





May 7, 2008

The Pines Group (TPG)
Health Communication Concentration
The College of New Jersey
Kendall Hall
2000 Pennington Road
Ewing, NJ 08628

Dear Dr. Pollock,

Thank you for choosing The Pines Group (TPG), the PR group that will plant flourishing seeds of success. Like the majestic Redwoods that tower over the gently sloping landscape of golden California, we will help grow your concentration, bringing greater recognition and pride among other studies in the forest of academia. Our team is eager, excited and passionate about expansion of the Health Communication Concentration.

We are certain that we have essential tools that will enable us to not only meet your goals, but far exceed any expectations you may have. At The Pines Group (TPG), we value innovation, commitment, an unyielding loyalty to our client, and most important good old fashioned hard work. Our focus is both long and short term. We see lasting potential in this concentration, an academic discipline that is begging to be harnessed and cultivated. It is through our creativity and passion for success that sets us apart. We aim to rise above the standard canopy of academia like the glorious pines coating the Rocky Mountains.

As a concentration, Health Communication is already institutionalized as an academic plan of study within the existing college structure. Yet, our formative research has indicated that 50 percent of Communication Studies students at TCNJ know little about the existence of this opportunity. Furthermore, our research has indicated that students from other related disciplines including Sociology, Biology, Health and Exercise Science, and Nursing were unaware of the possibilities that this concentration has to offer.

Expansion of your program will not only bolster participation in the concentration, but also increase respectability for the entire Communication Studies Department. TPG is here to enact change. Fortunately, our formative research has also shown that about 45 percent of survey respondents would be interested in learning more about the Health Communication Concentration. By implementing a variety of communication based tactics, including team formation between faculty and students, we assure that this program will grow limitlessly.



As our client, you will receive this free public relations plan, which will allow you to gain a better understanding of your audiences' needs. Our public relations plan offers strategies you can implement now and in the future.

Please read your specifically designed plan. Once again, thank you for this opportunity. Your satisfaction will enable future growth for our organization. The seeds of success have been planted for growth, today and in years to come!

Sincerely,

Neil Hartmann Jr.

Brigitte McNamara

Megan Van Der Stad

Kristen Kiernicki

Megan Roe

The Pines Group

2000 Pennington Road Ewing, NJ 08628 609-771-1855



Meet The Pines Group



Pictured clockwise from top left:
Kristen Kiernicki, Neil Hartmann Jr.,
Brigitte McNamara, Megan Roe,
Megan Van Der Stad



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Goals

The Pines Group (TPG) strives to help organizations achieve their maximum potential. We value the needs and wishes of each organization and work efficiently to make sure each goal of the organization is met. The Pines Group (TPG) intends to execute a mission for success. We feel confident that the Health Communication Concentration at TCNJ will flourish in years to come, benefiting not only students but also the entire campus community. After conducting formative research and an examination of the needs of both students and faculty, we have creatively developed the following objectives:

- ? Reshape the existing knowledge and perceived respectability of the Communication Studies Department by providing a comprehensive basis of what the discipline entails and how it may be utilized in other fields by 20 percent within one year.
- ? Increase the effective dissemination of information about the Health Communication Concentration by 50% within two years.
- ? Increase participation in the Health Communication Concentration of both faculty and students at TCNJ by 25 percent within two years.
- ? Enhance knowledge regarding the field of Health Communication for both high school guidance counselors and potential students by 40 percent within one year.

To effectively reach our target audiences, it is essential to garner a higher level of respect from the campus community about not only the major, but the entire Communication Studies Department. Pride in Communication Studies is essential for the participation of students. Our first challenge is to reshape the existing knowledge and perceived respectability of the Communication Studies Department by educating the campus community. We intend to utilize various



departmental and campus-based resources informing our target audiences about the seriousness of the study and it's usefulness as a career and professional study. Key audiences need to be identified and appropriate media channels need to be selected so that information can be spread most effectively.

Because a lack of credible information is available to interested parties about the Health Communication Concentration, our second goal is to analyze previous modes of dissemination and select more effective ways to distribute information about the Communication Studies major. This requires a close analysis of media that may have been ineffectively or underutilized in the past.

Our third objective is to increase participation in the Health Communication Concentration, involving both faculty and students. This will allow current Communication Studies students to take advantage of the wonderful Interdisciplinary Program their major has to offer. As communication professionals, professors need to be involved as well.

For those individuals at other colleges and universities seeking to transfer, or for potential, upcoming students, we intend to expand our focus externally. The team members of TPG truly believe that with the right implementation plan, Health Communication at TCNJ can develop into a leading field of study, mirroring its success both in academia and the professional world.



Client History

Dr. John C. Pollock is a professor of Communication Studies at The College of New Jersey. Dr. Pollock's diverse educational background includes a B.A. from Swarthmore College (1964), an M.P.A. from Maxwell School of Citizenship and Public Affairs at Syracuse University (1966), a Ph.D. Candidate from Johns Hopkins School of Advanced International Studies (1966-7), and a Ph.D. from Stanford University (1974).

Dr. Pollock's interests span across a wide array of academic disciplines. Some of these subject areas include: International Communication, Public and Mass Communication, Content Analysis, Survey Research, Research Methodologies, and Health Communication. At The College of New Jersey, Dr. Pollock offers classes in Communication Research Methods (COM-390) , Social Marketing: Health Communication Campaigns (COM-403), and International Communication (COM-415).

Among his many accomplishments, Dr. Pollock is a recipient of the prestigious Silver Anvil, a coveted award from the Public Relations Society of America. He also received the first teaching award for "Mentoring Student Research" presented by The College of New Jersey in February of 2002. In 2003, Dr. Pollock received the "Advisor of the Year" award from the National Communication Honors Society, Lambda Pi Eta, for his hard work and dedication to the TCNJ Chapter here on campus.

Dr. Pollock's research extends far beyond textbooks and classroom walls. He has conducted research in both India and Latin America. He was the former director of The Latin America Institute at Rutgers University where his research in the field was implemented in both classroom and research study. Currently, Dr. Pollock also serves on four editorial boards. These editorial boards include: The Atlantic Journal of Communication; The Journal of Communication Studies; Communication Research Reports; and Mass Communication and Society.



Dr. Pollock is also the author and co-author of four books, including *Tilted Mirrors: Media Alignment with Political and Social Change*; *A Community Structure Approach*, and many scholarly articles, on-line journals, and even publications in the well-known *New York Times*.

At The College of New Jersey, Dr. Pollock works closely with TCNJ's Chapter of Lambda Pi Eta, assisting students with the implementation of both research and student affairs. In addition to working with students, he is the founder of the Health Communication Interdisciplinary Concentration within the Communication Studies Department.

Dr. Pollock has been a leading supporter in the Interdisciplinary program at TCNJ. These academic concentrations allow students to shape their future by studying areas of interest that aid in both career and professional enhancement. Health Communication is a concentration offered to students both within Communication Studies and across all academic disciplines. This area of study allows students to gain a better understanding of key issues in public health, critically analyze health-related messages, and develop key-concepts in message formation, all of which effectively persuade mass audiences.

Health Communication is the fastest growing field in Communication. Dr. Pollock believes in the importance of exposing TCNJ students to the opportunities existent in this emerging area of study. Currently, Dr. Pollock is working to improve and expand the Health Communication Concentration both internally, for students and professors, and externally, targeting both nonprofit and corporate pharmaceutical companies. He believes that through a comprehensive analysis of key tactics for program expansion, Health Communication can grow limitlessly for the benefits of both students and the entire campus community.



Problem and How PR Can Solve It

Health Communication serves as one of the fastest growing fields in Communication; however the enrollment in the Health Communication Concentration at the College of New Jersey has been less than stellar. According to Dr. John C. Pollock, Communication Studies Professor and Faculty Sponsor of the Concentration, Health Communication has the potential to become a “crown jewel” at TCNJ, but several obstacles stand in the way. By conducting formative research, which includes interviews with key faculty members, student surveys, and intercept studies, The Pines Group has identified these issues and has thought of ways to effectively solve them.

Survey results showed an incredible lack of awareness about the Health Communication Concentration. Although 68 percent of students were aware of Interdisciplinary Concentrations at TCNJ, only 37 percent had heard of the Health Communication Concentration. Among those respondents who had little working knowledge about Health Communication, 34 percent replied that they would be interested in learning more about the program, showing that a large target audience exists for our campaign. Despite the percentage of other respondents, this percentage is still considerable, given the fact that most were not aware of Health Communication at all.

Additionally, the awareness seemed to vary from major to major. Results indicated that students studying Sociology, Health and Exercise Science, and Nursing could be easily recruited into the program if only it had enough visibility. According to students, the vast majority (70 percent) access the TCNJ Web site on a daily basis, both for e-mail and academic information. These results show that a link to Health Communication on a frequently accessed Web page would be a valuable publicity tool for our PR campaign. Furthermore, students replied that other effective ways to distribute information about academic programs included both interest sessions and advisor meetings.



In his interview, Dr. Pollock also identified the lack of respect existent for the not only the Communication Studies faculty, but for the major in general. Dr. Pollock feels that limited respect for this academic discipline may deter interested students seeking to pursue studies in the Health Communication Concentration. He noted the importance of not only student participation, but faculty involvement as well. Getting faculty from other departments to become involved with the concentration is a challenge, as convincing students that Communication Studies is not a “joke” major. Potential courses of action include implementation of a Health Communication or Public Health Club with both faculty and students from both the Communication major and other academic disciplines. A speaker series inclusive of professionals from both the pharmaceutical and non-profit sectors will allow interested students to learn of the wide array of careers available to them upon graduation.

Overall, TPG's public relations plan aims to benefit students, faculty, and the entire campus community. We seek to increase interest, awareness, and activity in the rapidly growing field of Health Communication. Recruitment of top students to study in this field will not only bring prestige to TCNJ, but also participating students will be given access to all of the exciting opportunities that Health Communication may afford them.



Formative Research

To learn more about the issues surrounding the Health Communication Concentration The Pines Group conducted interviews, student surveys, and professor intercept studies. The first step was an interview with Dr. John Pollock, our client and Health Communication enthusiast at TCNJ. We gained information about the history of the concentration, current publicity and support, and future goals.

Dr. Pollock explained that the concentration at TCNJ had only been around for three or four years. To his dismay there was little support from fellow professors who did not feel that Communication Studies was a serious major. Many professors expressed doubt that health issues belonged in a concentration associated with communication. Dr. Pollock has high hopes for the concentration and feels that there are “blue skies” regarding the limits to what may come of the Health Communication Concentration. For the complete interview responses from Dr. Pollock, see Appendix C.

The second interview was held with Dr. Yifeng Hu, Communication Studies professor. Dr. Pollock feels she will be instrumental in the development of the concentration for her extensive research in the Health Communication field. Dr. Hu was unaware of the intricacies of the concentration but was very willing to be a part of the concentration. She extended her classes for inclusion in the course outline and brainstormed ideas for new courses. For the complete interview responses from Dr. Hu, see Appendix D.

In addition to the two interviews, an intercept study of five TCNJ professors was administered to assess the willingness of the faculty community to join in the concentration. Faculty members questioned belonged to the Communication Studies, Psychology, Sociology, and Health and Exercise Science Departments. All of the professors had at least some awareness of the interdisciplinary concentrations at The College. One listed the TCNJ Web site as his/her primary source of information regarding the interdisciplinary concentrations.



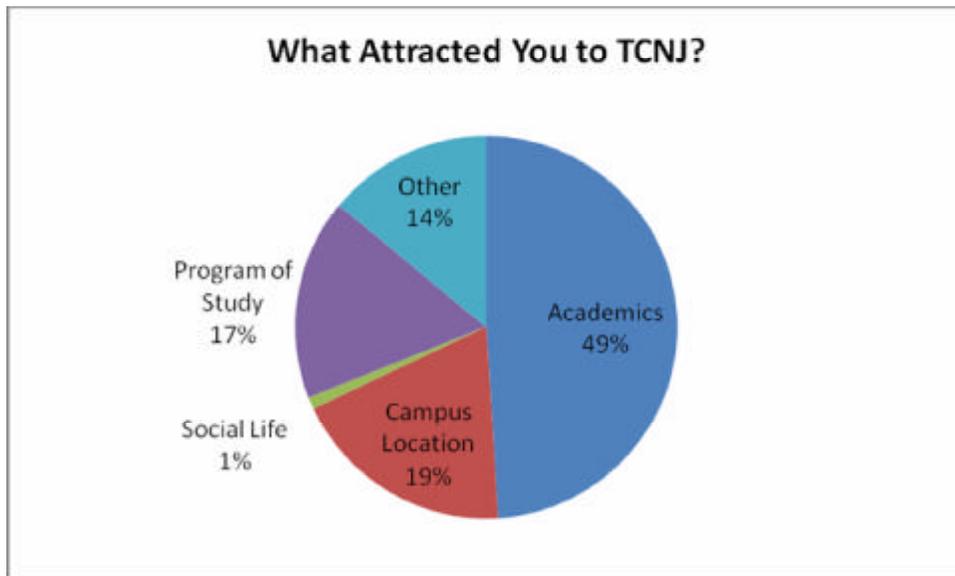
Additionally, under the right circumstances they all expressed interest in participating in one of these programs. Every professor surveyed has heard of the Health Communication Concentration, one had even attended a brainstorming session about public health courses. The professors offered a couple of their courses that may be beneficial to the Health Communication Concentration. These courses included; Theories of Persuasion, Future of Health Communication, Nutrition and Metabolism, Applied Physiology, Clinical Psychopharmacology, and Culture, Health, and Illness. One professor suggested approaching the professor who teaches the Health Psychology course. Professors listed e-mail, specifically a message from the Health Communication chair to all majors, as the most effective form of communication in contacting students. Also the TCNJ Web site, interest sessions, and brochures prove to be helpful. For the complete intercept study results, see Appendix F.

Surveys were distributed to a sampling of 405 targeted students on campus to view the problem from their perspectives. The students targeted were of the following majors: Communication Studies, Psychology, Sociology, Health and Exercise Science, Biology, Chemistry, Physics, Nursing, and Business, with the hopes that these students would hold more interest and willingness to participate in the Health Communication Concentration for academic betterment. The surveys were designed to provide The Pines Group with valuable information regarding students' knowledge of the registration systems and concentrations offered at TCNJ. Based on these survey results we will form our PR plan with an increased level of accuracy. The results show the most appropriate means of communication with students, their current awareness of available programs at TCNJ, and their overall satisfaction with the current services involved with the academic programs offered at TCNJ. The following charts and graphs show proportioned representations of the survey results, listed in the same chronological order as the survey.



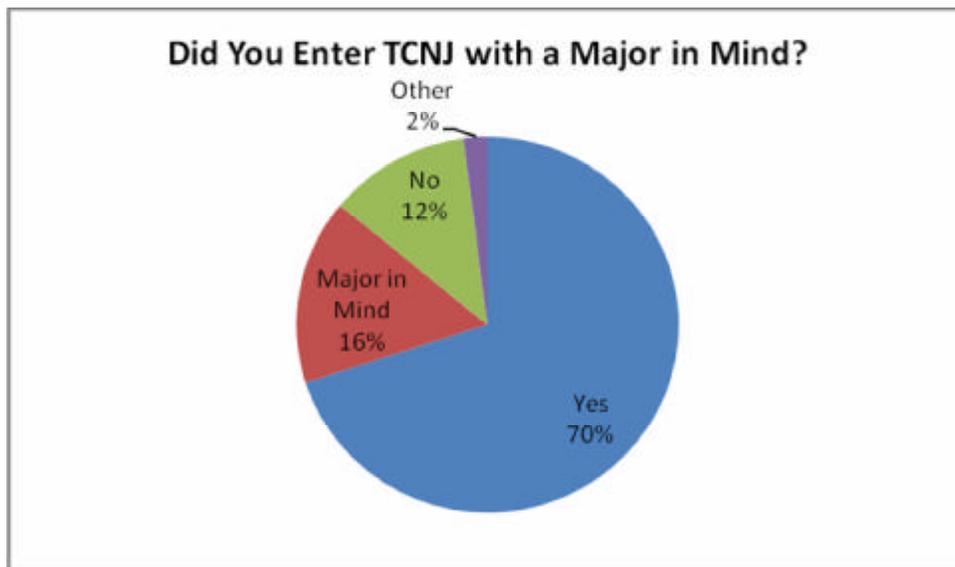
The first question asks the primary reason students were attracted to TCNJ.

- ? 49 percent were attracted by academics, 19 percent by campus location, one percent by the social life, 17 percent by program of study, and 14 percent for other reasons including cost, sports, small classes, reputation, and parents and relatives.



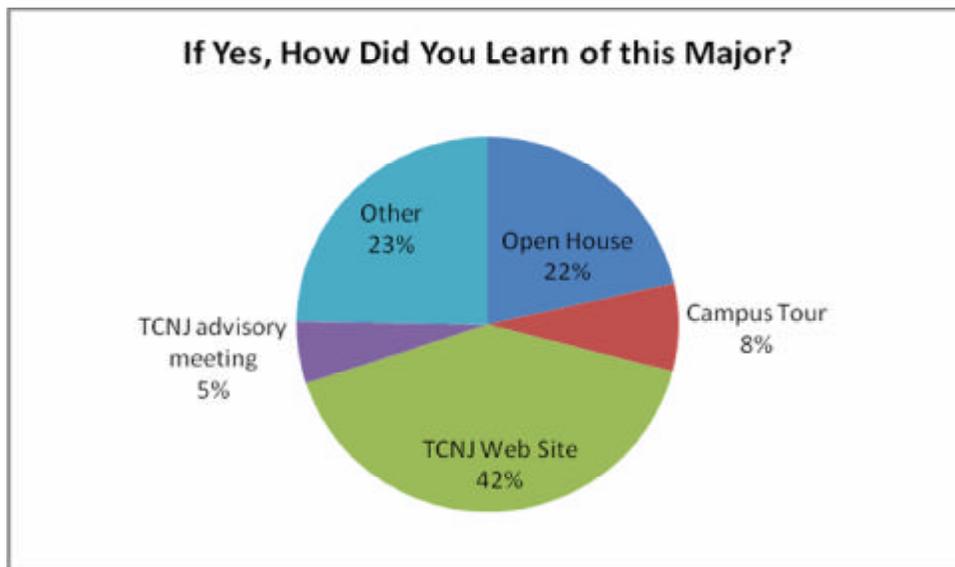
The next questions ask students about their majors and information surrounding their majors.

