance Holbert is concentrating on assessing current graduate program this semester.
- Strategies planned to meet Academic Dashboard targets in 2014-2015.
 - a. Continue existing strategies. New graduate director for SJMC will focus on expanding and raising program's stature.
 - b. Identify synergies between college's two doctoral programs.

Section III. Unit's Goals and their Contribution to the University's Key Performance Parameters

2014-2015 Academic Year Goals

Goal 1: Migrate undergraduate students from the old curriculum to the new curriculum.

Progress 2013-2014:

Accelerated deadlines delayed the rollout of the new curriculum until Fall 2014. In hindsight it has been helpful for us to have another year to iron out the complexities. Over this year, we have been educating students to the changes in the curriculum, helping them understand whether it is best for them to stay with the old or migrate to the new. We have also added some new electives that will become the hallmark of the new curriculum. We are now in a much better situation for our official rollout in Fall 2014.

Strategy for 2014-2015:

Because of the delay in implementing the new curriculum, we also delayed the movement of the mass communications concentration, now in the journalism major, into a separate major in SJMC. We expect to approach CHE with that change in Fall 2014.

The biggest challenge for 2014-2015 will be to merge the two journalism foci (journalism and broadcast journalism) into one larger focus with separate emphases. This requires a change to our award-winning Senior Semester and while we have been working toward this for years, it will be a challenge to implement it fully.

While much of the curriculum remains the same, all of the numbers of the courses are changing to better reflect at what point in the curriculum students should take them. This will require simultaneous changes to our existing course fee structure.

The next step in our curriculum revision will be to address the journalism minor. It may be overly ambitious to project completion of this action in the coming year. It should be noted that a new director will be guiding the implementation of all phases of curriculum revision.

Key Performance Parameters:

- Teaching Excellence
- Service to state, community, profession and university
- Sustainability

Goal 2: Focus on developing the graduate program in SJMC, particularly at the doctoral level.

Progress 2013-2014:

The school concluded a successful search for our new director of the graduate program. Lance Holbert from Ohio State University began work here on January 2, 2014, and has already had an impact on the program.

Strategy for 2014-2015:

Dr. Holbert will be focusing this year on creating appropriate policies for the graduate program to better function on behalf of the entire graduate faculty. Applications are up this year for the doctoral program and the strategy is to better set the offers/yield ratio to assure a full cohort to begin classes in Fall 2014.

In 2013, we received \$500,000 to fund a business journalist who wants to enter the academy. This program will launch Fall 2014 with the selection of our first Baldwin Graduate Student Fellowship. The selectee will receive a salary, fringe and tuition supplement award worth nearly \$100,000 each year. This will raise the stature of our graduate program overall as well develop and teach courses in our fledging business journalism initiative.

Key Performance Parameters:

- Teaching Excellence
- Research/scholarship reputation and productivity

Goal 3: Position SJMC for the long term by developing a strategic plan for hiring scholars that will both help generate new knowledge in the field of mass communications as well as help to address the vast needs of the undergraduate program.

Progress 2013-2014:

With a successful hiring year (emerging scholar Assistant Professor Robert McKeever and senior scholar Professor Lance Holbert) the school is in a position to take a broader look at the next round of hires.

Strategy for 2014-2015:

We plan to hire up to three assistant professors (depending how our current searches conclude) in critical content areas as we adjust and grow into the revised curriculum.

Key Performance Parameters:

- Teaching Excellence
- Research/scholarship, reputation and productivity

Goal 4: Create a more broadly multicultural, multiethnic, and multilingual population of students, staff and faculty to reflect both the diversity of the state and the global engagement of the University.

Progress 2013-2014:

Previously hired international faculty are developing collaborative programs with Schools of Library and Information Science in Uganda and Ethiopia.

SLIS is now a member of the Education Group for the International Federation of Library Associations and four faculty presented refereed papers at the Singapore conference in 2013.

SJMC re-instituted a diversity committee with the goal of both creating a new diversity plan that would better align with the university's goals and to create more events that would target underrepresented students. The committee hosted our first MLK Breakfast of Champions where communications professionals came to speak with our diverse students to give them ideas about how to break into the field of communications. The inaugural event was a success, with 35 primarily African-American students attending. We plan to repeat it next year.

In 2013, we held a successful summer program in Malawi, Africa, a concerted effort by our faculty broaden the worldview of many of our students. The students created an art exhibit from portraits taken during the trip. The exhibited debuted in a highly respected art gallery in Columbia. We hoped for 60 attendees at the opening reception; over 200 came.

Strategy for 2014-2015:

SLIS will continue to develop international opportunities while maintaining our strong community outreach programs in South Carolina. SLIS will develop the BSIS program for inclusion in Palmetto College and create a repository of online lectures that can be shared with the USC system campuses. We continue to support the work of SLIS Diversity Leadership Group as they help recruit from underserved populations for students, staff and faculty.

