



COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT

Communication Department 2013/14

|                             |               |
|-----------------------------|---------------|
| College                     | CLASS         |
| Department                  | Communication |
| Program Unit                | Communication |
| Reporting for Academic Year | 2013-14       |
| Department Chair            | Gale Young    |
| Date Submitted              | 5/30/2014     |

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 most of the outcomes within our control; progressing on others; and 4 have not yet been addressed.

| Outcome   | 2013/14 Update   |
|---|--|
| <b>Curriculum</b> Assess Student Learning: BA; MA               | <ul style="list-style-type: none"> <li>▪ BA Yes (see assessment report)</li> <li>▪ MA. The alignment grid and MA assessment plan, along with undergraduate counterparts, are posted on the CLASS website <a href="http://www20.csueastbay.edu/class/assessment/index.html">http://www20.csueastbay.edu/class/assessment/index.html</a></li> <li>▪ Participated in University Pilot Rubric Project</li> <li>▪ Appreciate Assoc. Dean Guo support and leadership at CLASS &amp; Dr. West at Dept</li> </ul>  |
| <b>Curriculum</b> Refine BA Curriculum as per Outside Reviewers | <ul style="list-style-type: none"> <li>▪ Refined <i>Media Production Option</i>. Approved CLASS, Spring, 2013. Changed title to <i>Multimedia Journalism</i> 9/13. Approved CLASS 10/13.</li> <li>▪ Jan. 2014 AVP Opp sends email refusing to send curriculum forward stating: 1) un-before-stated problem with pre-requisites to major; and 2) high degree units. She required that both be fixed before she would approve any curriculum changes to go forward to the Senate.</li> <li>▪ We corrected prerequisite problem immediately. And again requested that the Option Change go forward to Senate so it could begin Fall 2015. We promised to submit core reduction units by the end of the year.</li> <li>▪ AVP Opp again refused to send option forward until COMM reduced its Core and submitted all the documents.</li> <li>▪ Received no prior notice of new policy; Nor knew of another dept. subject to such a demand.</li> <li>▪ In negotiations with Assoc. Dean Guo, AVP Opp said: If Comm. reduced core she would allow <i>Multimedia Journalism Option and the revision to the Core</i> to by-pass senate. She agreed to approve it as a revision, with start date Fall 2015, as it would if it had gone thru the senate.</li> <li>▪ Although feeling “under the AVP’s ticking gun” Comm Faculty reduced CORE from 52 Units to 32 units (<i>reducing major from 96 to 76 units</i>) Feb.-May.</li> <li>▪ However in doing so the <b>Faculty realized that the reduced Core decimated the overall Communication Degree.</b></li> <li>▪ Therefore we revised PPO (<i>Professional, Public, Organizational Option</i>) into two options. These changes made whole the reduced-unit BA degree. And it met CAPR Outside Reviewers’ recommendations (2011).</li> <li>▪ The new proposed Revised Comm. Degree program consisted of 32 unit core and 3-44unit options: <i>Multimedia Journalism; Strategic Communication; and Communication/Media Studies.</i></li> <li>▪ This proposal was submitted to CLASS 5/23/14.</li> <li>▪ We requested, based on the fact that we had reduced the core (thus degree), that the <i>Multimedia Journalism Option</i> be allowed to go forward as promised by AVP Opp as a revision (units same ) and be active Fall 2015.</li> <li>▪ Further we requested that the new Core and 2 new-revised options go thru the senate process in 2014/15 for a 2016 start date.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>▪ This is needed because just reduced core without the other changes will cause undue confusion and harm the quality of education available to the students.</li> <li>▪ AVP Opp again refused Dean Guo's request, saying it was the reduced core with the <i>Multimedia Journalism Option</i> or nothing.</li> <li>▪ Comm Faculty feel disrespected and discouraged by AVP Opp's decision-making process</li> </ul>   |