- ? 86 percent of students entered TCNJ with a declared major or a major in mind.





- ? 22 percent learned of their major from an open house, eight percent from a campus tour, 42 percent from the TCNJ Web site, five percent from a TCNJ advisory meeting, and 23 percent from other source including friends, parents and relatives, previous schools, Accepted Student's Day, high school guidance counselors, personal research and interest, Model Congress, and www.collegeboard.com.



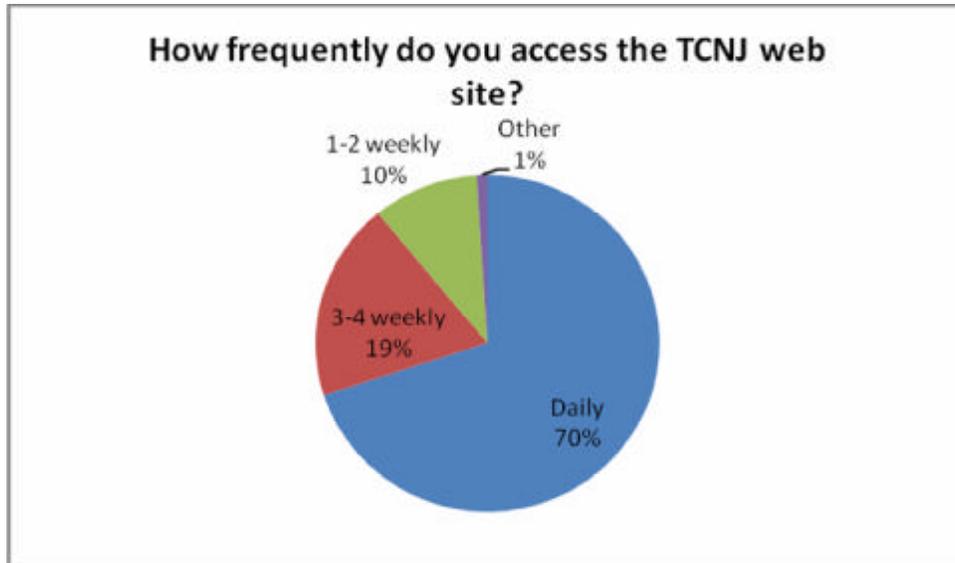
- ? On a scale of 1 being the least aware and 5 being the most aware of the formal steps required to declare a major, 83 percent of students ranked their awareness as a 1, 2, or 3.



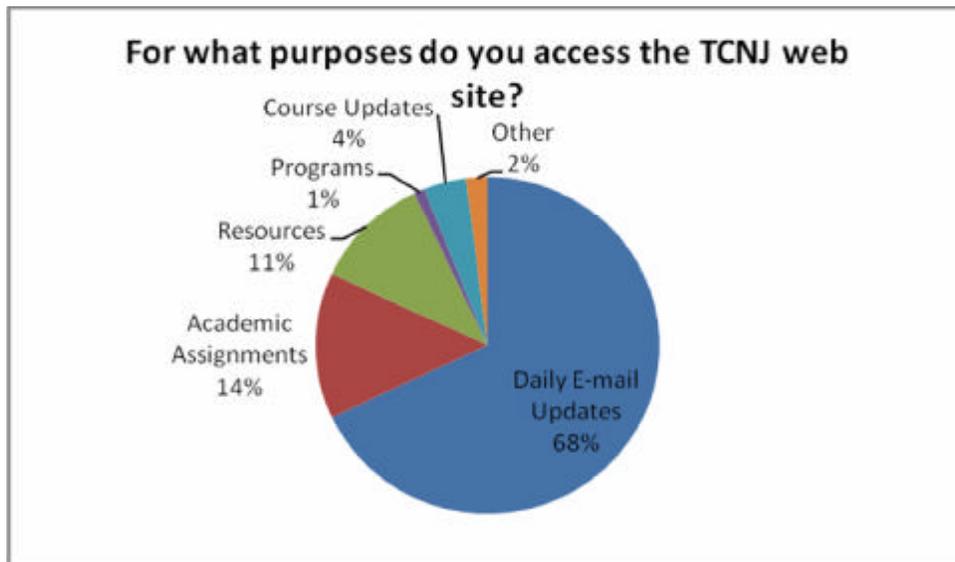


The following series of questions are regarding the TCNJ Web site and its value to students.

- ? 70 percent of students access the TCNJ website on a daily basis.

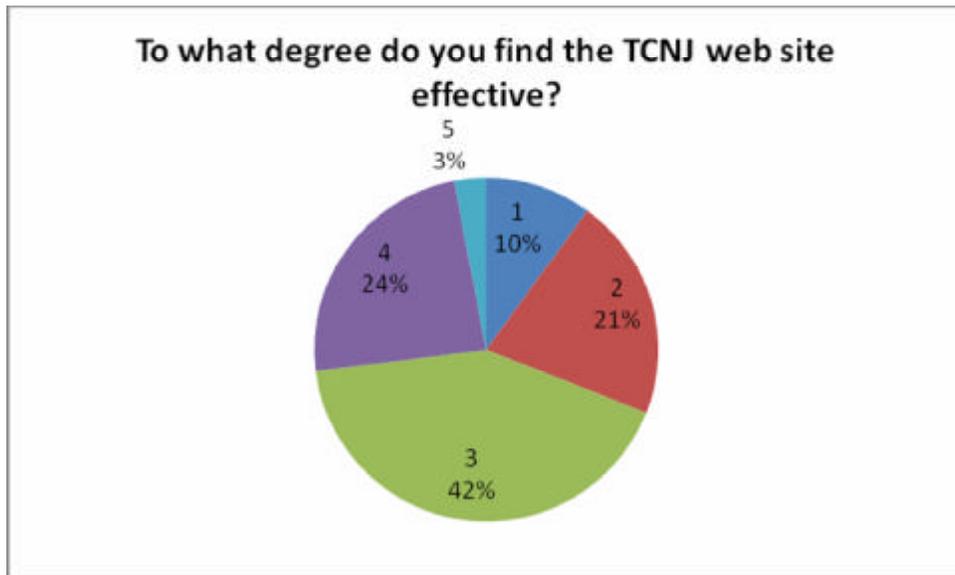


- ? 68 percent use the Web site for email updates, 14 percent for academic assignments, 11 percent for resources, and seven percent for other reasons including program and course updates and information on events and staff.



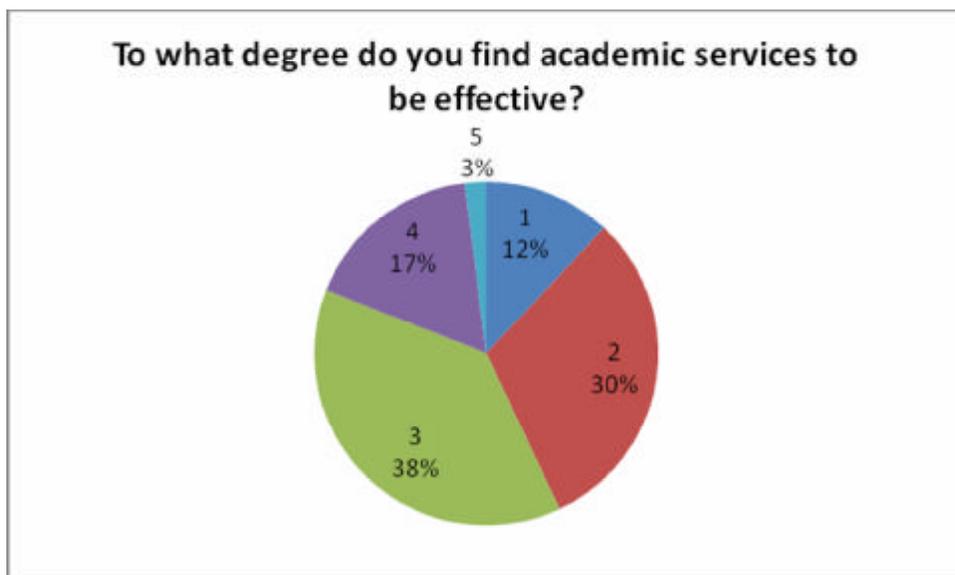


? On a scale of 1 being the least effective to 5 being the most effective, 86 percent of students ranked the TCNJ Web site to be a 2, 3, or 4 in effectiveness.



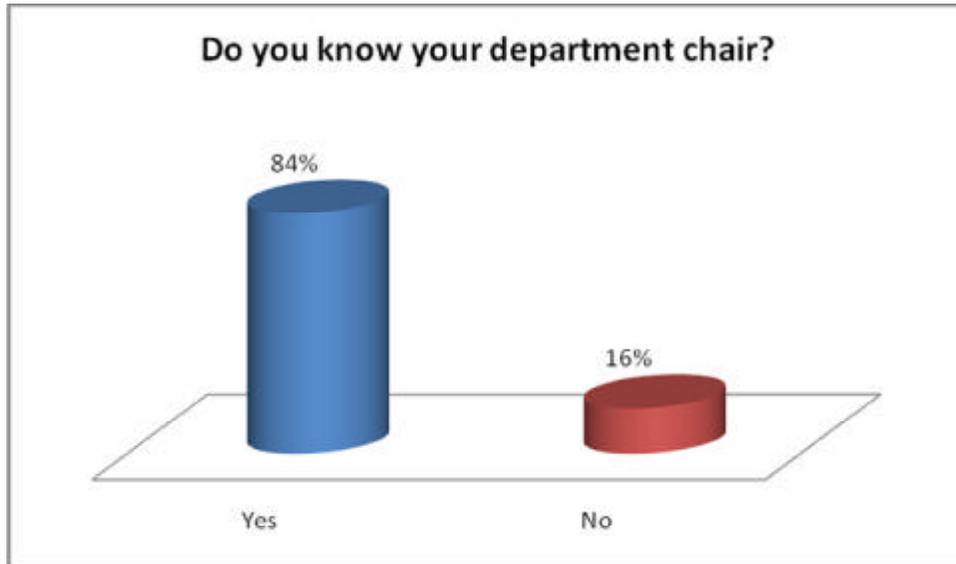
A series of questions were asked regarding academic services, department chairs, and faculty chairs and the student's involvement with them.

? On a scale of 1 being the least effective to 5 being the most effective, 68 percent of students found academic services at TCNJ to be a 2 or 3 in effectiveness.

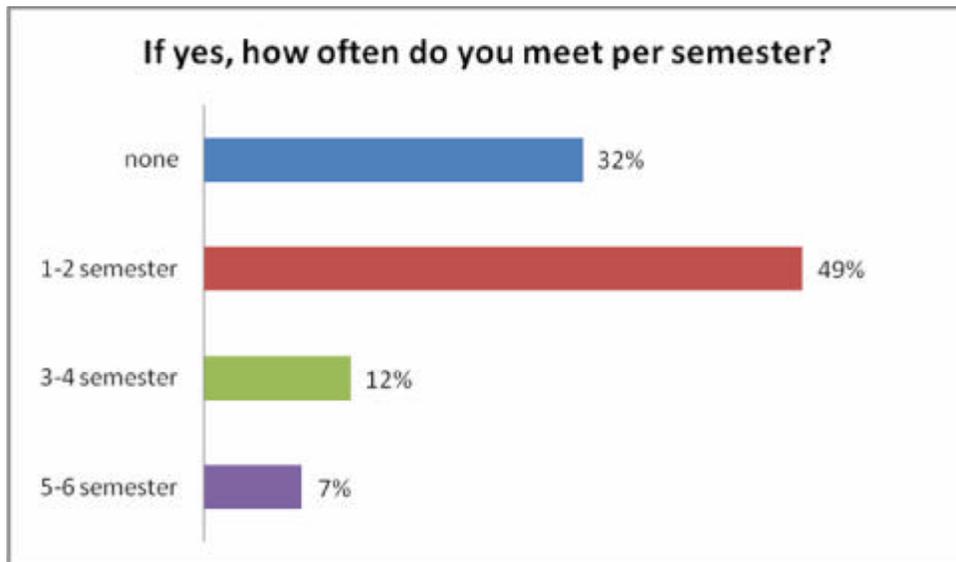




? 84 percent of students know who their department chair is.



? Of those students 49 percent meet with their department chair 1-2 times a semester and 32 percent do not meet with them at all during the semester.

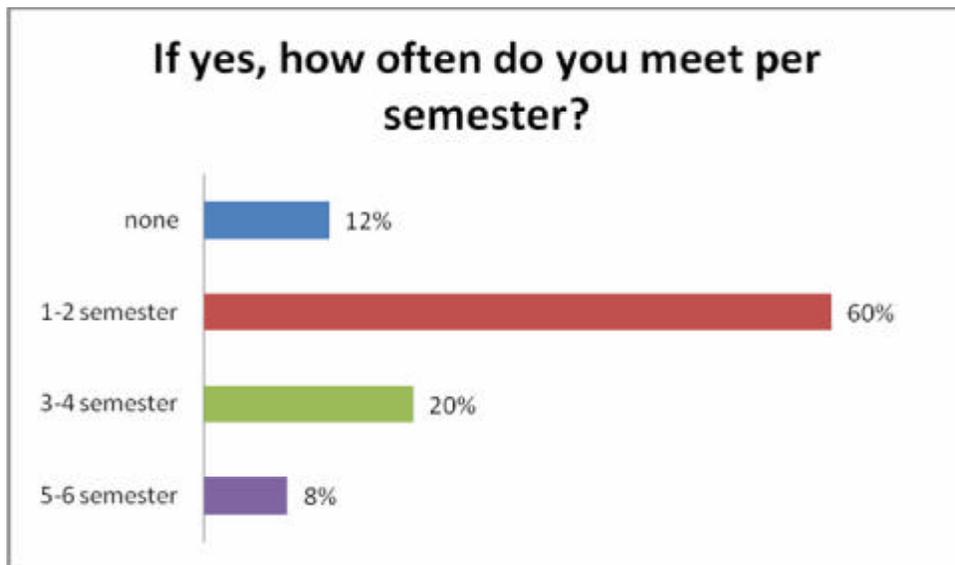




? 92 percent of students know who their faculty advisor is.



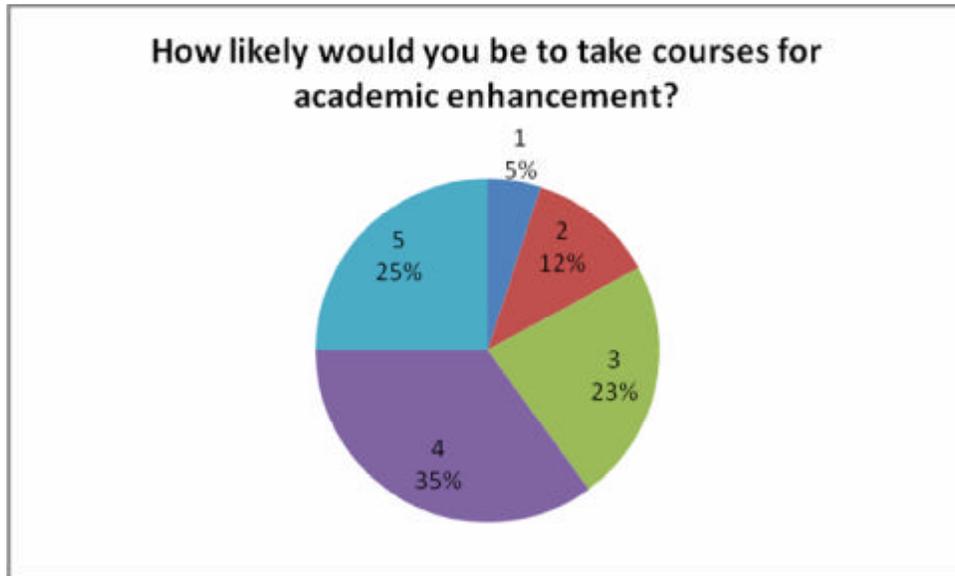
? Of those students 60 percent meet with their advisor 1-2 times a semester.





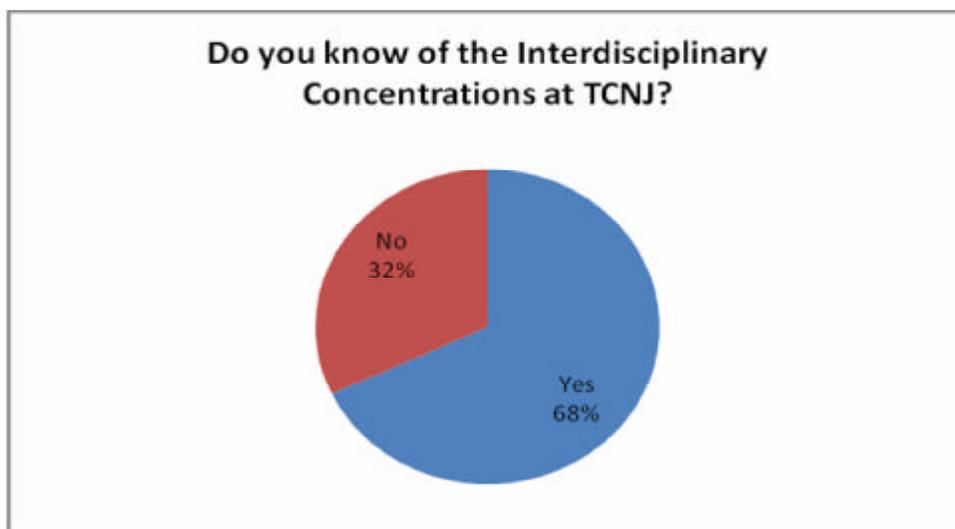
For further insight, students were asked their willingness to take courses for their own academic enhancement.

- ? On a scale of 1 being the least likely and 5 being the most likely, 83 percent of students ranked their likeliness of taking courses for academic enhancement at a 3, 4, or 5.