The SJMC diversity committee will complete its strategic diversity plan this year and the school will begin to execute it. SJMC will host the Malawi trip again, expanding it to more students. In all aspects of achieving this goal, we will continue working with new university chief diversity officer John Dozier.

Key Performance Parameters:

- Teaching Excellence
- Research/scholarship reputation and productivity
- Sustainability

Goal 5: Investigate a more aggressive plan to encourage a heightened commitment to scholarship among untenured faculty.

Progress 2013-2014:

SLIS Initiated a formal mentoring program for the untenured faculty with bimonthly meetings with Distinguished Professor Emeritus Dr. Charles Curran. Faculty research productivity has improved by at least one refereed publication per faculty.

SJMC continued its collaborative scholarly priorities. The Health Communications research initiative, while mostly comprised of tenured faculty, has embraced two highly productive assistant professors.

Strategy for 2014-2015:

SLIS and SJMC will continue the mentoring program and initiate research brown bag lunches to share research projects in progress.

We look to expand our knowledge in particular areas such as structural equation modeling and the statistical package "R."

Key Performance Parameters:

- Research/scholarship, reputation and productivity

Five-Year Goals

Goal 1: Create a more effective learning environment in appropriate facilities for the college.

Progress 2013-2014:

SLIS continues to upgrade information technologies with enhancements to online teaching tools, student computer lab hardware upgrades and improved server and storage capacities.

The School of Journalism and Mass Communications experienced a pivotal year when construction bids were finally finalized and a contractor chosen for the renovation. Construction began in January with a ceremonial groundbreaking on February 3. The school also worked to enhance its learning environment in the Coliseum, e.g., purchased a "mobile lab," which allows faculty teaching in a traditional classroom to have access to software that is usually only available in the stand-alone media labs.

Strategy for 2014-2015:

Restoration work on the exterior of Davis College is scheduled for summer 2014. SLIS also plans to create an undergraduate lounge and computer lab in the basement of Davis College to serve our growing BSIS population of students.

This will be the year that SJMC positions itself to move into its new building—an epic experience for a school that has waited decades for the move. Much of this year will be spent making sure that we do not do anything that will impede the progress of the renovation. We will also be working on preparing for the move.

Key Performance Parameters impacted by Goal 1:

- Teaching excellence
- Research/scholarship
- Service to others
- Sustainability

Goal 2: Stabilize and grow enrollment.

Progress 2013-2014:

SLIS continued to offer national Fast Track programs with limited enrollment due to several factors. Most significant is the competition from other online MLIS programs that are offering half price tuition for several of their online specialties. We are no longer priced competitively with two of our peer institutions (Tennessee and Drexel) and several of the aspirant institutions.

SLIS continued to work on moving the BSIS to Palmetto College and thanks to Distributed Learning internal funds, SLIS 202 is now available online and meets the INFO LIT core competency and has brought increased enrollment.

SJMC continued to improve advising services.

Strategy for 2014-2015:

SLIS will increase number of FAST TRACK students and investigate feasibility of reduced tuition for the Fast Track specialties. We also will increase number of on campus BSIS students while converting courses for the BSIS to be offered online.

SLIS will continue to build the doctoral program to prepare future administrators and leaders in the southeast and specifically SC libraries and cultural institutions.

With 1,517 undergraduate students and 57 graduate students in SJMC, we are nearing our maximum size. During this year, we will examine if we need to put caps on certain majors in the school. We anticipate a bump in enrollment when we move to the new building in Fall 2015 and we need to make sure that we are able to accommodate all the students we accept.

Key Performance Parameters impacted by Goal 2:

- Teaching Excellence
- Service to state, community, profession and university
- Sustainability

Goal 3: Raise the minority participation in all aspects of the college.

Progress 2013-2014:

SLIS recruited in most of the HBCUs in the southeast for second year, increasing diversity in student population by 20%. SLIS students presented at the ALA Librarians of Color conference, the ALA Black Caucus, and Reforma. We secured two spectrum scholarships for students of color.

Four SLIS faculty presented papers at three conferences based on research and service for underserved populations (Albright, Arns, Copeland and Martin)

SJMC's Civil Rights and the Media class has continued to grow and this year, with cross-listing the course with African-American Studies, we have reached the capacity for the class. Particularly gratifying is the number of African-American students in the class who are learning about the civil rights movement in South Carolina. Many of these students have little knowledge of this important part of our history.

Strategy for 2014-2015:

SLIS will continue recruiting from HCBUs and continue to encourage faculty and student research that emphasize service for underserved populations.

