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).

I. PROGRAM HISTORY/DEVELOPMENT

2007/08
- Grad Coordinator resigned
- Replacement inherited 8 new+16 existing students
- offered 7 classes (total)
- implemented stricter entrance/graduation requirements
- held student conference

2008/09
- 32 applicants/24 admitted/18 new enrollments/0.89FTE
- redesigned web site
- revised handbook
- resuscitated student club
- student panel presented at NCA Convention
- held student conference
- offered 7 classes (total)

2009/10
- coordinator release time cancelled
- 29 applications/23 admissions/17 new enrollments/0.97FTE
- program revision/name change to Communication aligned with revision of UG program and departmental expertise in Communication/Media Studies proposed/passed
- student panel presented at NCA Convention
- unable to hold annual student conference
- offered 5 classes (total)

2010/11
- Name change/revised curriculum took effect
- 22 applications/18 admissions/15 new enrollments/0.72FTE
- offered 5 classes (total)
- Faculty (uncompensated) offered workshop series to replace introductory course
- Coordinator resigned due to overwork/lack of resources

2011/12
- Dept Chair acted as coordinator
- 42 applications/19 admitted/10 enrolled/0.89FTE
- offered 6 classes (total)

2012/13
- Dept Chair acted as coordinator
- 44 applications/19 admitted/14 enrolled/0.61 FTE
- offered 6 classes (total)

2013/14
- Assigned time restored/Coordinator appointed
- 46 applications/24 admitted/18 enrolled
- web site revised
- aggressive recruitment
- current roster of 43 active students/8 dormant

II/III/IV (GE/GradRequirements/ServiceCourses) Not Applicable

V.DELIVERY METHOD-All courses ‘In Person’

VI.COURSE FORMATS (Please note: 85% average program SFR)
Seminars:
- 5 in 2009/10
- 5 in 2010/11
- 6 in 2011/12

Supervised:
- 12 in 2009/10 with 4.8-FTEF
- 14 in 2010/11 with 4.3-FTEF
- 21 in 2011/12 with 5.7-FTEF

Lectures&Activities:N/A

*NOTE: Program targets adult/working professionals who often take breaks in their program, thus active enrollments don’t accurately reflect headcount

**NOTE: 2007-09 data based on estimates/2010-13 data from APGS report

***NOTE: Only FT/TT PhD faculty teach/supervise

4. Criterion 1

Link to Scoring Rubric

I. Institutional Learning Outcomes: (70%)

<table>
<thead>
<tr>
<th>Provide evidence to support current and/or planned alignment for each ILO (no more than 60 words for each ILO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>Program SLO #2: Develop a program of original research adding to the discovery of knowledge, theory and practical applications toward issues in the communication discipline. Program SLO #4: Develop critical and cultural perspectives toward the role of the communication discipline in promoting equity, social justice, and solutions to complex problems in various communities.</td>
</tr>
</tbody>
</table>
2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

Program SLO #3: Demonstrate results of original research development in the communication discipline through presentation in written, oral, and mediated formats.

Program SLO #4: Develop critical and cultural perspectives toward the role of the communication discipline in promoting equity, social justice, and solutions to complex problems in various communities.

3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

Program SLO #4: Develop critical and cultural perspectives toward the role of the communication discipline in promoting equity, social justice, and solutions to complex problems in various communities.

4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities.

Program SLO #4: Develop critical and cultural perspectives toward the role of the communication discipline in promoting equity, social justice, and solutions to complex problems in various communities.

5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels.

Program SLO #1: Engage critical and creative thinking toward a convergent praxis of theory and applications relevant to tensions, transitions, and transformation in the communication discipline. Program SLO #4: Develop critical and cultural perspectives toward the role of the communication discipline in promoting equity, social justice, and solutions to complex problems in various communities.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Program SLO #3: Demonstrate results of original research development in the communication discipline through presentation in written, oral, and mediated formats.
5. Criterion 2

Link to Scoring Rubric

I. FTES, Number of Majors, and Number of Degrees Awarded

COMM

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>410.24</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 MA</td>
<td>12.6</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Speech Communication MA</td>
<td>4.6</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
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<td>10</td>
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<td></td>
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<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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>Communication Ma</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Speech Communication MA</td>
<td>4.6</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**D.**

**INTERNAL DEMAND**

High and increasing internal demand despite two changes in leadership and revision of curriculum/name change during 5 year period.

