

## **Section I. Executive Summary**

The College of Mass Communications and Information Studies is on the cusp of important transitions in 2013. While some are extended processes, others are demarcations vital to the college and its schools. These affect our students and their studies, our faculty and its scholarship, our staff and facilities and resulting capabilities.

Freshmen entering the School of Journalism and Mass Communications (SJMC) in Fall 2013 will step into a significantly redesigned curriculum embracing new technologies and flexibility that responds to the reality of the marketplace. The undergraduate program in the School of Library and Information Science (SLIS) is being assessed for transition to online delivery that can serve USC's Palmetto College and meet our school's growth objectives, as well as complement our existing MLIS online program.

SLIS is launching its Fast Track cohort for the online master's degree. The school is now also a contributor to the university's development of PhD recipients through its new doctoral program. SJMC is completing a search for a new graduate director with an eye toward updating and upgrading the school's graduate programs.

All of these will contribute to stabilizing and growing enrollments, within the capacities of the schools' faculty, staff and space. None of these resources, though, are in abundance in the college. Quantitative and qualitative growth demand that we increase in each category. The schools have hired well and continue to seek scholars who add to our stature and enhance the academic experience. Yet, we remain shy of where we should be. We have always operated with a lean staff, but have need for additional skilled advisors, a new media specialist and grant support staff to meet increasing scholarly activity of the faculty. (See especially Appendix A.) The college has also had a complete turnover in its development and alumni relations staff that is reinvigorating our fundraising for all programs.

Our faculty members are expanding collaboration across campus and beyond, working with or seeking connections to digital humanities, health communications, computer science and engineering, business and extended communities both domestic and international. When we say we are developing a journalism program in Georgia, we don't mean the neighboring Peach State.

In 2013, we will issue the request for bids for construction of the journalism school's new home in a renovated and expanded Health Sciences building at the heart of campus. This will conclude a decades-long quest for a more suitable facility not just for the school, but for the roles it plays in the university. We remain on track for construction to start at the beginning of 2014 with occupancy in mid-2015. In the meantime, SLIS' Davis College has had a major HVAC and network upgrade. Newsplex has gone virtual in anticipation of transition to the new journalism building. The South Carolina Center for Children's Books and Literacy (SCCCBL) has moved into new quarters with better access, more flexible space and greater visibility for our statewide literacy initiative.

Every year is, of course, a transition year. This, perhaps more than others, is auspicious for the opportunities we see to meet our college's acknowledged challenges.

## 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, 2012-2013
  - a. Began 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, the importance of academic integrity, etc.
- Strategies planned to meet Academic Dashboard targets in 2013-2014
  - a. Continue to improve advising services.
  - b. Revise student services materials to be more relevant.

### 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.

### 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, 2012-2013
  - a. Steady improvement in freshman to sophomore retention over the past three years.
- Strategies planned to meet Academic Dashboard targets in 2013-2014
  - a. Continue existing strategies and monitor performance.

### 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, 2012-2013.

- a. Consistently good six-year graduation rates, exceeding those of the university in each of the past three years.
  - Strategies planned to meet Academic Dashboard targets in 2013-2014.
    - a. Continue existing strategies noted above.
5. Student to Faculty Ratio
- Strategies used to meet each of the Academic Dashboard measures and targets and providing an assessment of their effectiveness. NA
  - Progress made toward meeting Academic Dashboard targets this year, 2012-2013. NA
  - Strategies planned to meet Academic Dashboard targets in 2013-2014
    - a. Develop strategic hiring that is cognizant of both student/faculty ratios and need to enhance scholarly productivity of faculty.
    - 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, 2012-2013
    - a. All stipends renewed following evaluation of faculty's productivity.
  - Strategies planned to meet Academic Dashboard targets in 2013-2014
    - 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, 2012-2013
- Dr. Kathy Forde**
- James W. Carey Media Research Award (2012) for a book or article of the highest quality that employs Carey's theories to focus on communication and public life, journalism, or popular culture. "The Facts—the Color!—the Facts': The Idea of a Report in American Print Culture, 1885-1910," co-authored with Katherine A. Foss, *Book History* (2012), 123-151. The Carey Media Research Award is sponsored by the Carl Couch Center for Social and Internet Research.
- Covert Award in Mass Communication History (2012) for the best mass communication history article or essay published in 2011. "Profit and Public Interest: A Publication History of John Hersey's 'Hiroshima,'" *Journalism and Mass Communication Quarterly* 88:3 (Autumn 2011), 562-579. The Covert Award is sponsored by the History Division of the Association for Education in Journalism and Mass Communication.