SJMC will host its third Media History and Civil Rights Symposium in spring 2015. The goal is to develop an even stronger tie the History Department in this symposium. The symposium is now attracting scholars from around the country and we plan to continue (and expand) this outreach.

A hindrance to achievement of this goal is that SC only recognizes African-Americans, Native Americans and Pacific Islanders as relevant minorities. Opportunity exists to do more in recruiting Hispanic/Latino students.

Key Performance Parameters impacted by Goal 3:

- Research/scholarship reputation and productivity
- Service to state, community, profession and university

Goal 4: Expand collaborative efforts internally at USC and externally.

Progress 2013-2014:

SLIS received ASPIRE funds in collaboration with Computer Science and HRSM to purchase 3D printers. Our faculty helped design the Minor in Applied Computing, which includes information science and architecture as one of the tracks students may choose from.

SLIS designed and offered SLIS202 as a course to meet the new Carolina Core Competency for Information Literacy. We also converted the course to online format.

SLIS published the first Annual Review of Cultural Heritage Informatics which included papers from our colleagues in Computer Science.

The collaborative Certificate in Health Communication had first graduates.

Strategy for 2014-2015:

Both schools will continue to support partnerships and investigate possibilities for new collaborations. We will develop long-range strategies for providing sustainability for these collaborations and projects.

SLIS will build visible partnerships with College of Education and Department of English for inclusion in the Children's Literature Association, which is holding its annual conference in Columbia June 2014.

Key Performance Parameters impacted by Goal 4:

- Research/scholarship reputation and productivity
- Service to state, community, profession and university

Goal 5: Achieve a balance between professional and traditionally academic faculty.

We have achieved this goal and will replace it with the following:

Goal 5: Fund raising.

Strategy for 2014-2015:

Continue focus on meeting SJMC building needs, enhancing SLIS literacy initiative, raising both schools' scholarship/fellowship capacities.

Tie to final year of the capital campaign as major fund raising push.

Appendix A: Resources Needed

School of Journalism and Mass Communications

Goal: Continue to focus on developing the graduate program in SJMC, particularly at the doctoral level.

Type: Money

Existing: Regular operating funds and some limited extra scholarships. Particularly important was the Baldwin Fellowship that we funded in 2013-2014. This Fellow will begin graduate studies in Fall 2014 and we anticipate will help bring more awareness of our program.

Additional: More funding for doctoral stipends to be competitive with our peer institutions. We have a record number of doctoral applications this year, but we will lose some of the top applicants because competing schools will offer more funding.

Strategy: In order to compete with our peers, we must offer comparable support packages. We have raised the stipend by \$2,000 beginning Fall 2014, which will help. We need to continue to look for more funding.

School of Library and Information Science

Goal1: Stabilize and grow enrollment (Create BSIS Lab)

Type: Money: \$50,000

Existing: Space is ready and available

Additional: Remodeling and addition of doors, computers and furniture

Strategy: Increase number of on-campus BSIS students by providing space to collaborate and work and an alternative for current students who sit on the floor of the hallways in groups to study together.

Goal 2: Stabilize and grow enrollment (Increase number of FAST TRACK students)

Type: Money to be returned to the unit

Existing: We require a fee for offering our online MLIS by distance of \$100 per in-state credit hour. Without these funds we are not able to increase and retain distant students.

Additional: Return the fee to the unit to create increased promotion, recruiting and retention services for students not attending in Columbia.

Strategy: Increase number of FAST TRACK students. Achieve a competitive tuition/fee structure.

SLIS began its distance cohort programs in 1992, in varying times serving the states of Maine, Georgia, Virginia and West Virginia. The programs were required to be self-sustaining. Cohort tuition rates were devised to be more than in-state tuition and less than out-of-state tuition and were guaranteed not to increase during the entire length of each cohort. In 2003, the Provost, Board of Trustees and SC Commission on Higher Education approved a new "national" MLIS proposal allowing USC to educate cohorts of students in any state rather than seeking permission for each new cohort. At that time the tuition structure of the cohort programs changed to a new formula, in-state tuition plus \$100 per credit hour. In effect, the \$100 per credit hour is a technology fee enabling distance participation and should more appropriately be categorized as a fee recoverable to SLIS, rather than lumped in with all tuition payment. Realigning the structure would make the tuition more competitive and allow SLIS to recoup the fee component to compensate for operating costs.