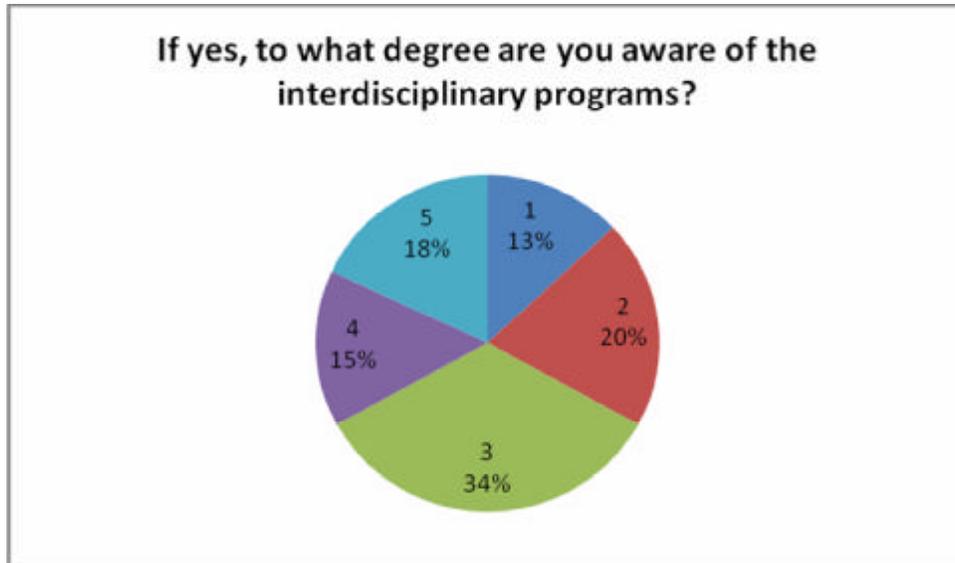
The final group of questions asked students about their knowledge of the interdisciplinary concentrations and particularly the Health Communication Concentration at the College.

- ? 68 percent of students are aware that there are interdisciplinary concentrations at TCNJ.

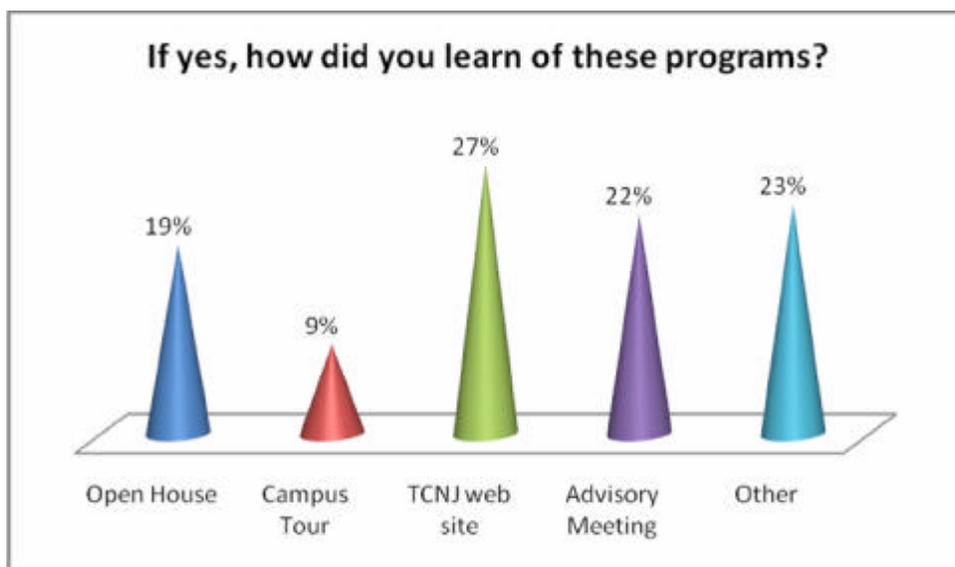




? Of those students, on a scale of 1 being the least aware and 5 being the most aware, 69 percent of students ranked their awareness at a 2, 3, or 4.

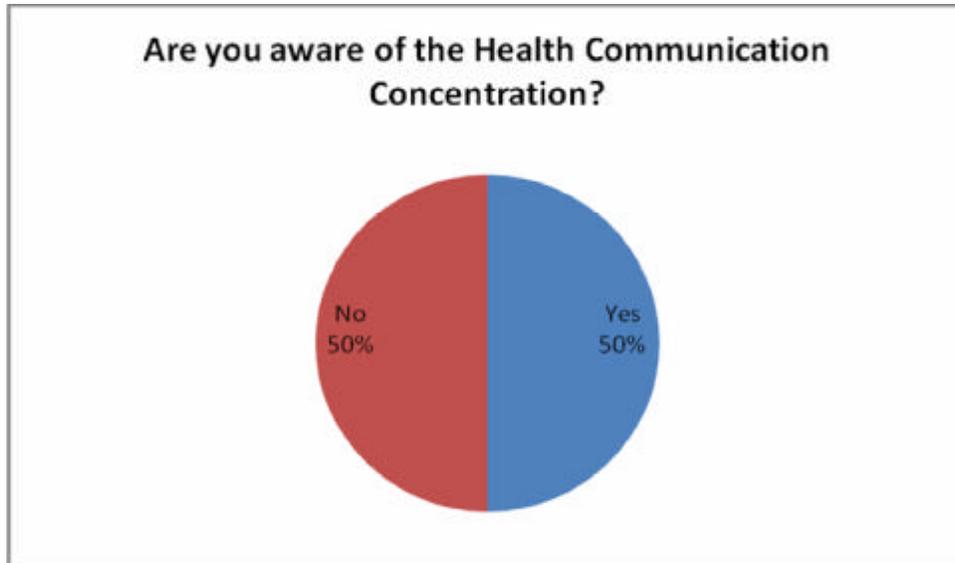


? Of those students, 27 percent learned of the concentrations from the TCNJ website, 22 percent from an advisory meeting, 19 percent from an open house, nine percent from a campus tour, and 23 percent from other sources including professors, other students, registration, Bio 099, orientation, first year experience (FYE), SGA meetings, Ambassador training, and course planners.





? Of those students 50 percent are aware of the Health Communication Concentration.

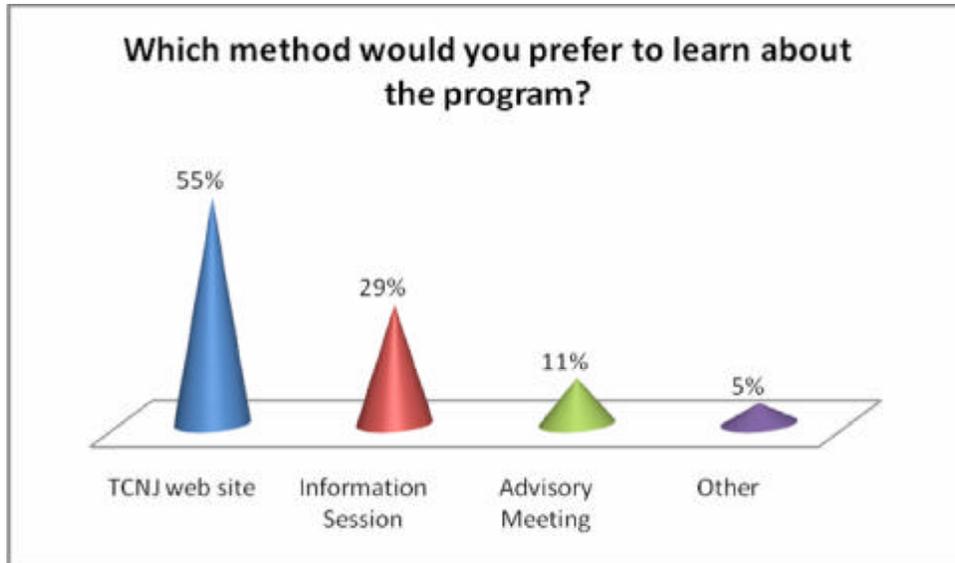


? 42 percent of students indicated that they would be interested in learning more about the Health Communication Concentration at TCNJ.





- ? Of those students, 56 percent said the TCNJ Web site would be their preferred method of learning more, 29 percent prefer an information session, 11 percent prefer an advisory meeting, and five percent prefer other methods including information given during class and fliers.

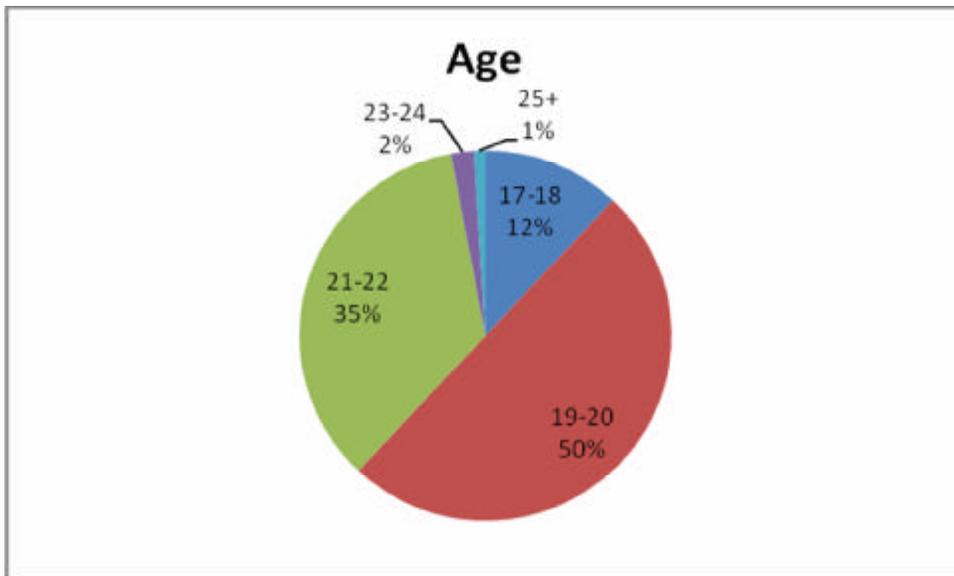




The following percentages represent the breakdown in demographics surveyed.

? Age

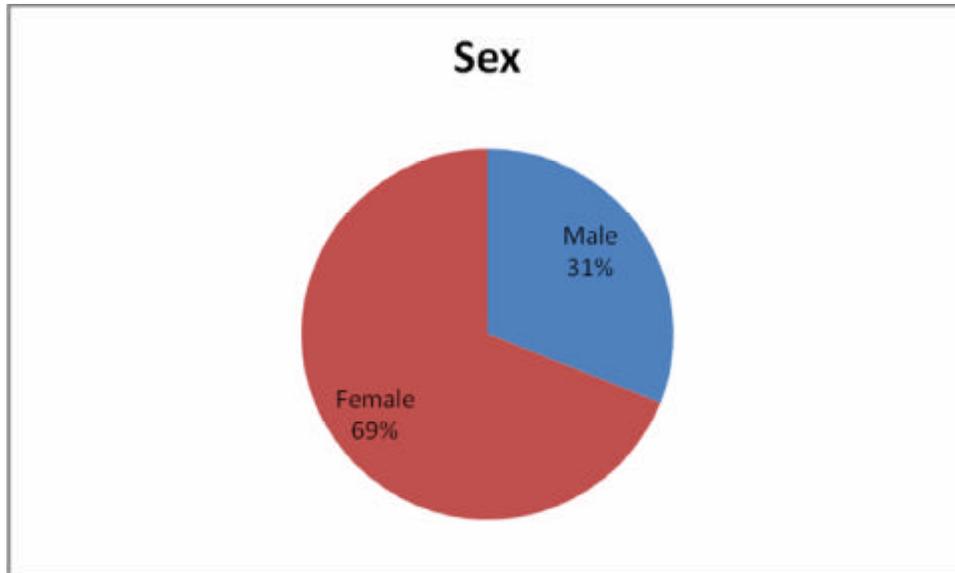
- o 17-18 years: 12 percent
- o 19-20 years: 50 percent
- o 21-22 years: 35 percent
- o 23-24 years: two percent
- o 25+ years: one percent





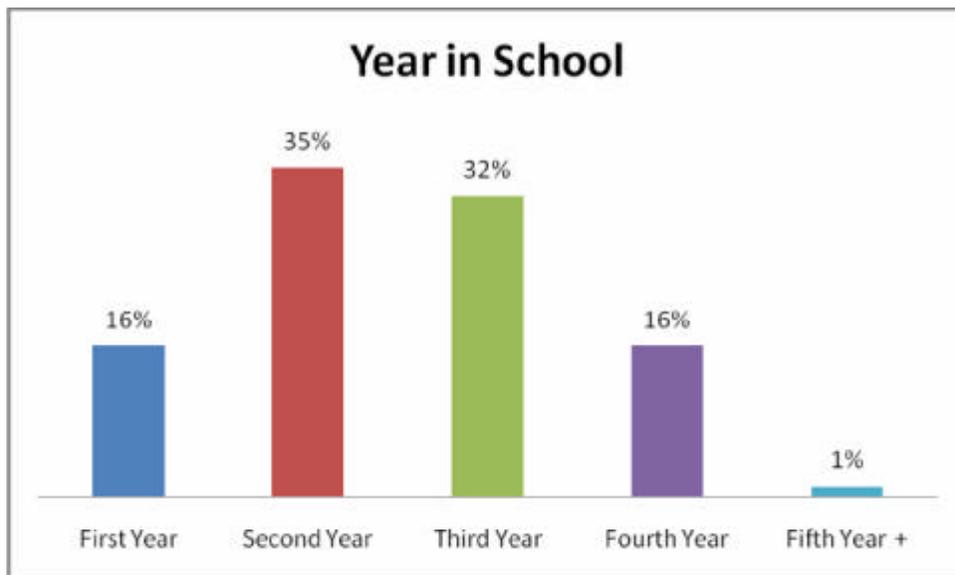
? Sex

- o Male: 31 percent
- o Female: 69 percent



? Year in School

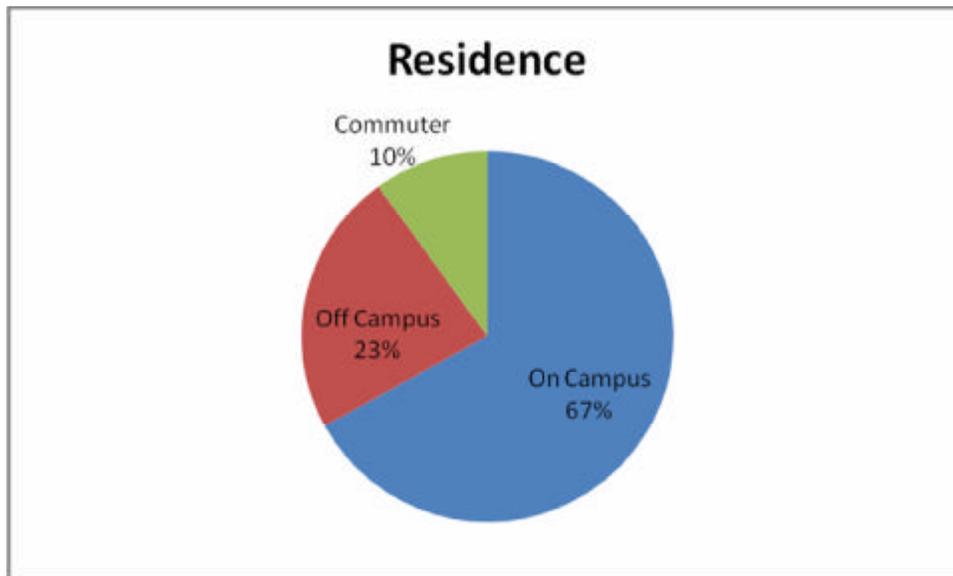
- o First year: 16 percent
- o Second year: 35 percent
- o Third year: 32 percent
- o Fourth year: 16 percent
- o Fifth year +: one percent





? Residence

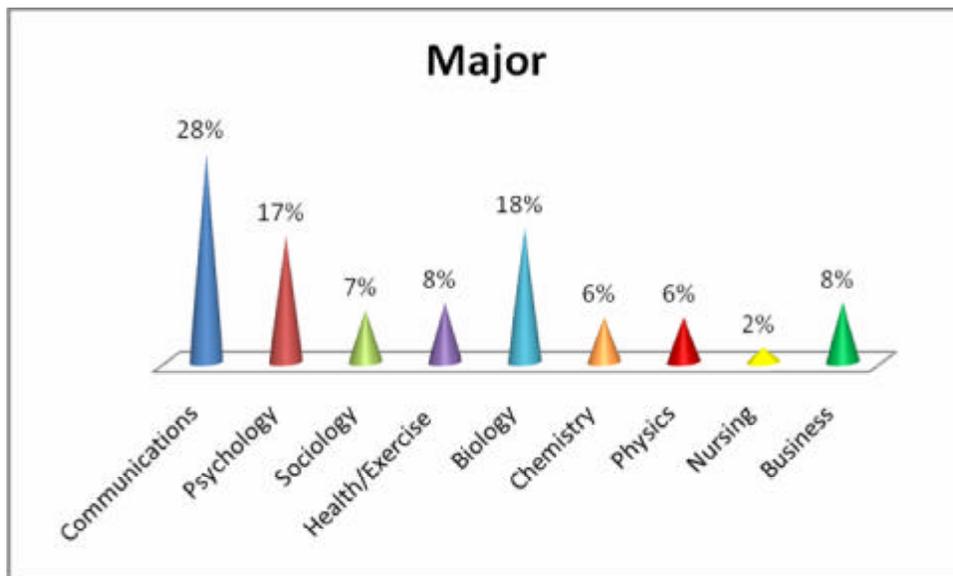
- o On campus: 67 percent
- o Off campus: 23 percent
- o Commuter: 10 percent





? Major

- o Communication Studies: 28 percent
- o Psychology: 17 percent
- o Sociology: seven percent
- o Health and Exercise Science: eight percent
- o Biology: 18 percent
- o Chemistry: six percent
- o Physics: six percent
- o Nursing: two percent
- o Business: eight percent

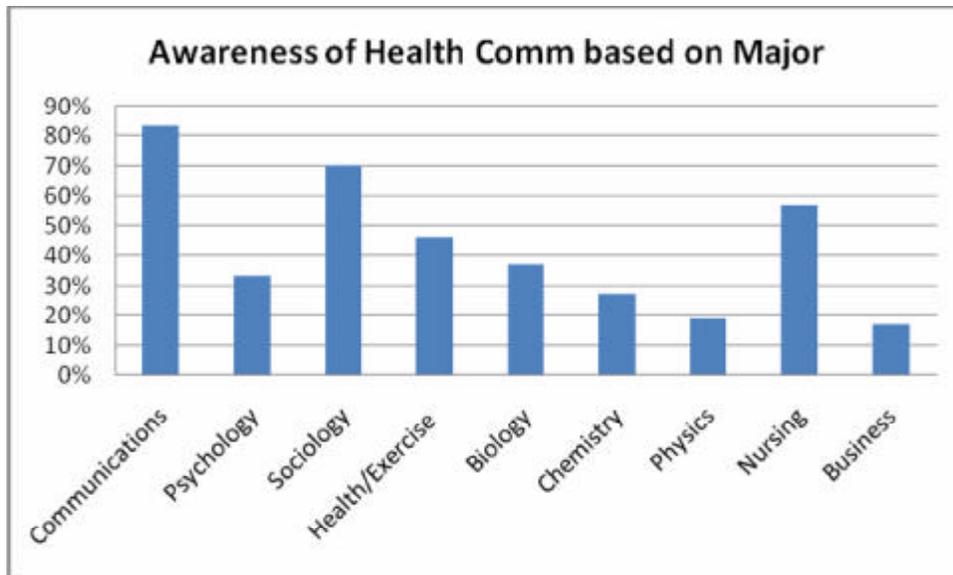


To further explore the survey findings we ran cross-tabulations for questions we thought would be influenced by a particular demographic, specifically major and year in school. Within each major there may be restrictions and time constraints that affect a student's leeway with other courses. Additionally a student's year in school may hinder his/her opportunity to take several courses outside their major.