| <b>Curriculum</b> Revise MA Curriculum include Media Productions   | The faculty voted to work towards a substantial revision of the Graduate Program curriculum. However given the demands by APGS on the undergraduate program we were unable to further this goal. Grad.   |
| <b>Curriculum</b> Establish Pioneer Internet Radio   | <ul style="list-style-type: none"> <li>▪ Offered Radio Workshop throughout 2013-14, an increase of 2 extra sections.</li> <li>▪ Continued to R&amp; D.</li> <li>▪ Engaged in podcast/streaming events on a regular basis compared to just a few in 2012/13.</li> <li>▪ Produced 13 podcast shows</li> <li>▪ 31 integrated segments into <i>Pioneer Web TV News &amp; Pioneer Online</i> stories into podcast format.</li> <li>▪ 15 recorded Podcast Productions</li> <li>▪ 23 Web Radio Streaming events for sports/concerts/special events/club activities.</li> </ul> <p><b>2014-2015 Activity Projection</b></p> <ul style="list-style-type: none"> <li>▪ 21 Recorded Podcast Productions</li> <li>▪ 70+ Web Radio Streaming events for sports/concerts/special events/club activities</li> </ul> |
| <b>Curriculum</b> Develop 1-2 DCIE Certificates/<br><i>The focus has changed to our on-line degree completion program in Media Studies</i> | <ul style="list-style-type: none"> <li>▪ Received grant from Provost office to R&amp;D an online Comm. Degree Completion (CDCP) proposal in 2011/12.</li> <li>▪ Curriculum developed, prepared and passed by College Curriculum Committee in 2012/13.</li> <li>▪ Degree Name Change (to <i>Media Studies</i>) Forms completed</li> <li>▪ Name Change approved by CLASS. Spring, 2013 and Fall 2014.</li> <li>▪ Progress is exceedingly slow due to being required to move content from one form to another (4times so far) plus slow turn-around at APGS</li> <li>▪ Support from administration to move this proposal along would be greatly appreciated</li> </ul>  |
| <b>Curriculum</b> Assess, refine, and develop Internship/ Service Learning   | Not addressed due to lack of time  |
| <b>Curriculum</b> Seek funding for Forensics Program   | Not addressed  |
| <b>Curriculum</b> Progress to AEJMC accreditation  | Continue to view AEJMC accreditation standards as goal and accept that accreditation itself won't be supported by administration.  |
| <b>Students</b> Increase Enrollments to 600  | Growing. Different data sets identify between 430-520 majors. PR for COMM will be integrated into School of Arts and Media publications. Not clear whether growing this dept is shared or supported by the College or University administration.   |
| <b>Students</b> Improve Advising   | <ul style="list-style-type: none"> <li>▪ Chair holds 3-4 hours a week of open advising clinics for all Comm. Majors over and above her office hours for the courses she teaches.</li> <li>▪ Faculty integrate online advising into their advising.</li> <li>▪ However we are still at over 80-100 students per faculty. The one hour per course supports students learning particular course-based knowledge but doesn't allow faculty time for comprehensive academic and professional advising.</li> <li>▪ This issue raises workload concerns especially for junior faculty who need to emphasize their teaching, grading and scholarship.</li> <li>▪ Lecturers and Administrative Assistants are forbidden from doing even the most elementary of major related academic advising.</li> </ul>    |
| <b>Students</b> Improve Climate  | Ability to offer more classes, although far from enough, and increased advising during enrollment has helped. 2014 Department Climate survey is currently out to students. Data will be summarized in the CAPR report.   |
| <b>Students</b> Set up mentorships with Alumni   | Initiated the CAMP ~ Communication Alumni Mentoring Program. Chair has reached out to key Alumni who are considering leadership and development of web-based program for matching Communication Alumni with Graduating Seniors.  |
| <b>Students</b> Support student organizations  | <ul style="list-style-type: none"> <li>▪ Graduate Students formed an Association.</li> <li>▪ PRSSA continues to thrive.</li> </ul>   |