Appendix B. Benchmarking

School of Library and Information Science

Top Ten:

- University of Illinois—Champaign Urbana
- University of North Carolina--Chapel Hill
- Syracuse University
- University of Washington
- University of Michigan--Ann Arbor
- Rutgers, the State University of New Jersey--New Brunswick
- Indiana University--Bloomington
- University of Texas--Austin
- Drexel University
- Simmons College

Peers:

- University of Alabama
- University of Maryland--College Park
- Florida State University
- University of Tennessee--Knoxville
- Louisiana State University--Baton Rouge

School of Journalism and Mass Communications

Top Ten: (comparing similar programs with undergraduate to PhD programs in large public research universities)

- University of North Carolina—Chapel Hill
- University of Georgia
- University of Florida
- Pennsylvania State University
- University of Alabama
- University of Missouri
- University of Minnesota
- Michigan State University
- University of South Carolina
- University of Illinois

Peers:

- University of North Carolina—Chapel Hill
- University of Georgia
- University of Kansas
- University of Alabama
- University of Tennessee—Knoxville

Appendix C. Top Strengths

School of Library and Information Science

- Literacy outreach programs continue to improve reading activity throughout the state, and funding has increased for CRE and community programs.
- Young Palmetto Reader imprint added to the University of South Carolina Press.
- Quality of the faculty; productivity continues to increase in both publications and funding.
- Doctoral program is growing and beginning to receive national attention with the success of our first graduates.
- BSIS is a degree that is important to the economic development of SC, hence its conversion to Palmetto College.
- MLIS placements continue to be above 80%.
- Our spirit of diversity and inclusion is reflected in our faculty, staff and students.
- Contracted for second Annual Review of Cultural Heritage Informatics (ARCHI)
- SLIS is noted for its willingness to collaborate and serve our communities.

School of Journalism and Mass Communications

- We provide an excellent undergraduate education to about 1,500 students. Even with the challenges of an ever-changing media landscape in a less-than-ideal—and soon to be replaced—building, our faculty remain dedicated to our students. Our newly redesigned undergraduate curriculum (that officially rolls out in fall 2014 but is being phased in now) provides more flexibility, more multi-media experience, and a more strategic core to our students—all within 120 hours (reduced from 126 hours) to encourage on-time graduation.
- We are becoming known as a journalism school that celebrates scholarship. In recent years, we have faculty who have become editors of top-tier journals, who are leaders in important content areas, who are regularly cited in the media and who are collaborating across campus on grants. As a result, when we have a faculty opening, we attract candidates from the top journalism schools, and more of our doctoral applications are applying to this program because of the scholarship they see happening here, rather than for location convenience.
- Our faculty is committed to serving the community in important ways. For example, our continuing Media History and Civil Rights Symposium is geared to the surrounding community; our media law professors offer legal counsel to news organizations throughout the state; our public relations faculty work with non-profit organizations both on projects inside the classroom (specifically benefiting our students) and within the community as needs arise.

Appendix D. Weaknesses

School of Library and Information Science

Enrollment in the MLIS continues to decline, though that is reflected in national trends. We need to be more competitive in our tuition structure and make additional recruiting efforts.

Expansion of the BSIS, particularly toward its inclusion in Palmetto College, continues to be slow due to lack of faculty resources.

Increased faculty productivity requires additional staff support. A future strategy may require a research director or similar expertise.

School of Journalism and Mass Communications

Lack of sufficient funding for our doctoral students. We piece together funding that places us in the ballpark of our peer institutions, but it's difficult to convince students of this because of the way the offers have to be pieced together and do not provide tuition remission.

Imbalance of our undergraduate majors. Nearing our maximum number of students that we can support, we are oversubscribed in at least one major and undersubscribed in one.

Lack of personnel to handle increased administrative duties such as accreditation, assessment and advising.

Appendix E. Unit Statistical Profile

1. Number of entering freshmen for Fall 2010, Fall 2011, Fall 2012 and Fall 2013 classes and their average SAT and ACT scores.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Test Scores (avg)				
# New Fresh / ACT	273/25	239/27	219/26	267/27
# New Fresh / SAT	273/1183	239/1190	219/1179	267/1187

NOTE: The College shows an increase in applications, admissions and test scores in Fall 2013.

2. Freshman retention rate for classes entering Fall 2010, Fall 2011 and Fall 2012.

Freshman-Sophomore Retention Rates			
	2010 Cohort	2011 Cohort	2012 Cohort
	Returned '11	Returned '12	Returned '13
Same School	78.9%	85.1%	79.9%
Other School	10.6%	6.4%	11.0%
TOTAL	89.5%	91.5%	90.9%

NOTE: Retention rates of 2010, 2011 and 2012 cohorts exceeded those of the University by 2.7%, 4.3% and 3.5% respectively.

3. Sophomore retention rate for classes entering Fall 2009, Fall 2010 and Fall 2011.

Sophomore-Junior Retention Rates			
	2009 Cohort	2010 Cohort	2011 Cohort
	Returned '11	Returned '12	Returned '13
Same School	77.3%	83.3%	86.2%
Other School	13.9%	9.6%	9.5%
TOTAL	91.2%	92.9%	95.6%

NOTE: Sophomore to junior retention of CMCIS students exceeded that of the University in each cohort listed above.