**Dr. Karen Gavigan**

2012 Association for Library and Information Science Education (ALISE) Research Award, *Information Vaccine: Using Graphic Novels as an Information Aids Vaccine for Young Adults* to Gavigan, K. and Albright, K., January 2013.

2012 Jesse H. Shera Award for Distinguished Published Research, presented by the Library Research Round Table (LRRT) of the American Library Association (ALA), to Pribesh, S.; Gavigan, K. & Dickinson, G. for "The Access Gap: Poverty and Characteristics of School Library Media Centers," published in *The Library and Quarterly* 81(2): 143-160, April 2011.

**Dr. Michelle Martin**

2013 Lifetime Achievement Award from the Clemmie Gill School of Science and Conservation in Springville, CA (which serves Tulare County Schools) for songs written 1988-1990 to Martin, Michelle, April 2013.

**Dr. Feili Tu-Keefner**

2012 Connections: Medical Library Association (MLA) Quad Chapter meeting, first place for research paper titled, "*Twitter, Scholarly Communication, and Evidence-based Health Information Access: How Major Medical Journals Have Been Using Social Media for Information Dissemination*" to Tu-Keefner, F., October 2012.

2012 Medical Library Association (MLA) Southern Chapter/MLA Annual meeting, first place for research paper titled, "*Twitter, Scholarly Communication, and Evidence-based Health Information Access: How Major Medical Journals Have Been Using Social Media for Information Dissemination*" to Tu-Keefner, F., October 2012.

**Dr. Nancy Zimmerman**

Elected to ALA 2013 Caldecott Committee and the Freedom to Read Foundation Board of Trustees

- Strategies planned to meet Academic Dashboard targets in 2013-2014.
  - 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, 2012-2013.
  - a. Five PhD's awarded in Fall 2011, Spring 2012 and August 2012.
- Strategies planned to meet Academic Dashboard targets in 2013-2014.
  - a. Continue existing strategies. Hire new graduate director for SJMC with intent of finding candidate who will expand and raise 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

#### 2013-2014 Academic Year Goals

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

Progress 2012-2013: Carolina Core launched in SJMC. A new curriculum has been approved across majors and transition begun. School has adopted 120 credit-hour requirement for graduation and is working to help students understand how this meets their academic plans.

We are improving our student services provisions for students. Moving the scheduling of advisement appointments to an online system has had beneficial effect. The students' course evaluation process has moved to an electronic only format, with attention now focused on improving the response rates. We are working with Student Government and the Office of Student Affairs to participate in a syllabus bank pilot study, which allows students better access to our class syllabi, aiding them in scheduling decisions. We are also enhancing career services opportunities by more aggressively recruiting companies to our annual career fair.

Strategy for 2013-2014: We plan to move the mass communications concentration, now in the journalism major, into a separate major in SJMC. We expect the change to move for CHE approval within the year.

We also plan to revamp our SJMC minor, making it more viable for students outside the major and to distinguish it from our current majors so students don't view the minor as "a major without the capstone course."

We are developing more distributed learning courses. This past year, faculty developed the Mass Media and Society and the Principles of Advertising courses into online formats. Our business journalism course on the economy has been adapted as a hybrid distance course. We will explore the option of making these courses permanently available in an online format.

##### 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 2012-2013: We are putting more resources into the graduate program. For example, \$250,000 of our new Caldwell Endowment has been earmarked for graduate scholarships. Our doctoral education consortium was inaugurated in the current academic year.

Strategy for 2013-2014: The school is currently conducting a national search for a new director of graduate studies. Finalists have strong national reputations as scholars and should help build the reputation of our graduate program. The successful candidate will overlap for the academic year with the current director who is retiring in 2014.

##### 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 2012-2013: Recent faculty searches and hires have concentrated on candidates with terminal degrees in their fields and established or nascent research agendas. One such hire is in the process of being completed, an offer having been made at this writing.

Strategy for 2013-2014: Continue to evaluate future faculty hires based on raising scholarly contributions. Work in conjunction with new graduate studies director to create and implement a strategic plan for future hires.

