



COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT

College	CLASS
Department	Communication
Program Unit	Communication
Reporting for Academic Year	2012-2013
Department Chair	Gale Young
Date Submitted	6/14/2013

**1. SELF-STUDY (about 1 page)**

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

The Five-Year Review submitted December 8, 2010 stated 6 major goal areas and 28 outcomes involving: Curriculum; Students; Faculty; IERA; Development; and Structural. **See chart below.** We are: accomplishing or have accomplished 12 of those outcomes; progressing on 12 outcomes; and 4 have not yet been addressed.

<i>Area</i>	<i>Outcome</i>	<i>Needed Support</i>	<i>2012/13 Update</i>
<b>Curriculum</b>	Assess Student Learning: BA; MA;	IR assist with programming electronic rubrics & data analysis	<ul style="list-style-type: none"> <li>BA Yes (see assessment report)</li> <li>MA. Began discussions</li> <li>Participated in University Pilot Rubric Project</li> </ul>
	Refine BA Curriculum	Support 4 TT faculty requests	<ul style="list-style-type: none"> <li>Refined Media Production Option. Approved CLASS, Spring, 2013</li> <li>UG working groups formed and in discussion</li> </ul>
	Revise MA Curriculum to include Media Productions	Support 4 TT faculty requests	<ul style="list-style-type: none"> <li>Grad. Working group formed and in discussion.</li> </ul>
	Establish Pioneer Internet Radio	Dean Curriculum Committees	<ul style="list-style-type: none"> <li>Offered Radio Workshop in Spring 2013.</li> <li>Continue to R&amp; D. Produced 12 podcast shows. Integrated selection <i>Pioneer Web TV News</i> and <i>Pioneer Online</i> stories into podcast format.</li> </ul>
	Develop 1-2 DCIE Certificates	Assist from DCIE	<ul style="list-style-type: none"> <li>Received grant from Provost office to R&amp;D an online Comm. Degree Completion (CDCP) proposal.</li> <li>Developed CDCP Approved by CLASS. Spring, 2013</li> </ul>
	Assess, refine, and develop Internship/ Service Learning	IR Support, electronic rubrics and data analysis	<ul style="list-style-type: none"> <li>Not addressed</li> </ul>
	Seek funding for Forensics Program	Advancement	<ul style="list-style-type: none"> <li>Noted Forensics as a funding priority</li> </ul>
	Progress to AEJMC accreditation	Dean Rountree Provost Houpis	<ul style="list-style-type: none"> <li>Continue to view AEJMC accreditation standards as goal and acknowledge accreditation itself won't be supported by administration</li> </ul>
<b>Students</b>	Increase Enrollments to 600	Funds for PR materials	<ul style="list-style-type: none"> <li>Growing but not there yet.No funds for PR</li> </ul>