- Low enrollment 2007/08 due to absence of former coordinator during recruitment/enrollment process
- Lacked TT faculty to teach and voluntarily work with students on thesis/projects requiring direct supervision
- In spite of challenges, DEMAND INCREASED with change in name and curriculum aligned with UG curriculum, showing steady increases in majors from 15 in 2010, 20 in 2011, 28 in 2012, and now 43 in fall 2013 (per active file count+BlackBoard usergroup).

- As expected, lag is reflected in degrees awarded throughout the 5 year period, but is also INCREASING, from 3 under the old program in 2009, to 7 in 2010, 10 under new program in 2011, and 10 in 2012.

- 2013/14 promises a significant INCREASE in degrees awarded.

- Addition of 3 TT faculty to the program and INCREASED ADMISSIONS allow us to again offer 2 grad classes per quarter, and has significantly increased prestige of program.

- At least 4 students pursued PhD programs since 2007.

- More than 10 found employment teaching Communication at area JCs.

- 2013 applications included 3 Fulbright Scholars.

- Many students are part-time, as they are working professionals. It is normal to see some take a break in studies due to external obligations, then return. Thus FTE does not accurately reflect the actual headcount and demand for the program. In fact, STUDENT DEMAND IS HIGH AND INCREASING, REFLECTED BY DRAMATIC INCREASES IN HEADCOUNT/ACTIVE ENROLLMENTS. (per active file count+BlackBoard usergroup)

**II. California State Jobs Projections for Each Program (35%)**

<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication MA</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
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<td>14</td>
<td></td>
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<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>
B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3

EXTERNAL DEMAND

- GROWING TECH ECONOMY of SF Bay Area is INCREASING DEMAND for all classifications of media/communications workers

- INCREASING video/HD over social media (YouTube/Vine/Twitter/Instagram) is creating demand for expert media producers/directors

- INCREASING DEMAND for study of social media effects

- SF Bay Area one of the world’s BUSIEST/most important PR/advertising markets, demanding constant supply of fresh workers. Many students move into jobs with some of the most prominent national/international agencies, or gain credentials for promotion from current positions at top companies.

- Program grounded in a SOCIAL JUSTICE AGENDA. Many students choose us for this, and take expert professional communication/analysis skills they acquire back to the community in management/leadership roles.

- Numerous out of state and international applications/student enrollments

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

- All faculty receive summary student-evaluations.

- Chair reviews all evaluations, meets with faculty whose scores higher than dept average to address/strategize improvement in teaching.

- Faculty discuss/evaluate student-related experiences reflected in behavior/evaluations, strategize at program meetings.

- Faculty share strategy, protocols pedagogies that encourage learning, especially highly-interactive teaching styles and seminar delivery.

- Capstone exams compared with SLO objectives.

- High program standards maintained with a 3 faculty deliberative documented capstone exam process.
- Student appreciation of standards reflected in low Dept Mean scores and comments.

- Faculty peer-evaluations conducted annually.

- Faculty rewards: 2 curriculum development grants, DSJ fellowship, FLC fellowship, Alternative Textbook Award.

2. Teaching awards, teaching grants, and recognitions

Challenged by lack of resources and faculty:

- During 5 yr period, there were only 3 Asstnt+2 semi-retired Emeritus faculty for 3 yrs

- Due to campus-wide austerity, funding for innovative campus programs, research/travel was unavailable for several years

- Currently 2 Assoc and 4 Asst.

In spite of this, faculty received 8 distinguished awards, including:

- PEIL grant team award
- 3yr 400K+ grant from Long Now Foundation
- FLC Fellowship
- DSJ Fellowship
- CSU Summer Arts Festival judge
- Alternative Textbook Award
- National Science Foundation Educational K-12 program invited reviewer

3. Faculty-supervised student projects

EVIDENCE OF FACULTY/STUDENT MENTORING

- Students get excellent individual attention.

- Every student requires a 3-faculty committee for capstone exam.

- With low faculty headcount, students developed deep mentee relationships with faculty.

- Students taking 'COMM6250-Teaching' are mentored and teach GE courses under direct faculty supervision.

- Quarterly advising with Grad Coordinator is required of all students.

- All students in COMM6000-Intro are required to connect with a faculty mentor.

- Current initiative to revive student club/annual student conference.

- Most students do 4-8 units individually-supervised independent study.

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

Faculty pride themselves on rigor and diversity within their curriculum and all teach critical and cultural inquiry as evidenced by the level and amount of reading and writing that happens in all classes.

Faculty integrate multicultural, gender, sexual orientation, and dass issues throughout their courses.

Faculty 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 preproduction material for documentaries, proposals for all projects and theses, 3-person oral and comprehensive exams by committee.