There were two questions that were of interest in the cross-tabulation. The questions asked if the participants are aware or would be interested in learning more about the Health Communication Concentration.

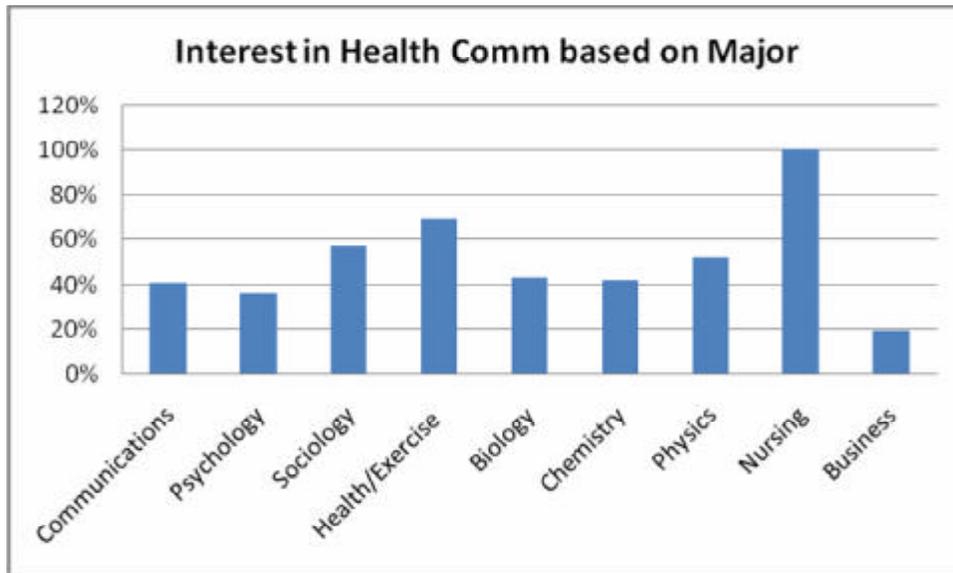


- ? Of those who answered yes, they are aware of the interdisciplinary concentrations at TCNJ the following are the percentages of each major that are aware of the Health Communication Concentration:
- o 83 percent Communication Studies
 - o 33 percent Psychology
 - o 70 percent Sociology
 - o 46 percent Health and Exercise Science
 - o 37 percent Biology
 - o 27 percent Chemistry
 - o 19 percent Physics
 - o 57 percent Nursing
 - o 17 percent Business





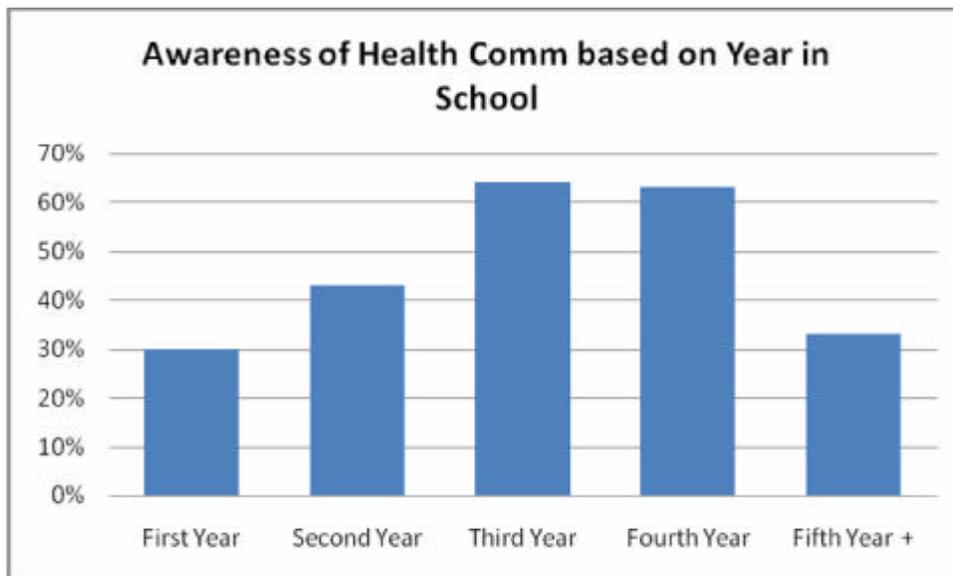
- ? Below is a breakdown by major of those who would be interested in learning more about the Health Communication Concentration.
 - o 41 percent Communication Studies
 - o 36 percent Psychology
 - o 57 percent Sociology
 - o 69 percent Health and Exercise Science
 - o 43 percent Biology
 - o 42 percent Chemistry
 - o 52 percent Physics
 - o 100 percent Nursing
 - o 19 percent Business





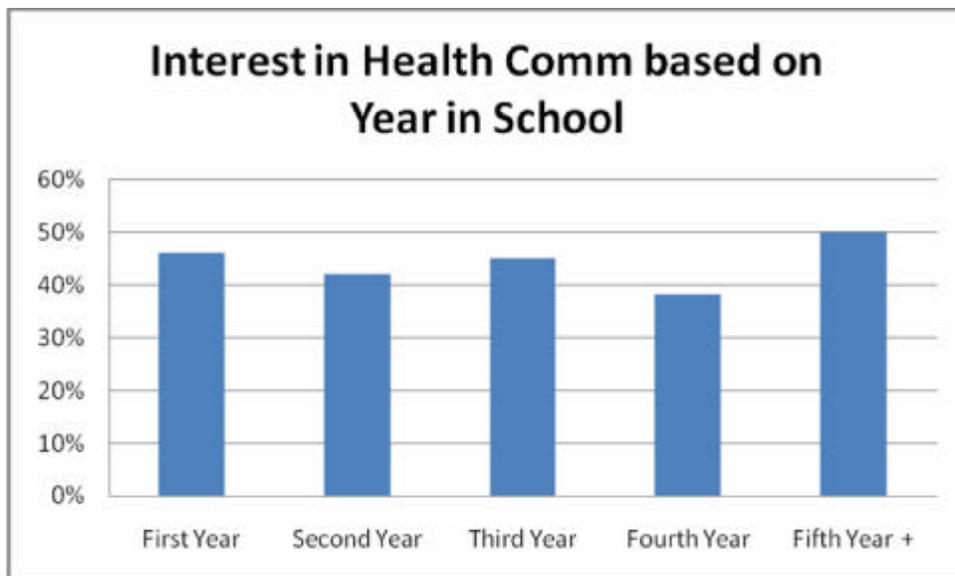
We were also interested to see if a student's year in school would affect his/her willingness to learn more about and possibly join a new concentration.

- ? The subsequent percentages represent the students who are aware of the Health Communication Concentration based on their year in school.
 - o 30 percent First year
 - o 43 percent Second year
 - o 64 percent Third year
 - o 63 percent Fourth year
 - o 33 percent Fifth year





- ? The next set of percentages is the students broken down by year who are interested in learning more about the Health Communication Concentration.
- o 46 percent First year
 - o 42 percent Second year
 - o 45 percent Third year
 - o 38 percent Fourth year
 - o 50 percent Fifth year



The results from the above formative research gathered by The Pines Group has been applied to their PR plan in order to create the most cohesive and effective outline for the success of the Health Communication Concentration.



Audience Segmentation

Internal Audiences

1. Faculty of the Communication Studies Department: including advisors
 - ? Have faculty increase awareness of the Health Communication Concentration by presenting it to their classes and students, to make Communication Studies majors and other related majors more aware.
 - ? Encourage them to attend speakers' series on health communication to increase awareness of this growing field.
2. Faculty of related departments: including advisors (Psychology, Sociology, Health and Exercise Science, Biology, Chemistry, Physics, Nursing, Business)
 - ? Have Faculty introduce Health Communication Concentration to their classes and students as a potential option.
 - ? Encourage them to attend speakers' series on Health Communication to create relations between Communication Studies and other departments and to increase awareness cross-departmentally. These speakers' series will not only open other departments to the numerous possibilities within the communication field, but it will also increase respect of other departments for the Communication department.
3. Communication Studies Students
 - ? Potential Health Communication Concentration students
 - ? Provide them with a Communication Studies course schedule to show courses needed for each semester to fulfill the concentration.
 - ? Encourage them to attend speakers' series. These speakers' series will be presented by professionals in the Health Communication field to open the eyes of students to their potential professional options after graduation.



4. Related Department students (Psychology, Sociology, Health and Exercise Science, Biology, Chemistry, Physics, Nursing, Business).

- ? They are potential Health Communication Concentration students.
- ? Encourage students to attend Speakers Series to raise awareness of the field of health communication and to increase support for the entire Communication Studies major.

5. Former Pre-med students

- ? Advisors need to discuss health communication as a possible option for students that choose to leave the pre-med programs. This gives students the chance to apply the pre-med courses to the health communication curriculum.

6. TCNJ Clubs and Organizations

- ? Piggy backing and co-sponsoring events with certain health and communication clubs on campus (VOX- Voices for Planned Parenthood, DHC- Deaf and Hearing Connection, Lions EMS, TCNJ MAPS- Minority Association of Pre-Health Students, SADD- Students against Drunk Driving, PNOS- Professional Nursing Organization of Students, Psychology Club, Lambda Pi Eta, etc.).
- ? This will help raise awareness of health communication in other related fields.

7. TCNJ Media

- ? TCNJ Web site is an important medium to receive information about various departments and concentrations, specifically health communication.
- ? *The Signal* newspaper regularly posts a calendar of events and publishes articles detailing upcoming events.
- ? WTSR radio station airs an upcoming events section and DJs discuss events on-air.



- ? Lions TV is an upcoming resource to promote events and campus news.
- ? It is important to target the people in charge of the media to ensure that health communication is visible through these outlets.

External Audiences

1. Guidance Counselors

- ? TCNJ needs to provide high schools with information about the concentration so that they are able to pass it on to their students and their parents
- ? Could provide information about the Health Communication Concentration to potential TCNJ students.
- ? Can target students within fields of Communication, Biology, Health and Exercise Science, Sociology, Psychology, Chemistry, Business, and Nursing.

2. High School Students

- ? Students with knowledge and interest of the Health Communication Concentration have direction upon entering The College.
- ? Pamphlets, Guidance Counselors, TCNJ tours, and TCNJ Web site need to provide sufficient information to increase awareness for first year students

3. High School Parents

- ? Parents need to be provided with information about the concentration through the TCNJ Web site, tours, and pamphlets by mail, etc.
- ? Parents can act as a multi-step flow and pass information about health communication to their children, and thus their children can pass it on to their friends



-
- ? Parents like to know the return of their investment therefore it is important to enlighten them about the numerous career opportunities for their children
4. Community College students
- ? Students with knowledge and interest of the Health Communication Concentration have direction upon transferring to The College.
 - ? Pamphlets, College Advisors, TCNJ tours, and TCNJ Web site need to provide sufficient information to increase awareness for transfer students
5. Health Communication Studies Professionals in the area and Alumni who are studying or working in the field
- ? Could speak at speakers' series for faculty and others for students. Could also speak at events or at workshops.
 - ? Coordinate with Career Services and Lambda Pi Eta to find these professionals and plan their speaking times.



Channel and Media Selection

TPG's PR campaign will focus on using the channels deemed most effective based on survey results. Several channels, including the TCNJ Web site, print media, interest sessions, advisor and department meetings, and open houses should be utilized; however, we will choose our channels with special attention to each specific audience.

According to enrolled students, the TCNJ Web site is utilized almost daily for both e-mail and academic information. Also, prospective students gather the majority of their information regarding academic programs through links contained on the TCNJ Web site. Thus, the college's home page and its subsequent links will serve as our primary media channel. Because of the Web site's effectiveness in reaching both internal and external audiences, interested parties will be able to access required information most directly through this medium.

In addition, information regarding the Health Communication Concentration should be made accessible, perhaps with a separate domain name (www.TCNJhealthcomm.org) or a simple direct link to the main page (www.tcnj.edu/~healthcomm) to reach the maximum number of interested audiences.

For our internal audiences (Communication Studies Faculty, Faculty from related academic disciplines, Communication Studies students, students from other majors, former Pre-Med students, TCNJ Clubs, Campus Organizations, and gatekeepers of TCNJ media), we will use the following channels, listed in general order of importance:

- ? Informal Interpersonal Communication
- ? E-mail
- ? Interest Sessions
- ? Speaker Series



- ? Meetings with advisors (for students)
- ? Departmental meetings (for faculty)
- ? Media relations via *The Signal* and WTSR

While the importance of specific channels might vary within the identified internal audiences, similar channels can easily be applied to each of these targeted groups. Because each of these targeted groups is already active, involved members of the campus community, it will not be difficult for us to establish strong, lasting connections. Within the TCNJ community, information can pass more quickly, easily, and less formally than when reaching external audiences.

External audiences (High School Guidance Counselors, High school Students, Parents of High School Students, and Health Communication professionals) must be approached in a different manner. For these audiences, we will use the TCNJ Web Site, print media, and open houses. Obviously, the TCNJ Web Site and open houses will be of higher importance for both High School students and parents. Print media however, will be a primary channel utilized for guidance counselors and Health Communication professionals. Print media such as brochures, pamphlets, and newsletters will then provide Guidance Counselors and Health Communication professionals with the motivation to examine additional channels, including the TCNJ Web site. Conversely, primary channels for High School students and their parents, such as the TCNJ Web Site, might prompt them to request additional materials.

TPG is confident that approaches mentioned will be integral for the success of our PR plan. Through a combination of developed strategies and mindful, well-intentioned tactics all audiences will be reached through the channel most determined most efficient.



M-A-C Triad Chart

Audience	Message	Channel
Communication Studies department Faculty	Cultivate respect for the department as well as broaden its educational perspective	E-mail, informal interpersonal communication, interest sessions/speaker series, Web site, department meetings
Faculty of related departments	Cultivate a campus of interdependent and mutually successful students and faculty	E-mail, informal interpersonal communication, interest sessions/speaker series, Web site, department meetings
Communication Studies students	Raise awareness of a growing field and cultivating respect for their major	Informal interpersonal communication (professor-student, student- student), E-mail, interest sessions/speaker series, Web site, advisor meetings
Students from related departments	Broaden your educational perspective and build your résumé	Informal interpersonal communication (professor-student, student- student)Advisor meetings, interest sessions/speaker series, E-mail, Web site
Former Pre-med students	Salvage pre-med classes for a purpose and consider as a secondary option for a medical related field	Advisor meetings, Web site, interest sessions/speakers, E-mail
TCNJ clubs and organizations	A resource for medical and health related issues on campus	E-mail, print media, news releases to <i>The Signal</i> and WTSR.
High school guidance counselors/ Community College advisors	An alternative career path for those interested in the medical field	Pamphlets and newsletters, TCNJ Web site, TCNJ tours
High school students	An alternative career path for those interested in the medical field	TCNJ Web site, print media, tours/open houses, news releases to high school newspapers
Parents of high school students	An alternative career path for those interested in the medical field	TCNJ Web site, pamphlets, tours/open houses
Community College students	An alternative career path for those interested in the medical field.	TCNJ Web site, print media, tours/open houses, news releases to college newspapers
Health communication professionals	Cultivating a new generation of better educated and deliberately motivated health communication professionals	E-mail, newsletters, TCNJ Web site, and link on www.healthypeople2010.com

*Channels are listed in order of importance for each specific audience



Plan Outline

Objective 1- Reshape the existing knowledge and perceived respectability of the Communication Studies Department by providing a comprehensive basis of what the discipline entails and how it may be useful in other fields by 20 percent within one year.

- ? Strategy 1.1- Increase awareness of Communication Studies students' achievements campus wide.
 - o Tactic 1.1.1- Create Communication Studies newsletter to be distributed via e-mail bi-monthly.
 - ✍ Include a column on students within the Communication Studies department whose papers have been accepted to present at conferences, such as NCA and NJCA.
 - ✍ Include a list of graduate schools that seniors have been accepted to and/or plan on attending.
 - o Tactic 1.1.2- Increase internal and external participation in LPE's Career Night.
 - ✍ Keep lines of communication (e-mail, mailings, and phone calls) open with graduating seniors and alumni to encourage their return to TCNJ to speak at future Career Nights.
 - ✍ Send reminder e-mails to encourage all students within the Communication Department to attend Career Night for the opportunity to speak with successful alumni in the Communication field, distribute résumés, and possibly acquire internships.
 - o Tactic 1.1.3- Create film detailing success stories of former and current TCNJ Students in the Communication Studies department.
 - ✍ Show at open houses, interest sessions and include a link on the health communication Web site.
 - ✍ Have radio/TV/film students do the filming.



- ? Strategy 1.2- Increase pride internally within the Communication Studies Department.
 - o Tactic 1.2.1. Encourage Participation in LPE by increasing membership.
 - ✍ Increase advertisement of the club and availability of applications several weeks prior to deadline in e-mails and fliers.
 - ✍ Encourage professors to hand out applications to their students.
 - ✍ Have LPE members visit classes to entice other students to apply.
 - ✍ Increase attendance at LPE events.
 - o Tactic 1.2.2. Recognize exceptional Communication students each semester.
 - ✍ Communication student of the semester is presented with a star student certificate.
 - ✍ Include the list of Dean's list communication students within the bi-monthly newsletter
- ? Strategy 1.3- Increase respect of the Communication Studies department campus wide.
 - o Tactic 1.3.1. Revitalize awards processes and scholarly recognition.
 - ✍ An award of recognition will be presented at graduation to an outstanding graduating Communication student. This recipient will also receive a plaque that will be displayed in the Student Center.
 - ✍ An award of recognition will be presented to an upcoming senior to encourage their ongoing academic achievements
 - o Tactic 1.3.2. Host a TCNJ conference to recognize student papers on a communication or health issue.
 - ✍ Students from all departments will be invited to participate.
 - ✍ This conference will model prestigious nationwide events such as NCA.
 - ✍ Panels of student works will allow students to display their achievements.