| <b>Faculty</b> Secure 4 TT hires   | <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>▪ 2014/15: 1 New TT faculty in Visual Communication</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>2015/16: Proposed position for Strategic Communication. Denied. Currently applying for Affinity Hire with HDEV and Statistics to address ILO in Communication and Online Education</li> </ul> <p>We appreciate Dean Rountree and Provost Houpis for their support.</p>  |
| <b>Faculty</b> Restore Grad. Coordinator Time   | Restored as of 2013-14. Dr. Grant Kien appointed   |
| <b>Faculty</b> Assign time for faculty coordinators:<br>1. News Room<br>2. Broadcast, Internet Studios,<br>3. Ad Agency,<br>4. Comm. Lab  | <ul style="list-style-type: none"> <li>There needs to be a TT faculty in-charge of each of 3 production studios (News; Broadcast: Ad Agency). Currently there is a TT assigned to each studio but they receive no assigned time for doing so.</li> <li>In the Comm Lab, a lecturer is assigned 3wtu a quarter to train, supervise and mentor 10 plus tutors, 19 instructors who teach Comm. 1000 and over 2000 students who receive tutoring. All attempts to have her receive sufficient units for her workload have been denied.</li> <li>Will greatly appreciate support from the College and Provost office</li> </ul> |
| <b>Faculty</b> Support Scholarship  | <p>Faculty Meetings include time for faculty to report on their research. Teaching schedules are adjusted to give faculty the greatest amount of sustained time to do their research.</p> <ul style="list-style-type: none"> <li>Faculty highly productive scholars</li> </ul>   |
| <b>Instruction Related Facilities &amp; Equipment</b> Secure urgent funding of \$200,000 for production Studios   | A2E2 funding has turned the media production area from “Smithsonian Era” to State of the Art! As long as these funds are available, our students will be competitive. We continue to get what we need, although not always what will let us grow and be competitive. Dean Rountree; Provost Houpis and the EIRA Board, Thank you!!   |
| <b>Instruction Related Facilities &amp; Equipment</b> Secure regular upgrade & sustain currency in equipment  | A2E2 funding will sustain the upgrading of equipment. As long as these funds are available, our students will be competitive. We continue to get what we need. Dean Rountree; Provost Houpis, and the A2E2 Board, Thank you!   |
| <b>Instruction Related Facilities &amp; Equipment</b> Remodel TV studio into a Media Studio to be used by Comm., Art, Multimedia, Music and Theatre & Dance as well as service the University media needs | <ul style="list-style-type: none"> <li>Waiting for: Approval to Remodel by Provost Houpis &amp; VP Wells</li> <li>Architectural Plans and feasibility Study completed. Two plans presented. Plan overwhelmingly preferred by the Comm. Faculty.</li> </ul>   |
| Pursue new building   | <ul style="list-style-type: none"> <li>Not pursued.</li> </ul>   |
| <b>Develop</b> Locate & Assess Alumni   | <ul style="list-style-type: none"> <li>Not pursued since 2011. Need attention from Advancement</li> </ul>  |
| <b>Develop</b> Establish twice yearly Alumni Newsletter   | <ul style="list-style-type: none"> <li>One letter mailed 2011. Not enough time to do another</li> </ul>  |
| <b>Develop</b> Hold Events ~ Plan for June 2014   | <ul style="list-style-type: none"> <li>Has stalled. Little time in Comm. Need attention from Advancement</li> </ul>  |
| Set up Mentorship Program   | <ul style="list-style-type: none"> <li>CAMP progressing with Chair’s outreach. Could use help from Advancement.</li> </ul>   |
| Nurture Donors  | <ul style="list-style-type: none"> <li>No new nurturing. Could use attention from Advancement</li> </ul>   |
| <b>Structural</b> Collaborate w/ SAM depts  | <ul style="list-style-type: none"> <li>Exciting plans and collaborations moving ahead. Communication taking lead on 2 film festivals (mobile phone films; and international documentary student films)</li> </ul>  |
| <b>Structural</b> Move Comm. Lab to SCAA  | Appears that it is not an Administrative priority or intention although it places a heavy responsibility on the department that is not placed on English or Math.  |

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

See Chart Above 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. William Lawson

Departmental Aspirations & Tasks for 2013-14: Progress

1. Conduct Successful Visual Communication (Yes)
  2. Secure permission to search for 5th position. (No but now in process of applying for Affinity Hire)
  3. Pursue On-Line Degree (Yes, but exceedingly slow progress due to administration hold-ups and required re-dos beyond our control)
  4. Web Design and Web Presence – Branding/Messaging Student maintained & Faculty managed. In Process
  5. Bulletin Boards~ Re-Done
  6. Curriculum Revision YES See Note Above
  7. Shepherd Online YES ~ See Note Above)
  8. Synchronize Multimedia Journalism Undergraduate with Graduate program, e.g. revise Graduate Program (Not Yet)
  9. Progress with Assessment: BA, MA, GE (Yes~ See Chart and report below)
  10. Successfully secure EIRA funds for 2014-15 (Waiting)
  11. Align Video Coordinator position description with duties: YES
  12. Cultivate Alumni ~ Slowly
  13. Faculty Climate: Improving
  14. Communication Department Contributions and Accomplishments in 2013/14
    - 3 Communication Graduate students presented at major conferences with peer-reviewed submissions
    - Communication MA Graduate Students formed a Student Association
    - Revised Undergraduate Core by 20 units
    - Created 2 new options (per CAPR) in Strategic Communication and Communication/Media Studies
    - Refined option in Multimedia Journalism
    - Faculty led Student Redesign of Communication Bulletin Boards and Communication Dept. logo (Liu)
    - New design for The Pioneer print edition (Bell)
    - Development of multimedia website and new design for The Pioneer online edition. (Bell)
    - Fully participated in School of Arts and Media including:
      - \*Launch of a University wide Smartphone Film Festival (Cardaras)
      - \*Launch of an International Student Documentary Film Festival (Cardaras)
      - \*Student and Faculty representatives on SAM Boards (Brooks)
    - 6.5 TT faculty serve on 5 University Senate Committees (Bell, Brooks, Cardaras, Kien, Young) and 4 College Committees (Kien, Liu, West, Young)
    - 2 TT faculty served on University wide programs: Diversity and Social Justice PIEL Grant; Critical Thinking Assessment (Brooks & Kien).
    - Online Degree Completion Program renamed Media Studies. It will be, when approved, the first such degree in the CSU.
    - Hosted 30 Fremont High School students on Campus (Bell)
- Faculty Scholarship
- 7 Peer-Reviewed Essays published: Bell-1; Brooks-1; Kien-1; Liu-3.
- 2 Book contracts signed: Cardaras-1; Kien-1.
- 1 Documentary Film in production: Cardaras
- 1 Manuscript submitted and in review: Brooks
- 3 faculty presented at conferences: Kien; Brooks; Cardaras.
- 1 faculty served as Fulbright Disciplinary Reviewer: Kien
- 1 faculty plenary speaker: Kien
- 1 faculty invited to sit on Board: Cardaras
- 3 faculty hold positions in professional associations: Brooks; Cardaras; Kien
- 1 faculty continued with major grant-funded project: Brooks.

## C. Program Changes and Needs

We will continue with our plans, focusing on: Climate, Graduate Curriculum, Research and Productions, Advising, and Alumni. We piloted an organizational structure in the department with two major committees: Multimedia Journalism and Productions and Communication/Media Studies.. 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 June, 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 of 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. We will present a new organizational plan to the Dean and Provost that will include sufficient assigned time to meet work-load demands.