Faculty diversity is reflected by our WHITE/MALE MINORITY demographic.

### 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>2011 - Average per TT</th>
<th>2012 - 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)

**VERY STRONG evidence of achievement:**

- All Communication Faculty are professionally active researchers/practitioners, contributing to the quality and integrity of discipline.

- Given headcount (2008=6.2; 2011=3.27; 2012=5.27) have done a disproportionately outstanding job publishing (58 publications total) and presenting research (73 presentations total) while teaching/mentoring 450+ majors.

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

- Two teaching FERP included in FTEF:

  - One is Dept. Chair, Board Member of AIIF, NSC Research Scholar IJR (S. Africa).

  - Other is active internationally exhibiting documentary photos, writes for Street Spirit, widely published.

  - 3rd FERP is Director of GE, not active in dept/discipline.

Program does not employ lecturers.

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

**GRANTS**

- Long Now Foundation $430K
- CSUEB Program Development Fund $50K
- Alternative Textbook Initiative $1K
- Diversity & Social Justice Fellowship $1.5K

CONSULTANCIES
- Chabot College
- Health, Human, Services
- Private Consulting (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/ENGAGEMENTS
- Materialities and Imaginaries of the Mobile Internet
- CSUEB Diversity Center’s “Beyond the Chalk” series
- Plenary Session: The Post-Human Condition?
- Spotlight Session: Promotion of Critical Qualitative Inquiry
- UC Berkeley Posthuman Film Series
- US/China Exchange Council of San Francisco

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

SOCIETIES/CONFERENCES
- National Communication Association/Division Executive
- Association for Educators in Journalism Mass Communication
- International Communication Association
- International Association of Qualitative Researchers/Executive
- International Center for Qualitative Research/Board Member
- International Congress of Qualitative Inquiry/Associate Director

EDITORIAL/REVIEW
- Fulbright Scholarship--Reviewer
- National Science Foundation--Reviewer
- Qualitative Inquiry--Guest Ed & Reviewer
- Cultural Studies/Critical Methodologies--Reviewer
- National Communication Association--Reviewer
- Television and New Media--Reviewer
- Communication Theory--Reviewer
- In Education--Reviewer
- New Media and Society--/Reviewer
- Kaleidoscope--Ed Board
- Departures in Critical Qualitative Research--Ed Board

FELLOWSHIPS
- Visiting Research Fellow--Institute for Justice/Reconciliation, S.Africa

INVITATIONS
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:

ALIGNMENT

- Graduate Committee meets regularly throughout academic year.
- Revision of program/name change took effect in 2010.
- External reviewers made recommendations as part of the CAPR 5 year review.
- Current committee meetings focus on curricular adjustments, process streamlining, addressing student needs and requirements as they arise, forecasting class schedules and exams.
- Program comparison with other SF Bay Area and CSU MA communication programs is done annually by the coordinator.
- Alumni tracking is done through groups on LinkedIn, Facebook, and in consultation with CSUEB Advancement.
- Plans to establish an advisory board of alumni and area professionals.

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

CURRICULAR INNOVATION

- Faculty have researched and reviewed numerous similar programs and current research/commentary on the state-of-the-art and the future of the discipline, particularly from the National Communication Association and the Association for Educators in Journalism and Mass Communication.
- Following the department vision of an "integrated Communication" model and grounded in Critical Methodologies, the program seeks to involve Graduate Students in department media products (The Pioneer newspaper/ Pioneer Online TV).
- Computer/digital literacy is acquired through media studies classes, enhanced by online resources beyond the syllabi.
- Experiential learning is acquired through class research projects and capstone experiences (thesis research/special projects).

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

The Fulbright Scholarship Program has recognized our MA in Communication program as a destination institute for Communication and Media Studies.

Currently processing application for a visiting scholar from China.

Plans to investigate accreditation requirements from American Educators in Journalism and Mass Communication, and National Communication Association.

Accreditations and licensures are not applicable at this time.

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

RESOURCES
- Most classes are in Comm Seminar Room, needs computer update, rewiring, WiFi booster.

- Computers used by students for timed comprehensive exams need refresh.

- For full integration with CommLab, need more terminals with full range of software.

- Current Comm Lab funding draws from dept resources, although it services hundreds of GE students from across campus.

- Digital skills workshops for social media, data mining, branding, taught by faculty (for stipends/release time) would help the "Integrated Communication" vision.

- Stipends for guest presenters and funding for student travel to conferences/competitions would raise the quality/reputation of program.

- Current library resources/BlackBoardLMS are sufficient.

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

  CHOICE OF 3 STREAMS: Communication/Media Studies/Professional Communication

  CHOICE OF 3 COMPLETIONS OPTIONS: Comprehensive exam/Special project/Thesis

  - Roadmaps clearly illustrated in Program Handbook.

  - Insufficient course offerings through austerity years resulted in challenges for student roadmaps.

  - All program faculty advise students, sit on examining committees, supervise projects/theses, but also advise all 400+ UG majors as well.

  - Grad Coordinator advises all 43+ grad students as well as 100+ UG students.

  - Program is affiliated with the Communication Lab, 15+ students are employed to tutor hundreds of GE students.

  - Currently seeking public/private partner affiliations, particularly through School of Arts and Media.

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

  Due to lack of resources/faculty, assessment has been through infrequent, qualitative discussions, of grades/capstone exams. The program is creating a quantitative assessment plan.

  Students must achieve B or better:

  SLO-1: Engage critical and creative thinking toward a convergent praxis of theory and applications relevant to tensions, transitions, and transformation in the communication discipline.
  COMM6010-Theories in Communication
  COMM6300-Media Studies
  COMM6400-Rhetorical Studies

  SLO-2: Develop a program of original research adding to the discovery of knowledge, theory and practical applications toward issues in the communication discipline.
  COMM6040-Qualitative Research Methods
  COMM6050-Quantitative Research Methods
  COMM6899-Project
  COMM6910-Thesis
SLO-3: Demonstrate results of original research development in the communication discipline through presentation in written, oral, and mediated formats.
COMM6040-Qualitative Research Methods
COMM6050-Quantitative Research Methods
COMM6899-Project
COMM6910-Thesis

SLO-4: Develop critical and cultural perspectives toward the role of the communication discipline in promoting equity, social justice, and solutions to complex problems in various communities.
COMM6450-Globalization and Media
COMM6550-Critical Cultural Studies

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

EMPLOYMENT (compiled from LinkedIn)
Project Manager@Sutter Health/User Relations Associate@Storm8/Teacher@Contra Costa College/Claims Examiner@Safeway/Communications Specialist@PG&E/Sr Communications Consultant@Kaiser Permanente/Author@Wild Wolf Publishing/Editor@OfficeTeam/Lecturer@Auckland U/Producer-Director@Long Memory Productions/Communications & Project Coordinator@Northern California Minority Supplier Development Council/Communications Specialist@Asian Pacific American Labor Alliance/Business Development@Titan Pharmaceuticals/Marketing Manager@Aramark/Communication-Presentation Specialist@E. K. Bridging/Administrative Assistant@JeNor Inc/Brand Ambassador@Marketing Werks/Social Media Marketing Specialist@ShoppingScout/Social Media Manager/Writer@Reel Destinations/Traffic Editor@ABC7/Communications Specialist@Peninsula Volunteers

PhD Programs:
- Communications Research, University of Illinois Champaign-Urbana
- New Mexico State University
- Saybrook University

Awards: 2 Mary Harrington Outstanding University Thesis Awards

Additional data unavailable.

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

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

<table>
<thead>
<tr>
<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>Communication</td>
<td>2649.39</td>
<td>-10.41</td>
</tr>
</tbody>
</table>

III. Narrative (up to 250 Words) (50%)

VERY HIGH PRODUCTIVITY RELATIVE TO COSTS

- While not desirable, the financial circumstances of the program/CSU system have resulted in an +85% higher SFR for 5 consecutive years than other CSU graduate program averages, while instructional cost per FTES DECREASED by -10.41.

- The program survived a difficult period of austerity/attrition, adjusted curriculum/degree title to student demand, and is now on an upward trend.

- Addition of new TT faculty has been offset by increases in enrollment.

WHY THESE TRENDS WILL CONTINUE

- Since the curriculum/degree name change took effect, applications/enrollments have steadily increased. We project these increases will continue.

- Affiliation with the School of Arts and Media brings plans to enhance student experience with more production-oriented project opportunities (video and multimedia).

- Limited to one new hire in 2014, which will not make a significant improvement in SFR even if we expected the program to hold at its current enrollment.

- A focused, substantial boost in allocation by the University and College, targeted at hiring new TT faculty, could significantly improve the SFR

MISSING/LOST
- Although faculty do the best possible given extremely high SFR, by comparison with other CSU programs, students do not get as much as they should from faculty.

- Faculty unable to be involved in everyday student life, work with students to create projects/events that would enhance student experiences.

- Students are unable to experience intellectual growth from attending conferences/participating in off-campus events.

- Program is unable to take advantage of incredible wealth of SF Bay Area media knowledge by bringing special guests to campus.

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8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

CURRENT CIRCUMSTANCES have required creating maximal efficiencies to stretch existing resources in order to meet basic program needs.

- According to our costs and FTES, FTEF, and SFR, our current and future students’ needs will exceed what we currently have available.

- We often exceed already high (20 student) course caps as much as 30%

- Lack of faculty/instructional support has stretched existing faculty, resulting in the minimum acceptable as the normal standard

- Over-enrolled classes severely limit student/professor interactions/opportunities for students to engage in higher-level discussions/exercises, get detailed feedback from professors

- Limited course offerings extends students’ time to graduation, frustration and cost.

- Faculty and department resources are currently stretched to capacity, and it would be difficult if not impossible to find even more efficiencies for the program.

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

EFFECTS of austere times from 2005 to 2011 resulted in:

- 3 regular TT faculty
- Inability to offer required courses
- Obsolete equipment
- Over-worked faculty less available
- Students became angry and frustrated with lack of classes and advising.
- Fewer students able to write theses/projects
- Program persevered through with determination of students and faculty alike

Any reduction in resources would result in:

- Sliding back into previous conditions
- Loss of our standing exemplifying a “Converged-Media” curriculum
- Failure to actualize curriculum that brought rejuvenation and growth to program.

Following the ‘convergence’ model we developed, we are well-positioned and differentiated from Communication and Media Studies graduate programs, serving a distinct and clear student need in the SF Bay Area.

III. Impact of Augmentation (Up to 125 words)

AUGMENTATION would result in:
- Reduced seminar sizes, improving discussion and SFR
- More classes, ensuring timely progress to graduation
- Increased advising/mentoring.
- Integration of more production options (multimedia and video)
- Increased visibility and prestige of program with invited guest speakers
- Increased student activities on and off campus, such as conferences/competitions/events
- Convergence and involvement with department media products (Pioneer Newspaper/TV/Radio)
- Reinstatement of Forensics (Speech and Debate) coaching as a graduate class

COMMUNITY BENEFITS
- Increased Graduate Students providing increased local news coverage via Newspaper, TV and Radio broadcast to community
- Increased Graduate Students in Full-service-student-run, (faculty-supervised) media production Center and Advertising/Public Relations Agency.
- Increased TT faculty so that more graduate students can write thesis. Currently only a small percentage write thesis due to lack of faculty to supervise.

IV. Additional Information (Up to 250 words)

THREE THEMES DOMINATE COMMUNICATION MA PROGRAM

1) UNIQUENESS:
   Graduate students participate in 4-Major-facilities linked to Grad Curriculum:
   - Communication Lab;
   - Newsroom & Computer Lab;
   - Broadcast Studio & Editing Lab;
   - Advertising Agency.

2) GOOD UNIVERSITY CITIZEN
   a) GE: Graduate students teach some of the GE-Oral-Communication courses and most grad-students tutor in the COMM LAB.
   b) FISCALLY PRUDENT: Responded immediately (fiscal crisis/2008-2011), cut costs, revised curriculum, volunteered overload-teaching of graduate classes.
   c) ACTIVE STUDENT LEARNING ASSESSMENT
      - Aligned graduate program SLO’s w/University ILO’s/SSC.
   d) SPECIALIZE CRITICAL-CULTURAL COMPETENCIES
      - TOP 5 Employee Skills. Courses infused w/Diversities Research, Critical/cultural analyses, advanced writing competencies, quantitative and qualitative methodologies, intercultural scholarship, social media/organizational research.
   e) SCHOOL of ARTS & MEDIA
      - Full-participant forming new school. Beginning to investigate ways to cooperate with the Multimedia Graduate Program.

3) INNOVATIVE & AGILE RESPONSE TO FAST-PACED CHANGE.
   a) REBORN FROM forced merger & fiscal/personnel crises (2003-2011).
      - Speech-Communication to Communication
      - CONVERGENCE (state-of-Media-Industry)
   Communication/Media Studies. Revising Grad. Program to include Multimedia Journalism and Advertising/PR. Additionally setting procedures to integrate grad students into University/Community-wide productions reflecting CONVERGENCE: Newspaper, TV, Radio, Advertising.
B) GROWTH
- Increasing well-qualified graduate students in 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.

Please ensure we can:
1) Retain excellent faculty;
2) Increase #courses
3) Decrease class size;

Thus MA Graduates will be more highly qualified leaders with shorter time-to-degree.