✍ This conference will highlight how communication integrates within other departments and will also prove that communication students' works are equally extensive as works in other departments.

? Strategy 1.4- Evaluative Research

- o Tactic 1.4.1- Conduct a campus wide survey measuring the perceptions of the Communication Studies Department.



Objective 2- Increase the effective dissemination of information about the Health Communication Concentration by 50 percent within two years.

- ? Strategy 2.1- Modernize the information regarding the Health Communication Concentration and implement or improve channels used for distribution.
 - o Tactic 2.1.1- Update the Health Communication link.
 - ✍ Include a biography on Dr. Hu.
 - ✍ Provide more examples of career opportunities.
 - ✍ Create up to date lists of requirements and course options.
 - o Tactic 2.1.2- Purchase an individual domain name to provide direct access to the Health Communication link. Some sample domain names include www.tcnj.edu/~healthcomm or www.tcnjhealthcomm.org.
 - o Tactic 2.1.3- Take advantage of open advertising spaces in *The Signal* to inform students about the concentration by including classes involved, possible careers, and quick bios of students enrolled.
- ? Strategy 2.2- Convey the major need for the Health Communication Concentration to have a presence at TCNJ because it is an important up-and-coming subject area in the health field.
 - o Tactic 2.2.1- Organize a speakers' series of health communication professionals each semester.
 - ✍ The first series will target students to open their eyes to potential professional and research options after graduation.
 - ✍ The second series will target faculty by introducing them to the possibilities of research in the field.
 - o Tactic 2.2.2- Devote an individual section of the Communication Studies newsletter to current events and issue in the health communication world.



- Tactic 2.2.3- Start a new Public Health Club on campus.
 - ✍ This will make the health communication field better represented and more prominent on campus.
 - ✍ Dr. Hu will be approached to serve as the faculty chair of the club. Two to three students will create an Independent Study to accomplish these goals.
 - ✍ The club meetings should take place in a special center for Health Communication, where club members can meet during their free time; however, the location of this center is yet to be determined.
- Tactic 2.2.4- Piggy back and co-sponsor events with other related health and communication clubs on campus.
 - ✍ Joining with other groups affirms that health communication can integrate nicely with many related fields.
 - ✍ “An Evening in Health Communication” co-sponsored with LPE to include a speaker series, career information fair, and showcase of student achievement.
- ? Strategy 2.3- Appoint and educate a point person in records and registration to direct inquiring students to the appropriate resources regarding interest in the Health Communication Concentration.
 - Tactic 2.3.1- Hold a brief informational session to adequately educate the point person on the Health Communication Concentration.
 - Tactic 2.3.2- Provide the point person with a pamphlet to distribute to inquiring students.
- ? Strategy 2.4- Evaluative Research
 - Tactic 2.4.1- Survey the student body to evaluate their knowledge of the Health Communication Concentration after the Objective 2 strategies have been implemented.



Objective 3- Increase participation in the Health Communication Concentration of faculty and students at TCNJ by 25 percent within two years.

- ? Strategy 3.1- Assure TCNJ faculty and students that the Communication Studies Department is the appropriate department for a Health Communication Concentration.
 - o Tactic 3.1.1- Provide existing credentials that adequately reflect the past and continued success of TCNJ communication students within the growing field of health communication.
 - ✍ Include a list Graduate Schools where TCNJ communication alumni have been accepted and/or are currently studying on the Health Communication Web site and in print.
 - ✍ Include high profile careers of TCNJ communication alumni who are working in the health communication field on the Health Communication Web site and in print.
 - o Tactic 3.1.2- Discuss emerging research conducted by communication scholars specifically in the health communication field through the speaker series (mentioned in Tactic 2.2.1).
- ? Strategy 3.2- Make available tangible incentives for enrollment in and completion of concentration.
 - o Tactic 3.2.1- Take steps to include concentration on diploma upon graduation.
 - o Tactic 3.2.2- Widen the selection of courses in concentration in order to make it easier for students to fulfill requirements.
 - o Tactic 3.2.3- Target open options students, students switching their majors, and students from related departments (including Sociology, Health and Exercise Science, Nursing, and the School of Science) as a way to apply completed credits to a cohesive program.



- ✍ Educate advisors from other departments about the Health Communication Concentration.
- ✍ Encourage professors to distribute program planners and related media about the Health Communication Concentration to facilitate enrollment.
- Tactic 3.2.4- Encourage Peer Advisors and professors teaching Open Options seminars to promote the Health Communication Concentration as a viable means to complete liberal learning requirements for Open Options students.
- ? Strategy 3.3- Encourage interdepartmental faculty participation by promoting application of related courses and areas of expertise to the Health Communication Concentration.
 - Tactic 3.3.1- Investigate course offerings from other departments potentially associated with health communication.
 - Tactic 3.3.2- Approach faculty teaching classes or conducting research examining issues that may be applicable to health communication.
- ? Strategy 3.4- Evaluative Research
 - Tactic 3.4.1- Monitor participation in concentration among students from various disciplines.



Objective 4- Increase knowledge regarding the Health Communication Concentration of incoming students and high school guidance counselors by 40 percent within one year.

- ? Strategy 4.1- Distribute information to high school guidance counselors and encourage them to promote the importance of health communication as a growing field and academic study.
 - o Tactic 4.1.1- Send news releases, news letters, and print media about developments in health communication and success of current and former TCNJ students, promoting TCNJ as a top institution for this field.
 - o Tactic 4.1.2- Include high school guidance counselors on the mailing list for the TCNJ Communication Studies newsletter.
 - o Tactic 4.1.3- Contact Webmaster at www.njsca.org to include a link educating the New Jersey School Counselors Association about interdisciplinary concentrations, specifically the Health Communication Concentration at TCNJ.
- ? Strategy 4.2- Provide information to prospective students and their parents about health communication.
 - o Tactic 4.2.1- Mail newsletters relating to health communication, career, and graduate school opportunities in the field.
 - o Tactic 4.2.2- Hold information sessions at open houses and orientation about the Health Communication Concentration.
 - ✍ Send news releases about the information sessions to various news papers
 - ✍ Faculty need to speak to parents about career options for their children and return on investment.
 - ✍ Current students need to speak to prospective students about interesting projects and research, internships, and graduate school opportunities.



- Tactic 4.2.3- Disseminate pamphlets and fliers on the Health Communication Concentration to the New Jersey Community College advisors.
 - ✍ Students will be looking to transfer to a four year school and make a smooth transition into a major, minor, or concentration relating to their interests.
 - ✍ Students in related academic areas should be especially targeted.
- ? Strategy 4.3- Utilize college information services to disseminate information about health communication as a growing field and availability for study at TCNJ.
 - Tactic 4.3.1- Contact the Public Relations director at TCNJ and emphasize the importance of promoting TCNJ as a key player in the studies of health communication.
 - ✍ Publish information in college information books such as *The Princeton Review* and *U.S. News & World Report: America's Best College Rankings*.
 - ✍ Sponsor a health communication information link on www.collegeboard.com to promote TCNJ as a top school in the field.
- ? Strategy 4.4- Evaluative Research
 - Tactic 4.4.1- Survey incoming students to measure knowledge about the health communication field and interdisciplinary concentrations and examine the means through which they learned this information.
 - Tactic 4.4.2- Measure enrollment of incoming freshmen to the Health Communication Concentration.



Evaluative Research Outline

Objective 1

Reshape the existing knowledge and perceived respectability of the Communication Studies department by providing a comprehensive basis of what the study entails and how it may be useful by 20 percent within one year.

- ? Monitor readership of Communication newsletter.
- ? Conduct both a campus-wide survey and a department-wide survey measuring student's perceptions of the Communication Studies Department. This will measure the effectiveness of the various strategies included in Objective 1.
- ? Measure attendance at LPE's Career Night.
- ? Measure increase in applicants to LPE.
- ? Measure applications and attendants at TCNJ's hosted conference.

Objective 2

Increase the effective dissemination of information about the Health Communication Concentration by 50 percent within two years.

- ? Measure hits on the Health Communication Web site.
- ? Include a voluntary survey on the Health Communication Web site to measure effectiveness and ease of navigation.
- ? Monitor attendance of faculty and students at the speaker series.
- ? Monitor participation in the Public Health Club and activities run by the club and its co-sponsors.
- ? Survey student body to measure knowledge of both the field of Health Communication and the concentration available at TCNJ.



Objective 3

Increase participation in the Health Communication Concentration of faculty and students at TCNJ by 25 percent within two years.

- ? Measure the attitudes of faculty members towards the Health Communication Concentration by conducting another intercept study.
- ? Monitor attendance of faculty and students at the speaker series.
- ? Tabulate the amount of students per targeted major who have signed up for the Health Communication Concentration each year.
- ? Tabulate the amount of professors per targeted major who have offered their courses for inclusion in the Health Communication Program Planner.

Objective 4

Increase knowledge regarding the Health Communication Concentration of incoming students and high school guidance counselors by 40 percent within one year.

- ? Survey incoming students regarding their knowledge of health communication, specifically the Health Communication Concentration at TCNJ and the means through which they learned this information.
- ? Measure hits on health communication links on www.njsca.com and www.collegeboard.com.
- ? Monitor the attendance and interest of parents and students at interest sessions during open houses and Orientation.
- ? Measure registration of incoming freshmen to the Health Communication Concentration.



Detailed Budget

Objective 1		Cost
Tactic 1.1.2	Mailings to Alumni	\$100.00
Tactic 1.2.1	LPE reminder flyers	\$10.00
Tactic 1.2.2	"Star Student" certificates and frames	\$50.00
Tactic 1.3.1	Graduating Student Award*	\$50.00 (each year)
	Perpetual Award plaque for graduating students*	\$300.00 (plus engraving)
	Upcoming Senior Award*	\$50.00 (each year)
Tactic 1.3.2	Sodexo "Afternoon Tea" catering**	\$500.00
Totals for Objective 1		\$1060.00

Objective 2		Cost
Tactic 2.1.1	Hire a web designer to revamp website	\$100.00
Tactic 2.1.2	Purchase domain name with redirect capabilities***	\$100.00
Tactic 2.1.3	Purchase full page ad in <i>The Signal</i> ^	\$160.00
Tactic 2.2.1	Speaker series for students (3 speakers/year)^^^	\$1500.00
	Speaker series for faculty (2 speakers/year)^^^	\$1000.00
Tactic 2.2.3	Miscellaneous funds for Public Health Club and events	\$500.00
Tactic 2.2.4		
Tactic 2.3.2	Print materials for point person in Records & Registration	\$100.00
Totals for Objective 2		\$3460.00

Objective 3		Cost
Tactic 3.1.1	Print materials (graduate school and career lists) about communication students	\$50.00
Tactic 3.2.3	Print materials and program planners for professors and Peer Advisors	\$50.00
Totals for Objective 3		\$100.00

Objective 4		Cost
Tactic 4.1.1	Mailings for high school guidance counselors	\$150.00
Tactic 4.1.3	Sponsor link on www.njsca.org Web site	\$250.00
Tactic 4.2.1	Mailings for prospective students and parents	\$100.00
Tactic 4.3.1	Publish information in college review books^^^	\$500.00
	Sponsor link on www.collegeboard.com ^^^	\$500.00
Totals for Objective 4		\$1500.00

Total budget used **\$6120.00**

Taking into account unplanned expenses, The Pines Group proposes a **\$6500.00** budget.



Budget Sources:

*Approximate award prices from <http://www.trophycentral.com> (Price for perpetual plaque includes engraving each year)

**Approximate catering prices from

<http://www.tcnj.edu/~cms/catguide/breaks.html>

*** Approximate prices from <http://www.networksolutions.com>

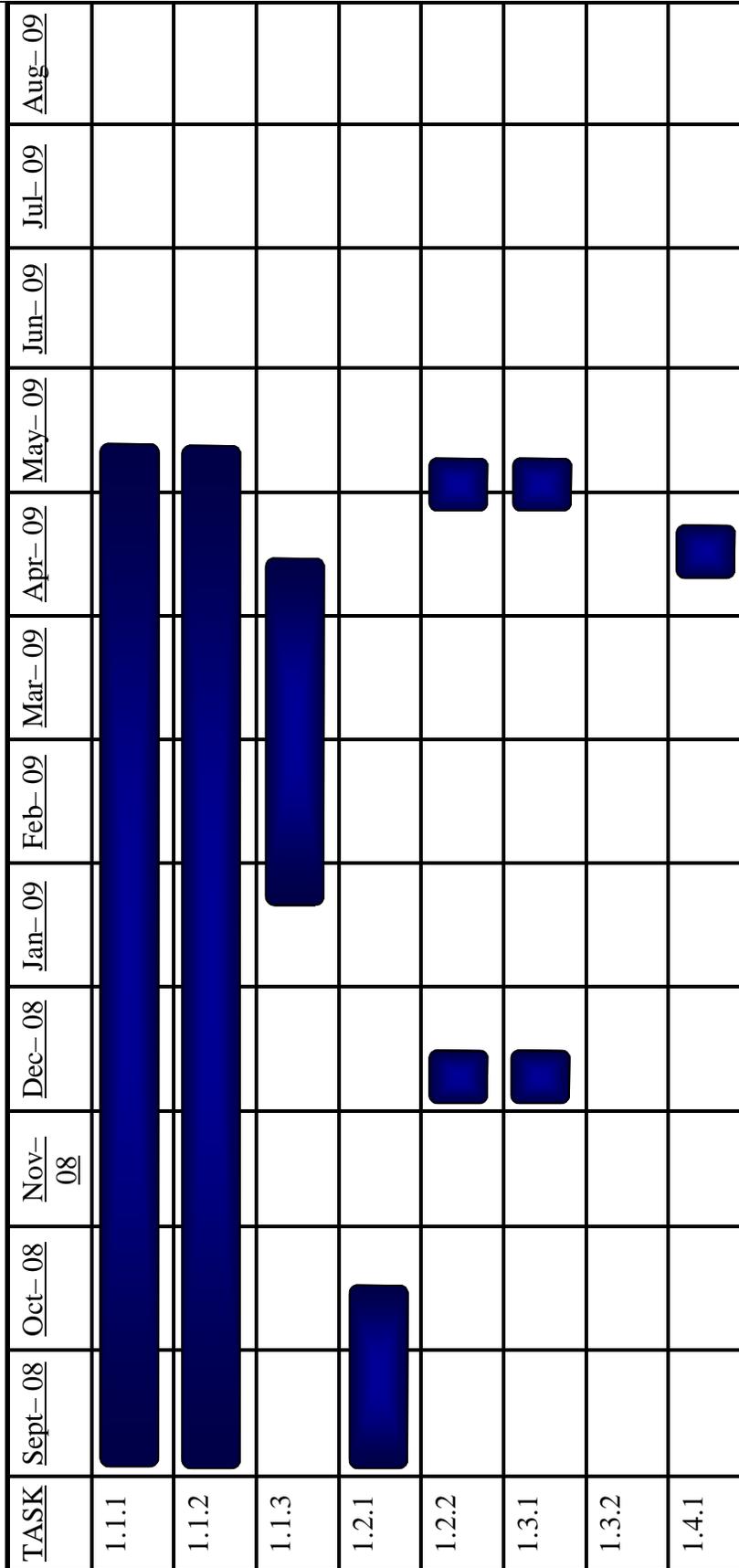
^ Prices from *The Signal* Editor-in-Chief 2008, Lauren Kohout

^^ Based on an estimate of \$500 per speaker.

^^^ Based on "guesstimates."



