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I. EXECUTIVE SUMMARY

Since our last five-year review, the Department of Communication has emerged successfully from daunting challenges. Change in the department chair position, loss of faculty due to retirements, resignations, and one unfortunate death, and an unwieldy 9-option curriculum left a department with three tenure-track faculty and two tenured professors (one of whom was the new Chair, and both soon to enter FERP) to create a future as student numbers grew. The department met challenges in ways that can only be described as heroic:

- A new curriculum was created with a comprehensive and integrated core supporting 2 option tracks.
- All three of the junior faculty received tenure; two were promoted to Associate Professor.
- Enrollment growth of 27% over the past 5 years including the undergraduate and graduate levels.
- The department succeeded in gaining four faculty hires to replace most of the losses, although we are still not to 2008 levels.

With the addition of new faculty, the department has made further strides. Thirty-five peer-reviewed publications and presentations, scholarly exhibitions, film festivals, full involvement in the creation and implementation of the School of Arts and Media, innovations in Pioneer Web TV and Radio, development of on-line and Spanish language editions of the Pioneer Newspaper, a full program student learning outcome assessment program mapped to CSUEB ILOs and operating successfully, and outreach programs to alumni, local high schools, and the community in cooperative programs are part of the success. A professional Pioneer Advertising Agency has reached the $100,000 mark in advertising sales. Graduate students have presented at major national and regional conferences; undergraduates have been McNair scholars.

Despite these accomplishments, new challenges await:

- Department Chair Dr. Gale Young will retire effective after the 2014-15 AY, with new leadership selected.
- Enrollment continues to grow, while faculty numbers remain below 2008 levels.
- Facility needs are significant, as current laboratory conditions for the broadcasting area in particular are unacceptable.
- Uncompensated and undercompensated workloads threaten the ability of faculty to engage professional development and research.
- A new curriculum proposal, vital to preparing our students for significant changes in technology, theory, and practice in the communication discipline, is awaiting approval.
- An innovate online program in media studies is locked in CSU limbo.
- Equipment updates are always necessary in a technology driven discipline.

The department is highly motivated to meet these challenges with the same engagement it has met past issues. We seek only the opportunity to use the skills and
knowledge of our subject matter experts to implement the ideas detailed in this document. With University approval, we believe that the Department of Communication will be a destination major for students, increasing the visibility and presence of the entire University community, with growth and remarkable success well into the future.
II. **Self Study**

2.1. **Summary of Previous Review and 5-Year Plan (2011–2014)**

2.1.1. Progress in Implementing Previous Plan and Other Achievements

In the prior 5-year review, submitted January 2011, we reported on the rapid turnover in the Department Chair position; significant decrease in numbers of faculty due to retirement, severance, and death; the urgent need for new faculty; the results from a campus climate survey, and a complete revision of departmental curriculum. The Faculty Senate approved the Communication Department’s review on May 22, 2012.

CAPR recommended, and the Senate concurred, that the Department should follow through on its goals for an undergraduate and graduate student outcomes assessment plan with annual reports on at least one SLO per year over the next 5 years, continue to work on climate issues (particularly with regard to lecturers), consider outside reviewers’ recommendations to adopt three undergraduate degree option paths instead of the current two, and assess its MA curriculum as a “terminal” degree for communication professionals dividing skill classes between the BA and MA programs.

CAPR also noted the main concern of adding new faculty (particularly in areas traditionally referred to as Mass Communication), and request from the Dean for release time for faculty with duties beyond the normal workload, e.g. Communication Lab, Advertising Agency, Pioneer Computer Lab and Newsroom and TV Studio. The 5-year review was accepted by CAPR and the Senate without modification.

As noted in the previous CAPR report, the Department has responded to significant challenges over the past several years. Hiring of new faculty to make up for past attrition has helped, and equipment purchases have significantly improved student learning opportunities. However, growth in the number of majors, now 460, and insufficient faculty numbers, imminent retirement, and continuing need for updated technology remain concerns to be addressed.

**Loss of Forensics Program.** As reported in 2011, a nationally recognized forensic faculty was hired (fall 07) to reinstate the University’s intercollegiate debate program. Despite successes and awards from the first year’s Debate Team, the Dean at that time removed assigned time and funding for the faculty coordinator to travel with the team. The consequences of this decision continue to negatively impact our program. Students have lost a significant academic endeavor that furthers their intellectual prowess in the world, a program with proven development of critical thinking skills. Moreover, forensics is a significant attraction for recruiting transfer students from community colleges (most of which have active forensics programs). The department seeks to reinstate the forensics program and believes there are ways
to link faculty time to curriculum if the University has the will to ensure funding the faculty member’s travel.

Number of Faculty. The Communication Department, with 450 undergraduate majors plus a 51 graduate students, began Fall 14 with 7.5 T/TT instructional faculty. The four hires over the last three years have bolstered the department. The Multimedia Journalism faculty now number 2, with cross-over expertise in media studies. We now have one new faculty with special expertise in both Advertising and Public Relations, as well as quantitative social science research. The new faculty beginning in Fall, 2014, offers expertise in Visual Communication, spanning Multimedia Journalism, Strategic Communication, and Rhetorical Studies. The Department lost 5 faculty over the past 5 years (Catt, Pym, and McCoy retired, Sue resigned, Alnor passed after a long illness). With the newest hire, four of those will have been replaced. However, Dr. Terrell has now retired, and Dr. Young enters her final year of FERP in 2014-15; this will decrease the Department by another full faculty. Despite growth in the undergraduate and graduate program, the Department will remain understaffed by at least 2 faculty compared to five years ago, making it increasingly difficult to implement curriculum in a way that maximizes student graduation.

Advertising Faculty & Staff. Dr. Yung-I Liu has been hired to replace the a former faculty member and advise the advertising majors. (Dr. Lonny Brooks, with expertise in an allied area filled in for 4 years until Dr. Liu was hired.) One staff member (Advertising Coordinator, an Administrative Analyst II) holds responsibilities for both Advertising Coordinator and Accounts Analyst for the department. It is imperative that our tenure-track faculty supervise the Advertising Agency for its curricula overlaps and integration; however, there is currently no assigned time for those responsibilities. Without assigned time, there is an unacceptable tension with other faculty responsibilities in teaching and research, and potential workload issue. Supervision of the students as they recruit advertisers, plan campaigns, create and format media content, and test results extends far beyond the regular classroom and results in additional workload justifying assigned time.

Multimedia Journalism Faculty & Staff (Print, Online, Broadcast). The Communication Department is honored to be responsible for producing The Pioneer, the University’s newspaper, which is distributed on campus and in the communities we serve. This weekly responsibility is integral to our curriculum. Over 200 Communication majors will graduate with the specialized knowledge and skills required to be responsible, enterprising, effective, and ethical journalists in a professional world newly dominated by convergence of media formats (print, online, and broadcast editions). Each week, the quality of that instruction is on review for all to see. When available, we use highly qualified and experienced working journalists to advise the newspaper under the direction of Dr. Kate Bell. However, Dr. Bell receives no assigned time for the extra work involved in managing a newsroom. This
extra work is stipulated in the position when she was hired. Lecturers, by contract, can offer a lot to our students, but can’t and shouldn’t be responsible for the strategic planning and implementation, protocols, procedures of running a professional-style newsroom in an age of convergence, nor the extra time needed to mentor students and build a cohesive learning environment. When our tenure-track mentor is not given assigned time, the same tensions with teaching, service, and research noted in our discussion of the advertising coordinator apply. Moreover, we are increasingly concerned that this arrangement violates the spirit and rule of the CBA.

Pioneer On-Line. The Pioneer Newspaper is now online as well as presented in weekly print edition. http://www.thepioneeronline.com. Students are now learning to write, edit, layout and publish news and advertisements in both print and on-line. The Pioneer is also printing in Spanish language inserts to serve our diverse student and faculty population. Faculty express pride in the quality of the paper, which is due in large measure to Dr. Bell, a long-time professional in the field, who took ownership, and direct responsibility for the student reporters, the climate in the newsroom, and the quality of the stories.

Broadcast. The Video-Broadcast program is interdependent with Pioneer News as evidenced by the Online Pioneer that includes video/audio as integral to the print stories. Communication majors learn professional skills in a wide range of video and audio production applications for electronic newsgathering, documentary filmmaking, television news broadcasts, as well as video advertising and public relations campaigns, special interest videos. Increasing Communication majors will graduate with the specialized knowledge and skills in order to be responsible, enterprising, effective, and ethical broadcast, documentary writers, producers, editors and newscasters. The Department has hired an Emmy Award winning tenure-track faculty member in Broadcast (2012-13) and one in Visual Communication (2014-15). The “Broadcast” faculty, Dr. Mary Cardaras, coordinates the Video-Broadcast program, teaches required courses for the Media Production Option, collaborates with the Pioneer News, Internet Portal, and Advertising units, serves as advisor for the Pioneer Web TV’s weekly news show and manages and supervise the Video Broadcast Web TV Studio, its student and technology staff and develops CSUEB Internet Radio. Again, a lack of assigned time for these responsibilities pressures teaching and research roles.

Additionally, we have a well-renown documentary filmmaker and radio news reporter who has devoted himself to our broadcast program since 2007. He teaches 14.9 units a quarter but is denied a 1.0 position. This situation denies both the department and Mr. Pina the benefits of a 1.0 contract.

Also Dr. William Lawson in Visual Communication whose expertise and scholarship is integral and interdependent with the study and productions involved in all options
of the major and productions in The Pioneer News, Broadcast, abd Advertising Agency,

Communication Laboratory. A Lecturer is assigned 3 wtu per quarter to train, supervise, and mentor 19 tutors, 19 instructors who teach COMM 1000 and between 1000 and 2000 students who receive tutoring. The unit assignment for this workload is clearly insufficient; comparison to time assigned for the English department lab is illustrative. Further, lack of any assigned time for tenure track faculty assistance hampers Department goals of increasing the research resource potential of the Comm Lab for undergraduate and graduate students.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Composition Director</th>
<th>Communication Lab Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages Basic GE courses including coordinate w/ GE Clusters</td>
<td>ENGL 725-735, 801-803, 1001, 1002, 3000, 3001, 3003</td>
<td>Comm 1000 and 1004</td>
</tr>
<tr>
<td>Teaches Course for TAs</td>
<td>Yes</td>
<td>Beginning Winter, 2013</td>
</tr>
<tr>
<td>Manages Lecturers &amp; GTAs</td>
<td>30 Lecturers</td>
<td>15-19 Lecturers</td>
</tr>
<tr>
<td></td>
<td>12 GTAs</td>
<td>6-8 GTAs</td>
</tr>
<tr>
<td>Evaluates Lecturers &amp; GTAs</td>
<td>With TEOSL Director</td>
<td>Proposed</td>
</tr>
<tr>
<td>Trains, Supervises, Manage Tutors</td>
<td>NO responsibilities, SCAA handles all tutoring</td>
<td>YES 10-5 Tutors</td>
</tr>
<tr>
<td>Manages Tutoring Center</td>
<td>NO  (English tutoring handled by SCAA, English Dept Not responsible)</td>
<td>YES. With over 1000 students a qtr visiting the COMM Lab. SCAA does not handle COMM even though it was proposed to them.</td>
</tr>
<tr>
<td>Coordinates GE Assessment</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Assigned Time</td>
<td>Assigned time: 12wtu</td>
<td>None; Proposed Assigned time 9wtu</td>
</tr>
</tbody>
</table>

Dependency on Staff in Absence of Faculty in Internet & Visual Design. The use of the Internet and visual communication underpins and actualizes all the main production areas of the major, e.g. Pioneer, on-line and print, Pioneer WebTV, Advertising and PR campaigns, and the electronic senior portfolios.

In sum:
- 0.66 IT staff is responsible for directly supervising over 200 students a year on all projects related to the research, development and production projects involving visual and Internet communication
- 1.0 IST staff manages the equipment, student staff, and tutors students in the TV Studio
- 1.0 ICS staff is responsibility for managing all the sales staff, reporting, accounting, EIRA, ECL, A2E2 purchasing and processing as well as handling all special events and managing all the Communication units accounts (Dept; Comm Lab; Advertising Agency; Pioneer News: Pioneer Broadcast and Podcast; Trust and Scholarship funds).
Increased Responsibility without Assigned Time and Additional staff. Faculty and Staff continue to perform duties beyond their assignment with little to no assigned time. While the Department has been granted some assigned time for the Graduate Coordinator position it is vital to have a continuing commitment to enhancing assigned time. Assigned time for the major units integral to our Undergraduate Curriculum and 460 majors goes without adequate compensation.

With all the challenges, we remain a small team but a team working together to grow our department into a destination major for CSUEB. We take seriously the notion that we must be the collaborative, creative leaders that we want our students to be.

Increased Collegiality and Collaboration. Since the 2012 report, the faculty’s shared commitment to the students, and the emerging integrated nature of the discipline, have resulted in greater collegiality and willingness to collaborate. New faculty have been quickly and successfully integrated into this process.

2.1.2 Modifications and Discrepancies from Annual Reports

There are none. Brief summaries are below.

2011-12 Annual Report. Experience with the pilot study for SLO assessment, combined with the creation of a new Faculty Assessment Coordinator Team (FACT) within CLASS, changed the Department’s assessment plan. Dr. Terry West was appointed as the Department’s representative to the FACT committee, and in consultation with the faculty and Chair Young decided to implement a five-year assessment plan beginning with the Department’s second SLO (Graduates will be able to research and evaluate effective communication including design and production techniques using quantitative, qualitative, and critical inquiry). Dr. West began development of the 5-year plan and curriculum mapping to departmental SLOs for the undergraduate program began with a goal of completion for the FACT committee in 2012-13.

Year’s Achievements: Search for a Journalism position resulted in permission to offer hire to 2 candidates. Dr. Kate Bell and Dr. Mary Cardaras accepted positions. Permission was granted to search for an Advertising and Public Relations faculty. Increased productions, visibility, and mentoring with Pioneer print and on-line, including Spanish language editions. Pioneer Web TV, Web Radio, and the Advertising Agency increased the department and university profile while providing real-world professional experience to students. Established “Communication Central” coordinated on-line presence for all aspects of department. Received small grant from Provost to develop on-line degree program. Created standardized syllabus for COMM 1000 General Education Public Speaking course, with embedded rubric for assessment. Dr. Grant Kien promoted to Associate Professor. Among 4.0 tenure/tenure track faculty, over 10 publications and/or professional exhibitions were presented.
2012-13 Annual Report. A 4-unit assigned time position was created for the Department Graduate Coordinator. Dr. Grant Kien was selected to resume his previous role in that assignment. The Department continues to discuss revisions to the Communication Laboratory in order to serve a broader range of departmental needs, particularly in the area of graduate research. This discussion may result in recommendation that a member of the tenure-track faculty be assigned to coordinate some Laboratory functions. Plans for alumni contacts through newsletters and on-campus activities are under discussion with University Advancement, with time the essential resource need.

Year’s Achievements: Search for tenure-track position in Advertising and Public Relations successfully completed with hire of Dr. Yung-I Liu. Search for next year approved for a position in Visual Communication. Equipment refurbishing has moved the media production area into a state-of-the art operation capable of continuing that status with future support. The CAMP standing for Communication Alumni Mentoring Program is in the forming stages. Major revision of department bulletin boards to improve department presentation. Began process of revising undergraduate and graduate curriculum. Continued assessment program on schedule with 5-year plan. Tenure-track faculty published journal articles (Kien, Bell, Cardaras, West), a book (Cardaras), and presented at conferences (Kien, Brooks, West, Terrell). Faculty had two major grants funded, (Dr. Brooks grant from Long Now Foundation and Dept. under direction of Dr. Kien, Provost awarded grant for R&D Online Degree) and directed 6 MA capstones. Associate Professor Grant Kien awarded tenure; Dr. Terry West awarded tenure and promoted to Associate Professor. Continued convergence media presence through Pioneer Newspaper, Web TV and Web Radio, and Advertising Agency with over $100,000 in revenues). Alumni outreach efforts resulted in a $5,000/year scholarship donation for 1 to 2 students.

2013-14 Annual Report: Completed search and hired Dr. William Lawson for a tenure-track position in Visual Communication. Continuing its undergraduate 5-year assessment plan, the department added a 5-year plan and assessment map for the Graduate Program, including newly crafted student learning outcomes. Based on recommendations from last CAPR review, the department significantly reduced its core, refined the Media Production option and changed its name to “Multimedia Journalism,” and changed the Public, Professional, and Organizational option to “Strategic Communication” and “Communication and Media Studies” options. New curriculum proposals are currently under review at appropriate university levels. Increased podcast and streaming events on Pioneer Internet Radio. Completed on-line degree offering proposal titled "Media Studies"; currently held up by CSU moratorium on new program offerings. Graduate students formed an organization and held a speaker series. Architectural plans were drafted for the remodel of the TV Studio that will all the Print, Online, Broadcast, and Advertising Agency to be in one space. The remodel will cease the persistent water damage during storms.
Year’s Achievements: 6.5 TT faculty served on 5 University Senate Committees (Bell; Brooks; Cardaras; Kien; Young), 4 College Committees (Kien; Liu; West; Young). Kien served on University-wide Diversity and Social Justice PIEL; Brooks served on University Critical Thinking Assessment Group. Participated in launch of School of Arts and Media with Cardaras initiating a University-wide Smartphone Film Festival and an International Student Documentary Film Festival. Students and faculty (Brooks) represented on SAM boards. Bell hosted 30 Fremont High School students on campus and a related tutoring project at FHS by 4 Communication students in a service learning project. Faculty published 9 peer-reviewed articles (Brooks-1; Kien-3, Bell-2; Liu-3), 1 book chapter (Young), 2 book contracts signed (Cardaras, Kien), 1 documentary film in production (Cardaras), 3 conference presentations (Kien, Brooks, Cardaras), 1 Fulbright Disciplinary Reviewer (Kien), 1 manuscript in review (Brooks), 1 faculty plenary speaker (Kien), 1 faculty continued major grant-funded project (Brooks), 3 faculty hold positions in professional associations (Brooks, Cardaras, Kien).

2.2. CURRICULUM AND STUDENT LEARNING ~ B.A. AND M.A.

2.2.1 Outcomes Assessment

Undergraduate Assessment (B.A):
Mission. Graduates will be able to make a positive, professional, and important contribution in the field of communication (Media Environments; Organizational Contexts; and Graduate School) by becoming inclusive, ethical, and effective leaders and participants in global and local communities.

Undergraduate Student Learning Outcomes
1. Create, analyze, edit, and respond to written, spoken, and visual messages in multiple formats and contexts.
2. Research and evaluate effective communication including design and production techniques using quantitative, qualitative, and critical inquiry.
3. Effectively communicate as leaders and participants in collaborative and individual contexts involving divergent ideas, conflicts, and relationships across cultural and gender differences.
4. Explain and illustrate the construction and maintenance of shared communities that influence and are influenced by communication using critical, cultural, racial, socio-political, gender and justice perspectives.
5. Explain and illustrate concepts of ethical and democratic leadership applying major communication perspectives including rhetorical and discursive processes, purposes, and relevant media.
6. Explain and illustrate the role identity plays in communication within global and local contexts and in negotiating paradoxes of participation.

Process. With the 2012-13 AY, the Department appointed Dr. Terry L. West their representative to the CLASS Faculty Assessment Coordinator Team. Dr. West coordinated Department efforts instituting a 5-year Student Learning Outcome assessment plan,
alignment of SLOs with CSUEB Institutional Learning Outcomes, curriculum mapping for SLO/ILOs and assessment of one Departmental SLO per year. Live links for these documents are available at http://www20.csueastbay.edu/class/assessment/index.html

Results. In 2012-13 the Department assessed SLO #2: “Graduates will be able to research and evaluate effective communication including design and production techniques using quantitative, qualitative, and critical inquiry” with the following findings:

- 91% of students in mapped classes mastered the “research and evaluate” part of the SLO
- 87% of students in mapped classes mastered the “design and produce” part of the SLO
- Similar results were obtained for “Introductory” and “Mastery” levels; outliers who did not participate in some assignments but did not drop the courses skewed some means, so median scores were more useful. 65 students were in the overall samples.

Analysis and Closing the Loop:

- The Department is pleased with student attainment of SLO #2 in quantitative and qualitative research.
- We discovered a curriculum gap in that no course was directly mapped for “critical” inquiry. Substantial discussion led to closing this gap in our proposed curriculum changes to the core and options.
- Outliers failing to complete numerous assignments in one course may be due to it being taught as a “hybrid” on-campus/on-line course.

In 2013-2014 the Department assessed SLO #1: “Graduates will be able to create, analyze, edit, and respond to written, spoken, and visual messages in multiple formats and contexts” with the following findings:

- 3 courses sampled 77 students, with assessment of the “visual” component incomplete due to confusion among assigned lecturers in reporting data
- 82.5 and 84%, respectively, of students in two courses mastered the “written” component, with 58% mastery in one course incorporating visual components more heavily.
- The 1 course incorporating the “spoken” component found 84% mastery.

Analysis and Closing the Loop:

- Dependence on lecturers to teach several courses mapped to SLOs was cited in department discussion as an issue. By contract, lecturers cannot be required to attend meetings or train in assessment. Data provided were tied more to grading than assessment rubrics.
- There is a lack of consistency between which types of messages are assessed in the courses. “Spoken” messages are assessed in only one course taken by only half of our majors; “visual” messages are contained in a course required only for the other half of our majors.
• Assessment of the “visual” component is hampered by the lecturer’s choice to assign it as group work without individual assessment.
• In “written” skills, enough data were present to make us confident that students are mastering the skill at 80% or above.
• The new curriculum proposals by the department will provide more consistent assessment of visual and spoken components in the new core. The “written” component will be embedded in the options; thus, new mapping will need to occur.

Masters Assessment (M.A.).
Mission: Students who complete the Master of Arts degree in Communication will gain understanding and expertise in media studies, organizational and interpersonal communication. By enabling them to critically analyze and improve spoken and written messages, the program prepares students to play valuable roles in business, industry, government, and education; to pursue doctoral study; and to communicate effectively in day-to-day life.

Graduate Student Learning Outcomes
1. Engage critical and creative thinking toward a convergent praxis of theory and applications relevant to tensions, transitions, and transformation in the communication discipline.
2. Develop a program of original research adding to the discovery of knowledge, theory and practical applications toward issues in the communication discipline.
3. Demonstrate results of original research development in the communication discipline through presentation in written, oral, and mediated formats.
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.

Process. In 2013-14, the CLASS Faculty Assessment Coordinator Team received a mission to begin Graduate Program Assessment. Dr. West coordinated the Department in formulating a set of Student Learning Outcomes to replace the general statement in the old catalog, with an emphasis on convergent praxis of theory and original research beyond the survey of the undergraduate curriculum. These SLOs were then mapped to CSUEB ILOs and a 5-year plan was developed with pilot assessment of SLO #1 in Spring 2014. The Department chose to pilot assessment in this year because of the change in the degree to Master of Arts in Communication since the last review, development of new SLOs in the same year, and course offerings limited by inability to recruit when assigned time was removed from the Graduate Coordinator position. The 5-year assessment plan, SLO/ILO alignment, and curriculum map are at the website http://www20.csueastbay.edu/class/assessment/index.html

Results: Students in the COMM 6400 Seminar in Rhetorical Studies were assessed through final papers with a rubric analyzing theory/practice praxis toward critical tensions in
narrative persuasion. Using analysis of cinematic narratives as the medium, all 15 students in the course successfully evaluated a major theoretical perspective to an application of narrative in a way that added research to the discipline. 10 of the 15 students were assessed as mastering the objective, with 5 in the developing stage.

**Analysis and Closing the Loop:**

- The Department is identifying areas of concern in its M.A. assessment program, most particularly the limitations of having only two seminars in most quarters. This makes it difficult to trace development through mastery, since students take classes when available rather than on a planned sequence.
- The Department recognizes the need for substantial discussion of M.A. assessment. With the Graduate Coordinator once again receiving assigned time, plans are underway for more consistent and rubric-driven assessment.

**Campus Climate Survey** The Department is developing a climate survey for Winter 2015 administration to assess student response to issues ranging from diversity/inclusion to advisement and course availability. Response rates from our previous CAPR report and a pilot through the Blackboard system run in Spring 2014 were unacceptably low; thus no conclusions could be responsibly drawn. However, students consulted in one class during the pilot process provided valuable feedback about question format and subject matter inclusion that informed our questionnaire. Questions have been developed to assess student views toward availability and quality of academic advisement, availability and appropriateness of curriculum, and Departmental sensitivity to issues of difference and inclusion. Our current plan is to use the “Survey Monkey” process instead of Blackboard. Survey questions have been developed and are attached.

**2.2.2. B.A. Degree**

The undergraduate curriculum revised and approved in 2009 provided an integrated Communication perspective that inextricably mixed theory with practice and mediated with non-mediated modes. Our mission is to prepare students for success in both graduate school and in the Communication professions. The path to do this was a 52-unit core and 2 interdependent options: Public, Professional and Organizational Communication and Media Production were created.

http://class.csueastbay.edu/communication/Communication_Curriculum_Fall_2.html

In 2010 we clustered the 9 options into two. Thus Advertising, Organizational, Public Relations, Public Communication and to a lesser degree Interpersonal Communication were synthesized into an option focusing on Professional, Public and Organizational Communication, and represents half of the majors under the former curriculum. *The Media Productions* option clusters, Broadcast, Journalism, Mass Communication, Photojournalism from the former curriculum and represents the other half of the majors. Perhaps most glaring is that the former options spanned 50-100 units which meant some Communication students graduated with 74 major units and others with 124 units. Now all majors in Communication graduate with 96 total units.
Heeding recommendation of the 2012 outside review, the Department reduced its core from 52 units to 32 units and redistributed the curriculum into 3 options: Strategic Communication, Communication/Media Studies, Multimedia Journalism. We have been involved in discussions at administrative levels over the last two years to launch the new curriculum, which is a vital update of outdated models. We face a seven times faster media cycle that affects our entire curriculum, and seek to integrate and take advantage of the expertise of our faculty in all areas.

A chart of current curriculum on next page.
A chart of the proposed new curriculum is presented in Section 3.1 of this document, under the 2015-2020 plan.
### Undergraduate Communication Curriculum Fall 2010 Thru Summer 2015

<table>
<thead>
<tr>
<th>Core</th>
<th>Professional Public and Organizational Comm.</th>
<th>Media Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 2202 Argumentation and Debate (4)</td>
<td>COMM 3000 History and Criticism of Communication (4) or COMM 3003 Philosophy and Theory of Communication (4)</td>
<td>COMM 2200 Introduction to Journalistic Writing (4)</td>
</tr>
<tr>
<td>COMM 2300 21st Century Communication (4)</td>
<td></td>
<td>COMM 3010 Intermediate News Writing and Editing (4)</td>
</tr>
<tr>
<td>COMM 2320 Communication Writing &amp; Design (4)</td>
<td>COMM 3204 Reason in Controversy (4)</td>
<td>COMM 3000 History &amp; Criticism of Communication (4)</td>
</tr>
<tr>
<td>COMM 3107 Intro to Organization Communication (4)</td>
<td>COMM 3560 Persuasion Theory and Practice (4)</td>
<td>COMM 4150 Media and Government (4)</td>
</tr>
<tr>
<td>COMM 3000 History &amp; Criticism of Communication (4) or COMM 3003 Philosophy &amp; Theory of Communication (4)</td>
<td>COMM 4107 Relational Communication in Organizations (4)</td>
<td></td>
</tr>
<tr>
<td>COMM 3002 Communication, Media and Culture (4)</td>
<td>COMM 4207 Organizational Transformation (4)</td>
<td>COMM 4006 Intermediate Video Production (4)</td>
</tr>
<tr>
<td>COMM 3004 Quantitative Communication Research Methods (4)</td>
<td>COMM 4520 Advertising Form and Function (4)</td>
<td>Workshop Lab (Practicum): select four courses from the following:</td>
</tr>
<tr>
<td>COMM 3005 Qualitative Communication Research Methods (4)</td>
<td></td>
<td>COMM 3220 Print (2)</td>
</tr>
<tr>
<td>COMM 3510 Small Group Communication (4)</td>
<td></td>
<td>COMM 3221: Magazine and Feature Writing (2)</td>
</tr>
<tr>
<td>COMM 3530 Interviewing Principles &amp; Practices (4)</td>
<td></td>
<td>COMM 3222: Editorial and Opinion Writing (2)</td>
</tr>
<tr>
<td>COMM 4300 Intercultural &amp; International Communication (4) or COMM 4500 Gender Identity and Representation in Media (4)</td>
<td></td>
<td>COMM 3223: Advertising and Public Relations (2)</td>
</tr>
<tr>
<td>COMM 4205 Ethics and Law in Communication (4)</td>
<td>Electives (12 units)</td>
<td>COMM 3232 Video (2)</td>
</tr>
<tr>
<td>COMM 4510 Public Relations Theory &amp; Practice (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Core Units:</strong> 52</td>
<td><strong>Total Core Units:</strong> 44</td>
<td><strong>Total Core Units:</strong> 44</td>
</tr>
</tbody>
</table>

**Electives (12 units)**

**COMM 4885 Senior Project:** Professional Public and Organizational Communication (4)

**COMM 4890 Senior Project:** Media Production (4)
2.2.3. Masters Program

The Department offers a Master of Arts degree in Communication in which students gain understanding and expertise in communication and media studies, organizational and interpersonal communication. By enabling them to critically analyze and improve spoken and written messages, the program prepares students to play valuable roles in business, industry, government, and education; to pursue doctoral study; and to communicate effectively in day-to-day life.

The program focuses upon the praxis of theory and practice in ways that advance research and knowledge of the profound influence of ethics, cultural experience, and critical analysis of rhetoric and communication messages as they occur within and across public, interpersonal, and organizational contexts, and across disciplines. Students with an M.A. in Communication are educated to speak, think, and write clearly and effectively. Because these are highly-sought-after skills, graduates are valuable employees in many jobs, including but not limited to teaching, consulting, human resources, personnel, communication training in organizations, management, banking, sales, government, and politics. The degree is also excellent preparation for Ph.D. and law degrees.

As of fall, 2014, the program enrolls 43 active and 8 “dormant” students in various stages of completion towards their degree requirements. In total, six full time faculty members, and one semi-retired faculty work with graduate students. As of fall 2010, the official name of the degree became Master of Arts in Communication.

Curriculum and Capstone Requirements. Students complete a minimum 45 unit degree consisting of 12 required core units, a 12 unit cluster (Communication Studies, Media Studies, or Organizational & Interpersonal Communication), and 21 units consisting of electives and a 1-9 unit Capstone Experience. The Capstone Experience options are a 5 unit Special Project, 9 unit University Thesis, or 1 unit Comprehensive Examination.

<table>
<thead>
<tr>
<th>Core Requirements (12 units)</th>
<th>Communication Studies (12 units)</th>
<th>Media Studies (12 units)</th>
<th>Organizational &amp; Interpersonal (12 units)</th>
<th>Capstone Requirement (1-9 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6000 Intro to Graduate Study (4)</td>
<td>Any combination of 12 units selected with Adviser Approval (12)</td>
<td>COMM 6300 Seminar in Media Studies (4) required</td>
<td>COMM 6400 Seminar in Rhetorical Studies (4) required</td>
<td>COMM 6899 Special Project (1-5) may be taken over 2 quarters but must total 5 units; OR COMM 6910 University Thesis (1-9) may be taken over 2 or more quarters, but must total 9 units; OR</td>
</tr>
<tr>
<td>COMM 6010 Seminar in Theories in Comm (4)</td>
<td>12-20 units of electives, to combine with Capstone Requirement for 21 total units</td>
<td>2 courses (8 units) selected from COMM 6020 Comm, Media &amp; Society, COMM 6450 Seminar in Globalization &amp; Media, COMM 6550 Seminar in Critical Cultural Studies, or 6551 Critical Ethnic Media Studies</td>
<td>2 courses (8 units) selected from COMM 6600 Seminar in Organizational Comm, COMM 6810 Seminar in Intercultural Comm, COMM 6850 Professional Comm, COMM 6100 Topics in Comm, or COMM 6900 Independent Study</td>
<td></td>
</tr>
<tr>
<td>COMM 6040 Advanced Qualitative Research Methods (4) OR COMM 6050 Advanced Quantitative Research Methods (4)</td>
<td>12-20 units of electives, to combine with Capstone Requirement for 21 total units</td>
<td>12-20 units of electives, to combine with Capstone Requirement for 21 total units</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COMM 6901 Comprehensive Examination (1 unit)</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Program Accomplishments. Recent successes in our MA program include student presentations at the National Communication Association in 2010, and 3 presentations at major national conferences with peer-reviewed submissions in 2013-14. In spite of numerous challenges, Graduate students have maintained a 30-year tradition of a student conference, and have revived and revitalized the Communication Student Association. Numerous graduate students have trained and performed as Graduate Teaching Associates in charge of COMM 100 and COMM 1004 courses, giving them valuable professional experience as well as a basis for pedagogical research. We count as an accomplishment the revision of the MA degree curriculum in 2010 and change of the degree name, as well as a redesign of the program website and graphic image.

Challenges. Several causes and conditions have contributed to limited course offerings and slower than hoped for growth. The appalling shortage of full-time faculty in the department and the lower than target enrollments caused the decline of our course offerings to one dedicated graduate class per quarter. The Graduate Program had been recovering from a revolving door of Graduate Coordinators. Dr. Kien began stabilizing the program when he took it over his first year on campus. He continued as Graduate Coordinator without compensation until the burden overwhelmed his tenure-track responsibilities. The department Chair then assumed the position until assigned time was reinstated, upon which Dr. Kien was selected by the faculty to be re-appointed. Two other challenges are before us. One is the absence of support for publicity, recruitment, and enrollment. The program currently has no budget for promotional materials and recruitment, thus little outreach is possible at this time. Second, the department must confront the issue of integrating new media studies faculty into the much-needed graduate media track, while covering the undergraduate courses with the tenure-track understaffing detailed elsewhere in this document. The department faculty will continue their conversations about this latter issue.

2.2.4. Multicultural Learning in B.A. and M.A.
Faculty in the Department of Communication are committed to the responsibility of preparing our students to learn the critical thinking and evaluative frameworks to thrive in a multicultural world. We recognize that “multiculturalism” includes a broad spectrum of attributes shaping identity, including race, ethnicity, nationality, sex, gender, sexual orientation, religion, age, and socio-economic status. Our discipline is uniquely suited to encounter multicultural discourse, and our curriculum is designed to enable students to become inclusive, ethical, and effective leaders and participants in global and local communities. The critical cultural perspective embraced by the department is at minimum “adequate/developing” in the current 5-year plan with an eye toward “exemplary” as it reshapes its curriculum for the future.

Multicultural Learning Consistent with University Mission and ILO. In the current curriculum, the Department addresses the Mission and ILO in the following ways:
• Specific core courses wholly devoted to multicultural perspectives. COMM 4300 Intercultural & International Communication addresses both ILO 1 and 2 aligned with departmental SLO 4 (Explain and illustrate the construction and maintenance of shared communities that influence and are influenced by communication using critical, cultural, racial, socio-political, gender and justice perspectives). COMM 4500 Gender Identity and Representation in Media is specific to gender/sex/sexual orientation issues relating to the same ILOs/SLO.

• Revival of COMM 4515 Critical Discourse in Multicultural America from its previously banked status. Taught in winter 2014 and 2015, the course aligns with ILO 2 and SLO 4, and specifically covers discourse issues involving race/ethnicity, sex/gender/orientation, and religion.

• Embedded units within core courses also address the Mission statement and ILO. COMM 3003 Philosophy and Theory of Communication has specific units on culture and muted groups. COMM 2201 Argumentation and Debate has a course learning outcome of “sensitivity and respect to different cultures and lifestyles.” COMM 2300 21st Century Communication has units addressing gender, race, and socio-economic inequality. COMM 3005 Qualitative Communication Research Methods is taught “from a social justice perspective.” COMM 3107 Introduction to Organizational Communication has a course learning outcome that students will “Appreciate the diversity of perspectives communicators bring to organizational communication contexts.” COMM 4205 Communication Ethics and Law has a course learning outcome that students will “apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.”

• The current 5-year assessment plan is scheduled to assess departmental SLO 4 in the 2015-2016 AY. The 5-year plan is in its 3rd year of implementation, and has resulted in significant departmental strategic planning toward its proposed new curriculum as a part of “closing the loop.” This discussion will occur next year on SLO 4, and has already been forecast in the new curriculum.

The Department’s proposed new curriculum will strengthen the core offering required of all students and contain specific emphasis within each of the options:

• COMM 4300 Critical Discourse of Difference will update the current COMM 4515 mentioned above and be required of all Communication majors.

• The Communication/Media Studies Option will add two required courses, COMM 3050 Communication of Difference and COMM 3300 Critical/Cultural Studies.

• The Strategic Communication Option includes COMM 4107 Diversity in Advertising within its optional courses, and along with the Multimedia Journalism Option, embeds multicultural approaches to several courses.

• Core courses in Communication Theory, Qualitative Research Methods, Persuasion, and Reason in Controversy will embed units on multicultural perspectives with course learning outcomes, and will be required of all Communication majors.
• A new 5-year plan for assessment will be developed once the new curriculum receives its go-ahead. Assessment will begin immediately with overlap of the current plan as the old curriculum is phased out into the new.

Multicultural Learning in the Masters Degree in Communication. With a diverse student cohort containing several international students and many cultural perspectives, the Communication department graduate program has an inherently multicultural approach. Assessment is beginning on a 5-year plan this year; thus, the program can best be described as “developing” under the rubric.

- The required core is taught from a critical/cultural perspective, with emphasis on the role of difference and social justice.
- The Media Studies cluster requires specific coursework in globalization, ethnicity, and critical/cultural perspectives.
- The Organizational and Interpersonal cluster requires specific coursework in Intercultural Communication and a Rhetoric seminar with specific course outcomes in perspectives of difference.
- The Communication Studies cluster is selected from among courses crossing the other two clusters.
- Capstone experiences are mentored by faculty to address multicultural concerns.

Student Diversity. At last report, our student majors were 69% female and 31% male. Our students self-describe as 15% Asian, 21% as Black or Black/African American, 21% as Hispanic/Latino, 7% as two or more ethnicities, 27% White, with the remaining 9% choosing other categories or choosing not to identify. As a faculty, we are committed to serving and encouraging an increasingly diverse student population.

Faculty Diversity. As of fall 2014, the Department has 4 men (Brooks, Kien, Lawson, West), and 4 women (Bell, Cardaras, Liu, Young); 1 bi-cultural African American, Latino, and Jew who is partially blind, 2 Canadians, 1 Chinese American, and 3 European Americans. One faculty member also identifies with gender difference, and another identifies as gender queer. Our faculty also reflect substantial diversity in socio-economic class status. Although we are pleased that the gender balance in the department is much improved, we know our demographic does not fully reflect the diversity of our majors despite our efforts at a diverse pool of candidates. We were hampered by the lack of funding to attend conferences that would have allowed for greater opportunities to engage and recruit an even more diverse applicant pool. We will continue our efforts in upcoming faculty searches when granted.

2.2.5. Course Offerings Comparisons to Comparable Programs
Undergraduate Program Comparison. Only three CSU campuses (Pomona, Sacramento State, San Bernadino) house a department that offers a comprehensive communication degree similarly broad and interconnected as ours. In each case, the name of the degree is Communication or Communication Studies. Our regional CSU competitors (SF State, San Jose State), structure separate departments for what is ordinarily taught in Speech Communication and Mass Communication. SF State has three departments
(Communication Studies, Journalism, and Broadcast & Electronic Communication Arts), while San Jose has three departments (Communication Studies, Journalism, and Mass Communication), with Radio & TV in the Theater Arts department in a different college. The regional UC (Berkeley) does not offer a Communication Department, but has interdisciplinary studies in Rhetoric and Media Studies.

As the charts below will attest, our department with its integrated curriculum is unique in our area, yet we are confident that this program is the way of the future paralleling the actual practices of the communication industry and disciplinary research. Following the recommendations in our previous 5-year review, we have proposed a revised curriculum that provides three options to separate Strategic Communication from Communication and Media Studies, while renaming and revising Multimedia Journalism (formerly Media Production) to reflect updated trends in media convergence. A revised core emphasizes the importance of praxis—the inseparable merger of theory and practice—that gives our majors the critical thinking, decision-making, and flexibility proficiencies they will need to compete in a rapidly changing communication future. In doing so, we avoid the traditional silos that lock students into solely “skills” or “academic” areas, giving our students the ability to locate themselves within graduate programs, advertising, public relations, electronic/digital media, journalism, and social/political advocacy. Our new core presents a smaller unit load and gives students more time in their options to develop the praxis of theory and practice.

CSU campuses vary considerably in program offerings and organization. Most have undergraduate degrees in Communication, with graduate degrees in Communication Studies and often separate departments for mass media fields. Enrollments range from 3175 to 100, with tenure-track faculty numbers ranging from 42 at SF State to 7 at Cal Poly Pomona (with no graduate program) and CSU East Bay (although CSUEB has more undergraduate majors and a graduate program). Pomona also adds a “full-time” lecturer and 17 adjunct faculty. With Department Chair Young’s full retirement at the end of this AY, CSUEBs Department of Communication will have 7 tenure-track faculty, with 460 Undergraduate and 51 Graduate majors. The following charts detail faculty and student data from relevant CSUs and two out of state universities with overall enrollment and mission similar to CSUEB.
## Undergraduate Program Comparison

<table>
<thead>
<tr>
<th>Campus</th>
<th>College</th>
<th>Dept.</th>
<th>TT Faculty</th>
<th>Majors</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento State</td>
<td>Arts &amp; Letters</td>
<td>Comm Studies, Journalism, and Film</td>
<td>27</td>
<td>UG: 1500</td>
<td>BA</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>Arts &amp; Letters</td>
<td>Communication Studies</td>
<td>15</td>
<td>501</td>
<td>BA</td>
</tr>
<tr>
<td>Pomona</td>
<td>Letters, Arts, &amp; Social Sciences</td>
<td>Communication</td>
<td>7</td>
<td>421</td>
<td>BA</td>
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<tr>
<td>San Jose State</td>
<td>Social Sciences</td>
<td>Comm. Studies</td>
<td>15</td>
<td>UG: 650</td>
<td>BA</td>
</tr>
<tr>
<td>Sac State</td>
<td>Arts &amp; Letters</td>
<td>Comm. Studies</td>
<td>27</td>
<td>UG: 1500</td>
<td>BA</td>
</tr>
<tr>
<td>S.F. State</td>
<td>Humanities</td>
<td>Communication Studies</td>
<td>15</td>
<td>UG: 800</td>
<td>BA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism</td>
<td>9</td>
<td>UG: 407</td>
<td>BA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Broadcast &amp; Electronic Arts</td>
<td>18 total 42</td>
<td>UG: 566</td>
<td>total 1773</td>
</tr>
<tr>
<td>Chico State</td>
<td>Comm. &amp; Education</td>
<td>Comm. Studies &amp; Media Arts</td>
<td>16</td>
<td>UG: 833</td>
<td>BA</td>
</tr>
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<td></td>
<td></td>
<td>Journalism</td>
<td>6</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>Liberal Arts</td>
<td>Comm. Studies</td>
<td>30</td>
<td>UG: 1100</td>
<td>Combined with above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journ/MassMed</td>
<td>8 Tot 38</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TV/Film/Media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CSULA</td>
<td></td>
<td>Comm. Studies</td>
<td>8</td>
<td></td>
<td>BA, Comm. Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TV/Film/Media</td>
<td>14 Tot 22</td>
<td></td>
<td>BA, TV/Film/Media Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Diego State</td>
<td>Prof Studies &amp; Fine Arts</td>
<td>Comm./Health Comm.</td>
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<td>UG: 750</td>
<td>BA</td>
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<td></td>
<td>Journalism/Media Studies</td>
<td>12</td>
<td>UG: 376</td>
<td>BA</td>
</tr>
<tr>
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<td></td>
<td>Journalism</td>
<td>12</td>
<td>UG: 880</td>
<td>BA</td>
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<tr>
<td></td>
<td></td>
<td>Cinema and Television Studies</td>
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<td>UG: 882</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>total 43</td>
<td></td>
<td>Total: 2641</td>
<td></td>
</tr>
<tr>
<td>Cal State Fullerton</td>
<td>College of Communications</td>
<td>Comm. Human Comm. Radio/TV/Film</td>
<td>32</td>
<td>UG: 1621</td>
<td>BA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26 total 29</td>
<td>861</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13 T=71</td>
<td>693</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total: 3175</td>
<td></td>
</tr>
<tr>
<td>CSU Dominquez Hills</td>
<td>College of Arts &amp; Humanities</td>
<td>Comm</td>
<td>3</td>
<td>UG: 450</td>
<td>BA Theatre &amp; Comm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Digital Media Arts</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>Humanities and Social Sciences</td>
<td>Communication</td>
<td>11</td>
<td>UG: 176</td>
<td>BA</td>
</tr>
<tr>
<td>Eastern Illinois University</td>
<td>College of Liberal Arts and Sciences</td>
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<td>24</td>
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<tr>
<td></td>
<td></td>
<td>Journalism</td>
<td>12</td>
<td>UG: 121</td>
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</tr>
<tr>
<td>CSUEB</td>
<td>CLASS</td>
<td>Communication</td>
<td>7</td>
<td>UG 460</td>
<td>BA</td>
</tr>
</tbody>
</table>
**Graduate Program Comparison**

Following the same philosophy of converged and integrated curriculum initiated in the undergraduate program, the CSUEB Department of Communication seeks to avoid the specialized silos of most programs, many of which separate their graduate programs into entirely different departments. Again, comparisons are to relevant CSUs and similar out-of-state programs:

<table>
<thead>
<tr>
<th>Campus</th>
<th>College</th>
<th>Dept.</th>
<th>TT Faculty</th>
<th>Majors</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento State</td>
<td>Arts &amp; Letters</td>
<td>Comm Studies, Journalism, and Film</td>
<td>27</td>
<td>45</td>
<td>MA in Comm Studies</td>
</tr>
<tr>
<td>San Bernadino</td>
<td>Arts &amp; Letters</td>
<td>Communication Studies</td>
<td>15</td>
<td>4</td>
<td>MA in Comm with tracks in Comm Studies or Integrated Marketing Comm</td>
</tr>
<tr>
<td>Pomona</td>
<td>Letters, Arts, &amp; Social Sciences</td>
<td>Communication</td>
<td>7</td>
<td>0</td>
<td>No graduate program</td>
</tr>
<tr>
<td>San Jose State</td>
<td>Social Sciences</td>
<td>Communication Studies</td>
<td>15</td>
<td>36</td>
<td>MA</td>
</tr>
<tr>
<td></td>
<td>Applied Arts &amp; Sci</td>
<td>Journalism &amp; Mass Comm</td>
<td>10 Total 25</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Sac State</td>
<td>Arts &amp; Letters</td>
<td>Communication Studies</td>
<td>27</td>
<td>45</td>
<td>MA</td>
</tr>
<tr>
<td>S.F. State</td>
<td>Humanities</td>
<td>Communication Studies</td>
<td>15</td>
<td>25</td>
<td>MA in Communication Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Broadcast &amp; Electronic Arts</td>
<td>19 total 35</td>
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<td>Broadcast &amp; Electronic Arts</td>
</tr>
<tr>
<td>Chico State</td>
<td>Comm. &amp; Education</td>
<td>Comm. Studies &amp; Media Arts</td>
<td>16</td>
<td>20</td>
<td>MA</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>Liberal Arts</td>
<td>Communication Studies</td>
<td>30</td>
<td>15</td>
<td>MA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journ/MassMed</td>
<td>8 Tot 38</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>San Diego State</td>
<td>School of Comm.</td>
<td>Comm/Health Comm</td>
<td>12</td>
<td>N/A</td>
<td>MA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism/Media Studies</td>
<td>12</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>CSU Northridge</td>
<td>College of Arts, Media, &amp; Comm.</td>
<td>Comm. Studies</td>
<td>12</td>
<td>42</td>
<td>MA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>23</td>
<td>109</td>
<td>MA MFA in screenwriting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>N/A</td>
<td>T=135+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T=72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>Humanities and Social Sciences</td>
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<td>11</td>
<td>50</td>
<td>MA</td>
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<td>Eastern Illinois University</td>
<td>College of Liberal Arts and Sciences</td>
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<td>24</td>
<td>27</td>
<td>MA in Communication Studies</td>
</tr>
<tr>
<td>CSUEB</td>
<td>CLASS</td>
<td>Communication</td>
<td>7</td>
<td>51</td>
<td>MA in Communication</td>
</tr>
</tbody>
</table>
Proposed On-Line BA Degree Completion Program In Media Studies.

In 2012, the Provost’s Office granted funding to the Department of Communication to fast-track design and implementation of a self-supported online BA completion program in Media Studies. The CLASS Curriculum Committee approved the curriculum for the program in 2013, and over one year later in 2014, the office of Academic Programs and Graduate Studies approved the program proposal to begin in Fall 2018. There is some concern among the faculty as to the viability of starting a program more than five years after it was designed, particularly in a field a fast-changing as Media Studies. Additionally, the first-to-market positioning as a fully online media studies degree has been lost in the years between the initial proposal and approval of the program. In 2012, there were no media studies degrees offered in the CSU system. In 2015, there are now at least four programs offering media studies options in the CSU system, and numerous others in the UC and private systems. Additionally, the proposed program will have to be converted to the semester system in 2017. While a functioning self-supported online degree program still holds the promise of a stable source of funding for the department, the execution of the vision has been repeatedly delayed by administrative decisions up the chain (for example, the official proposal form and format was changed no less than six times during the time it was being written, requiring numerous revisions to major sections). Further delay in implementation risks waning enthusiasm in the department, as other career and department priorities may take precedence with the faculty over what appears to be a stymied effort.

Certificates. With the addition of new faculty, the department is exploring possibilities for certificate programs in public relations, social media marketing, and other emerging areas.

School of Arts and Media. The department saw its collaboration with the departments of Music, Art, Theater, and Multimedia come to fruition with the soft launch of the School of Arts and Media. Communication was an active participant in the launch, with Dr. Brooks representing the department on the SAM guidance board, and Dr. Cardaras launching a university wide Smartphone Festival and an International Student Documentary Film Festival. Faculty continue to be in discussion about mission, collaborations and synergies between the departments. In the Spring, 2015 an interdisciplinary course Arts and Media in the Golden State will be team taught by faculty in each of the 4 SAM departments.

2.2.6. Oral Communication General Education Responsibility

The Communication Department is proud of the responsibility for the freshman oral communication GE requirement, COMM 1000 (Public Speaking). This course is staffed by a combination of regular faculty, lecturers and graduate students. Available data from 2010 through 2014 indicate an average of 11 sections of COMM 1000 per quarter, with an average class size of 29, a high number given the public speaking performance aspect of the course. The department also offers COMM 1004 (Interpersonal Communication) in the general education program, averaging 5 sections per quarter with an average of 33 students per section. A special graduate course in teaching communication (COMM 6250)
prepares Comm. graduate students to use the current research on learning as they design and practice the public speaking and interpersonal communication curriculum.

2.2.6.1 General Education Outcomes
COMM 1000 program learning outcomes have been mapped to the General Education Learning Outcomes: Speaking: (1) know how to choose and narrow a topic appropriately for a specific audience and occasion; (2) communicate the thesis/specific purpose in a manner appropriate for the audience and the occasion; (3) provide appropriate supporting material based on the audience and occasion and using appropriate technology (PowerPoint, demonstration, etc.) to present the material to the audience: (4) present logically sound, non-fallacious arguments; (5) recognize and address audience viewpoints appropriately; (6) present ideas organized in a fashion appropriate to topic, audience, occasion, and purpose; (7) use language, vocal variety, and physical behaviors that are appropriate to the audience, occasion and purpose and maintain interest and support the verbal message.

Listening: (1) recognize that listening is an interaction among the speaker, message, and audience; (2) understand the public or private context in which the interaction occurs; (3) engage with the ideas, the supporting details, and the relationships among ideas; (4) attend to messages with an open mind; (5) question speakers and messages; (6) evaluate messages using criteria appropriate to the context.

Assessment: In the 2012-2013 AY, a committee consisting of Department Chair Dr. Gale Young, Communication Laboratory Coordinator Dr. Valerie Smith, and Department Assessment Coordinator Dr. Terry West began a process of creating a standard syllabus for the COMM 1000 course, with Student Learning Outcomes and assessment rubrics mapped to the General Education Learning Outcomes for the course. The common syllabus was fully implemented in the COMM 6250 teaching methods class in fall of 2013 and all teaching associates and lecturers are required to use it as the basis for the course. These efforts have created a standardized way of assuring attainment of learning outcomes in COMM 1000.

With the standardized syllabus fully implemented, we have begun discussions with Dr. Sally Murphy to institute a formal assessment plan beginning in the 2015-2016 AY. We will also begin departmental discussion of a standardized syllabus for the COMM 1004 course and initiate discussions with Dr. Murphy toward assessment.

Communication Laboratory Currently a long-time annual lecturer receives 3 units a quarter to train and supervise Comm. seniors and graduates as tutors 10-15 per qtr, coordinate 19 instructors who teach course sections, and manages the tutoring for 1000-2000 students each AY. (See earlier discussion on p. 7 for concerns and scope of responsibilities).
Mission and Goals: The Communication Laboratory currently serves as a support service open to the campus community for communication-related academics. Primarily, the laboratory assists students in the preparation of speech presentations for COMM 1000 and other classes as needed. Specific assistance is given in topic selection exercises, outlining, preparation of notes and visual aids, practice in delivery, and computer and audiotape programs to help students improve in spoken English. Visual aid equipment is available for checkout, and equipment in the laboratory allows students to listen to audiotapes, watch videotapes, find information on a limited number of computer stations, and access a departmental library of textbooks to assist in the speechwriting and delivery process. An average of 19 tutors are given internship credit and, in some instances, limited funding to assist undergraduate students. Student client numbers vary from year to year, reaching 2000 in some years and always exceeding 1000.

Oral Communication is a CSU and East Bay general education requirement, as critical to students as Math and Writing, especially with increasing enrollments of international students; and data indicating that employers in ALL fields place ability to communicate in public and interpersonal spoken communication at the top of their “most desired attributes” lists for prospective employees.

2.2.6.2. Offerings at Concord Campus.
The department typically offers two sections AY of COMM 1000 at the Concord Campus.

2.3 Students and Faculty
2.3.1 Discussion of Institutional Data
Institutional data show 460 undergraduate and 51 graduate students majoring in Communication. Both categories have enjoyed consistent annual growth each year since the depth of the economic crisis and its reduced course offerings in 2010.

2.3.1.1. Student Demographics
The Communication major attracts a fully multicultural and diverse group of students. Data evidence that our majors are approximately 69% female and 31% male. Our students self-describe as 15% Asian, 21% as Black or Black/African American, 21% as Hispanic/Latino, 7% as two or more ethnicities, 27% White, with the remaining 9% choosing other categories or choosing not to identify.

2.3.1.2. Student Level
Ratio of GE to Degree Courses. Communication offers General Education courses in Public Speaking (COMM 1000) and Interpersonal Communication (COMM 1004). We consider it an honor and immense responsibility to teach the oral communication requirement for the University. After constituting 37% of overall departmental course offerings prior to the statewide financial crisis that lowered degree elective and options courses, the general education courses are now 43% of our course offerings. In the past, the GE office has indicated interest in having our department submit courses in critical
thinking, cultural groups and women, and upper division social sciences for the GE curriculum. But with only 57% of our courses available to our majors, this is impossible to do at this time. Communication majors remain our number one priority. We hope that future additions of tenure-track faculty as detailed elsewhere in this document will allow us to consider offering more general education credit.

Ratio of Students in Lower and Upper Division Courses. The SFR for all faculty in the Department has risen to 30.3 overall in fall 2013 (latest data available) versus 26.7 in 2010. This reflects a 33.0 ratio in lower division courses and a 28.3 in upper division. This rise is a feat given that our lab-workshop classes have reduced their cap to 18 (necessary for the faculty attention to hands-on experience), and other practice-oriented courses such as public speaking, interpersonal, and argumentation and debate have capped at 30 (even though this allows insufficient time per student to practice necessary skills with critique). We have adjusted by offering several core and option courses as mega sections, and anticipate continued increase in SFR as that trend continues. Faculty have expressed concern that the emphasis on large class sizes in what should be upper division seminar courses is a research-recognized tension with quality education. We will continue to monitor our megasections, and consider reducing caps from 100 to 35-50 should we find the integrity of the degree compromised.

### 2.3.1.3 Faculty and Academic Allocation

<table>
<thead>
<tr>
<th>Rank</th>
<th>Faculty</th>
<th>Teaching Area</th>
<th>Status in Fall 2010</th>
<th>Status in Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>Terrell</td>
<td>Journ.</td>
<td>FERP .5 assigned to Pioneer</td>
<td>.0</td>
</tr>
<tr>
<td>Full</td>
<td>Young</td>
<td>Comm. Studies</td>
<td>FERP .5 assigned to Chair</td>
<td>.0</td>
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<tr>
<td>Associate</td>
<td>Kien</td>
<td>Comm/Med Studies</td>
<td>1.0 Fac in Dept</td>
<td>1.0 Fac in Dept</td>
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<tr>
<td>Associate</td>
<td>West</td>
<td>Comm. Studies</td>
<td>1.0 Fac in Dept</td>
<td>1.0 Fac in Dept</td>
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<tr>
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<td>Bell</td>
<td>Journ. Print</td>
<td>Media Studies</td>
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</tr>
<tr>
<td>Assistant</td>
<td>Brooks</td>
<td>Organizational Comm.</td>
<td>Comm. Studies</td>
<td>1.0 Fac in Dept</td>
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<tr>
<td>Assistant-3</td>
<td>Cardaras</td>
<td>Journ. Broadcast</td>
<td>Media Studies</td>
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<tr>
<td>Assistant-2</td>
<td>Lawson</td>
<td>Visual Print &amp; Broadcast</td>
<td>Visual</td>
<td>n/a</td>
</tr>
<tr>
<td>Assistant-3</td>
<td>Liu</td>
<td>Strategic Comm.</td>
<td>n/a</td>
<td>1.0 Fac in Dept</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2010/2014 FTEF</td>
<td>4/2</td>
<td>0/1</td>
<td>7/4.3</td>
</tr>
</tbody>
</table>
2.3.1.4. Course Data
Fall 2013 data (latest from the CSUEB website) show 29 lower division sections versus 27 upper division. Approximately 20 of the lower division courses in any given quarter are the general education COMM 1000 and 1004 courses. Fall 2013 saw 9 graduate course sections. The tension of covering graduate offerings and upper division courses with tenure-track faculty numbers still below levels of our previous review has meant 8 upper division sections are filled by lecturers.

2.3.1.5. Enrollment Data (FTES; Majors; SFR; Courses-Lecturers vs TT).
Tenure-track faculty teach 47.5% of FTEs in the department, with lecturers accounting for 52.5%. The department taught 436.9 FTE in Fall 2013, the latest data available. Fall 2013 data show 405 undergraduate majors; other data sets show current numbers at 460. As reported above, fall 2013 SFR is 30.3 overall, with 34.6% for tenure-track faculty and 27.2 for lecturers. Lecturer SFR are lower because many are assigned to production labs and performance-based general education courses which require lower caps. Fall 2013 FTEF were 6 for tenure-track and 8.4 for lecturers. Current FTEF for tenure-track faculty stand at 7.3.

2.3.2. Summary of Climate, Advising, Scheduling, Recruitment
The student climate assessment is addressed at the end of Section 2.2.1; a survey method to increase response rate is in progress. Faculty climate is progressing in a positive manner, especially given stresses of growth in the major only recently being met by addition of new faculty, as well as curriculum revision suggested by outside reviewers for our last CAPR report and necessitated by changes in the Communication discipline. Faculty continue to work toward mutual respect and cooperation.

Advisement is another area in which the department is looking for innovative solutions to resource issues. With seven tenure-track faculty, an equal major advisee allocation would be over 70 students (counting the graduate program). While degree checks can be handled fairly rapidly, the numbers leave little time for long-range planning, discussion of goals, and professional advice on office hours that must also meet the needs of students with questions and needs regarding classes they are already enrolled in. The department has experimented with group advisement sessions and will use the student climate/advisement survey to explore other options.

Scheduling issues arise with the availability of classrooms near our department, dependence on lecturers available only at certain times for upper division courses, and attempting to work tenure-track faculty schedules so there are times for research and professional development. We hope that increases in tenure-track faculty will give us needed flexibility to offer courses that meet student needs while facilitating other professional responsibilities.

While our major numbers continue to grow, we have encountered some resource difficulties in obtaining assistance from appropriate campus offices. We have initiated
some alumni contacts to create a mentoring/recruitment system. We are also enhancing efforts toward outreach in the local community (high schools, civic leaders) in cooperative projects that will increase our visibility and, we hope, student numbers. Reinvesting assigned time to the Graduate Coordinator should enable us to make more active attempts at growth in the MA program.

2.4. Faculty (See Chart Above)
2.4.1. Applications Submitted Since Prior Review
The Communication Department received 4 positions since the last review: Bell and Cardaras (Digital Media Production), Liu (Advertising/PR; Strategic Communication), and Lawson (Visual Rhetoric; effective fall 2014). Murphy has been officially removed from the Department faculty list, McCoy and Terrell have retired, and Young will be fully retired as of August 2015.

Our request for a new senior faculty hire in Strategic Communication to become Department Chair in fall of 2015 was denied. With Dr. Young completing FERP and in full retirement, a current member of the department will be Chair, with resultant loss of the assigned time part of that faculty position. We are still in urgent need for positions in Strategic Communication, Digital Multimedia, Critical-Cultural, Digital Media Studies (Rhetoric focus), and a Communication Generalist. See Appendix A for justifications submitted to the CLASS office for these 5 positions in fall 2013.

DIVERSITY
As of fall 2014, the Department has 4 men (Brooks, Kien, Lawson, West), and 4 women (Bell, Cardaras, Liu, Young); 1 bi-cultural African American, Latino, and Jew who is partially blind, 2 Canadians, 1 Chinese American, and 3 European Americans. One faculty member also identifies with gender difference, and another identifies as gender queer. Our faculty also reflect substantial diversity in socio-economic class status. We know this demographic does not reflect the diversity of our majors despite our efforts at a diverse pool of candidates. We were hampered by the lack of funding to attend conferences that would have allowed for greater opportunities to engage and recruit an even more diverse applicant pool.

2.4.2. Progress to Achievement
The Chair position stabilized in 2010 through June of 2014. Dr. Young is completing her FERP in AY 2014-15; in Winter, 2015 we will begin the chair selection process. The next chair will come from faculty who are all Associate (2) or Assistant (5) professors. Our request for a senior faculty hire was denied.

The above charts detail a heroic but still unsustainable effort to teach over 450 undergraduate majors plus a graduate program since 2010. While FTE have increased from 4 to 7.0 (as of fall 2015), this number is still below 2008 with a significantly smaller number of majors. Faculty have been serving in roles such as Graduate Coordinator, Advertising Coordinator, Assessment Coordinator, Newspaper Advisor, and Broadcasting
Advisor with little or no compensation in assigned time or financial remuneration. While limited assigned time has been restored for the Graduate Coordinator, and a small grant has been available for Assessment, the Department continues to ask much of its limited faculty resources. Lecturers and staff are used in key positions in the newspaper, broadcasting, advertising, and Communication Laboratory when tenure-track faculty are needed in those areas. In a Communication discipline increasingly attuned to the Internet, the position of Internet specialist is held by a staff technologist with an MA in web design and a .33 lecturer position to teach one course or workshop/quarter. Department tenure-track faculty continue to work well beyond their contractual duties, and future enrollment growth will exacerbate those burdens without additional FTEF support.

ACCOMPLISHMENTS
Faculty resumes, found in Appendix B attest to the high degree of dedication to teaching, scholarship, internal contributions to the department, and commitment to the larger University community. Detailed in the Section 2.1.2 summaries of department annual reports, our achievements include:

- Over 35 article/book publications, professional presentations, and exhibitions
- 2 major grants
- Full participation in planning and start-up of the School of Arts and Media, including steering committee work and 2 film festivals
- A full outcome assessment plan, in the middle of 5-year implementation, mapped to CSUEB ILOs, presented on the CLASS Faculty Assessment Coordinator Team website
- 4 new tenure-track faculty hires; 2 faculty tenured and promoted to Associate Professor
- New format for the Pioneer Newspaper, including on-line and Spanish language editions; increased visibility with Pioneer Web TV and Radio; a professional Pioneer Advertising Agency with over $100,000 in ad sales.
- Curriculum revision meeting recommendations of outside reviewers from our previous CAPR report, designed to meet the needs of an ever-changing discipline.

2.5 Resources
2.5.1 Library
We seek an appropriate level of support to add book and journal offerings, and enhancement of the Library’s film collection to support curricular offerings.

2.5.2 Information/Instructional Technology: See 2.5.4.1-5 below.

2.5.3 Assistive Technology
The department is committed to providing and adding assistive technologies to enable students, faculty and staff with disabilities to use all of the available department resources and media, especially in computer mediated communication for its labs, classrooms and online courses. We are working with Daminna Standfield, the
Accessible Technology, Media & Testing Coordinator, to assess the needs for the Communication department conference room and other facilities such as the TV studio to ensure that assistive technologies are in place to aid in course instruction for those who require them.

The department has recently reconfigured its conference room to accommodate students and faculty with assistive technologies to enable everyone to share and display information via the primary desktop computer, a monitor, and two larger display screens. One of our faculty members, Dr. Brooks, is partially blind and recently required assistance to add a functioning monitor and making full use of the capabilities for enlarging the mouse, screen and eventually with installing Dragon software for voice dictation, Dragon Naturally Speaking. This software can aid students and faculty in dictating their ideas into text.

Accommodations assistance for faculty with disabilities is an important and anticipated need for providing inclusive support for such faculty to teach and conduct research and writing. This assistance requires coordinated support from a number of offices from IT to Assistive Technology office and the Dean’s office. We recommend that the University continues to understand and monitor the accommodations needs for students, staff and faculty.

With the expansion of online instruction, enabling students with disabilities effective participation is an urgent requirement. Support for assistive technologies is required to provide captioning for online lectures for students with disabilities. They will also need access to technologies such as Kurzweil 3000 and JAWS to read textbooks and online reading assigned. Online instruction has to be in compliance with the American with Disabilities Act (ADA) and will require that faculty online lectures be captioned for students with disabilities. A number of courses in the department are either hybrid-online or fully online and we anticipate that more courses will be online when our proposed online degree debuts. We will encourage faculty to attend workshops to learn about assistive technologies and to evaluate our online courses according to the proposed rubrics for online learning now in consideration, Quality Online Learning and Teaching (QOLT) and Quality Matters (QM). Both rubrics ensure compliance with ADA requirements for online instruction and learning. The Communication Department will work with the Assistive Technology Services Office (ATSO) to ensure that our degree programs and facilities are designed with inclusivity in mind.

2.5.4 Communication Curriculum Facilities and Equipment.
2.5.4.1 In online and print journalism we have a 20-person computer lab/classroom and a newsroom with several current computers in the basement of Meiklejohn Hall. We produce our once-weekly and print edition of The Pioneer as well as daily content for the website. We are fortunate to have sufficient hardware for the most part, from computers to cameras, audio recorders and printers. However our facilities do not accommodate the needs of a fully functioning multimedia newsroom. In order to provide a contemporary
curriculum that meets and exceeds others in the region and similar in the country we would need to be under one roof with the video journalism area of Pioneer productions, which is currently housed in the basement of the Library building. Our existing space for online/print (which is often infested with mice) is a place where student editors and staff spend many hours each week doing the work of overseeing and publishing the paper – writing, editing, layout, selling ads and managing personnel and budgets. In conjunction with our hoped-for convergence of space and curriculum, we aim to create a newsroom space that is conducive to learning and practicing 21st-century journalism. In order to be competitive, our program would require the facilities outlined in 2.5.2 and discussed with facilities staff and administration in 2013-14. These facilities could be a hub of activity on campus and a huge draw for students interested in media beyond the confines of the Communication Department.

2.5.4.2 Broadcast facilities have been updated with modern equipment enabling us keep up with changing digital technologies and benefit our students as they seek internships and entry jobs on their career paths. Continuing commitment to equipment updates will be necessary as technology will continue to evolve.

Our major problem is that the studios, classroom labs, and office are in a basement facility that leaks when it rains, putting at risk all the new equipment and endangering students and faculty who must work with the electrical equipment. The dark, dank, aging brick and mortar provides an unsightly contrast to the new equipment, and could discourage prospective students in a tour. The facilities are big and difficult to work in. We need a modern learning facility with pristine listening and viewing environments. We need big screen monitors, Apple computers, and speakers to enhance audio. Substantial investment is needed in every classroom in the broadcast facility and in Meiklejohn Hall if we are to effectively teach modern media production.

Development of Pioneer Media Center: A state of the industry media center is an imperative on college campuses across the country. Ours should be no exception. A media center would be used across the campus community to teach, develop programming, operate our growing Pioneer Media Productions and attract new students. It would be a center of vibrant activity and will enhance the campus, the department and the learning and teaching environment and experience for students and faculty. Two of our faculty, Drs. Bell and Cardaras worked with campus facilities and an architect on a beautiful new plan for the existing broadcast facility space. The new plan would accommodate the Pioneer newspaper, the Pioneer online, Pioneer television, writing labs, a newsroom, editing labs, control room, studio, dressing room, faculty offices, advertising agency equipment room (the cage) and space for storage. A new space such as this reflects the convergence that has happened in the media world today. Currently, these parts are spread across campus, resulting in inefficient and outdated facility difficulties for students and faculty. A new media center should be a priority for a campus that is making improvements. The plan is ready to go. We are waiting for this project to be green-lighted.
2.5.4.3 Pioneer Advertising and Strategic Communication Agency. Our current equipment includes an HP Laser Jet CP4025 X 1, HP Laser Jet Pro 400 X 1, Apple MAC 2.9GHz Quad-core Intel Core i5 X 7, Apple Mouse X 6, and Apple Keyboard with Numeric Keypad X 7. We envision continued updates to equipment and additions as we expand the Pioneer Advertising Agency to a Strategic Communication Agency. This will also require a vision for appropriate facilities and room for operation as the agency grows and student numbers increase.

2.5.4.4 Communication Laboratory. Our current laboratory received updated computer, audio, and visual equipment, and we are very grateful. As technology changes, we will require updates, but our equipment situation is the best it has been in years. We are, however, in a cramped space, although charts above (p. 7) in this document demonstrate that we provide services comparable to other general education labs on campus. We need more space for tutors to tutor, and areas for students to practice their speeches without competing with one another. Further, the department has a longstanding desire to add a Graduate Writing Lab component to the facility, one that would encourage and enable the student research CSUEB says that it wants.

2.6 Unit requirements
Equipment for all Print and Video Editing Computer Labs, Newsroom, Broadcast and Audio Studios and Pioneer Advertising and Strategic Communication Agency, Communication Tutoring Lab

<table>
<thead>
<tr>
<th>Department Code</th>
<th>Year</th>
<th>Total</th>
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<tbody>
<tr>
<td>COMM</td>
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<td>COMM</td>
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<td>Grand Total</td>
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III. PLAN FOR 2015-2020
During the next 5 years, the Department of Communication, with sufficient institutional support, will continue its ambitions to become a destination major for CSUEB. We seek to grow over the 500 mark in undergraduate majors and continue growth both at that level and in our graduate program.

3.1. Curriculum
The department envisions implementation of its revised curriculum, including the reduced core and the three options (Multimedia Journalism, Strategic Communication, and Communication/Media Studies) as soon as it is approved. Each year of delay places the department further behind emerging trends in the Communication discipline, and withholds necessary coursework from our majors. Implementation of the curriculum will lead to enhanced ability to effectively update for the imminent conversion to semesters. We also remain committed to a full launch of the on-line Media Studies BA degree.

With the launch of a new curriculum, we will continue and revise our assessment program to identify strengths and weaknesses in the program. We will target incremental assessment of student learning outcomes at the core requirement level, paying particular attention to whether our newly reduced core provides a strong foundation for the students to progress to the options.

3.1.1 Envision Changes in next 5 years
Changes to the BA Program
Specific course changes are detailed in the chart below. We will implement a reduced core required of all majors and convert from two to three options. Specific five-year goals for each of the three options are detailed below the chart.
**PROPOSED UNDERGRADUATE COMMUNICATION CURRICULUM ~ PROPOSED START DATE: TBD**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Communication &amp; Media Studies</th>
<th>Multimedia Journalism</th>
<th>Strategic Communication</th>
</tr>
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<tbody>
<tr>
<td>COMM 3003 Communication Theories (4)</td>
<td>COMM 3000 History &amp; Criticism (4)</td>
<td>COMM 2400 Intro to Journalism (4)</td>
<td>COMM 2400 Intro to Journalism (4)</td>
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<td>COMM 3004 Quantitative Comm Research (4)</td>
<td>COMM 3030 Persuasion in Media (4)</td>
<td>COMM 2410 News &amp; Media Literacy (4)</td>
<td>COMM 3107 Intro to Organizational Comm (4)</td>
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<td>COMM 3005 Qualitative Comm Research (4)</td>
<td>COMM 3050 Communication of Difference (4)</td>
<td>COMM 2430 Photojournalism &amp; Visual Storytelling (4)</td>
<td>COMM 3210 Research in Persuasive Comm (4)</td>
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<tr>
<td>COMM 3006 New Media in the Digital Age (4) or COMM 3002 Comm, Media &amp; Culture (4)</td>
<td>COMM 3300 Critical/Cultural Studies (4)</td>
<td>COMM 420 Writing Across Platforms I (4)</td>
<td>COMM 3570 Principles of Advertising (4)</td>
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<td>COMM 3204 Reason in Controversy (4)</td>
<td>COMM 4001 Film Comm &amp; Culture (4)</td>
<td>COMM 2710 Video/Audio Production I (4)</td>
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<td>COMM 4400 Visual Comm and Culture (4)</td>
<td>COMM 4880 Conflict Management (4)</td>
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<td>COMM 3710 Video/Audio Production II (4)</td>
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<table>
<thead>
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<th>Electives (4 units)</th>
<th>Electives (12 units)</th>
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<td>COMM 3030 Persuasion in Media (4) repeated with different content COMM 3260 New Media &amp; Social Change (4) COMM 4160 Comm Technology &amp; Social Change (4) COMM 4170 Computer Game Studies (4) COMM 4180 Organizational Change, Creativity &amp; Innovation (4) COMM 4207 Communicating in Organizations (4) COMM 4999 Issues in Comm (4) repeated with different content Upper division communication course with advisor approval (4)</td>
<td>COMM 2500 Documentary Film Studies (4) COMM 2898 Media Internship (2) COMM 3450 Pioneer Print: Writing Blog (1) COMM 3451 Pioneer Print: Writing the Magazine Story (1) COMM 3452 Pioneer Print: Writing the Profile (1) COMM 3470 Pioneer Media Production Services (1) COMM 3640 Documentary Film: Researching the Documentary (1) COMM 3641 Documentary Film: Pre-Producing Documentary (1) COMM 3642 Documentary Film Production (1) COMM 3740 Pioneer Video/Audio: News Package (1) COMM 3741 Pioneer Video/Audio: Magazine Feature (1) COMM 3742 Pioneer Video/Audio: Two-Part Series (1) COMM 3850 Production Practicum (1) COMM 4150 Media &amp; Government (4) COMM 4899 Senior Portfolio (2)</td>
<td>COMM 2420 Writing Across Platforms (4) COMM 3260 New Media &amp; Social Change Literacies (4) COMM 3610 Professional Speaking in Strategic Comm (4) COMM 3620 User Experience Research &amp; Design (4) COMM 3898 Cooperative Education (1-4) COMM 4107 Relational Comm in Organizations (4) COMM 4207 Communicating in Organizations (4) COMM 4710 Diversity in Advertising (4) Upper division communication course with advisor approval (4)</td>
</tr>
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| 32 | 44 | 44 | 44 |
Communication/Media Studies Option

2015-2016:
* Advocate curriculum for the new option as detailed in chart above
* Explore an international exchange program for student opportunities
* Institute a technology needs assessment for the new curriculum option
* Design and pilot “fast track” system for undergraduate application to our Graduate Program
* Initiate discussions for planning semester conversion

2016-2017:
* Implement the international exchange program
* Refine curriculum as needed and continue to develop semester conversion plan
* Outreach to other departments for interdisciplinary educational opportunities
* Implement technology for the curriculum as provided by the university
* Refine the “fast track” graduate application system as needed

2017-2018:
* Prepare for adjustment and implementation of semester curriculum conversion
* Investigate 2+2 international program for student curriculum option
* Seek one new tenure-track faculty hire in Critical-Cultural Studies (Diversities and Gender)
* 2018-2019: Refine and implement semester curriculum
* Design and implement 2+2 international program
* Design and implement study abroad classes

2019-2020:
* Analyze assessment of new core impact upon COM/MEDIA option
* Continue refinement and implementation of programs detailed above
* Seek one new tenure-track faculty hire as a Communication Generalist

Strategic Communication Option:

2015-2016:
* Hire one new tenure-track faculty in Strategic Communication
* Advocate implementation of the newly revised curriculum option
* Expand service learning opportunities in Strategic Communication
* Plan and design enhanced student research projects and submissions
* Plan conversion of the Pioneer Advertising Agency into a full Pioneer Strategic Communication Agency including research, account management and higher-order design rather than solely selling advertisements. This vision is dependent upon new faculty
* Design and implement outreach to Bay Area professional organizations for collaboration opportunities for our students
2016-2017:
*Refine curriculum if needed
*Sustain and enhance the PRSSA CSUEB College chapter
*Work toward more opportunities for MA students to TA in Strategic Comm
*Support faculty-student research projects building upon previous efforts
*Continue Strategic Communication initiatives designed in previous year

2017-2018:
*Prepare for conversion to the semester system in curriculum revision
*Continue Strategic Communication initiatives listed above

2018-2019:
*Refine and implement semester curriculum
*Emphasize opportunities for graduate study in Strategic Communication
*Continue Strategic Communication initiatives listed above

2019-2020:
*Continue refinement and implementation of programs detailed above
*Assess the Strategic Communication needs for the next five-year review

**Multimedia Journalism Option:**

2015-2016:
*Advocate the new multimedia journalism curriculum as written and submitted in 20
*Improve web presence, quality and quantity of production of news, video and other visual content, in concert with curriculum changes.
*Provide release time for faculty coordinator of Pioneer Productions
* Hire one new IT/teaching support staff with focus on Pioneer productions

2016-17:
*Make Advertising manager position full time instead of split with Bookkeeping
*Open Pioneer Media Center as per plans drawn up in 2014 (commitment from Administration Feb, 2013) to remodel TV Studio create physical space required for competitive multimedia journalism program that will house, print, broadcast, audio, and advertising
*Seek one new tenure-track hire in Digital Multimedia

2017-18:
*Begin hosting CSU system wide multimedia news package that will raise the profile of CSU East Bay students
*Plan curriculum revision to semester conversion

2018-19:
*Begin reworking curriculum to adjust for changing field of journalism
*Implement conversion to semester system
*Seek one new tenure-track hire in Digital Media Studies

Changes to the MA Program
Goal: To increase program size and stability by enhancing recruitment, building the program reputation, and fostering community and alumni support

Year 2015-16
- Adjust curriculum as required by normal faculty discussion/input
- Revise program handbook as required by normal faculty discussion/input into policy changes
- Revise admission procedure to fast-track CSUEB Communication UG majors
- Re-establish annual spring student conference
- Encourage NCA submissions and attendance through exploration of funding initiatives
- Outreach to Art Dept-Multimedia Graduate Program for possible synergies and integrations
- Outreach to other social-science graduate programs to discuss synergies and possibilities for collaboration
- Promote greater integration of grad students into department media outlets through practicums
- Encourage PhD applications through Doctoral Application Workshop
- Investigate PhD ‘pipeline’ opportunities with local doctoral programs

Year 2016-17: In addition to all of the above:
- Revise program curriculum for semesters
- Revise program handbook for semesters
- Hold annual spring student conference
- Encourage NCA submissions and attendance through funding initiatives
- Synergize and collaborate with Multimedia Graduate Program and other social-science graduate programs to based on previous year discussions
- Establish an annual student research journal through creation of an editorial practicum, tied to annual conference
- Maintain greater integration of grad students into department media outlets through practicums
- