I. **SELF-STUDY** *(suggested length of 1-3 pages)*

A. **Five-Year Review Planning Goals**

*Present your planning goals from your last 5-year plan. (THIS CAN BE A PARAGRAPH OR TWO)*

The last five-year strategic plan was completed and submitted in academic year 2014-2015. It was problematic and for a number of reasons, was rejected by the Dean’s office and a request was made to re-submit it. Due to a variety of circumstances, including the retirements of a long-time chair and a long-time faculty member, the election of a new chair, semester conversion and a transformed curriculum, a new, re-submitted strategic plan did not progress. We have successfully transitioned to semesters with a transformed curriculum. We have one new TT faculty member. We are underway, conducting a search for another tenure track faculty to begin in academic year 2019-2020 and the faculty have discussed new goals moving forward. They include:

1. All faculty see the value in a study abroad program and there has been unanimity in “embedding” it as a permanent fixture in our curriculum for summers and a short program somewhere during intersessions, in January.

2. The Department of Communication wants to create a continuing visiting scholar program wherein the institution of the visiting scholar would completely fund the faculty who would conduct research at East Bay, provide guest lectures, present their research, and teach one course per semester as a paid lecturer, this portion of which would be union-compliant.

3. The Communication faculty is creating a proposal for a new Center of Media Freedom under which we would host a bi-annual Media Freedom Summit at East Bay, and Project Censored, a legendary, long time entity, which was housed at Sonoma State University, the founder of which has since retired. (The new director and board members are faculty and lecturers at East Bay.)

4. The Communication Multimedia Journalism faculty will be proposing a new bachelor’s degree in Media for Social Impact (working title) and is working with Kyle Burch to attract Associate Degree students from Bay area community colleges in seven disciplines to transfer to East Bay for this new degree program. It will be budget neutral and utilizes existing courses that have previously been approved for semesters.
5. The Pioneer newspaper, a fundamental part of our Multimedia Journalism concentration, will create a new funding model where the paper and its companion online edition will generate its own revenue through advertising and donations. We are a community and campus newspaper. The community is dependent on the hard copy edition where we are increasing circulation and we will promote the online edition among students on campus where we are decreasing the number of traditional, hard copy newspapers.

6. The library is going to be torn down. In the basement of that building are two studios, a classroom lab, our cage, which houses all our equipment, and offices. These facilities are fundamental to our program. We need to discuss moving those facilities or replicating them elsewhere on campus. The continued health and growth of Communication is dependent upon them.

7. Meiklejohn’s Communication classrooms are a disgrace. They are ill equipped and what equipment we do have, is unreliable. They are not conducive to teaching and/or learning. The faculty is determined to work with facilities and the Dean’s office to finds ways remedy this situation over time.

B. Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

1. We hope to be in discussions with the Dean’s office and the Center for International Education on this initiative.
2. A proposal is currently being written.
3. The proposal is being drafted.
4. The proposal is being drafted for the Dean’s review.
5. This project is underway. We will be working with Rafael Hernandez as this takes shape and materializes.
6. The chair is making some inquiries so that we can begin discussions on this soon to be problem.
7. Ongoing. The chair, on behalf of the faculty, has been discussing this issue with facilities and with IT.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

   Overview:
   Curriculum:
   Students:
   Faculty: Currently, 7 TT faculty. One TT search is underway for 2019-2020.
   Staff: Currently, four.
   Resources: (facilities, space, equipment, etc.) N/A
   Assessment:
   Other: (e.g., major program modifications)
II. SUMMARY OF ASSESSMENT  (suggested length of 1-2 pages)

A. Program Learning Outcomes (PLO)
   List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: “PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6).”

B. Program Learning Outcome(S) Assessed
   List the PLO(s) assessed. Provide a brief background on your program’s history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

C. Summary of Assessment Process
   Summarize your assessment process briefly using the following sub-headings.
   
   Instrument(s): (include if new or old instrument, how developed, description of content)
   Sampling Procedure:
   Sample Characteristics:
   Data Collection: (include when, who, and how collected)
   Data Analysis:

D. Summary of Assessment Results
   Summarize your assessment results briefly using the following sub-headings.
   
   Main Findings:
   Recommendations for Program Improvement: (changes in course content, course sequence, student advising)
   Next Step(s) for Closing the Loop: (recommendations to address findings, how & when)
   Other Reflections:

E. Assessment Plans for Next Year
   Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS
   Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting.
to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections

Notable Trends:
Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Reflections on Trends and Program Statistics:
Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

In a five-year analysis of FTE’s, our enrollment has very slightly increased from approximately 435 students to 451 students in our Communication Bachelor’s program. In a six-year data head count analysis from 2012-2017, Communication has fluctuated between 391 to 463 students in 2017 and in the Master’s Degree, the population was at a meager 25 in 2017 from 28. We intend to better market our programs, especially at the Bachelor’s level to the community colleges. We are hoping that a proposed new degree program, if approved, specifically targeting the community college population in seven disciplines, will attract more students to our program.

B. Request for Resources  *(suggested length of 1 page)*

1. Request for Tenure-Track Hires
   We have a TT search underway now for the 2019-2020 academic year. In five years, wholly dependent on enrollment, we would anticipate requests for no more than two TT hires.

2. Request for Other Resources
   In terms of resources, our department is dependent on curriculum-specific technology, classrooms and studios. In Meiklejohn Hall, we are deficient in this area. All classrooms need to be updated. Technology needs to be reliable and responsive, given that we are dependent on the web and other media in our curriculum. We need one larger classroom space, designed much like AE 1203, which can handle 100 students, and can be used as a classroom and screening room. Our curriculum would be enhanced by this addition. Also, we need to begin planning for the destruction of the library building beneath which houses our two studios, classroom lab, the cage for our equipment and a bank of offices. Finally, a portion of our curriculum is dependent on cameras and computers, tripods, lighting, editing software and audio equipment. Updating this gear over time, accounting for wear and tear, is not an option, however, the growth and addition of which is dependent on enrollment. Since our last five-year review submitted and rejected in 2015, which the Dean deemed extravagant and unreasonable, the department has been responsive, careful, and judicious in its approach to our various budget requests, including equipment, and will continue to monitor the condition of said equipment and enrollment trends in the next five years.