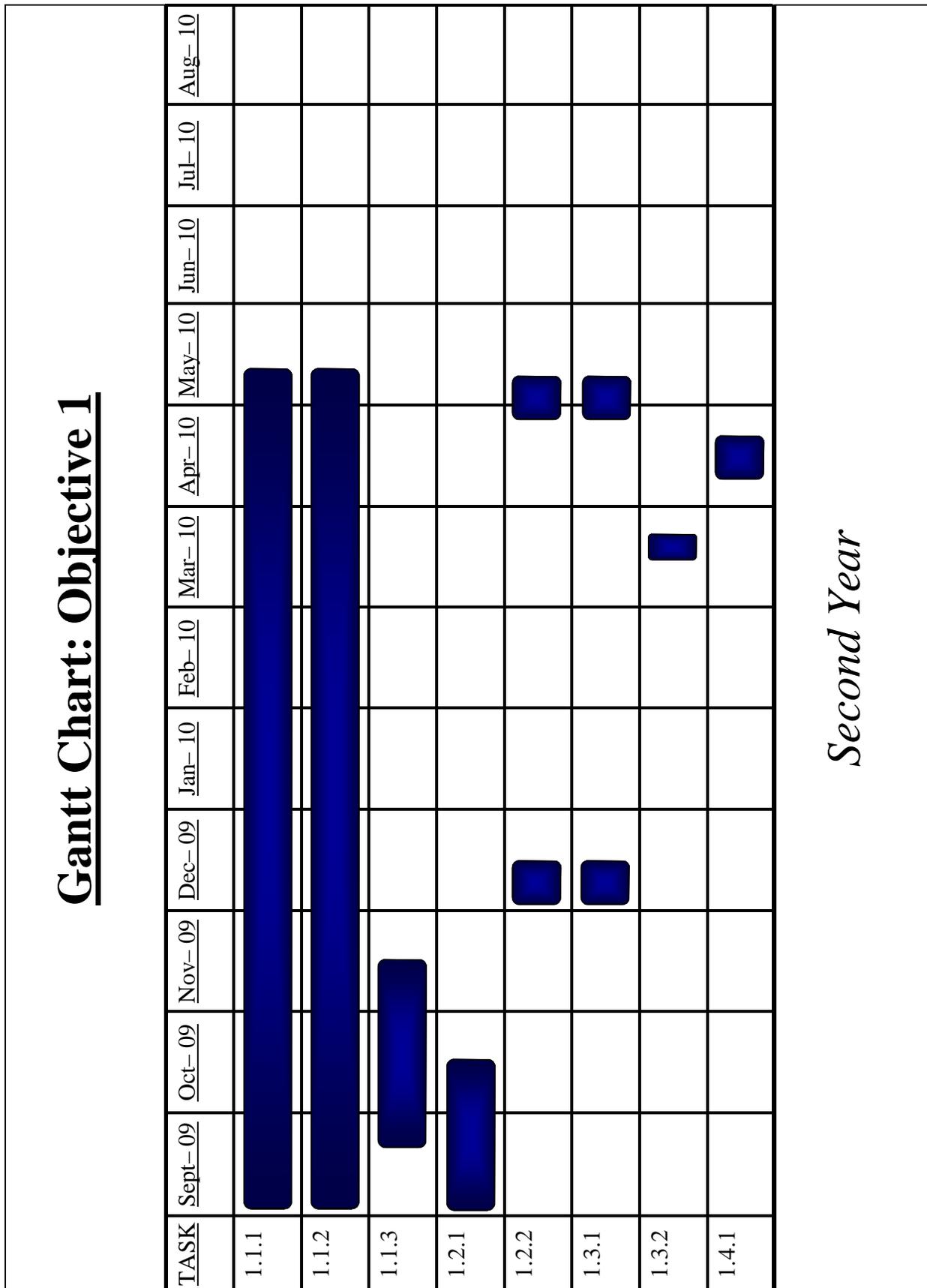
Gantt Chart: Objective 1



First Year



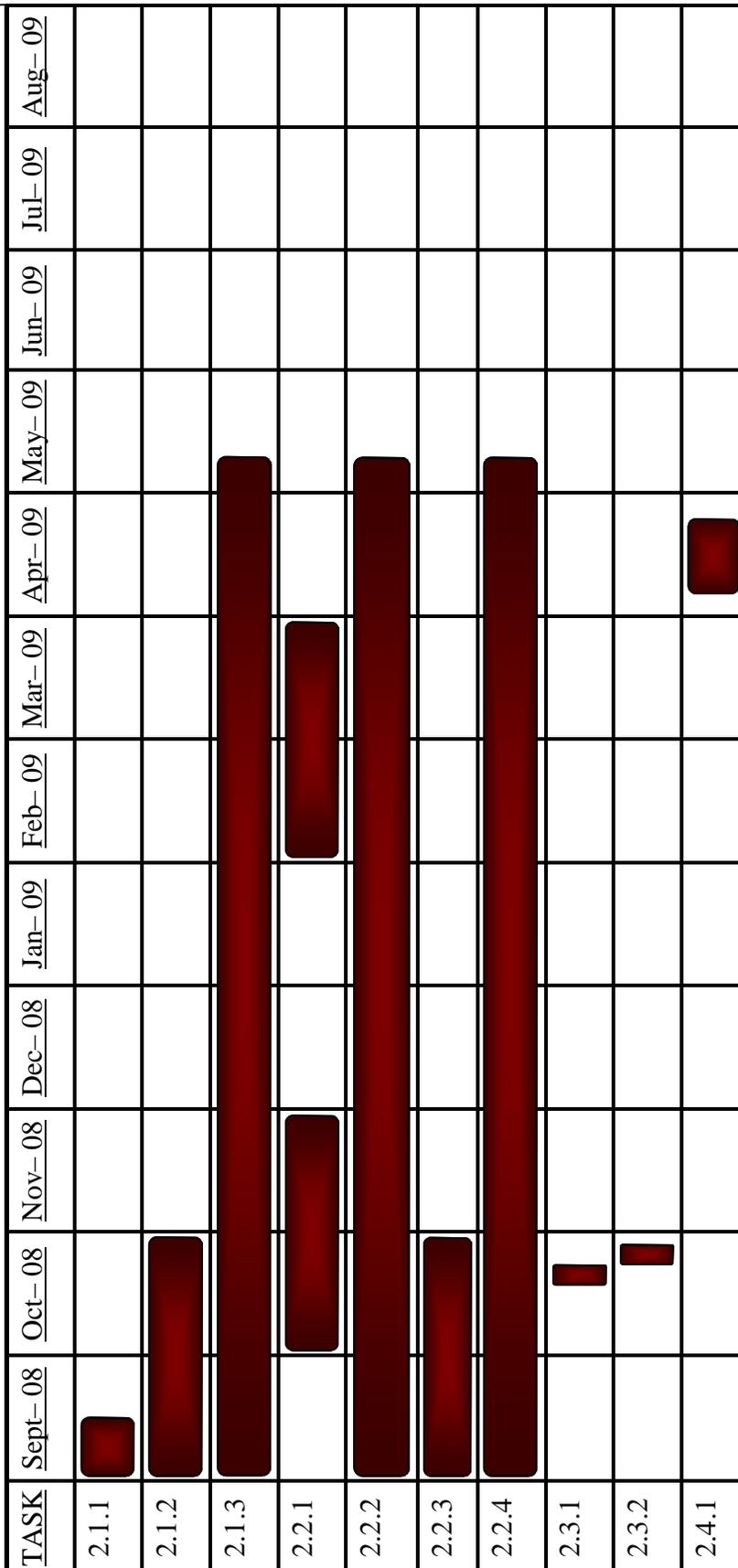
Gantt Chart: Objective 1



Second Year



Gantt Chart: Objective 2



First Year



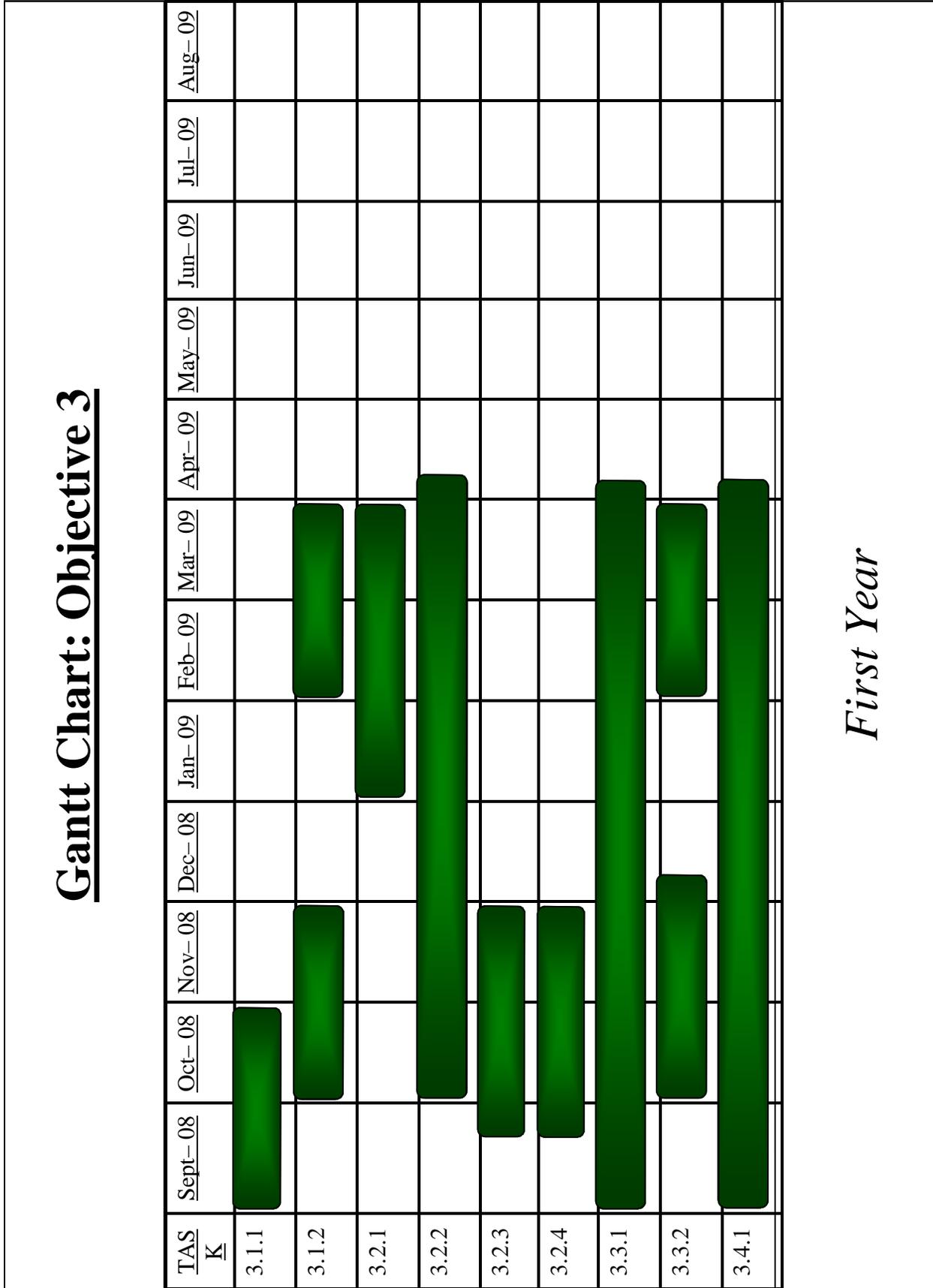
Gantt Chart: Objective 2

TASK	Sept-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Mar-10	Apr-10	May-10	Jun-10	Jul-10	Aug-10
2.1.1												
2.1.2												
2.1.3												
2.2.1												
2.2.2												
2.2.3												
2.2.4												
2.3.1												
2.3.2												
2.4.1												