4. Number of majors enrolled in Fall 2010, Fall 2011, Fall 2012 and Fall 2013 by level (headcount).

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Student Headcount				
Undergraduate	1,426	1,444	1,502	1,559
Masters	463	403	340	329
Specialist	10	12	5	6
Certificate	3	8	6	9
First Professional	0	0	0	0
Doctoral	30	40	38	42
Total	1,932	1,907	1,891	1,945

NOTE: Student headcount is at its highest level in five years.

5. Number of entering first professional and graduate students: Fall 2010, Fall 2011, Fall 2012 and Fall 2013 and their average GRE, MCAT, LSAT, etc.

Unit	Admit Term	Degree	Count	GREV Av	GREQ Av	GRE Total Av	GREW Av	MAT Av	
Library and Information Science	Fall 2013	MLIS	64	156 453	148 513	304 965	3.8	410	
	Fall 2013	CERT	3	440	540	980	3.5	432	
	Fall 2013	SPEC	1	-	-	-	-	-	
	Fall 2013	PHD	6	156 690	142 700	298 1390	3.5	-	
	Fall 2012	MLIS	66	156 566	146 558	302 1124	4.0	412	
	Fall 2012	CERT	3	526	380	906	4.8	-	
	Fall 2012	SPEC	0	-	-	-	-	-	
	Fall 2012	PHD	0	-	-	-	-	-	
	Fall 2011	MLIS	54	528	531	1059	4.0	419	
	Fall 2011	CERT	5	495	500	995	-	402	
	Fall 2011	SPEC	2	480	590	1070	4.0	436	
	Fall 2011	PHD	6	546	648	1194	-	-	
	Fall 2010	MLIS	80	533	521	1053	4.2	430	
	Fall 2010	CERT	2	585	510	1095	4.3	-	
	Fall 2010	SPEC	4	-	-	-	-	422	
	Fall 2010	PHD	2	475	430	905	3.75	-	

Unit	Admit Term	Degree	Count	GREV Av	GREQ Av	GRE Total Av	GREW Av	MAT Av
Journalism and Mass Communications	Fall 2013	PHD	3	677	610	1287	4.17	n/a
	Fall 2013	MA	0	-	-	-	-	n/a
	Fall 2013	MMC	16	153	147	300	3.79	n/a
	Fall 2012	PHD	4	540	588	1128	-	n/a
	Fall 2012	MA	2	158	147	305	-	n/a
	Fall 2012	MMC	9	154	145	299		
	Fall 2011	PHD	5	548	682	1230	-	n/a
	Fall 2011	MA	1	750	610	1360	-	n/a
	Fall 2011	MMC	11	491	537	1028	-	n/a
	Fall 2010	PHD	7	547	536	1083	4.3	
	Fall 2010	MA	2	490	630	1120	3.8	n/a
	Fall 2010	MMC	18	469	540	1009	4.2	n/a
	Fall 2009	PHD	4	580	520	1100	4.6	n/a
	Fall 2009	MA	0	-	-	-	-	n/a
		MMC	20	490	555	1045	4.1	n/a

6. Number of graduates in Fall 2012, Spring 2013, Summer 2013 by level.

	Fall 2012	Spring 2013	Summer 2013
<u>Degrees Awarded</u>			
Undergraduate	90	195	34
Masters	60	67	16
Specialist	1	1	0
Certificate	0	0	0
Doctoral	1	2	5
Total	152	265	55

NOTE: The number of graduates dropped in all groups except the doctoral level. This category tends to be cyclical. We expect the number of graduates to increase in the next several years based on our steadily rising headcount.

7. Four-, Five- and Six-Year Graduation rates for the three most recent applicable undergraduate classes.

<i>Started</i>	<i>Ended</i>	2005 Cohort			2006 Cohort			2007 Cohort		
		4-Year Grad	5-Year Grad	6-Year Grad	4-Year Grad	5-Year Grad	6-Year Grad	4-Year Grad	5-Year Grad	6-Year Grad
↓	↓									
MCIS	Same School	39.1%	52.0%	52.3%	47.5%	57.2%	58.8%	49.4%	54.7%	54.7%
	Other School	17.2%	21.9%	22.6%	11.7%	14.4%	15.6%	16.6%	21.9%	21.9%
	Total	56.3%	73.9%	74.9%	59.1%	71.6%	74.3%	66.0%	76.6%	76.6%

NOTE: CMCIS students achieve consistently high graduation rates, exceeding those of the University as a whole in every instance shown above.