	Improve Advising	4TT hires	<ul style="list-style-type: none"> <li>Chair holds 3-4 hours a week of open advising clinics for all Comm. majors. Faculty integrates online into their advising.</li> </ul>
	Improve Climate	Dept.	<ul style="list-style-type: none"> <li>Improved Advising and ability to offer more classes , although far from enough. Did not have faculty resources to do survey.</li> </ul>
	Set up mentorships with Alumni	Advancement	<ul style="list-style-type: none"> <li>Initiated the CAMP ~ Communication Alumni Mentoring Program. Still need Alumni to take ownership.</li> </ul>
	Support student organizations		<ul style="list-style-type: none"> <li>Yes</li> </ul>
<b>Faculty</b>	Secure 4 TT hires	Dean Provost	<ul style="list-style-type: none"> <li>2012-13: 2 New TT faculty in Digital Journalism</li> <li>2013-14: 1 New TT faculty in Advertising and Public Relations</li> <li>2013/14: Granted search for TT faculty in Visual Communication</li> </ul>
	Restore Graduate Coordinator Time	Dean	<ul style="list-style-type: none"> <li>Restored as of 2013-14. Dr. Grant Kien appointed</li> </ul>
	Assign time for faculty coordinators: News Room, Broadcast, Internet Studios, Advertising Agency, & Comm. Lab	Dean Rountree	<ul style="list-style-type: none"> <li>Evolving: Assigned Coordinator for Comm Lab. Position limited due to 3wtu release time to oversee 10 plus tutors, 19 instructors, serving 2000 +students.</li> </ul>
	Support Scholarship	Research & Sponsored Programs; Faculty Center; Advancement	<ul style="list-style-type: none"> <li>Faculty Meetings included "Check-in" wherein each faculty member reported on their research. Quarterly research seminars tried but faculty schedules conflicted</li> </ul>
<b>Instructionally Related Facilities &amp; Equipment</b>	Secure urgent funding of \$200,000 for production Studios	Dean & Provost & EIRA Board	<ul style="list-style-type: none"> <li>EIRA and A2E2 funding has turned the media production area from "Smithsonian Era" to State of the Art!</li> </ul>
	Secure 1M to upgrade & sustain equipment	Provost & Dean & A2E2 Committee	<ul style="list-style-type: none"> <li>A2E2 funding may sustain upgrading of equipment</li> </ul>
	Remodel TV studio into a Media Studio for COMM and other SAM Depts.	Advancement Office	<ul style="list-style-type: none"> <li>In Process. Agreement to Remodel by Provost Houpis and VP Wells</li> </ul>
	Pursue new building	Provost & President	<ul style="list-style-type: none"> <li>Not pursued</li> </ul>
<b>Development</b>	Locate & Assess Alumni	Advancement	<ul style="list-style-type: none"> <li>Yes</li> </ul>
	Establish twice yearly Alumni Newsletter	Advancement	<ul style="list-style-type: none"> <li>One letter mailed 2011. Not enough time to do another</li> </ul>
	Hold Events	Advancement	<ul style="list-style-type: none"> <li>Hosted several alumni . Event planned for June 2014</li> </ul>
	Set up Mentorship Program	Advancement	<ul style="list-style-type: none"> <li>CAMP Comm. Alumni Mentoring Program Initiated.</li> </ul>
	Nurture Donors	Advancement	<ul style="list-style-type: none"> <li>Received Tenacity Award @\$5000 per year for one student</li> </ul>
<b>Structural</b>	Collaborate w/ SAM Departments	Dean Provost Academic Senate	<ul style="list-style-type: none"> <li>In process</li> </ul>
	Move Comm. Lab to SCAA	Dean & Provost	<ul style="list-style-type: none"> <li>Appears not an Administrative priority or intention</li> </ul>

## B. Five-year Review Planning Goals Progress ~

See Color Coded Chart and List of additional accomplishments this year. Also see below the additional goals met by the COMM faculty this year 2012-13.

One New Hire: Dr. Yung-I Liu

Departmental Aspirations & Tasks for 2012-13: Progress

- Conduct Successful Advertising Search (Yes)
- Secure permission to search for 4th position. (Yes)
- Pursue On-Line Grant (Yes)
- Web Design and Web Presence – Branding/Messaging Student maintained & Faculty managed.(Begun)
- Bulletin Boards~ Re-visioned
- Curriculum Revision
  - \*Shepherd Online (Yes)
  - \*Synchronize Media Productions with Graduate program (Not Yet)
  - \*Begin working groups on revision of undergraduate and graduate curriculum (Sort of)
- Progress with Assessment: BA, MA, GE (Yes)
- Successfully secure EIRA funds for 2013-14 (Waiting)
- Staff: Align position descriptions with duties: (Video Coordinator Position)
- Cultivate Alumni ~ (Slowly)
- Faculty Climate: (Improving)

Faculty Scholarship, Publications, Grants & Presentations 2012-13. The TT faculty: Produced published articles, a book, presented at conferences and made invited presentations, had two major grants funded and directed 6 MA theses.

GRANT KIEN, Associate Professor, Tenured as of June 2013

Kien, Grant. (in press). “Anonymous Hactivism and the Politics of Possibility in the Memetic Era”. Cultural Studies/Critical Methodologies. (Invited Special Issue, Scholarly journal article)

\_\_\_\_\_ (in press). “Evolution, Apple, iPad, and Education: A Memeography of a Monster Too Big to Fail”. Cultural Studies/Critical Methodologies. (Scholarly journal article)

\_\_\_\_\_. (in press). “The Nature of Epiphany”. International Review of Qualitative Inquiry. (Scholarly journal article)

\_\_\_\_\_.(under review). “Media Memes and Prosumerist Ethics”. (Scholarly journal article)

Presentations:

\_\_\_\_\_. “Qualitative Research of Murder”. Panelist. Tenth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, May 2013.

\_\_\_\_\_. “Memeography: Qualitative Media Research in the 21st Century”. Tenth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, May 2013.

\_\_\_\_\_. “Media Memes and Prosumerist Ethics”. Invited Lecture, University of Memphis, April 2013.