Second Year



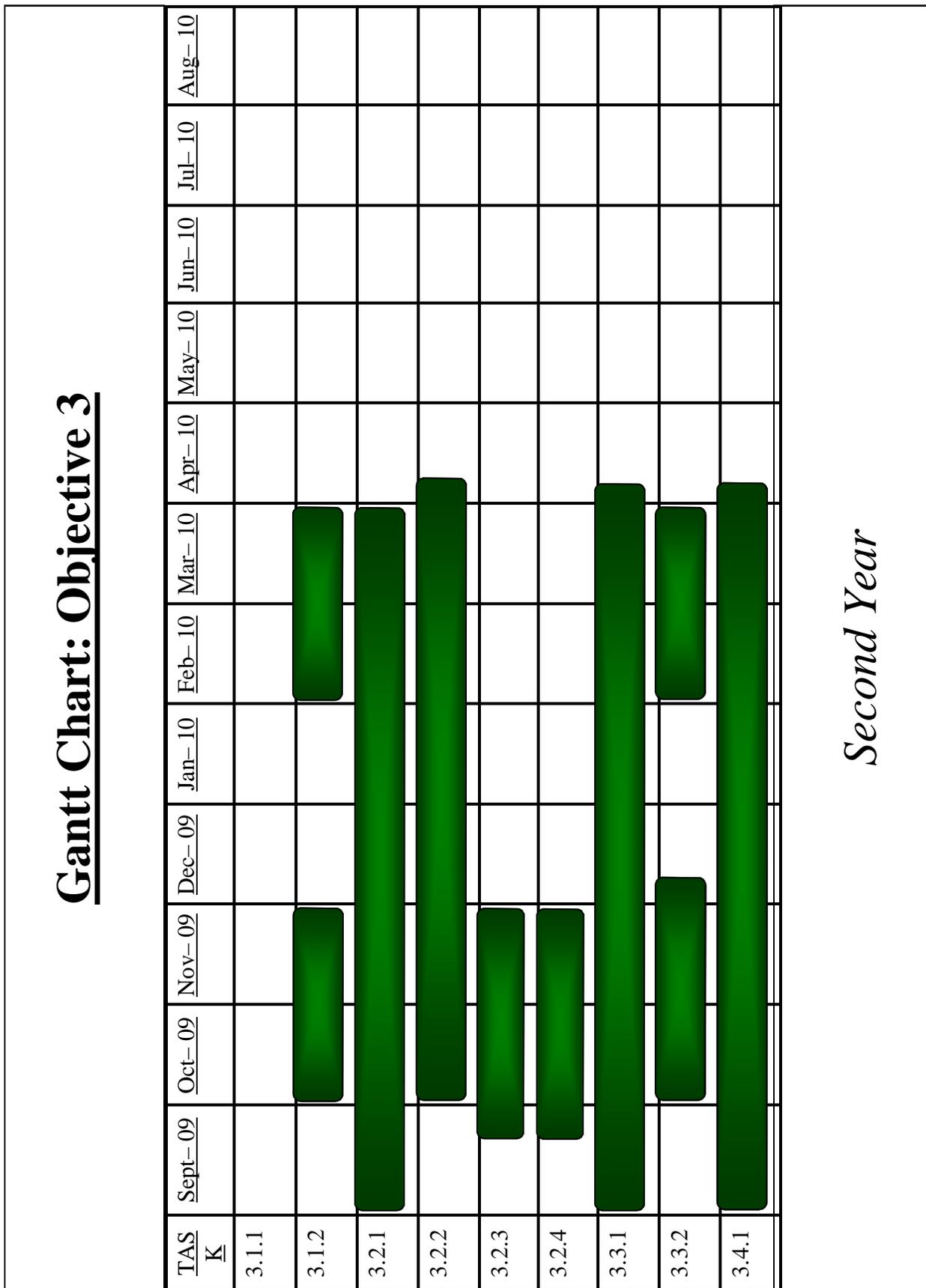
Gantt Chart: Objective 3



First Year



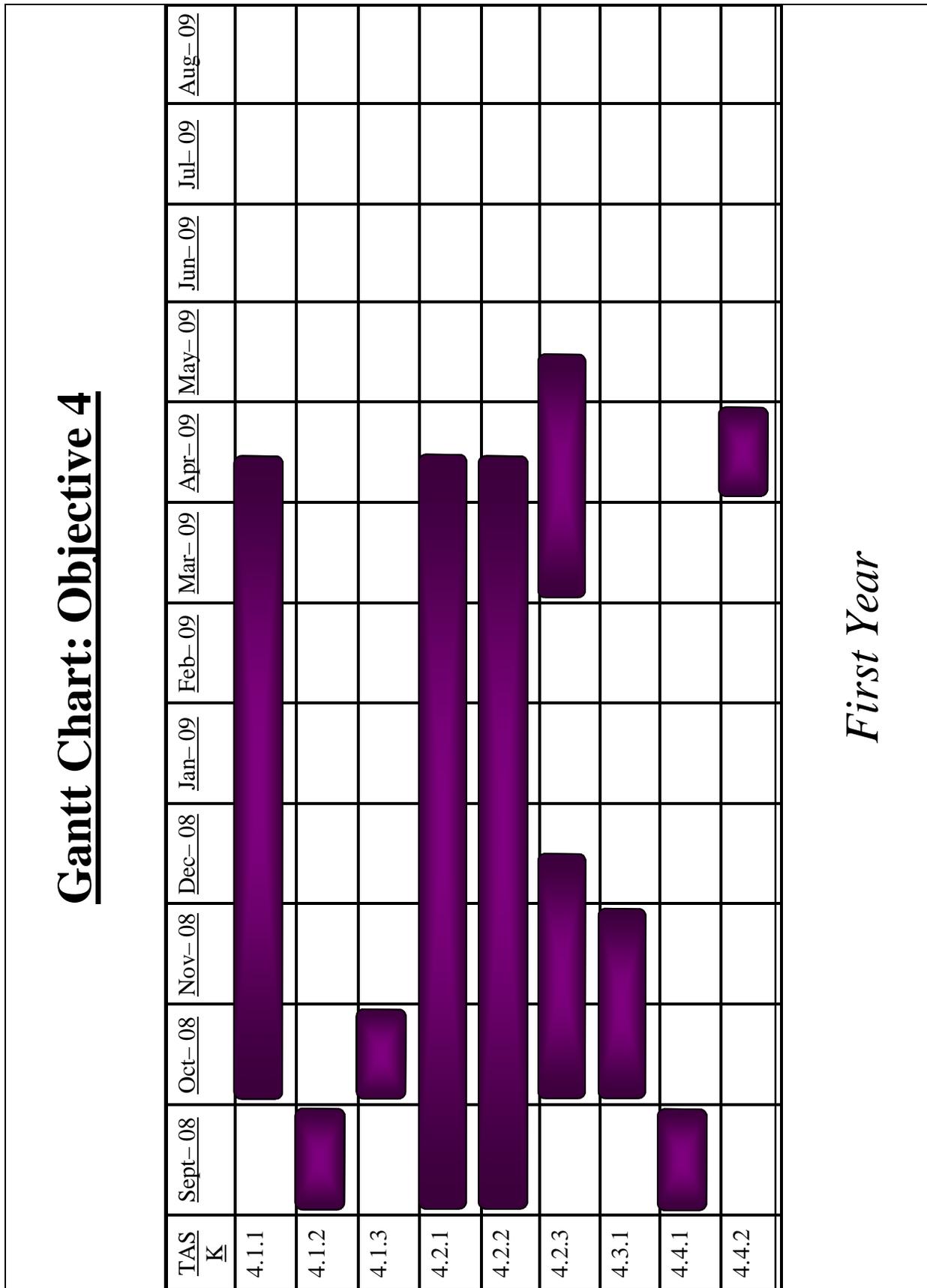
Gantt Chart: Objective 3



Second Year



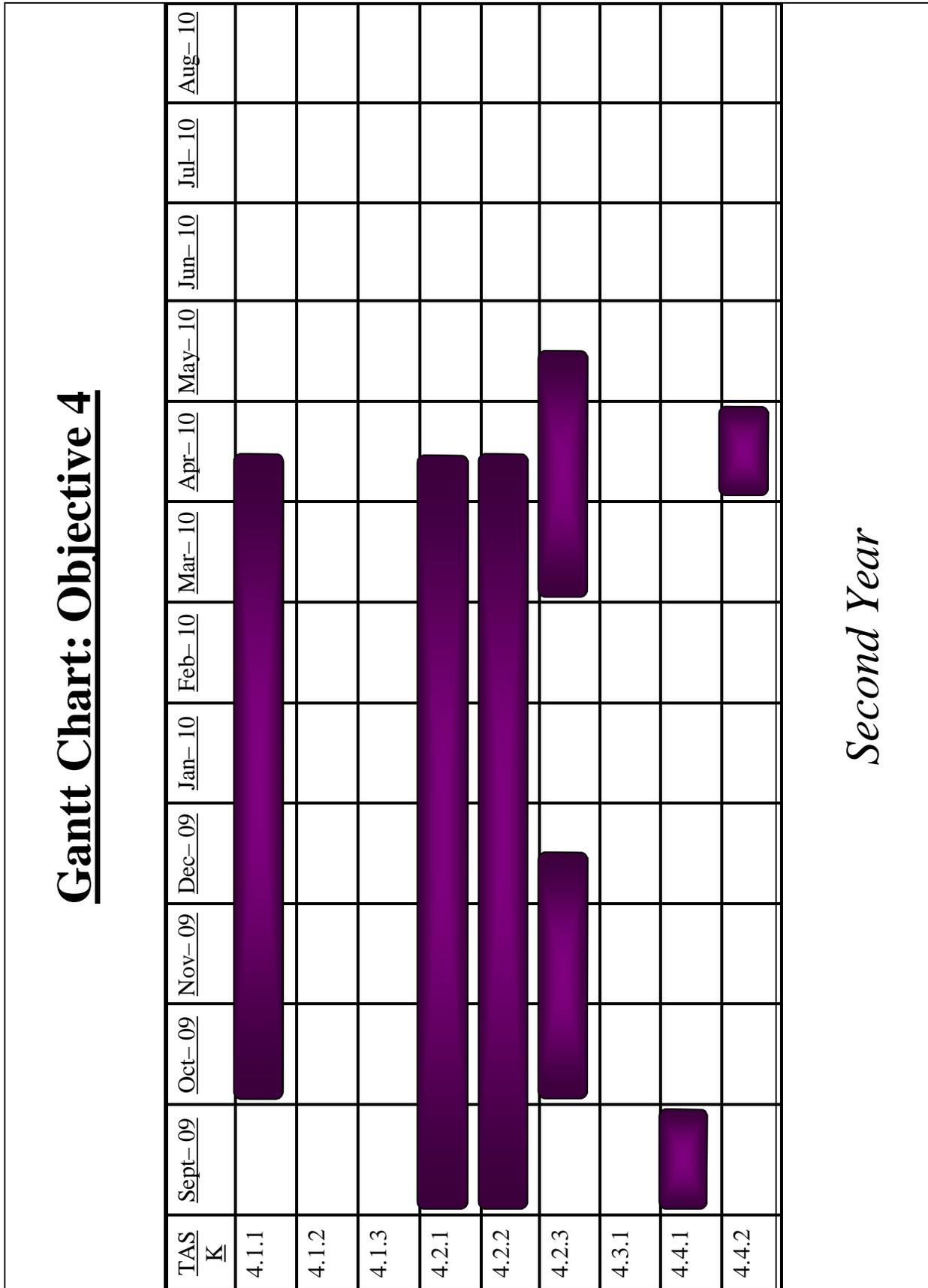
Gantt Chart: Objective 4



First Year



Gantt Chart: Objective 4



Second Year



Signed Work Log

PR Plan Component	Responsible for Work
Interview with Dr. Pollock	Brigitte McNamara Neil Hartmann, Jr. Megan Roe Kristen Kiernicki Megan Van Der Stad
Interview Transcript with Dr. Pollock	Brigitte McNamara Neil Hartmann, Jr. Megan Roe Kristen Kiernicki Megan Van Der Stad
Interview with Dr. Hu	Brigitte McNamara Neil Hartmann, Jr. Megan Roe Kristen Kiernicki Megan Van Der Stad
Interview Transcript with Dr. Hu	Brigitte McNamara
Survey	Brigitte McNamara Neil Hartmann, Jr. Megan Roe Kristen Kiernicki Megan Van Der Stad
Intercept Study	Megan Roe Brigitte McNamara Neil Hartmann, Jr.
Coding Surveys	Brigitte McNamara Neil Hartmann, Jr. Megan Roe Kristen Kiernicki Megan Van Der Stad
Data Entry	Megan Roe
Cover Letter	Neil Hartmann, Jr.
Meet The Pines Group page	Megan Roe
Situation Analysis: Goals	Megan Roe Brigitte McNamara Kristen Kiernicki
Client History	Megan Van Der Stad
Problem and how PR can solve it	Kristen Kiernicki



Formative Research	Megan Roe
Audience Segmentation	Megan Van Der Stad
Channel and Media Selection	Megan Van Der Stad Kristen Kiernicki Neil Hartmann, Jr.
Plan Outline	Brigitte McNamara Neil Hartmann, Jr. Megan Roe Kristen Kiernicki Megan Van Der Stad
Evaluative Research Outline	Kristen Kiernicki Megan Roe
Gantt Charts	Neil Hartmann, Jr.
Detailed Budget	Kristen Kiernicki
Appendices	Brigitte McNamara
Editing	Brigitte McNamara Neil Hartmann, Jr. Megan Roe Kristen Kiernicki Megan Van Der Stad
Logo and letterhead	Megan Van Der Stad Neil Hartmann, Jr. Kristen Kiernicki
Cover Page	Kristen Kiernicki
Formatting	Kristen Kiernicki
Table of Contents	Megan Roe
Signed Work Log	Megan Van Der Stad
Final Documents	Brigitte McNamara Neil Hartmann, Jr. Megan Roe Kristen Kiernicki Megan Van Der Stad



By signing below, I agree that this work log contains an accurate account of the work I completed for this project.

Neil Hartmann Jr.

Kristen Kiernicki

Brigitte McNamara

Megan Roe

Megan Van Der Stad



Appendix A: Client Questions (Dr. Pollock)



Appendix A: Client Questions

- 1) Can you provide us with a general basis of what Health Communication is?
 - A) When did this field of study develop?
 - B) Over the years, what has contributed to its successful development?
- 2) What is your reasoning behind the Health Communication Concentration at TCNJ?
- 3) What is the identity of the Health Communication Concentration at TCNJ and within the Communication Studies major?
- 4) How do you intend on reshaping/changing the program's image?
- 5) Are you looking to expand the program internally, or externally, or both?
- 6) What is your time frame for greater development of this academic concentration?
- 7) What specific groups of students would you like to target?
 - A) What other majors may be interested?
 - B) What TCNJ Faculty may be interested?
- 8) Who are the primary target groups you wish to reach?
 - A) Students?
 - B) Faculty?
 - C) Academic Committees?
 - D) TCNJ Administration and Supervising Faculty?
 - E) The entire Campus Community?
- 9) What methods of publicity are currently being utilized to advertise for this program?
 - A) Publicity on campus?
 - B) Publicity off campus?



C) Publicity within the Communication Studies Department?

10) What methods, if any, do you feel have been most and least effective in spreading awareness about Health Communication?

11) What Campus Resources should we utilize when reaching targeted populations?

12) In the past, what Campus Resources have been ineffective?

A) Where is the lack of support coming from?

B) Where are targeted schools going instead?

13) Does external competition from other colleges and universities exist?

A) If so, what type of competition exists?

B) What programs are being offered?

14) Currently, what is being done to generate student interest in the Health Communication program?

15) What have you done to maintain student interest thus far?

A) What methods have worked best?

B) Is there an order in which you would like us to approach interested students?

16) Are there intended goals or plans for this concentration you wish to abort?

A) If so, why?

B) What has/has not worked for Health Communication in the past?

17) What are the qualifications of related faculty interested in participating in the Health Communication program?

18) How is current and participating faculty providing support for program expansion?

19) What are the sources of program funding?



-
- 20) Do you have a budget for a Public Relations Plan?
- A) If so, what is it?
- 21) What Health Communication information is available through websites, brochures, flyers, and other media?
- 22) Through which forms of media would you like the public to access information about Health Communication?
- 23) In the future, what can a student do with a concentration in Health Communication?
- 24) Tell us about former Health Communication students.
- A) What are they doing now?
- B) Are they in Graduate school?
- C) Are they worked directly in Health Communication?
- 25) Do you have an alumni list of Health Communication graduates?
- 26) Are there any Health Communication organizations or activity groups on campus?
- 27) What kind of classes do you feel interested students may consider taking?
- 28) What courses are made available for freshman and sophomores, helping them to complete the concentration early on?
- A) Can new courses be created to open availability?
- 29) Is there a program logo?
- 30) What is your target percentage of Communication Studies students?
- 31) What are your specific expectations of us?



Appendix B: Faculty Questions (Dr. Hu)



Appendix B: Health Communication Faculty Questions

- 1) Can you provide us with a brief background of your educational history?
- 2) When and where did you gain interest in the field of Health Communication?
- 3) Is the field of Health Communication valued internationally?
- 4) What was your specific area(s) of study at Penn State?
- 5) How did you learn of TCNJ?
- 6) At TCNJ, how would you like to see the Health Communication program expand?
- 7) What methods may be most successful for program expansion?
- 8) As a new faculty member, would you be interested in teaching more courses related to Health Communication?
- 9) Do you know of other colleges and universities that have developed Health Communication programs?
- 10) What are your specific expectations of us?



Appendix C: Interview Transcription (Dr. Pollock)



Appendix C: Interview Transcription (Dr. Pollock)

On Wednesday, January 30, 2008, The Pines Group (TPG) met with our client, Dr. John C. Pollock. We asked Dr. Pollock, founder and faculty advisor of the Health Communication program at TCNJ, a series of questions about the Health Communication program and our plans for this upcoming project. Below is a transcription of our interview.

TPG= The Pines Group (TPG)

JP= Dr. John C. Pollock

TPG: Can you provide us with a general basis of what Health Communication is?

A) When did this field of study develop?

B) Over the years, what has contributed to its successful development?

JP: Health Communication is the fastest growing field in Communication. Recently, the government has devoted greater funding towards research in this field. It includes a fusion between various academic disciplines, combining the latest research methods, with pressing issues related to national and international health issues. As quoted on my Web site, Health communication is an area of theory, research and practice related to understanding and influencing the interdependence of communication and health-related beliefs, behaviors and outcomes. Health communication combines both scholarship and practice. It embraces not only traditional scholarship, emphasizing theory and data collection; it also includes the use of research for broad "therapeutic" goals, using knowledge about message formation and communication to alleviate suffering or reduce risky behavior.

There are an insurmountable amount of jobs being made available and some of the most talented students qualify for these positions. Because of the rapid growth in this field, it is crucial that TCNJ students learn of its explosive nature and the opportunities that a field like this can afford them!

TPG: What is your reasoning behind the Health Communication Concentration at TCNJ?



JP: TCNJ produces highly, qualified competent individuals who are able to work in many fields. Our Comm. Studies Department has always been devoted to theory and research, two essential foundations for any growing field of study. I developed the Health Communication Concentration to expose students to one of the greatest emerging fields to form in decades. My own research both in graduate school and elsewhere exposed me to this field. I feel it is my responsibility to expose students to it as well.

TPG: What is the identity of the Health Communication Concentration at TCNJ and within the Communication Studies major?

JP: Health Communication is only known by Communication studies majors, though there are a small number of students involved. The program is not greatly publicized outside of Communication Studies classes.

TPG: How do you intend on reshaping/changing the program's image?

JP: We want to attract students, and make it a "crown jewel" at TCNJ. We hope that we can make the program grow by receiving funding from various pharmaceutical companies, as well as to invite speakers to present on the topic. Not only do we want more student involvement, we also aim to reach TCNJ faculty and other departments. We also hope to establish a prestigious Health Communication Center. The image needs to be changed because both students and faculty outside of the department don't take communication studies seriously.

TPG: Are you looking to expand the program internally, or externally, or both?

JP: We want to focus on increasing internal visibility, this is foremost. I would suggest contacting Beth Paul, interim provost. She has been extremely supportive of my efforts in the past. We strive to make a combined effort among other qualified faculty in creating a detailed list of available courses that students can take, from related fields such as Sociology, Psychology, Political science, Philosophy, Biology, and even Health and Exercise Science.

We do not want to separate Health Communication as a separate track within Communication Studies. I fear that by doing this, the interdisciplinary concentration would depreciate in value, taking away



from the versatility of its study and the all-encompassing list of available classes. However, I do think we must expand the course list greatly.

External audiences are limitless. It may be beneficial to contact large, local pharmaceutical companies, as well as both nonprofit and NGOs.

TPG: What is your time frame for greater development of this academic concentration?

JP: I trust you to make one up!

TPG: What specific groups of students would you like to target?

A) What other majors may be interested?

B) What TCNJ Faculty may be interested?

JP: We want more students to enroll in the concentration, but for expansion, students are powerless. If we are going to target students, they should be freshmen/sophomores who have time to plan the Health Communication classes into their schedules. We want to target faculty and staff to expand the program and increase internal visibility.

TPG: Who are the primary target groups you wish to reach?

A) Students?

B) Faculty?

C) Academic Committees?

D) TCNJ Administration and Supervising Faculty?

E) The entire Campus Community

JP: As I suggested, go with students first, the younger the better. Faculties are tricky. I do have a list of interested faculty and new additions to TCNJ who may also be of value to you. If you're looking for an order of importance I would suggest students first, because the numbers have to be there. Faculty second, and then when you've devised a list of both groups, you should approach supervising faculty. Beth Paul, Interim Provost will be your most supportive member of both academic committees and supervisory boards. The sky is the limit, don't stop there, spread the word all around TCNJ!



TPG: What methods of publicity are currently being utilized to advertise for this program?

A) Publicity on campus?

B) Publicity off campus?

C) Publicity within the Communication Studies Department?

JP: There is a small amount of publicity at TCNJ, mainly through Communication professors talking about it in class. There is no widespread publicity of the department, which is why we need to create ways to spread the word. There is a small amount of publicity at TCNJ, mainly through Communication professors talking about it in class. There is no widespread publicity of the department, which is why we need to create ways to spread the word.

Publicity on campus is crucial. I would suggest devising some plan as to target incoming students, possibly reaching out to high school guidance counselors.

TPG: What methods, if any, do you feel have been most and least effective in spreading awareness about Health Communication?

JP: I have been ineffective in reaching Communication students both internally and other majors externally. I do not have any documentation of those graduating seniors who are official Health Communication participants, but I know the number is quite low. Had I been able to target a core group of Communication students from their entrance into the program, I may have uncovered a more useful way to publicize this program. Faculties have been ineffective in spreading awareness internally also. It is essential to ask supportive faculty members to publicize new course offerings and the concentration in itself. Perhaps if I had a brochure, or handy advertisement, a tangible item would be more convincing.

TPG: What Campus Resources should we utilize when reaching targeted populations?

JP: Por favor, the sky is the limit! I would suggest tackling publicity first to spread the news, utilize *The Signal* and other TCNJ publications. You may want to discuss amongst your group a way to develop or enhance the



Communication Studies website. There are limited resources available to first-time browsers. You can also use the room next store as a central space for work and meetings. Start with Campus Activities and see which organizations may be interested, and you can go from there.

TPG: In the past, what Campus Resources have been ineffective?

A) Where is the lack of support coming from?

B) Where are targeted students going instead?

JP: Lack of support from both students and faculty—Communication Studies is often considered a “joke” major; this may be true at other schools but our program is different in that we do more research, not just theory. Students interested in health fields go on to Bio, Nursing, Health and Exercise Science, and students interested in Social Sciences go into Sociology, Psychology, and Political Science.

Specifically, the faculty within the Sociology department does not take the Communication Department seriously. They believe that Public Health should be more of a field related to Sociology. In the past, they have been increasingly resistant to the idea of combining Health and Communication.

TPG: Does external competition from other colleges and universities exist?

A) If so, what type of competition exists?

B) What programs are being offered?

JP: Both Drexel, Johns Hopkins have programs, but we want to design a plan for a small liberal arts school.

TPG: Currently, what is being done to generate student interest in the Health Communication program?

JP: As of right now, the only interest being generated is through professors promoting the concentration in Communication Classes and through email. Dr. Hu specifically, emailed the entire Communication Studies department last semester in hopes of generating interest about her new course.



Besides email, and class discussions, there has been some effort to present the Concentration to accepted students at Open Houses—however this has been only mildly successful.

TPG: What have you done to maintain student interest thus far?

A) What methods have worked best?

B) Is there an order in which you would like us to approach interested students?

JP: Thus far, we have collaborated on creating a list of classes that can fulfill the concentration. The list needs refinement and expansion. This is foremost. Otherwise, we haven't done much. We have attempted to unite interested faculty only through passing discussion. No formal efforts have been made.

You should approach students first, then faculty, then the higher-ups.

TPG: Are there intended goals or plans for this concentration you wish to abort?

A) If so, why?

B) What has/has not worked for Health Communication in the past?

JP: -The tentative list of classes

-The lack of structure in the interdisciplinary concentration

-Poor, strained relations among internal audiences (presiding academic committees, faculty)

-The lack of publicity for the concentration

TPG: What are the qualifications of related faculty interested in participating in the Health Communication program?

JP: Dr. Hu is a key player, a leading faculty member within this field. Additionally, if the program expands internally there are many interested faculty in related fields.

These faculties include:

Dr. Rachel Adler—Sociology



Dr. Jean Kirnan—Psychology

Dr. Morton Winston—Philosophy (bioethics)

TPG: How is current and participating faculty providing support for program expansion?

JP: Within the Communication Department, only Dr. Hu has been diligently promoting the track. Other communication faculties have not been gone out on limbs to promote available classes and the concentration itself. There has been much internal struggle among Communication Studies and among presiding academic committees, particularly within the School of Culture and Society. Now however, our recent move into our own school will surely strengthen the entire program.

TPG: What are the sources of program funding?

JP: So far, only TCNJ. We hope to receive funding from external sources in the future.

TPG: No, create a budget. For speakers to come, allocate \$500 to \$1000 dollars for each depending on their qualifications, and related experience. See me in the future if you need a list of possible candidates, I may have one somewhere in my office.

TPG: What Health Communication information is available through websites, brochures, flyers, and other media?

JP: I currently serve on the board for The Coalition for Health Communication. The website for our coalition seeks to spread the word about the growing nature of Health Communication. At TCNJ, there are no specific brochures or media that detail our program at TCNJ.

There is also a small amount of information on our TCNJ website. It describes in brief a basis for what Health Communication is and how students may partake in an older version of selected courses, which, unfortunately, needs to be updated. This information may be out of date.

TPG: Through which forms of media would you like the public to access information about Health Communication?

JP: We need a website. Flyers, Brochures, and any creative media you see fit.



TPG: In the future, what can a student do with a concentration in Health Communication?

JP: Students go on to attend the best graduate schools in the country. They continue working in both the private and public sector. I only have a mental list of the places where graduates recent and past have gone on to work. It would be best if you could formulate a list of alumni and their professional affiliations.

TPG: Tell us about former Health Communication students.

A) What are they doing now?

B) Are they in Graduate school?