## 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.   | THINKING AND REASONING: Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.<br><br>SPECIALIZED EDUCATION: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.  |
| Research and evaluate effective communication including design and production techniques using quantitative, qualitative, and critical inquiry.  | THINKING AND REASONING: Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.<br><br>Specialized Education: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.  |
| Effectively communicate as leaders and participants in collaborative and individual contexts involving divergent ideas, conflicts, and relationships across cultural and gender differences.                         | DIVERSITY : Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.<br><br>COLLABORATION :Work collaboratively and respectfully as members and leaders of diverse teams and communities.<br>Specialized Education: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study. |
| 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 | DIVERSITY: Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.<br><br>SPECIALIZED EDUCATION: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.   |
| Explain and illustrate concepts of ethical and democratic leadership applying major communication perspectives including rhetorical and discursive processes, purposes, and relevant media.                          | COLLABORATION: Work collaboratively and respectfully as members and leaders of diverse teams and communities.<br><br>SPECIALIZED EDUCATION: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.   |
| Explain and illustrate the role identity plays in communication within global and local contexts and in negotiating paradoxes of participation   | SPECIALIZED EDUCATION: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.  |

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

See Below: Assessment Final Report 2013-2014 Department of Communication

Assessment Final Report 2013-2014

Department of Communication

In 2013-2014, the Department of Communication entered Year 2 of its 5-year assessment program for the undergraduate curriculum. The **Student Learning Outcome** assessed this year was **#1: Create, analyze, edit, and respond to written, spoken, and visual messages in multiple formats and contexts**. According to the Department's current curriculum map, 3 courses are used to assess the SLO: COMM 2200 (Introduction to Journalistic Writing—written messages); COMM 2320 (Communication Writing and Design—written and visual messages); and COMM 3560 (Persuasion Theory and Practics—spoken and written messages). Results are summarized below.

Dr. Terry West, departmental assessment coordinator, again served as a member of the CLASS Faculty Assessment Coordinator Team (FACT). In addition to this undergraduate SLO assessment, Dr. West has developed the following:

- A grid aligning Department SLOs with CSUEB Institutional Learning Outcomes (ILOs).
- A Five-year Assessment Plan for the Master of Arts in Communication degree.
- Pilot assessment (in progress SP 14) for MA SLO #2: Develop a program of original research adding to the discovery of knowledge, theory, and practical applications toward issues in the communication discipline. This pilot study will be used to confer with Department faculty toward development of a full assessment program beginning in 2014-2015.

The alignment grid and MA assessment plan, along with undergraduate counterparts, are posted on the CLASS website at <http://www20.csueastbay.edu/class/assessment/index.html>.

Undergraduate SLO #1 Assessment Data: Data were collected separately in Fall 2013 for COMM 3560 (n=34, 1 spoken and 1 major written assignment); Winter 2014 for COMM 2200 (n=21, composite of 6 written assignments); and Winter 2014 for COMM 2320 (n=22; major writing assignment worth 55% of grade). Raw data for student achievement follows:

| Course | Written              | Visual                 | Spoken               |
|--------|----------------------|------------------------|----------------------|
| 2200   | Mean=82.5; >80=19/21 | n/a                    | n/a                  |
| 2320   | Mean=58; >75=7/22    | Assessment incomplete* |                      |
| 3560   | Mean=84; >80=27/34   | n/a                    | Mean=84.5; >85=25/34 |

\*Visual messages were not assessed due to confusion in departmental curriculum requirements. E.g. A lecturer doesn't have to provide aggregated assessment data.

#### Interpreting the Data and "Closing the Loop":

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#### Interpreting the Data and "Closing the Loop":

- Negative outliers skew means downward, but mastery of written skills in 2 of the 3 assessed
- samples show most students achieving at the 80% level or above. The 3rd course (2320) assesses solely American Psychological Association Style Manual format, and may be atypical.
- Different written assignments are used for all 3 classes, providing non-uniform assessment
- Not all majors take 2200 or 3560, which are in different program options. This creates gaps in assessing the SLO.
- None of the samples cover all of "create, analyze, edit, and respond"; some rubrics include "respond" options that are compliance/minimum rather than criterion-referenced at percentage levels.