\_\_\_\_\_. “Media, Memes and Mind Control”. Invited featured speaker at the CSUEB Diversity Center’s

LONNY BROOKS, Assistant Professor.

Brooks, Lonny. Lead faculty for the “Long Term Thinking and Futures in Education” grant: [www.longtermandfuturesthinking.org](http://www.longtermandfuturesthinking.org). (Awarded September, 2012 thru 2013-14).

\_\_\_\_\_. Guest contributor to “Culure Digitally”, a blog funded by a National Science Foundation grant “Embracing the messy diversity of a UbiComp state university: Cal State Nowhere is indeed a Somewhere at the fissures of the UbiComp Present” Mar 4, 2013

\_\_\_\_\_. Presentation: “Long-Term and Futures Thinking Initiative at CSUEB” April, 2013.

\_\_\_\_\_. Named Chair NCA Division of Communication And The Future for the second year in a row technologies: <http://culturedigitally.org/>

KATHERINE BELL, Assistant Professor.

Bell, Katherine. “Raising Africa? Celebrity and the Rhetoric of the White Saviour.” PORTAL Journal of Multidisciplinary International Studies,10(1).

<http://epress.lib.uts.edu.au/journals/index.php/portal/article/view/3185>

\_\_\_\_\_. Affective Expertise: The Journalistic Ethics of Celebrity Sourcing. Global Media Ethics: Problems and Perspectives, 214-234. Wiley-Blackwell. (Stephen J.A. Ward, ed). 2013.

\_\_\_\_\_."The Celebrity Expert: Producing Africa for a Global Audience." National Communication Association, Orlando, FL, November, 2013.

MARY CARDARAS, Assistant Professor.

Cardaras, Mary. (2013). Fear, Power and Politics: The Recipe for War in Iraq after 9/11. Lexington Books: Lanham, Maryland.

\_\_\_\_\_. (2013). "The Global Press Institute: A Non-Profit Model for Journalism Education. Conference Presentation, Belgium.

TERRY WEST, Tenured and Associate Professor, as of June, 2013

West, T. L. (2013). Meta-indexing the abstraction of irony and the structural differential. ETC: A Review of General Semantics, 70(1), 13-21.

Conference Paper:

Arcidiacono, M. & West, T. L. (2013). Justifications for forensic participation: a premature evaluation? Western States Communication Association Conference. Reno, NV.

ROBERT TERRELL, Professor Emeritus

Terrell, Robert (2013). "Caste, Class, Race and African American Homelessness in San Francisco." International Conference on Diversity. Darwin, Australia.

#### STUDENTS

Undergraduate: 470 majors. Graduate: 34. Graduation: MA~24; BA 116 (4 w/Honors)

#### CURRICULUM.

- On-Line Communication Completion Degree Proposal submitted
- Submitted: Revised Option in Digital Journalism Media Productions

PIONEER NEWSPAPER. 44 Issues; [www.thepioneeronline.com](http://www.thepioneeronline.com) Online hits 12,000 up from 10,000; Fbk friends 1,000 subscribers up from 513. Will have new look and greater online presence beginning Fall 2013. Increased productions, visibility, mentoring, and convergence

PIONEER WEB TV PRODUCTIONS. [www.pioneerwebtv.com](http://www.pioneerwebtv.com) Campus News: 30 shows up from 25. Gente Latino 4 shows. 10 film projects. 20 filmed commercials. Began streaming ASI & Theatre events. Will assist in streaming graduation.

PIONEER ADVERTISING AGENCY. \$100,000 revenues. Sold 2200 Ads up from 1624; Student Designed Ads 1160 up from 975; Return Rate 5% down from 7%; Community Newsstands 117 & 5 Bart stations.

PIONEER WEB RADIO: [www.pioneerwebtv.com/Pioneer\\_Web\\_TV/Podcast.html](http://www.pioneerwebtv.com/Pioneer_Web_TV/Podcast.html) 12 podcast shows. Integrated select Pioneer Web TV News and Pioneer Online stories into podcast format.

COMMUNICATION LAB. 2,070 individual students tutored for public speaking & interpersonal (70 sections). Dr. Valerie Smith coordinates, trains, supervises 6-12 student-tutors, calibrates the syllabi and assignments and mentors a total of 22 lecturers and grad teaching associates (@3units release time a qtr).

FUND RAISING. Generous Communication Alumni Donor: \$5000 per year for 1 to 2 students.

### **C. Program Changes and Needs**

We will continue with our plans as indicated in the multi-colored chart above, focusing on: Climate, Curriculum, Research and Productions, Advising, and Alumni. The one addition is: Organizational Restructuring of the Department. The current chair came to the position with a broad range of administrative experiences, a willingness to work full time as Chair and to teach between 8-12 wtu a year, even though her FERP status was a .5 appointment. Her FERP term ends August, 2015. In 2009/10 thru 2011/12 there were 3 TT junior faculty whose expertise was outside of media productions. Therefore the Chair was faced with supervising 4 staff, 5 TT and 20 lecturers/GTA's a quarter and 5 production labs. The pressure and constant supervision and leadership these 5 production labs: (Journalism, Broadcast (video and radio) Online, Advertising, and Communication Tutoring) is unsustainable for one person. When Journalism, Broadcast, Online, and Advertising move into the remodeled TV Studio (date as yet to be set), the supervision will at

least be consolidated. With the addition of new faculty, the operational supervision needs to be transferred from the Chair to the TT with expertise. A plan will be developed in 2013-14 and presented to the Dean and Provost.

## **2. SUMMARY OF ASSESSMENT (about 1 page)**

### **A. Program Student Learning Outcomes**

Comm. Program Outcomes	CSUEB Institutional Learning Outcomes
Create, analyze, edit, and respond to written, spoken, and visual messages in multiple formats and contexts.	<p>THINKING AND REASONING: Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.</p> <p>SPECIALIZED EDUCATION: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</p>
Research and evaluate effective communication including design and production techniques using quantitative, qualitative, and critical inquiry.	<p>THINKING AND REASONING: Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.</p> <p>Specialized Education: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</p>
Effectively communicate as leaders and participants in collaborative and individual contexts involving divergent ideas, conflicts, and relationships across cultural and gender differences.	<p>DIVERSITY : Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.</p> <p>COLLABORATION :Work collaboratively and respectfully as members and leaders of diverse teams and communities.</p> <p>Specialized Education: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</p>
Explain and illustrate the construction and maintenance of shared communities that influence and are influenced by communication using critical, cultural, racial, social-political, gender and justice perspectives	<p>DIVERSITY: Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.</p> <p>SPECIALIZED EDUCATION: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</p>
Explain and illustrate concepts of ethical and democratic leadership applying major communication perspectives including rhetorical and discursive processes, purposes, and relevant media.	<p>COLLABORATION: Work collaboratively and respectfully as members and leaders of diverse teams and communities.</p> <p>SPECIALIZED EDUCATION: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</p>
Explain and illustrate the role identity plays in communication within global and local contexts and in negotiating paradoxes of participation	<p>SPECIALIZED EDUCATION: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</p>

### **B. Program Student Learning Outcome(s) Assessed**

See attached report: Assessment Final Report 2012-2013 Department of Communication

After initiating pilot studies in 2011-2012, the Department of Communication began systematic implementation of its full five year assessment program in 2013. The Department identified six Bachelor of Arts in Communication Student Learning Outcomes (SLOs) in its last CAPR report, and elected to maintain those outcomes for the upcoming University Catalog. In 2013, the department chose to assess SLO #2: Graduates will be able to research and evaluate effective communication including design and production techniques using quantitative, qualitative, and critical inquiry. This SLO was chosen because the same two faculty members had taught its two core courses and scored the levels of competency for introductory, practice and mastery over the past several years. Data were compiled from the Winter 2013 quarter for COMM 3004 (Quantitative Research Methods in Communication), and COMM 3005 (Qualitative Research Methods in Communication). Results are summarized below.

Dr. Terry L. West, departmental assessment coordinator, developed an assessment rubric for COMM 3004 from his own syllabus for that course, and created a similar rubric for COMM 3005 based on data provided from Dr. Grant Kien, the instructor for that course. As a member of the CLASS Faculty Assessment Coordinator Team (FACT), Dr. West has also developed the following:  
 A Curriculum Map that outlines specific courses in the Communication core in relation to Departmental and Institutional Student Learning Outcomes

A Five-year Assessment Plan for the Communication Department which will assess SLO 1 in 2013-2014, SLO 3 in 2014-2015, SLO 4 in 2015-2016, and SLOs 5 and 6 in 2016-2017.  
 Student Learning Outcomes for the Master of Arts in Communication for the upcoming University Catalog. Assessment of those learning outcomes will begin in 2013-2014.

**Assessment Data:** Data were collected separately in Winter 2013 for COMM 3004 (n=35) and COMM 3005 (n=30) at Introductory, Practice, and Mastery Levels for the categories of “research and evaluate effective communication” (RE) and “design and produce research” (DP). Raw data for student achievement are as follows:

SLO Segment	Mastery	Practice	Introductory
3004 R&E	92%	88%	93%
3005 R&E	91%	82/94%*	82/92%*
3004 D&P	87%	89%	90%
3005 D&P	82/98%*	80/93%*	72/79%*

\*Mean/Median are both reported; Mean was artificially low due to non-participant outliers

Interpreting the Data and “Closing the Loop”: Overall achievement data indicate solid attainment of the Student Learning Outcome, with no mean (median where more useful) below 80% except for the Introductory level of design and production for qualitative methods. There were also “F” grade outliers in the 3005 course. These results may be directly due to the “hybrid” nature of the course, as students find they struggle in the format and essentially drop out before officially dropping out.

The section of SLO #2 regarding “critical inquiry” was not assessed in this report. At this time, the Communication Department has no course in its core that directly maps to the “critical inquiry” portion of the SLO. In the communication discipline, “critical inquiry” usually means rhetorical criticism, with subsets such as media criticism, postmodern criticism, and standpoint criticism. While these are all embedded within other courses in the communication curriculum, the department is currently meeting on changes to the core. This “hole” in the curriculum will be a point of discussion.

Future goals are to continue assessment in these courses, since both are taught in virtually every quarter. A larger data pool should provide further information for any needed changes in the curriculum.

### C. Summary of Assessment Process

See attached report Above

### D. Summary of Assessment Results

On June 5, 2013, the entire TT faculty discussed the results and report (above). We concurred that students are demonstrating their ability, at a satisfactory level or above, to research and evaluate quantitative and qualitative communication studies. However while the students progress in their learning from introductory thru mastery, it is mastery for one upper division course in each area. This doesn't properly prepare students for entry into graduate level research courses, especially the quantitative level. It would benefit all students if we could add another research methods class to the undergraduate curriculum. The faculty in their fall retreat will further discuss this, which will be the basis for revising the major. Moreover, based on our discussion of these results, the faculty who teach these courses decided to try a change in assignments to test whether they could begin to raise the standards for working with quantitative methods.

## 3. STATISTICAL DATA (about 1 page)

**Student Diversity.** The Communication major attracts a fully multicultural and a diverse group of students. While the ethnic and gender data provided below adds up to 367 majors yet the number of majors reported in another data set provided lists our majors at 420 and Pioneer Data lists it at 520. With that said the ethnic and gender data evidences that our majors continue to be approximately 60% female and 40% male. And approximately:

- 20% Black up from 18% in 2010;
- 17% Asian down from 18% in 2010;
- 17% Latino up from 16% in 2010
- 25% White the same as in 2010
- .027 (1person) Name Indian down from 7% in 2010
- 5% International the save as in 2010
- 15% Multiple ethnicity or race unknown

**Degrees Conferred.** We continue to confer roughly a quarter of our majors, both graduate and undergraduate, each year. 2012 we conferred 112 up from 97 in 2010-11.

**SFR's by Discipline.** The SFR for all faculty has continued to rise and as of Fall 2012 was 30.6 as compared to 26.7 in 2010 and 30.4 in 2011. This is a feat given that many of our lab-workshop classes are capped at 28 and other practice oriented courses, such as public speaking, interpersonal, argumentation and debate must be capped at 30 to 35. At 35 the students' ability to sufficiently practice the requisite skills is compromised.

**Faculty Data.** Tenure, tenure track faculty FTEF has risen from 3.3 to 5.3 in 2012. We are expecting that to rise to 6.3 as of Fall 2013. With 6.3 FTEF TT faculty that gives each faculty an advising load between 84 and 100 students. Still way too high to be effective. Overall instructional FTEF is 12.2 up from 9.7 last year. This is due to the two new TT faculty and the increase in lecturers and GTAs needed to teach the GE required public speaking.

**Course Data** Average section size in 2011/12 was 30.7 up from 26.7 in 2010/11. While we balance the smaller classes enrolled from 28-35 with mega sections, the 16-19 Public Speaking sections we offer @30 each quarter is what accounts for our lower class size average.

**Couse Sections.** Average number of sections was 54 in 2011/12 compared to 59 in 2010/11. Thus enrollments have increased in each section with the decrease in the number of sections. The wait list numbers rise with the decrease of sections. Students this year have been demoralized by the inability to get into required classes. Faculty are forced to substitute courses in order to help students graduate in a timely manner. While some substitutions are warranted and beneficial, others leave faculty with a feeling that the quality of the degree is being compromised.