C) Are they worked directly in Health Communication?

JP: Our students are everywhere! Recent graduates have gone to the best institutions, leading in research and well-respected in the field of Health Communication. Students have gone to Annenberg School of Communication at Penn, GW, George Mason, University of Kentucky, Ohio State, and Penn State.

Spiro Yulis is currently doing private consulting for a medical equipment company, doing high-end research in the private sector.

Tom Hipper, currently at Penn State intends to pursue an internship at Price Waterhouse Cooper this summer, doing quantitative Health Communication research.

Yvonne Lachman is also working in NYC. She works for in headquarters for Bristol Myers-Squibb.

TPG: Do you have an alumni list of Health Communication grads?

JP: A mental list, of course. There is no current list that students have access to. You should speak with Mary Adamson King who may be able to assist you in contacting recent and past grads of the program. She has several addresses used for mailing.

You may also consider the TCNJ Alumni Foundation. My guess is that they have some knowledge of who graduated and when, but the most valuable of grads keep in touch with me.



TPG: Are there any Health Communication organizations or activity groups on campus?

JP: No, I have never considered that before. This would be an excellent idea. Perhaps a Public Health Club could help in uniting students with common interests—in sociology, psychology, science, and Health Communication.

TPG: What kind of classes do you feel interested students may consider taking?

JP: Students need a variety of classes. First, they need introductory classes that can help to get their feet wet, introducing them to the subject. Next, they need interactive classes, courses that allow them to complete projects and participate in hands-on education. My Social Marketing: Health Communication Campaigns course is an excellent example. In this class, students are not only able to complete a tangible project, something they are able to use in interviews and as complement to a portfolio, but also as a means of academic exploration. Classes that require students to survey the campus and spread awareness about Health Communication are key!

TPG: What courses are made available for freshman and sophomores, helping them to complete the concentration early on?

A) Can new courses be created to open availability?

JP: This is very important. Currently, the available list of classes that students can choose from has not been updated in almost three years. When communicating with internal sources, any changes added to this list have been lost in translation.

Bob Anderson of Records and Registration should be your primary contact. Mr. Anderson recognizes the value of cross-disciplinary studies and in the past, he has been extremely accommodating to those students wishing to add these concentrations into pre-designated majors.

The value of not only Health Communication but other areas of interdisciplinary study need to be better acknowledged by faculty on this campus, which explains the internal struggle among them for both approval and recognition.

I need you to develop an updated list of classes that can potentially count towards this concentration. When speaking to Mr. Anderson, inquire



about the formalities of expanding the list of courses and when changes are made to these concentrations, please ask how the faculty is notified.

Additionally, inquire about the various levels of courses offered within a department. For example, you might want to discuss the difference between 200 level entry courses compared to a 400 level, advanced study. Interested students may be deterred from the course listings because the numbers do not necessarily match the course study.

For example, my Social Marketing: Health Communication Campaigns course is listed as a 400 level Communication Studies class. Because of the course numbering, freshman, even sophomores may neglect to realize that this course can be taken at any time throughout their academic career, yet because it's listed as a 400 level class, they may appropriately chose to take it as an upper level student.

I suggest you speak with new faculty, Dr. Hu. You may want to brief her on your project and see what she thinks would be best in terms of academic development. She is a recent graduate of Penn State and is more immersed in the field than I have been. She knows of what courses are offered at other universities and colleges, where graduates interested in Health Communication pursue employment and how students can effectively pick classes most beneficial to them.

You may want to inquire about what entry level classes we can offer. If students are able to take an introductory course in Health Communication in may better shape their ideas about the field and heighten their interest in it. I suggest a meeting with her as soon as possible!

TPG: Is there a program logo?

JP: No. There is no logo. I would love one. That sounds like a wonderful idea! Por favor!

TPG: What is your target percentage of Communication Studies students?

JP: There are several students who have taken a variety of courses related to the concentration; however there are only 3 students who have officially declared this concentration. Here, our principal goal is to expand the



enrollment of students, not just within Communication Studies, but from various disciplines at TCNJ.

TPG: What are your specific expectations of us?

JP: Blue skies are the limit. I want you to approach this project from various angles, as they are many within the field of Health Communication itself. I am seeking to create an interdisciplinary minor, but also expand upon the list of available classes that students can choose from. I need a large, bulky list of updated classes that I can add into the program planner. Your goal is to be as ambitious as possible, and in doing so, expand upon the program in areas you see most fit.

Ideally, there are few limitations because expansion can occur through reaching out to both internal and external audiences. Most importantly, I would like to see a versatile business plan developed through your efforts.

Let me also mention that I have some additional brainstorming projects in mind. Although it has been difficult for me to formulate a cohesive, organized list in the past, I would like to create a Speakers Series here on campus.

In the past, there have been various faculties responsible for organizing symposiums as related to Public Health and the growing changes within healthcare. Communication Studies has never been offered an opportunity to speak at one of these events.

In the past, the college sponsored a Symposium on Public Health; Rachel Adler of the Department of Sociology was a key speaker at this event. I often think to myself, why wasn't faculty from Communication Studies invited?

The publicity used to attract faculty interested in this area of research was quite minimal. I however have many contacts willing and able to speak at an organized event. These contacts are particularly accessible because of our site at TCNJ—we are centrally located in the Metropolitan area, which makes modes of transportation very available. I am hopeful that if I provide you with a list of contacts, you can formulate a Speaker Series. You can develop an umbrella theme, a focused topic highlighting the specific subject for the series, with Health Communication at the core. This



may also be an opportune way for interested students to gain an in depth view into the prominent nature of this growing field.

When doing research, I strongly advise you to look into the National Coalition for Health Communication. This coalition has an excellent website that provides a thorough explanation of this field's usefulness, the advancements being made in centralized areas of research, and the coalition's continued efforts to gain a greater sense of governmental recognition. Mimicking some of the information contained on this website on a site of our own would heighten publicity for the interdisciplinary concentration, and hopefully drawn in a broader base of students. More importantly, look at the links on this site related to government research. The Federal Government has only begun to realize that Health Communication is truly the "crown jewel" among leading areas in research.



Appendix D: Interview Transcription (Dr. Hu)



Appendix D: Interview Transcription (Dr. Hu)

On Wednesday, February 6, 2008, The Pines Group (TPG) met with new Health Communication faculty, Dr. Yifeng Hu. We asked Dr. Hu, a series of questions about the Health Communication program and our plans for this upcoming project. Below is a transcription of our interview.

TPG= The Pines Group

YH= Dr. Yifeng Hu

TPG: Can you provide us with a brief background of your educational history?

YH: I was educated at Renmin University of China where I received a B.A. in Journalism. I then attended Chinese University of Hong Kong for my Master's degree. I later joined Penn State University, School of Communications where I received by Ph.D. in Mass Communications.

TPG: When and where did you gain interest in the field of Health Communication?

YH: I developed an interest in Health Communication as a graduate student at Penn State. My dissertation focused on the effects of different online health sources on credibility and behavioral intentions.

TPG: Is the field of Health Communication valued internationally?

YH: Health Communication is a very new field. In the United States, Penn State and few other schools are pioneering this study. Right now, this area of research is still new, but in years to come, it is likely that more people will gain interest and its value will increase.

TPG: How did you learn of TCNJ?

YH: I got a job opening post from TCNJ through the National Communication Association's mailing list. The position required specialties in New Media as well as Health Communication, which are exactly my research areas. I came here also in hopes to teach classes related to Health Communication and New Media.

As a new faculty member, I am quite confused about the concept of "concentration" at TCNJ. I have heard about it, but do not know what



exactly it is. But I do recognize that my new course this semester counts towards it.

TPG: At TCNJ, how would you like to see the Health Communication program expand?

YH: 1) I would like to become more familiar with the many options students have.

2) I would like to see an increase in the size of my current class, "Future of Health Communication: New Media and Emerging Technologies."

3) I am also interested in teaching an introductory or basic Health Communication course, but I have not thought much in detail about this decision.

4) I certainly wish to continue my research in exploring the roles of New Media in Health Communication. If there is potential for students to get involved, this could be a way to increase their interest and familiarity with Health Communication and New Media.

5) Students should also come together to share ideas, opinions, and creative projects. A club or organization that promotes Health Communication may also help to increase class sizes.

TPG: What methods may be most successful for program expansion?

YH: Because I am a new faculty member, I am not fully aware of what methods may be most effective. Some form of internet-based media might help. In addition, it may be effective to start a group on campus. It may be helpful for students to form a club, or some organization that is devoted to research in particular areas of interest. It may also be unique if students have the opportunity to share a common goal, for example, a discussion forum on prominent Health Communication topics.

TPG: As a new faculty member, would you be interested in teaching more courses related to Health Communication?



YH: Yes, I would most definitely be interested in program expansion particularly if this includes teaching more courses. Right now, I am teaching new classes, but in the future, I may be willing to teach more.

I am most interested in learning where student interest lies, that way I can design a courses that met their interests and needs.

TPG: Do you know of other colleges and universities that have developed Health Communication programs?

YH: There are three Health Communication programs that I am aware in particular. Penn State University has a graduate level Health Communication program provided by Department of Communication Arts and Science. Aside from it, I know that Harvard's School of Public Health has a Health Communication concentration, also in the graduate level. This concentration is designed for those who seek positions as independent researchers and scholars. They used to offer a similar course that I am teaching at TCNJ this semester. While I contacted faculty there, I was told that the course had not been taught in the last two years as they were in the process of re-visiting it. Johns Hopkins Bloomberg School of Public Health provides a certificate program in Health Communication. But a certificate program is different from formal degree programs. I am interesting in learning how other competing colleges and universities facilitate courses.

TPG: What are your specific expectations of us?

YH: I do not have any specific expectations. I am thankful to any students that are contributing to program expansion. Please feel free to contact me should you need any help in the future.



Appendix E: Student Survey Instrument



Appendix E: Student Survey Instrument

Hello, we are TCNJ students working on a project for our public relations class. Can you help us by taking a moment to complete this brief survey? Thank you for your time!

Directions: *Please circle the answer that best reflects your opinion.*

1) What attracted you to The College of New Jersey?

- a) Academics b) Campus Location c) Social Life
- d) Program of Study e) Other: _____

2) Did you enter TCNJ with a declared major?

- a) Yes, I decided on a major before entering TCNJ.
- b) I had a prospective major in mind and began taking intro courses for that major.
- c) No, I entered TCNJ as an "Open Options" Student.
- d) Other: _____

2a) If yes, how did you learn of this major?

- a) Open House b) Campus Tour c) TCNJ Website
- d) TCNJ Advisory Meeting e) Other: _____

3) Upon entering TCNJ, to what degree were you aware of the formal steps required to declare a major?

Not Aware 1-----2-----3-----4-----5 Very Aware

4) How frequently do you access the TCNJ Website?

- a) Daily b) 3-4 times weekly c) 1-2 times weekly d) Other

5) For what purpose do you most frequently access the TCNJ Web Site?

- a) Daily E-mail Updates b) Academic Assignments c) Resources
- d) Program e) Course Updates f) Other: _____



6) To what degree do you find the TCNJ Web site effective in promoting Program and Course Updates?

Not Effective 1-----2-----3-----4-----5 Very Effective

7) To what degree do you find Academic Services (Records and Registration) effective in answering individual questions about Program and Course Updates?

Not Effective 1-----2-----3-----4-----5 Very Effective

For DECLARED or PRE-MAJORS ONLY:

7A) Do you know your Department Chair/Faculty Head?

a) Yes b) No

***If Yes, how often do you meet with him/her during the semester?**

a) 5-6 times per semester b) 3-4 times per semester
c) 1-2 times per semester d) Other: _____

7B) Do you know your Major/Faculty Advisor?

a) Yes b) No

***If Yes, how often do you meet with him/her during the semester?**

a) 5-6 times per semester b) 3-4 times per semester
c) 1-2 times per semester d) Other: _____

8) Excluding liberal learning and major requirements, to what degree would you be willing to take courses for academic or career enhancement?

Not Likely 1-----2-----3-----4-----5 Very Likely

9) Do you know of the Interdisciplinary Concentration Program offered at TCNJ?

a) Yes b) No

9a) If Yes, to what degree are you aware of this program?

Not Aware 1-----2-----3-----4-----5 Very Aware



9b) If Yes, how did you learn of this program?

- a) Open House b) Campus Tour c) TCNJ Web Site
- d) Advisory Meeting e) Other: _____

9c) If Yes, are you aware of the Health Communication concentration?

- a) Yes b) No

10) Would you be interested in learning more about the Health Communication Interdisciplinary Concentration Program at TCNJ?

- a) Yes b) No

10A) If Yes, by which method would you prefer to learn about this program?

- a) TCNJ Web Site b) Information Session
- c) Advisory Meeting d) Other: _____

Please indicate the following categories that apply to you by placing a check mark near the appropriate section. Thank you in advance for completing the final portion of our survey!

Age Range: 17-18: ___ 19-20: ___ 21-22: ___ 23-24: ___ 25-above: ___

Sex: Male: ___ Female: ___

Year in School: First year: ___ Second year: ___ Third year: ___ Fourth year: ___
Fifth year or more: ___ *Graduate Student: ___

Residence: On campus: ___ Off campus: ___ Commuter: ___

Major:

Communication Studies ___ Psychology ___ Sociology ___

Health and Exercise Science ___ Biology ___ Chemistry ___
Physics ___

Nursing ___ Business ___





Appendix F: Faculty Intercept Questions and Answers



Appendix F: Faculty Intercept Questions

Intercept Questions: The following questions were distributed to TCNJ faculty in order to assess staff awareness, interest, and willingness to participate in the Interdisciplinary Program at TCNJ, specifically Health Communication. The questionnaire was distributed to a wide variety of faculty members from a diverse background of academic disciplines.

Hello, we are TCNJ students working on a project for our public relations class. Can you help us by taking a moment to complete this questionnaire. Thank you for your time!

Directions: Please provide a brief response to the questions below.

1) How aware are you of the Interdisciplinary Concentrations at TCNJ?

Description:

The Interdisciplinary Concentrations at TCNJ are bigger, and more comprehensive than minors. They help fulfill Liberal Learning requirements and allow students to individualize core areas of academic and curricular interest.

2) Would you be interested in participating in one of these programs?

3) Along with a wide variety of individualized concentrations, are you at all aware of the Health Communication Program?

Description:

Health Communication not only embraces traditional scholarship, emphasizing theory and data collection, it also includes the use of research for broad, therapeutic goals using knowledge about message formation and communication to alleviate suffering or reduce risky behavior.

4) Do you feel that any courses you teach may be beneficial to the Health Communication Concentration?



5) In your experience, what have you found to be the most effective form of communication when contacting your students about course offerings, class updates, etc.?

Examples: Email, Website, Brochures, Flyers, Interest Sessions, Etc.



Appendix F-1: Faculty Intercept Responses

1) How aware are you of the Interdisciplinary Concentrations at TCNJ?

Faculty Response: Reasonably aware.

2) Would you be interested in participating in one of these programs?

Faculty Response: Yes, in the right circumstances.

3) Along with a wide variety of individualized concentrations, are you at all aware of the Health Communication Program?

Faculty Response: Yes, very aware.

4) Do you feel that any courses you teach may be beneficial to the Health Communication Concentration?

Faculty Response: Yes, COM310 Theories of Persuasion is an extremely useful course. It applies to various aspects of health-related studies.

5) In your experience, what have you found to be the most effective form of communication when contacting your students about course offerings, class updates, etc.?

Faculty Response: Email is the best method.



Appendix F-2: Faculty Intercept Responses

1) How aware are you of the Interdisciplinary Concentrations at TCNJ?

Faculty Response: I've heard about it, but was not really sure what is until I better learned of the descriptions for each concentration. I learned about it a while ago.

2) Would you be interested in participating in one of these programs?

Faculty Response: Sure.

3) Along with a wide variety of individualized concentrations, are you at all aware of the Health Communication Program?

Faculty Response: Yes.

4) Do you feel that any courses you teach may be beneficial to the Health Communication Concentration?

Faculty Response: Yes, currently I teach Com370-03. Com370-03 is The Future of Health Communication, focusing both on new media and Health Communication.

5) In your experience, what have you found to be the most effective form of communication when contacting your students about course offerings, class updates, etc.?

Faculty Response: I prefer email.



Appendix F-3: Faculty Intercept Responses

1) How aware are you of the Interdisciplinary Concentrations at TCNJ?

Faculty Response: I am aware of some programs in this nature.

2) Would you be interested in participating in one of these programs?

Faculty Response: Yes.

3) Along with a wide variety of individualized concentrations, are you at all aware of the Health Communication Program?

Faculty Response: Yes.

4) Do you feel that any courses you teach may be beneficial to the Health Communication Concentration?

Faculty Response: Yes, two courses I teach may relate. These classes include Nutrition and Metabolism and Applied Physiology.

5) In your experience, what have you found to be the most effective form of communication when contacting your students about course offerings, class updates, etc.?

Faculty Response: E-mail is the best method.



Appendix F-4: Faculty Intercept Responses

1) How aware are you of the Interdisciplinary Concentrations at TCNJ?

Faculty Response: Somewhat.

2) Would you be interested in participating in one of these programs?

Faculty Response: Yes, definitely.

3) Along with a wide variety of individualized concentrations, are you at all aware of the Health Communication Program?

Faculty Response: Yes, I attended a brainstorming session about possible Public Health courses.

4) Do you feel that any courses you teach may be beneficial to the Health Communication Concentration?

Faculty Response: Yes, Clinical Psychopharmacology. I don't teach Health Psychology, but it should definitely be included as well.

5) In your experience, what have you found to be the most effective form of communication when contacting your students about course offerings, class updates, etc.?

Faculty Response: E-mail is the best method.



Appendix F-5: Faculty Intercept Responses

1) How aware are you of the Interdisciplinary Concentrations at TCNJ?

Faculty Response: I am very aware of them—they are listed nicely on the TCNJ website.

2) Would you be interested in participating in one of these programs?

Faculty Response: Yes.

3) Along with a wide variety of individualized concentrations, are you at all aware of the Health Communication Program?

Faculty Response: Yes.

4) Do you feel that any courses you teach may be beneficial to the Health Communication Concentration?

Faculty Response: Yes, I teach a course entitled Cultural Health and Illness. This class may be directly useful.

5) In your experience, what have you found to be the most effective form of communication when contacting your students about course offerings, class updates, etc.?

Faculty Response: Email, brochures and website are preferential.