On May 23, 2014, the Department of Communication discussed assessment and "closing the loop" as part of its regular faculty meeting. The following points of discussion were presented and are continuing:

- The Department is changing to a new curriculum with a reduced core and three options. We envision this process as an opportunity to coordinate the written part of this SLO in clearly mapped option courses with appropriate rubrics. Courses in the revised core will cover the visual and spoken parts of the SLO.
- Lecturers (instructors for 2200 and 2320) are not trained in assessment, cannot be required to attend training meetings, and provide data that are difficult to use in assessment. There is an urgent need for a stronger hand regarding syllabus requirements, rubrics and mapping to SLOs and ILOs. The Department is now aware of the problem and will undertake steps to improve the process.
- We will also seek conversation with the CFA about processes for including lecturers more fully.
- The Departmental Assessment Coordinator suggests more time in faculty meetings for ongoing discussion of assessment and more thorough processes for "closing the loop."
- Under the most optimistic scenario for implementing the new curriculum, the current 5-year plan should remain stable until a new one for the new curriculum is in place. Assessment for the M.A. program may be revised, as the Department's Graduate Coordinator has proposed a complete change in SLOs for the M.A. that will require departmental discussion and coordination.

#### **C. Summary of Assessment Process**

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| After initiating pilot studies in 2011-2012, the Department of Communication began systematic implementation of its |
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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.

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 2014-15.

#### **D. Summary of Assessment Results**

On June 11, 2014, the entire TT faculty will further discuss the results and report (above). We were unable to do so because of the demands for curriculum change demanded by APGS. However the results from last year, and the emerging results from this year's results greatly informed our undergraduate curriculum revisions .

#### **3. STATISTICAL DATA (about 1 page)**

**Student Diversity.** The Communication major attracts a fully multicultural and a diverse group of students.. The ethnic and gender data evidences that our majors continue to be approximately 60% female and 40% male. Our graduation rates are increasing in African American Females ; Asian Male and Females, Hispanics Male and Females and White Males and Females There is a slight drop from 24-22 African American Male graduations.

**Degrees Conferred.** We continue to confer roughly a quarter of our majors, both graduate and undergraduate, each year. 2013 we conferred 99 only slightly less than in 2012 with 103.

**SFR's by Discipline.** The SFR for all faculty has continued to rise and as of Fall 2013 was 30.3 as compared to 26.7 in 2010 and 30.6 in 2012. This is a feat given that many of our lab-workshop classes have reduced their cap to 18 and other practice oriented courses, such as public speaking, interpersonal, argumentation and debate must be capped at 30 although it doesn't provide sufficient time per student practice the requisite skills.

**Faculty Data.** Tenure, tenure track faculty FTEF has risen from 3.3 to 6.5 in 2013. We are expecting that to rise to 7.3 as of Fall 2014. Dr. Robert Terrell, @.5 FERP suddenly retired and was not teaching or involved in the University beginning Fall 2013 although the data lists him as such. With 6.5 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 14.4 up from 12.2 last year. This is due to one new TT faculty and the increase in lecturers and GTAs needed to teach the GE required public speaking.

**Course Data** Average section size in 13/14 was 34.1 up from 32.5 in 2012/13. While we balance the smaller classes enrolled from 18-35 with mega sections, the 16-19 Public Speaking sections we offer @30 each quarter is accounts for our lower class size average.

**Couse Sections.** Average number of sections was 61 in 2012/13 compared to 61 in 2011/12. The fact that enrollments have increased but the number of the sections have remained the same means that many students are going under served. The wait list numbers rise with the decrease of sections. However students in the department know capsizes and often will not sign up for waitlists even though we tell them that with enough students on the wait list we maybe able to open new sections. The CLASS Deans have been quite cooperative. We often substitute courses in order to help students graduate in a timely manner. We will send students to the community colleges or other CSU's to get some of their required courses 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.