8. Total credit hours generated by unit regardless of major for Fall 2012, Spring 2013 and Summer 2013.

	Fall 2012	Spring 2013	Summer 2013
<u>Student Credit Hours*</u>			
Undergraduate	10,393	10,381	1,049
Masters	2,137	2,069	1,008
First Professional	0	0	0
Doctoral	210	226	37
Total	12,740	12,676	2,094

NOTE: Overall credit generation is up.

9. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree.

<u>Program (from Undergraduate Academic Bulletin)</u>	<u>Terminal Degree - UG</u>		<u>Total Cred Hrs</u>	<u>% Yes Cred Hrs</u>
	<u>NO - Cred Hrs</u>	<u>YES - Cred Hrs</u>		
Advertising, B.A.J.M.C.	3486	2433	5919	41.10%
Broadcast Journalism, B.A.J.M.C.	3381	1383	4764	29.03%
Information Science, B.S.	537	249	786	31.68%
Journalism, B.A.J.M.C.	3192	1383	4575	30.23%
Journalism, Mass Communications, B.A.J.M.C.	3528	2370	5898	40.18%
Public Relations, B.A.J.M.C.	3966	2595	6561	39.55%
Visual Communications, B.A.J.M.C.	3444	1269	4713	26.93%

NOTE: Faculty searches continue to target candidates who already possess highest terminal degrees.

10. Percent of credit hours by undergraduate major taught by full-time faculty.

<u>Program (from Undergraduate Academic Bulletin)</u>	<u>FT Instructor credit hours</u>		<u>PT Instructor credit hours</u>	
	<u>UG FT - CrHrs</u>	<u>UG PT - CrHrs</u>	<u>Total Cred Hrs</u>	<u>FT % Ugrad Cred Hrs</u>
Advertising, B.A.J.M.C.	4668	1251	5919	78.86%
Broadcast Journalism, B.A.J.M.C.	3552	1212	4764	74.56%
Information Science, B.S.	561	225	786	71.37%
Journalism, B.A.J.M.C.	3363	1212	4575	73.51%
Journalism, Mass Communications, B.A.J.M.C.	4503	1395	5898	76.35%
Public Relations, B.A.J.M.C.	5178	1383	6561	78.92%
Visual Communications, B.A.J.M.C.	3501	1212	4713	74.28%

NOTE: With the support of the Provost's hiring initiatives over the last few years, we have been able to hire more full-time faculty. The percentage of undergraduate credit hours taught by full-time faculty rose in every major in Fall 2013.

11. Number of faculty by title as of Fall 2010, Fall 2011 and Fall 2012.

		<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
Tenure Track Faculty	Rank			
	Professor	8	8	8
	Associate Professor	18	21	21
	Assistant Professor	11	10	12
Instructors		14	13	11
Visiting Faculty	Professor	2	3	3
	Assistant Professor	2	02	0
Adjunct Faculty		19	23	44

NOTE: New hires, promotions and selective use of visiting faculty have strengthened both schools in the CMCIS. Increased enrollments in Fall 2013 have required the use of more adjunct faculty.

12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2011.

<u>—</u>	ETHNICITY	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Change</u>
<i>PROFESSOR</i>	Black or African American	1	1	0
	Two or More Races	1	1	0
	N/R Alien	1	1	0
<i>ASSOC PROF</i>	Asian	2	2	0
	Black or African American	2	2	0
	N/R Alien	1	1	0
<i>ASST PROF</i>	Black or African American	1	1	0
	N/R Alien	3	2	-1
<i>INSTRUCTOR</i>	Hispanic	1	1	0
	N/R Alien	1	1	0
<i>VISITING PROFESSOR</i>	N/R Alien	1	1	0
<i>ADJUNCT</i>	Black or African American	0	2	2
	Asian	1	1	0
	Hawaiian or Pacific Islander	1	0	-1
	N/R Alien	1	3	2
	Unknown	2	0	-2
	Two or More Races	0	1	1
TOTAL		20	20	0

NOTE: Despite fluctuations in the various categories, there is no change in the total number of CMCIS faculty from underrepresented minority groups

Appendix F. Statistical Research Data

1. The total number and amount of external sponsored research proposal submissions by agency for FY2013.

FY2013 PROPOSAL SUBMISSIONS		
Mass Communications & Information Studies		
	Number	Dollars Requested
FED	6	1,187,925
PHI	12	287,058
OTHER	5	82,706
Total Funding Requested	23	1,557,689

2. Summary of external sponsored research awards by agency for FY2013.

Awards by Source/Agency	
Mass Communications & Information Studies	
	FY2013 Funding
FED	21,097
PHI (Non-Profit)	3,792
Total Funding	24,889

Total extramural funding and Federal extramural funding in FY2013

Summary of Awards	
Mass Communications & Information Studies	
Total Extramural Funding	Total Federal
24,648	21,856

3. Amount of sponsored research funding per faculty member in FY2013 (by rank, type of funding)

School	Title	PI	Total Funding	Federal	Other	PHI (non-profit)
Journalism & Mass Communications	INSTRUCTOR	Covington, Randy	18,748	17,248	1,500	
Journalism & Mass Communications	PROFESSOR	Grant, August	1,292		1,292	
Library & Information Science	PROFESSOR	Martin, Michelle	1,000			1,000
Library & Information Science	ASSISTANT PROFESSOR	Lewis, Elise	4,608	4,608		

4. Number of patents, disclosures, and licensing agreements in fiscal years 2011, 2012 and 2013. None

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- Gavigan, K.** & **Albright, K.** (2013). The Beauty of Subversion: Asking the Difficult Questions in Youth Research, Teaching and Practice. Presented at the Youth Services SIG Panel Session, Association for Library and Information Science Education (ALISE) Conference, January 2013, Seattle, WA.
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- Martin, M. H., Copeland, C. A., Arns, J., Jaeger, P., Subramaniam, M. (2013, November 4).** *Information outsiders of the 21st century: access and implications for information research. Paper presented at the 76th Annual Meeting of the Association for Information Science and Technology. Montreal, Canada.*
- Martin, M. H., Washigton, R. D. (2013, May 18).** *Kitchens, napes and other nappy spaces: the politics of hair in African American children's picture books [revision]. Paper presented at Yari-Yari Ntoaso, Accra, Ghana*
- Martin, M. H., Washigton, R. D. (2013, February 22).** *Kitchens, napes and other nappy spaces: the politics of hair in African American children's picture books. Paper presented at the Benedict College English Literature Conference. Columbia, SC*
- Martin, M. H., Washigton, R. D., Copeland, C. A. (2013, November 14).** *Camp Read-a-Rama: using an immersion approach to positively impact child literacy and combat summer reading loss. Paper presented at the South Carolina Library Association/Southeast Library Association Joint Conference, Greenville, SC*
- Marshall, J.G., Rathbun-Grubb, S., Craft Morgan, Thompson, C.A., & Wells, A. (2013, January).** *Creating a guide to data archiving for LIS researchers: The Workforce Issues in Library and Information Science 3 (WILIS 3) Project. Poster presented at the Works in Progress Poster Session at the annual meeting of the Association for Library and Information Science Education, Seattle, WA, January 22-25, 2013.*
- Rathbun-Grubb, S., Hoffman, G., King, D, Moulaison, H., & Snow, K. (2013, January).** *Investigating online pedagogical strategies in technical services education: A panel discussion. Presented at the annual conference of the Association for Library and Information Science Education, Seattle, WA, January 22-25.*
- Miller, K., Christopherson, L., Cooke, N., Hank, C., Kwasnik, B., Rathbun-Grubb, S., Rosenbaum, H., Richards, L., and Agarwal, N. (Moderator). (2013, November).** *Preparing for the Academic Job Market: An Interactive Panel for Doctoral Students (SIG/ED). Presented at the annual conference of the Association for Information Science & Technology, Montreal, CA, November 1-5.*
- Mitchell, E., Srikantiah, K., Rathbun-Grubb, S., Moulaison, H.L., Greenberg, J. (2013, November).** *Staking Claims and/or Spanning Boundaries (paper), delivered as part of: Spanning Boundaries and Disciplines: Linked, Open and Cloud-based Community Metadata (SIG/CR). Presented at the annual conference of the Association for Information Science & Technology, Montreal, CA, November 1-5.*

Thompson, C.A., Marshall, J.G., Craft Morgan, J., **Rathbun-Grubb, S.**, Wells, A. (2013, February). *Integrating Data Curation Concepts throughout the Project Lifecycle: A WLIS case study*. Poster presented at the annual *iConference, Fort Worth, TX, February 12-15, 2013*.

Shannon, D. (March 8, 2013). *Leadership, Evidence-Based Practice, and You*. South Carolina Association of School Librarians Annual Conference. Columbia, SC.

Solomon, G., Gavigan, K., & Shannon, D. (June 29, 2013). *Track It: Documenting Instructional Impact*. American Library Association Annual Conference. Chicago, IL.

Shannon, D. & Gavigan, K. (September 24, 2013 and November 20, 2013). *Districtwide Advocacy*. South Carolina Association of School Librarians Supervisors Section. Columbia, SC.

Other Creative Works

Gavigan, K. & Albright, K. (2013, September / October). "We're Authors Too!" - Graphic Novels, HIV / AIDS, and Incarcerated Youth. *School Library Monthly*. (Invited)

Gavigan, K. (Spring, 2013). Suggestions for Implementing Learning for Life (L4L) in Your Library Programs. *Media Center Messenger*.

Gavigan, K. & Tomasevich, M. (2013, October). Connecting Comics to Curriculum Column – AASL Conference's Graphic Novel Breakfast. *Library Media Connection*.

Gavigan, K. & Tomasevich, M. (2013, August / September). Connecting Comics to Curriculum Column – Professional Resources. *Library Media Connection*.

Gavigan, K. & Tomasevich, M. (2013, May / June). Connecting Comics to Curriculum Column – STEM Resources. *Library Media Connection*.

Gavigan, K. & Tomasevich, M. (2013, March / April). Connecting Comics to Curriculum Column – Careers. *Library Media Connection*.

Gavigan, K. & Tomasevich, M. (2013, January / February). Connecting Comics to Curriculum Column – African Americans. *Library Media Connection*.

Gavigan, K. (2013, January / February). Graphic Novels: A Road Map to Academic Success. Guest editor column for the issue, Getting to Know Graphic Novels. *Knowledge Quest*. (Invited)

Hastings, S.K. (2013) Editor. *Annual Review of Cultural Heritage Informatics*, Rowman & Littlefield

Hastings, S.K. (2013) Editorial Board. *Preservation, Digital Technology & Culture (PDT&C)*, DeGruyter

Hastings, S.K. (2013) Keynote Speaker, Literacy and Libraries, West Virginia Library Association, Shepardstown, WVA.

- Hastings, S.K.** (2013) Future of Library Education. Panelist. American Theological Librarians Association, Charlotte, NC.
- Martin, M. H.** [Panel chair.] (2013, January 6). Race, girlhood and social justice. *Modern Language Association Convention*. Boston, MA.
- Martin, M. H.** (2013). [Review of the book *A matter of souls*.] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/denise-lewis-patrick/a-matter-of-souls/>
- Martin, M. H.** (2013). [Review of the book *Sugar hill: Harlem's historic neighborhood*.] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/carole-boston-weatherford/sugar-hill/>
- Martin, M. H.** (2013). [Review of the book *Beauty and the beast*.] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/h-chuku-lee/beauty-and-the-beast-lee/>
- Martin, M. H.** (2013). [Review of the book *Under the same sun*.] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/sharon-robinson/under-the-same-sun/>
- Martin, M. H.** (2013). [Review of the book *My home is Africa: a child of the Amistad*.] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/monica-edinger/africa-my-home/>
- Martin, M. H.** (2013). [Review of the book *Can't scare me!*] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/ashley-bryan/cant-scare-me-bryan/>
- Martin, M. H.** (2013). [Review of the book *The case of the time-capsule bandit: Randi Rhodes, ninja detective*.] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/octavia-spencer/the-case-of-the-time-capsule-bandit/>
- Martin, M. H.** (2013). [Review of the book *Martin & Mahalia: his words, her song*.] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/andrea-davis-pinkney/martin-mahalia/>
- Martin, M. H.** (2013). [Review of the book *Golden boy*.] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/tara-sullivan/golden-boy-sullivan/>
- Martin, M. H.** (2013). [Review of the book *Gandhi*.] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/alice-b-mcginty/gandhi-mcginty/>
- Martin, M. H.** (2013). [Review of the book *A girl called problem*.] *Kirkus Review*. Retrieved from <https://www.kirkusreviews.com/book-reviews/katie-quirk/girl-called-problem/>

Posters and Exhibits

- Creel, C. & Liu, J. (2013). What makes this search difficult? A task difficulty study. Poster presentation at SCLA.

- Martin, M. H.,** Copeland, C. A. (2013, November 15). The science of reading tackles illiteracy in the Midlands of South Carolina--Science of Reading Summer Institute 2013, highlights, reflections and outcomes. [Poster.] *South Carolina Library Association. Greenville, South Carolina.*
- Martin, M. H.** (2013, October 19). Camp Read-a-Rama: developing lifelong readers through literacy immersion. [Poster.] United States Board of Books for Young People (*10th International Board of Books for Young People Regional Conference*). *St. Louis, MO*
- Martin, M. H.,** Copeland, C. A. (2013, January). Camp Read-a-Rama: an early literacy initiative offers implications of inquiry, research and professional practice. Co-PI with Clayton Copeland. *Association of Library and Information Science Education. Seattle, Washington*

Proceedings

- Albright, K. & Gavigan, K.** (2013). *AIDS in the End Zone: Using a Graphic Novel as an HIV/AIDS*

Research Reports

- Arns, J.** (2013). *Valuing Public Libraries: Promises and Prospects*. University of South Carolina. School of Library and Information Science.