Key Performance Parameters:

- Teaching Excellence
- Research/scholarship, reputation and productivity

**Goal 4: Investigate creating and maintaining secure Cloud storage for current CMCIS students and alumni.**

Progress 2012-2013: After consulting with campus administration and UTS, recognized that this was a university, rather than college, objective.

Strategy for 2013-2014: No longer applicable.

Key Performance Parameters: N/A

**Goal 5: 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 2012-2013: SLIS hired two faculty members from underrepresented populations.

Strategy for 2013-2014:

- Continue policies and practices to recruit and retain a multicultural, multi-ethnic, and multilingual student body. SLIS will produce an annual statistical report to include race, gender, age, geographic origin, etc.
- Targeted recruitment at HBCUs and events such as the ALA Black Caucus.
- Job placement assistance/stats/placement records/alumni updates/job listserv.
- Support active and dynamic student associations for both on-campus and distance education students.
- Support faculty presentations and papers at conferences that emphasize research and service for underserved populations.

Key Performance Parameters:

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

**Goal 6: Investigate a more aggressive plan to encourage a heightened commitment to scholarship among untenured faculty.**

Progress 2012-2013: Faculty encouraged to pursue interdisciplinary partnerships and grant support. Grant application numbers increased.

Strategy for 2013-2014: Continue to encourage collaborative research and develop opportunities for broader faculty contacts within and beyond the university.

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 2012-2013: Davis College was renovated to provide its first full HVAC system. University Technology Services used EPSCoR funding from NSF to upgrade our computer/teaching lab to HD video conferencing, which delivers STEM courses to HBCUs. We added lecture capture software for both asynchronous and synchronous teaching, and the network upgrade to Cat VI cables and gigabit throughput has helped productivity in both research and teaching.

SJMC entered the Phase II pre-production period preparing for renovation of Health Sciences building and received approval for Phase I design work on the Greenhouse Studio project.

Strategy for 2013-2014: Anticipate issuing request for construction bids at beginning of new fiscal year. Renovations are scheduled to begin by January 2014, with targeted moving date in summer of 2015.

Key Performance Parameters impacted by Goal 1:

- Teaching excellence: Will improve all classroom capabilities. Most, if not all, classes will be in our own building with state of the art technology.
- Research/scholarship: Vastly improved graduate studies areas will enhance experience of our graduate students as well as the faculty teaching them. Improved technology will allow easier access to graduate students across the country (as part of our doctoral education consortium).
- Service to others: Our Greenhouse Studio will give the university and the community a place to experience high quality broadcast options. Our roof top garden will provide a welcoming spot for alumni and friends.
- Sustainability: The LEED-certified building gives us an anchor in the historic Horseshoe and solidifies our belief about the importance of journalism and mass communications education within a research extensive university.

**Goal 2: Stabilize and grow enrollment.**

Progress 2012-2013: SLIS strategy to increase graduate enrollment includes national recruitment of a “Fast Track Cohort.” The Fast Track MLIS addresses the national need for specialized information professionals by making it possible for students to become professionals in the field faster without compromising quality. Program gives students choice of three focus areas: cultural heritage institutions, information services, library services for children and youth. Guarantees that the ALA-accredited MLIS can be completed within 18 months and will be available 100% online.

SJMC continues to improve advising services. Initiated an 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, the importance of academic integrity, etc. Revising student services materials to be more relevant. Partnering with the 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.

With limited room to grow, we are working to accommodate all students who choose the School of Journalism and Mass Communications. We have seen decline in some majors, and faculty are working on plans to grow enrollment in those areas. Our news/editorial faculty are developing a mentoring program to better educate students on the benefits of majoring in journalism.

Strategy for 2013-2014: Secure resources to expand the BSIS. Anticipate putting the degree program online for Palmetto College to help with recruitment and meeting the needs of SC industries for information science and technology professionals.

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 2012-2013: We see increasing success with minority participation. At least one student has won the American Advertising Federation's prestigious Outstanding Minority Advertising Student every year of program's existence. We have had more success with this award than any other journalism program in the country. We teach a *Minorities in the Media* class every year. It continues to attract both majors and non-majors. We added a *Media in Civil Rights* course that also students from the History Department and from African American Studies. We have developed an investigative reporting workshop for high school students who have great promise, paying particular attention the domestic minority community.

Strategy for 2013-2014:

- Continue policies and practices to recruit and retain a multicultural, multi-ethnic, and multilingual student body. SLIS will produce an annual statistical report to include race, gender, age, geographic origin, etc.
- Support admissions coordinator with recruitment at HBCUs and events such as the ALA Black Caucus.
- Identify, develop, and promote both formal and informal ways to further students' professional development and learning through professional associations, study abroad opportunities, conferences, etc.
- Support active and dynamic student associations for both on-campus and distance education students.
- Support faculty presentations and papers at conferences that emphasize research and service for underserved populations.

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 2012-2013: SLIS continues to be a nexus for collaborative research and programming including partnerships across campus for research initiatives (ASPIRE for 3D Modeling Lab) and program initiatives including a Digital Design minor with Computer Science. We are founding members of the Center for Digital Humanities and support the field through ARCHI (Annual Review of Cultural Heritage Informatics) which is edited by SLIS faculty and doctoral students.

Strategy for 2013-2014: Continue to build on partnerships noted above.

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.**

Progress 2012-2013: We continue to hire scholars to improve research productivity in SJMC. Long-term goal is to ensure an appropriate balance that is in compliance with SACs accreditation and enhances our standing with ACEJMC accreditation.

Strategy for 2013-2014: Continue hiring strategies to insure more balanced distribution of professional and traditionally academic faculty.

Key Performance Parameters impacted by Goal 5:

- Teaching excellence. With a balance in place, we will have the right combination to provide excellent and consistent teaching from freshman level courses to doctoral dissertation oversight.
- Research/scholarship. With more scholars in the school, our research climate and productivity will continue to improve.

## Appendix A. Resources Needed

### **School of Library and Information Science**

Goal: Stabilize and grow enrollment. [Move BSIS program online for Palmetto College]

Type: Faculty

Existing: Two faculty members

Additional: Part of the state's allocation for PC

Strategy: Offering the BSIS online will produce information science and technology workers statewide.

### **School of Journalism and Mass Communications**

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

Type: Money

Existing: Regular operating funds and some limited extra scholarships

Additional: More funding for doctoral stipends to be competitive with our peer institutions

Strategy: In order to compete with our peers, offer comparable support packages. We get good applications, but often lose top candidates because our peers offer more support.

## 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 in large research universities)

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

#### 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

- We found our Augusta Baker Endowed Chair in Children's Literature with the hiring of Dr. Michelle Martin <http://www.libsci.sc.edu/fsd/mm/mm.html>.
- Our Center for Children's Books and Literacy moved to expanded and more functional space [http://sc.edu/cmci/news/icommm/2012/scccbl\\_openhouse.html](http://sc.edu/cmci/news/icommm/2012/scccbl_openhouse.html).
- Through the generosity of BP America, Cocky's Reading Express™ received a 22 passenger bus to expand our programming and continue our mission to eliminate illiteracy in South Carolina by 2030 [http://www.libsci.sc.edu/news/Spring12/cre\\_bus\\_gift.htm](http://www.libsci.sc.edu/news/Spring12/cre_bus_gift.htm).
- Six outstanding tenure-track hires.
- Our undergraduate course SLIS202 was accepted to meet the new Carolina Core competency in Information Literacy. This brings great excitement to our halls and is more evidence of our role in the larger university environment. We collaborate!
- University Technology Services used some of their EPSCoR funding from NSF to upgrade our computer/teaching lab to HD video conferencing to deliver STEM courses to HBCUs. We have added lecture capture software to make the room ready for both asynchronous and synchronous teaching.
- Davis College, our 102 year-old historic building was renovated with new HVAC system with funds from the Provost.
- Revised unit Tenure and Promotion Guidelines
- Completed Core Curricula Requirements and mapped learning outcomes to course assignments and content.
- Faculty Productivity. The USC SLIS faculty continued to be highly productive. Over \$1,000,000 in external research and development grants were received in the last two years. Also the impact the faculty has on the field is evidenced in the variety of venues for their publications and presentations.
- New Programs. We continue to develop our specialty in Cultural Heritage and Digital Image Management as well as the Health Communications degree in partnership with the Schools of Journalism and Public Health. Our archives program continues to grow and our Services to Children and Young Adults is evolving to include literacy programming and community outreach.
- We continue to build our undergraduate degree in Information Science (BSIS) and our doctoral degree in Library and Information Science. Both programs enhance and support the existing MLIS program. We have 23 undergraduate students as of fall 2012. The BSIS program has a dedicated, full-time student services staff member to assist with advising and recruiting.
- The School has 13 doctoral students with the addition of seven IMLS CHIL fellows in fall 2011. The students are supported with federal funds from IMLS. They teach in the undergraduate program, work with faculty on research projects and outreach activities and generally enlivened the intellectual activities of the school. We graduated four Ph.D.s in 2012 with placements including LSU and St. John.

- We have entered contract with Roman Littlefield publishers to produce the *Annual Review of Cultural Heritage Informatics* with the first edition due in November 2013. Royalties from the publication will be returned to a doctoral student support and scholarship fund.

### **School of Journalism and Mass Communications**

- We provide an excellent undergraduate education to nearly 1,500 students. Even with the challenges of an ever-changing media landscape in a less-than-ideal 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 are committed to serving the community in important ways. For example, our upcoming Media History and Civil Rights Symposium includes a public lecture geared specifically 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 is down. Strategy to increase includes national recruitment of a “Fast Track Cohort.” The Fast Track MLIS addresses the national need for specialized information professionals by making it possible for students to become professionals in the field faster without compromising quality. The program is being launched with the choice of three areas of focus: cultural heritage institutions, information services, library services for children and youth. The program guarantees that the ALA-accredited MLIS can be completed within 18 months and will be available 100% online.
- We continue to struggle with resources to expand the BSIS and hope that putting the degree program online for Palmetto College will help with recruitment and meeting the needs of SC industries for information science and technology professionals.
- As the research productivity of the faculty increases, need for research support, grant proposal support and post-award support increases. Strategy may include appointment of college level Research Director or equivalent staff.

### School of Journalism and Mass Communications

- Inadequate building and classrooms inside and outside the building. We are out of space and have two more years before we move into our new building. We are trying to provide a full-spectrum of courses, but it's difficult to find enough technology-smart classrooms that can accommodate our multi-media teaching needs. We are exploring purchasing “mobile labs” as a way to bridge the gap. We are also expanding our courses into the new summer school schedule, offering more classes that previously had only been offered in the fall and spring semesters.
- We are still out of balance between professional oriented faculty and traditional academic faculty. We are working to improve the balance; however, every time we hire a PhD researcher on a 2/2 teaching load (especially if the position replaces an instructor teaching on a 4/4 load) it becomes more difficult to cover required classes. We are committed to improving our scholarly faculty and we have made tremendous progress in recent years, but it is putting a strain on meeting the needs of our undergraduate teaching schedule.
- We don't have enough support staff to cover the needs of the school. We need at least one more adviser. We need an administrator (such as an associate director) who would handle all scheduling, assessment, and evaluation. (Could be a current faculty member with a reduced 1/1 load, but that increases issue above.) We need a high level multi-media specialist who to add the current technology college team, but who also can work directly with the faculty on marketing ourselves.

**Appendix E. Unit Statistical Profile**

1. Number of entering freshmen for Fall 2009, Fall 2010, Fall 2011 and Fall 2012 classes and their average SAT and ACT scores.

	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
<b>Test Scores (avg)</b>				
# New Fresh / ACT	230/26	273/25	239/27	219/26
# New Fresh / SAT	230/1187	273/1183	239/1190	219/1179

NOTE: In spite of a dramatic increase in the number of undergraduate applicants to the College in the past two years, there has been a drop of two percentage points in the number of freshman admissions and a drop of five percentage points in yield.

2. Freshman retention rate for classes entering Fall 2009, Fall 2010 and Fall 2011.

<b>Freshman-Sophomore Retention Rates</b>			
	<b>2009 Cohort</b>	<b>2010 Cohort</b>	<b>2011 Cohort</b>
	<b>Returned '10</b>	<b>Returned '11</b>	<b>Returned '12</b>
<b>Same School</b>	71.1%	78.9%	85.1%
<b>Other School</b>	12.7%	10.6%	6.4%
<b>TOTAL</b>	<b>83.8%</b>	<b>89.5%</b>	<b>91.5%</b>

NOTE: CMCIS freshman to sophomore retention for the 2009 cohort was 2.1% lower than that of the University as a whole. Retention of the 2010 and 2011 cohorts exceeded that of the University by 2.7% and 4.3% respectively.

3. Sophomore retention rate for classes entering Fall 2008, Fall 2009 and Fall 2010.

<b>Sophomore-Junior Retention Rates</b>			
	<b>2008 Cohort</b>	<b>2009 Cohort</b>	<b>2010 Cohort</b>
	<b>Returned '10</b>	<b>Returned '11</b>	<b>Returned '12</b>
<b>Same School</b>	85.3%	77.3%	83.3%
<b>Other School</b>	11.1%	13.9%	9.6%
<b>TOTAL</b>	<b>96.4%</b>	<b>91.2%</b>	<b>92.9%</b>

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 2009, Fall 2010, Fall 2011 and Fall 2012 by level (headcount).

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b><u>Student Headcount</u></b>				
Undergraduate	1,388	1,426	1,444	1,502
Masters	470	463	403	340
Specialist	9	10	12	5
Certificate	8	3	8	6
First Professional	0	0	0	0
Doctoral	31	30	40	38
<b>Total</b>	<b>1,906</b>	<b>1,932</b>	<b>1,907</b>	<b>1,891</b>

NOTE: Recovery from the economic crisis of 2007-2008 continues to influence enrollment. A statewide move to not require an MLIS in every school library also added to the decline in School Library applicants. Although we have tripled our recruitment efforts, we continue to see a decline in number of applicants. When we follow-up with accepted applicants that don't enroll, we ask for primary reasons and most of the time, it has to do with funding.

5. Number of entering first professional and graduate students: Fall 2009, Fall 2010, Fall 2011 and Fall 2012 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 2012	MLIS	66	156	146	302	4.0	412
				566	558	1124		
	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	3.7 5	-
	Fall 2009	MLIS	88	561	564	1125	4.4	424
	Fall 2009	CERT	5	600	610	1210	4.8	409
	Fall 2009	SPEC	2	-	-	-	-	409
	Fall 2009	PHD	3	513	683	1196	-	-
Journalism and Mass Communications	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
	Fall 2009	MMC	20	490	555	1045	4.1	n/a

6. Number of graduates in Fall 2011, Spring 2012, Summer 2012 by level.

	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>
<b><u>Degrees Awarded</u></b>			
Undergraduate	74	231	31
Masters	80	69	24
Specialist	2	2	1
Certificate	2	0	2
Doctoral	1	2	2
<b>Total</b>	<b>159</b>	<b>304</b>	<b>60</b>

NOTE: The total number of graduates (523) is consistent with the previous year's total of 530. The periods ending Summer 2009 and Summer 2010 totals were 444 and 486 respectively.

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

<b>Started</b>	<b>Ended</b>	<b>2004 Cohort</b>			<b>2005 Cohort</b>			<b>2006 Cohort</b>		
		<b>4-Year Grad</b>	<b>5-Year Grad</b>	<b>6-Year Grad</b>	<b>4-Year Grad</b>	<b>5-Year Grad</b>	<b>6-Year Grad</b>	<b>4-Year Grad</b>	<b>5-Year Grad</b>	<b>6-Year Grad</b>
↓	↓									
<b>MCIS</b>	Same School	40.2%	48.1%	48.5%	39.1%	52.0%	52.3%	47.5%	57.2%	58.8%
	Other School	14.2%	21.3%	23.4%	17.2%	21.9%	22.6%	11.7%	14.4%	15.6%
	<b>Total</b>	<b>54.4%</b>	<b>69.5%</b>	<b>72.0%</b>	<b>56.3%</b>	<b>73.9%</b>	<b>74.9%</b>	<b>59.1%</b>	<b>71.6%</b>	<b>74.3%</b>

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 2011, Spring 2012 and Summer 2012.

	Fall 2011	Spring 2012	Summer 2012
<b><u>Student Credit Hours*</u></b>			
Undergraduate	9,068	9,515	705
Masters	2,596	2,268	1,183
First Professional	0	0	0
Doctoral	257	273	67
<b>Total</b>	<b>11,921</b>	<b>12,056</b>	<b>1,955</b>

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

Major	Terminal Degree - UG							
	NO		YES		<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>% Yes Inst</u>	<u>% Yes Cred Hrs</u>
	Inst #	Cred Hrs	Inst #	Cred Hrs				
Advertising, B.A.J.M.C.	50	3600	22	1623	72	5223	30.56%	31.07%
Broadcast Journalism, B.A.J.M.C.	51	3054	18	1152	69	4206	26.09%	27.39%
Information Science, B.S.	11	231	7	258	18	489	38.89%	52.76%
Journalism, B.A.J.M.C.	52	2907	18	1152	70	4059	25.71%	28.38%
Journalism, Mass Comm, B.A.J.M.C.	50	3675	22	1596	72	5271	30.56%	30.28%
Public Relations, B.A.J.M.C.	65	4128	28	1815	93	5943	30.11%	30.54%
Visual Communications, B.A.J.M.C.	48	2814	22	1272	70	4086	31.43%	31.13%

NOTE: Faculty searches are targeting candidates who already possess highest terminal degrees.

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

	FT Inst #	Cred Hrs	PT Inst #	Cred Hrs	<u>FT % Ugrad Cred Hrs</u>
Advertising, B.A.J.M.C.	48	3894	24	1329	74.55%
Broadcast Journalism, B.A.J.M.C.	47	3009	22	1197	71.54%
Information Science, B.S.	13	438	5	51	89.57%
Journalism, B.A.J.M.C.	48	2862	22	1197	70.51%
Journalism, Mass Comm, B.A.J.M.C.	49	3969	23	1302	75.30%
Public Relations, B.A.J.M.C.	68	4617	25	1326	77.69%
Visual Communications, B.A.J.M.C.	44	2778	26	1308	67.99%

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.

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

		<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
<b>Tenure Track Faculty</b>	<b>Rank</b>			
	Professor	7	8	8
	Associate Professor	16	18	21
	Assistant Professor	11	11	10
<b>Instructors</b>		16	14	13
<b>Visiting Faculty</b>	Professor	2	2	3
	Assistant Professor	1	2	0
<b>Adjunct Faculty</b>		24	19	23

NOTE: New hires, promotions and selective use of visiting faculty have strengthened both schools in the CMCIS.

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

	<b>ETHNICITY</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Change</b>
<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	2	1	-1
<i>ASST PROF</i>	Black or African American	1	1	0
	N/R Alien	2	3	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>VISITING ASST PROF</i>	N/R Alien	2	0	-2
<i>ADJUNCT</i>	Black or African American	1	0	-1
	Asian	0	1	1
	Hawaiian or Pacific Islander	0	1	1
	N/R Alien	2	1	-1
	Unknown	0	2	2
<b>TOTAL</b>		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 FY2012.

<b>FY2012 PROPOSAL SUBMISSIONS</b>		
<b>Mass Communications &amp; Information Studies</b>		
	<b>Number</b>	<b>Dollars Requested</b>
FED	5	229,381
PHI	3	37,714
OTHER	5	321,807
<b>Total Funding Requested</b>	<b>13</b>	<b>588,902</b>

2. Summary of external sponsored research awards by agency for FY2012.

<b>Awards by Source/Agency</b>	
<b>Mass Communications &amp; Information Studies</b>	
	<b>FY2012 Funding</b>
FED	130,367
PHI (Non-Profit)	62,014
OTHER	9,834
<b>Total Funding</b>	<b>202,215</b>

3. Total extramural funding and Federal extramural funding in FY2011

<b>Summary of Awards</b>	
<b>Mass Communications &amp; Information Studies</b>	
<b>Total Extramural Funding</b>	<b>Total Federal</b>
202,215	130,367

4. Amount of sponsored research funding per faculty member in FY2012 (by rank, type of funding)

<b>School</b>	<b>Title</b>	<b>PI</b>	<b>Total Funding</b>	<b>Federal</b>	<b>Other</b>	<b>PHI (non-profit)</b>
Journalism & Mass Communications	INSTRUCTOR	Covington, Randy	113,830	103,996	9,834	
Library & Information Science	ASSOC. PROFESSOR	Albright, Kendra	2,500			2,500

5. Total sponsored research expenditures per tenured/tenure track faculty for FY2012

School	PI	Total Expenditures	Status
Journalism & Mass Communications			
	Besley, John	96,870	Tenured
	Covington, Randy	105,816	Non-Tenure Track
	Kenney, Keith	411,632	Tenured
	Kim, Seihill	273,471	Tenured
	McGill, Denise	3,841	Tenure Track
Library & Information Sciences			
	Albright, Kendra	5,000	Tenured
	Arns, Jennifer	204,407	Tenured
	Hastings, Samantha	533,637	Tenured

6. Number of patents, disclosures, and licensing agreements in fiscal years 2010, 2011 and 2012.  
 None