1. Instructional Program Criteria and Template

Name of Person Completing this Report: Gale Young
Title of Person Completing this Report: Chair, Communication Dept
College or Unit: CLASS
Report No.: CLASS3
Programs Included: 5

Total number of service courses

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

CONTEXT:
MANAGE 4 MAJOR FACILITIES INEXTRICABLY LINKED TO CURRICULUM
1) Communication Lab;
2) Newsroom/Computer Lab;
3) Broadcast Studio (radio/video/Editing Lab);
4) Advertising Agency.

2002- FORCED MERGER. SpeechComm & MassComm
• 20-unit core; 9 options; 4 minors; 1 certificate
• Resourced 9.0 TTFaculty
• 376+ majors.

2003-2010 TURBULENT-DESTABILIZING
• 10 TT retired, resigned, died.
• 3 junior TT-CommMedia Studies/1.5 Fully-resourced 400+ majors
• One.5 FERP Media TT faculty advises 6 media options•Fiscal Crisis
• Decrease in Lecturers/classes
• Obsolete-Media equipment

2010-13: CONVERGENCE~ GROWING! CHEER! NEED MORE!!
• “Convergence” Theme
• Significant curriculum revision:
  * 52 unit core;
  * Two 44-unit options (combined 9 options);
  * 1 minor;
  * 1 certificate.
• State-of-Art Broadcast Equipment (A2E2); Online Pioneer convergence
• 3 faculty hired:
  1) Print Journalism;
  2) Broadcast Journalism;
  3) Advertising/PR;
  4) Searching Visual Comm.
• Lecturers decreased~13-to-8. FTE decreased 14.87-to-11.48 despite 2 hires.
• Enrollments Increased to:
  466.6 BA Majors; FTES 388.43 Lower+Upper Division. 103.6 BA Graduates

GE
• Responsible for CSU GE-oral communication requirement—COMM1000.
• Staffed w/ lecturers & graduate students.
• Graduate course (COMM 6250) prepares students to teach Public Speaking.
• 1360 Annual enrolled students: 45 sections.
• Dept staffs (1990-present) tutoring center COMM-Lab for COMM1000 students
• Lecturer receives 3wtu to:
  1) Train-supervise-mentor graduate/undergraduate COMM tutors;
  2) Work w/15plus lecturers/GTAs teaching COMM1000.

***Compensation NOT EQUITABLE/ALIGNED WITH SIMILAR responsibilities in other units

GRADUATION REQUIREMENTS
• Current Major=96units: 52Core+44Option.
• Teaching “CONVERGENCE” embodies Media industry requirements for knowledge/skills in Comm/Media Research; Multimedia Journalism & AD/PR research/production;
• All Employer surveys rank communication skills (public, interpersonal, oral, written, team-based, small-group, social-media, leadership) as highly-important. Will reduce major to 76units.

SERVICE COURSES. None

COURSE DELIVER
• Offer primarily on-ground courses (108); some hybrid courses (11).
• Experiment w/online found it not appropriate pedagogy for curriculum.
• Designed (12/13 a degree-completion-Media Studies BA with course pedagogy created for curriculum.

COURSE FORMAT
• Mostly lecture/discussion (28-35) and lecture (50-100)=67 separate courses (2012);
• Supervision=16 and Seminar+1.
• We use interactive team based pedagogy.

4. Criterion 1

Link to Scoring Rubric

I. Institutional Learning Outcomes: (70%)

<table>
<thead>
<tr>
<th>1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</th>
<th>CLEAR COMPPELLING ALIGNMENT WITH Communication BA-SLO’S: #1 Create, analyze, edit, respond to written, spoken and visual messages in multiple formats and contexts. Assessed in 2013-14 in required core course: Comm. Writing and Design. #2 Research, evaluate effective communication including design and production techniques and quantitative, qualitative, and critical inquiry. Assessed in 2012/13 in 2 required core methods courses: Quantitative; and Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others</td>
<td>CLEAR COMPPELLING ALIGNMENT WITH Communication BA-SLO’S: #3 Effectively communicate as leaders, participants in collaborative, individual contexts involving divergent ideas, conflicts, relationships across cultural and gender differences. Assessed 2014/15. CLEAR COMPPELLING ALIGNMENT Communication Mission: “Graduates will be able to make positive, professional, and important contribution in the field of communication by becoming inclusive, ethical, and effective leaders and participants in global and local communities”</td>
</tr>
<tr>
<td>3. Graduates of CSUEB will be able to apply</td>
<td>CLEAR COMPPELLING ALIGNMENT WITH Communication BA-SLO’S: #3 Effectively communicate as leaders/participants in collaborative/individual contexts involving divergent ideas,</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
**knowledge of diversity and multicultural competencies to promote equity and social justice in our communities** conflicts, relationships across cultural, gender differences. Assessed 2014/15. **#4**Explain, illustrate construction/maintenance of shared communities that influence/are influenced by communication using critical, cultural, racial, socio-political, gender, justice perspectives. Assessed 2015/16. **#5**Explain, illustrate concepts of ethical and democratic leadership applying major communication perspectives. Assessed 2015/16

4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities CLEAR COMPELLING ALIGNMENT WITH Communication BA-SLO’S: **#3**Effectively communicate as leaders/participants in collaborative/individual contexts involving divergent ideas, conflicts, relationships across cultural, gender differences. Assessed 2014/15. **#4**Explain, illustrate construction/maintenance of shared communities that influence/are influenced by communication using critical, cultural, racial, socio-political, gender, justice perspectives. Assessed 2015/16. **#5**Explain, illustrate concepts of ethical and democratic leadership applying major communication perspectives. Assessed 2015/16.

5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels CLEAR COMPELLING ALIGNMENT WITH Communication BA-SLO’S: **#3**Effectively communicate as leaders/participants in collaborative/individual contexts involving divergent ideas, conflicts, relationships across cultural, gender differences. Assessed 2014/15. **#4**Explain, illustrate construction/maintenance of shared communities that influence/are influenced by communication using critical, cultural, racial, socio-political, gender, justice perspectives. Assessed 2015/16. **#5**Explain, illustrate concepts of ethical and democratic leadership applying major communication perspectives. Assessed 2015/16.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study. CLEAR COMPELLING ALIGNMENT WITH Communication BA-SLO’S AND COMM. MISSION including the one not mentioned above: **#6**Explain/illustrate the role identity plays in communication within global/local contexts in negotiating paradoxes of participation.

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**Link to Scoring Rubric**

**II. Shared Strategic Commitments: (30%)**

CLEAR COMPELLING ALIGNMENT OF ILO’S, SSC’S AND Communication BA-SLO’S AND MISSION.

* COMM BA Program fully contributes to 5 SSC’S as demonstrated by its Mission and SLO’s STATED ABOVE.

• FACULTY INFUSE DIVERSITY~their research/teaching/media productions with variety of diverse perspectives. (evidence their syllabi).

• DIVERSITY~HOLD AS Ethical duty/mission to educate highly diverse 400 plus majors 66%female 55%students of color 5%international and 26%white with knowledge/skills "to make positive, professional, and important contribution in fields of communication by becoming inclusive, ethical, effective leaders/participants in global/local communities" (see Comm. Mission Statement)

• MODEL ENGAGED INCLUSIVE LEARNING, giving students skills to create vibrant communities, be leaders/participants in the world.

• TEACH STEM: Multimedia journalism (audio/video/print); organizational/professional communication (social-media); study how media influences interactions, communities, humanity.

---

5. Criterion 2

**Link to Scoring Rubric**

I. FTES, Number of Majors, and Number of Degrees Awarded
Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>196.15</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>197.27</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>16.73</td>
<td></td>
</tr>
<tr>
<td>TOTAL FTES</td>
<td>410.21</td>
<td>4</td>
</tr>
</tbody>
</table>

B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication BA</td>
<td>383</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Communication BA</td>
<td>466.6</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Communication BA Media Production</td>
<td>203.4</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Communication BA Professional, Public and Organizational</td>
<td>261.6</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Communication</td>
<td>0.2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Communication Skills</td>
<td>11.4</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Mass Communication</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Speech Communication</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
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<td>11</td>
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<td>12</td>
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<td>13</td>
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<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

C. Number of Degrees Awarded (30%)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication BA</td>
<td>103.6</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Communication BA</td>
<td>124.4</td>
<td>4</td>
</tr>
</tbody>
</table>
D.

SUSTAINED DEMAND AND GROWTH
FOURTH QUARTILE: FTES MAJORS; NUMBERS OF MAJORS AND OPTIONS; DEGREES GRANTED

NOTE: Table C: All Communication Majors must complete a core AND option. Therefore is no Communication Degree awarded without an option. The major number for BA are in 4th quartile. The fact that the two options are in the 3rd quartile is deceiving since there is NO stand alone option.

NOTE: Table B: All Current degree/options are in 4th quartile. The Minor in Communication (1st Quartile) became operative Fall 2010; as well as Certificate in Organizational Comm (which is not listed). The other three: Communication-Skills; Mass-Comm; and Speech-Comm. were discontinued as of Fall 2010. Therefore the quartile numbers pertaining to minors/certificates are confusing.

UNDUPLICATED MAJORS=383. So that means that 83 of the students major in both options(203.4=261.6= 465.0).

GRADUATION RATE: We graduate around a quarter of all majors each year.
The numbers for the two option show that the students are evenly divided.
The option numbers do NOT indicate anything different than the total for the Degree.
Therefore that the degree options are is listed as 3rd quartile is wholly misleading.

4 MINORS listed date back pre 2010 and have been discontinued and replaced with 1 minor and 1 certificate that were activated Fall 2010.
<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Communication BA</td>
<td>1,016,900</td>
</tr>
<tr>
<td>2 Media Production Option</td>
<td>233,000</td>
</tr>
<tr>
<td>3 Professional, Public, Organizational</td>
<td>262,600</td>
</tr>
</tbody>
</table>

**B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3**

GROWING EMERGENT SOURCES OF EXTERNAL DEMAND FOR EXPERTISE AND RESOURCES

A wide-variety of communication skills are always in the top 5 of Employer Preferred Skills. Majors can go into any industry and advance with their knowledge, skills, and work ethic provided in the Communication Department. Therefore COMM majors span many more categories than allowed in form. Many go into law, education, HR.

Since every Communication Graduate MUST have an option, the job numbers for the degree itself is the total from each of the options.

TOTAL MEDIA-PRODUCTION OPTION=233,000: Producers/Directors(40,100); Media-Comm-Workers(105,000); Comm-Equip-Workers(54,200); Writers/Authors(22,300); Film/Video-Editors(10,600). Many Media Production option students go into public relations at some time in their career.

TOTAL PROFESSIONAL/PUBLIC/ORGANIZATIONAL OPTION=783,900: Public-Relations(28,000); Marketing-Managers(38,200); Sales-Manager(66,200) Other-Management-Ocuccions(573,200) Marketing Managers(78,300).

**6. Criterion 3**

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.
<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8). Transfer Data from Table 11</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>1.39</td>
<td>0</td>
</tr>
<tr>
<td>Winter 2013 Dept</td>
<td>1.34</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2013 Dept</td>
<td>1.33</td>
<td>0</td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching

COMPELLING EVIDENCE FOR CONTINUOUS IMPROVEMENT

*ALL FACULTY RECEIVE summary student-evaluations.

*CHAIR REVIEWS ALL and meets with faculty whose scores high 1’s or into 2’s.

*LECTURERS MEET ANNUAL WITH CHAIR to reflect and inquire into evaluations, identify "take-aways"/areas to experiment changes in pedagogy or curriculum.

*REGULARLY DISCUSS TEACHING IN FACULTY MEETINGS: Each faculty reflects upon behavior/evaluations at Dept. meetings.

*SHARE protocols/edagogies that encourage learning, especially given highly-interactive-teaching-styles whether lecture or lecturer-discussion-format.

*STANDARDS HIGH: Students work to meet them thus low Dept Mean scores in student/faculty reviews.

*PEER-EVALUATIONS CONDUCTED ANNUALLY as dictated by contract.

*DEPT COMMITTEE+CHAIR REVIEWS ALL LECTURER EVALUATIONS

2. Teaching awards, teaching grants, and recognitions

NURTURING THE EXCELLENCE IN TEACHING:

WITHIN PAST 5YRS ~ 8 distinguished awards, grants and recognitions, AMONG 4FTEF TT (2008-2012) and 7FTEF (since fall 2013):

**2 PEIL Team Memberships.

**2 Internal teaching improvement grants

**3 yr $400,000 plus grant from Long Now Foundation.

**One Visiting Scholar Award.

**4 Well-Reviewed books.

Currently Communication faculty, are all junior with 2 Associates and 4 Assistants and 2 FERPS

3. Faculty-supervised student projects

EDUCATING ONE STUDENT AT A TIME ~ Average Annual

27 Coops internships;
26 Independent Studies;
16 External/Internal Internships
Total 69.

Average of 10 special students per faculty prior to 2012/13

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program

RIGOR AND EVIDENCE BASED PROGRAM DESIGN.

Faculty pride themselves on rigor and diversity within their curriculum and all:
**TEACH CRITICAL-CULTURAL INQUIRY as evidenced by the level and amount of reading and writing that happens in all classes.
**INTERGRATE MULTICULTURAL, GENDER, SEXUAL ORIENTATION & CLASS THROUGHOUT COURSES.
This integration requires additional reading of historical and sociological perspectives as well as communication.

**USE RESEARCH ON LEARNING to build their syllabi around the levels of learning: Fundamental knowledge, application, integration, analysis, and synthesis. Specific examples of rigor include continuous writing assignments, extensive reading requirements, developing pre-production material for documentaries.

1a. TT faculty contributions

<table>
<thead>
<tr>
<th></th>
<th>2008 - Total Number</th>
<th>2008 - Average per TT</th>
<th>2009 - Total Number</th>
<th>2009 - Average per TT</th>
<th>2010 - Total Number</th>
<th>2010 - Average per TT</th>
<th>2011 - Total Number</th>
<th>2011 - Average per TT</th>
<th>2012 - Total Number</th>
<th>2012 - Average per TT</th>
<th>2013 - Total Number</th>
<th>2013 - Average per TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books</td>
<td>16</td>
<td>2.58</td>
<td>9</td>
<td>1.88</td>
<td>8</td>
<td>1.85</td>
<td>13</td>
<td>3.98</td>
<td>12</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities</td>
<td>17</td>
<td>2.74</td>
<td>17</td>
<td>3.54</td>
<td>12</td>
<td>2.77</td>
<td>13</td>
<td>3.98</td>
<td>14</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of TT faculty in Table1 in supplemental data package *</td>
<td>6.2</td>
<td>4.8</td>
<td>4.33</td>
<td>3.27</td>
<td>5.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)

OUTSTANDING PROFESSIONAL ACHIEVEMENT IN THE FACE OF IMMENSE WORKLOAD.

HIGH ACHIEVEMENT FROM VERY FEW FACULTY:
AMAZING JOB publishing, presenting while teaching/mentoring 450+ majors.

Chart Evidences that: COMMUNICATION FACULTY ARE PROFESSIONALLY ACTIVE AND CONTRIBUTE TO THE QUALITY AND INTEGRITY OF THE DISCIPLINE.

1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)

Lecturers contributions include: active scholars/journalists: presentations; research, publishing in major journals and newspapers; lead institutes, consultatios. The two teaching FERP faculty included in FTEF above. Other FERP faculty not involved with Dept. Neither is Dr. Murphy, DirGE, who no longer contributes to CommDiscipline.

2. List significant examples for the following (up to 100 words):

GRANTS
~$430,000 (LONG NOW),
~$60,000 (R&D FOR ONLINE DEGREE IN MEDIA STUDIES),
~Alternative Textbook Initiative $1K
~Diversity & Social Justice Fellowship $1.5K

CONSULTANCIES
~Chabot Colleague;
~Health,Human,Services;
~Cisco/PG&E/Mcdonalds
~Expert Affiliate with Marketing Semiotics

BOARD MEMBERSHIPS
~Global Press Institute
~Angel Island Immigration Foundation
~American Jewish Foundation
~International Association of Qualitative Researchers
~International Center for Qualitative Inquiry
~Departures in Critical Qualitative Research
~Kaleidoscope

AWARDS
~Materialities and Imaginaries of the Mobile Internet
~CSUEB Diversity Center’s “Beyond the Chalk” series
~Plenary Session: The Post-Human condition?
~Spotlight Session: Promotion Critical Qualitative Inquiry
~UC Berkeley Posthuman Film Series
~US/China Exchange Council, San Francisco

3. List significant professional activities (up to 100 words)

OFFICERS:
~National Communication Assoc.
~American Educators Journalism Mass Communication.

REVIEWER
F~Fulbright Scholarship
~National Science Foundation
1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically, emphasize evidence of the following:

**CURRICULUM UPDATES ~ INNOVATION, RELEVANCE & AGILITY (Ability to respond appropriately in a fast-paced ever-changing industry and discipline).**

**2010 - Curriculum revised from 9 options to 2; 2013 - Media Production Option revised to Multimedia Journalism ~ sharper focus;**

**2012 - Began Online Degree in Media Studies;**

**2013 - Revision of both Core 54 units to 28-30 units and Professional/Public/Organizational Option to "Strategic Communication" focus on Advertising/PR only.**

**2014 - Addition of Communication/Media Studies Option**

**CURRICULUM INNOVATIONS REFLECT SYSTEMATIC REVIEW FROM 5-YR REVIEWERS, RELEVANCE TO MEDIA INDUSTRY, RESEARCH, & ALUMNI.**

**Alumni Tracking: 2011/12 1st Alumni Letter went out; Data base now up to 5,000 known alumni**

2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:

**INCREASING INNOVATION, RELEVANCE, AND AGILITY OF CURRICULUM**

**2010 - Curriculum revised from 9 options to 2 emphasizing "Convergence" which is current industry standard.**

**2013 - Media Production Option revised to Multimedia Journalism ~ sharper focus and better prepares students.**

**2012 - Initiated BA Online Degree in Media Studies ~ Self Support**

**2013/14 - Revise Core 54 units to 28-30 units -- encourage flexibility**

**2013/14 - Revise Professional/Public/Organizational Option to "Strategic Communication" focus on Advertising/PR only.**

**20/14 ~ Add a Communication/Media Studies option.**

**STUDY ~ PRACTICE ~ CRITIQUE ~ SKILL**

**Communication courses all engage in the study and critique of the the media.**
To varying degrees ALL courses include technology, e.g. Bb, clickers, highly sophisticated recording/editing equipment for video/audio, producing graphics/news layouts.

1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

   We would like to be accredited by the AEMCJ, and while not, the 5-year reviewers suggested be resourced at the levels deemed appropriate by the professional organization that accredits thus ensuring the respect and quality of degrees that include media in all its forms.

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

   **EQUIPMENT FOR 4 FACILITIES(CommLab; Newsroom-ComputerLab; TVStudio/Lab; Ad-Agency) is refreshed by A2-E2.**

   **EACH FACILITY INEXTRICABLY linked to curriculum.**

   **CONSTANT BUDGET BEGGING undermines ability to plan/progress curriculum/pedagogy that must be current ever-changing. Student preparation/success dependent on program currency.**

   **A2-E2 COMMITTEE~EIRA IS HINDERING INNOVATION: hasn’t granted increases nor toured facilities ~ e.g. no interest in correcting/confirming their assumptions about student productions.**

   **REQUESTS NOT EXTRA-CURRICULAR. Pioneer Productions: Newspaper/TV/Radio/Advertising Agency serve University and surrounding and world-wide Communities. CommLab serves all freshman.**

   **SHACKLED BY ANNUAL BUDGET-BEGGING before uninformed committees.**

   **INSUFFICIENT FUNDING for instructional staff; faculty/lecturers LIMITS quality and quantity of time each student receives by the experts.**

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

   **HAVE ROAD MAPS: Only effective as funding for courses.**

   **CONSTANT STUDENT ADVISING: TT connect with students about plans/dreams/current status/time to degree.**

   **Until 2012/13 4FTE-TT faculty advised 400+ majors. Chair advises over 125 students@quarter.**

   **Dept Staff front line for students information on course offering.**

   INITIATING COMMUNICATION ALUMNI MENTORING PROGRAM (CAMP). Chair identified team of Alumni to set up data base of CommAlumni who want to mentor 1-2 students from Sr-Year thru 2nd year in job market.

   **This will be Alumni run. We regularly offer coop internships @approx 15 per Qtr.**

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

   IMPLEMENTING SLO ASSESSMENT AND CLOSING THE LOOP

   * SLO data 2012/13 indicate attainment of, SLO #2: Be able to research and evaluate effective communication including design and production techniques using quantitative, qualitative, and critical inquiry.

   * NO mean below 80% except for the Introductory level design and production for qualitative/quantitative methods. Student are learning.

   * The “F” grade outliers appear in Qualitative course which is “hybrid” suggesting link with format.

   * SLO #2 was assessed except for the part on regarding “critical inquiry” which will be assessed next year.
In discipline, "critical inquiry" occurs throughout various different courses from comm/media studies, advertising/PR to Multimedia Journalism. Faculty discussed at Fall Retreat 9/13, the different ways we teach critical inquiry and might capture in a standard rubric.

*Future goals: Continue assessment of SLO#2 in these courses while adding new outcome assessed each year. Thus larger data pool to discuss each year.

5. Student success; list/describe the following (up to 100 words):

Data not available due to lack of resources to collect regarding placements, employer evaluations or exit interviews.

STUDENT AWARDS AND SCHOLARSHIPS ARE GIVEN OUT ANNUALLY to approximately 20 students a year.

7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive ("+") percentage. If it is presented as a negative percentage ("-"), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>-8%</td>
</tr>
<tr>
<td>Upper Division</td>
<td>+25%</td>
</tr>
<tr>
<td>Graduate</td>
<td>+85%</td>
</tr>
</tbody>
</table>

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>1</td>
</tr>
<tr>
<td>Upper Division</td>
<td>4</td>
</tr>
<tr>
<td>Graduate</td>
<td>5</td>
</tr>
</tbody>
</table>

II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th></th>
<th>Department Name</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Communication</td>
<td>2649.39</td>
<td>-10.41%</td>
</tr>
</tbody>
</table>
III. Narrative (up to 250 Words) (50%)

COMMUNICATION IS COST-EFFECTIVE ~ TOO MUCH SO

COMMUNICATION CARRIES HUGE RESPONSIBILITY~ Communication graduates are responsible for:
1) Unleashing the power of messaging ~ world-wide
2) MESSAGES that:
   * Need to be accurate, not misleading;
   * Can benefit the public good not harm;
   * Truth tell from multiple perspectives, not be one-sided.

CONVERGENCE MEANS GRADUATES:
1) Are creators, producers critics of messages transmitted across globe.
2) Analyze their audience, purpose, facts, ideas.
3) Effectively write, design and edit for print, broadcast, film, radio.
4) Tailor messages towards a variety of purposes: News, Ad/PR, and/or research.
5) Critique media messages which requires research and critical inquiry spanning theories and disciplines.

WE ATTEMPT TO MEET GROWING DEMAND FOR DISCIPLINE SKILLS IN INDUSTRY AND ON CAMPUS WITH:

• DECREASE Instructional costs FTES @ Average 10.41%.
• INCREASE Majors from 390-TO-450&growing.
• INCREASE LD-SFR. Rose steadily to SFR-30.7%. Average-8% skewed from 2008 numbers.
• INCREASE UD-SFR. 25%-SFR 34.0
• OFFERING 8-10 Mega sections yearly (@100) off-sets:
  * 28 capped classes (Production workshop/activity);
  * 30 capped-(GE-COMM 1000); 35-50 capped-(lecture/discussion).

• DECREASE QUALITY-INSTRUCTION: Production workshop/activity cap at 28 is TOO HIGH.
  * Can teach/supervise well @15 students.
  * Intensive attention necessary to teach editing/filming/recording/layout.

• DECREASE QUALITY: Skill-based classes: Public Speaking (GE COMM 1000), Argumentation/Debate; Small Group/intercultural/Interviewing, @35: TOO HIGH.
  * SLO’s require multiple presentations to achieve competency.
  * Insufficient time 35 for students to develop/present work.
  * Lower Caps=higher performance.

• DECREASE: Instructional Staff essential to student learning:
  * Manage equipment;
  * Set-up, prepare/repair equipment;
  * Tutors/Supervise students;
  * Check-out equipment;
  * Manage the Newsroom, TV Studio, Advertising Agency.

GOOD NEWS: A2E2 funds cover expensive media equipment.
I. Use of Existing Resources (Up to 125 words)

EFFICIENT with exiting resources, according to costs and FTES, FTEF, and SFR.

MEET BASIC ACADEMIC NEEDS, for 450 majors and 1200 GE students.

INSUFFICIENT FACULTY, LECTURERS, INSTRUCTIONAL SUPPORT, means we can't ensure students thrive because:
*35-50 students in research/writing-based and/or performance/presentation-based class severely limits opportunities to research, write, present, receive useful, timely feedback, make corrections, improve on next assignment.

*28 students in production-based class severely limits opportunities to produce e.g. news-stories, video-sequences, visual layups, portfolios, and receive timely feedback, make corrections, improve.

*Limited course offerings extends students time to degree, frustration and cost.

* Can't grow with existing resources.

*Stretched beyond capacity.

INCREASED RESOURCES CAN ACTUALIZE CURRENT 1st place in the CSU FOR CONVERGENCE.

THE TIPPING POINT IS NOW.

II. Impact of Declining Resources (Up to 125 words)

WE DID REDUCED RESOURCES in the 2005-2011 with 4TT faculty.

DEPT
**COULD NOT Offer minimum req'd courses.
**COULD NOT Repair obsolete equipment.
**FACULTY FRAZZLED &DESPONDENT
**TV studio A RISK,
**MAJORS WENT UNDERSERVED, ANGRY, FRUSTRATED with lack of classes and advising.

WITH REDUCED RESOURCES NOW, DEPT WILL:
**LOSE its first place as exemplifying "Convergence"
**LOSE potential to be agile in an ever-changing fast-paced discipline.

WE ARE DOING SOMETHING SPECIAL and different from SF State, San Jose, Stanford, UC Berkeley.
WE ARE POSITIONED.

FEWER RESOURCES EQUALS MEDIOCRITY.

III. Impact of Augmentation (Up to 125 words)

AUGMENTATION BRINGS ~

1ST IN CSU WITH FULLY CONVERGED MEDIA/COMMUNICATION DEPT.KNOWN FOR:
** Highly educated, trained GRADUATES who become leaders in the Communication fields.
** Inspired faculty and staff modeling the convergence and team-based approaches to communication
** Sufficient faculty and staff to fund more classes, advising, and mentoring.

BENEFIT TO CSUEB-Students-Faculty-Staff and LOCAL COMMUNITY THRU ITS:
1)Fully converged student-run (faculty-supervised) University Newspaper-print/online; TV and Radio broadcast to community;
2)Full-service student-run, (faculty-supervised) Media Production Center and Advertising/Public Relations Agency.
3) Outside experts in Comm/Media Studies, Journalism, Advertising/Public Relations, brought to campus.
4) Resources for students to attend conferences, competitions, field trips.
5) Reinstated Forensics (aka Intellectual Athletics) able to pay for Director to teach and travel with students as they compete in debates.

IV. Additional Information (Up to 250 words)

THREE THEMES DOMINATE COMMUNICATION BA PROGRAM

1) UNIQUE ~ MANAGE 4-Major-facilities inextricably linked to Curriculum:
   ~ Communication-Lab;
   ~ Newsroom & Computer Lab;
   ~ Broadcast Studio & Editing Lab;
   ~ Advertising Agency.
2) GOOD UNIVERSITY CITIZEN
   a) GE: Teach all GE-Oral-Communication; Manage Tutoring-Lab for all-freshmen-Housed in Comm.Dept/not SCAA
   b) Fiscally Prudent: Responded immediately (fiscal crisis/2008-2011), e.g. cut-costs, mega-sections, eliminated 7 options, volunteered overload-teaching, increased cap-sizes.
   c) Active Student Learning Assessment ~ Aligned all program SLO's w/University ILO's/SSC.
   d) Specialize Multicultural Competencies ~ TOP 5 Employee Skills. Courses infused w/Diversities Research, Critical/cultural analyses, Practice intercultural skills in small groups/interviews/public presentations/social media/organizations/news/print/broadcast/online.
   e) School Arts & Media ~ Full-participant forming new school.
3) Innovative & Agile Response to Fast-Paced Change.
      • From Speech-Communication & Mass-Communication
      • To Beacon of CONVERGENCE ~ State of Media Industry.
      • First CSU Dept to converge Comm/Media Studies, with Journalism/Broadcast/Film, Advertising/PR & produce University/Community-wide productions reflecting CONVERGENCE: Newspaper, TV, Radio, Advertising.
   b) Growth ~ Increasing majors as Communication/Media fields flourish. Employment categories don't reflect jobs available to Communication graduates. Forecasters see "workforce" being defined by local and virtual ecologies where youth gravitate toward jobs addressing pressing needs from household to community to the planet and beyond, and evolving new kinds of institutions using nascent models of social enterprises, B-corporations, even games.

THE TIPPING POINT. With appropriate resources Comm. will sustain its agility to change curriculum/pedagogy to reflect state of industry. We are efficient stewards of University funds. Now University needs to further invest in COMM: To RAISE QUALITY so COMM graduates become Communication Leaders. Please ensure we can:
1) Retain excellent faculty;
2) Increase TT/lecturers/#courses
3) Decrease class size;
   Thus graduate more highly qualified majors with shorter time-to-degree.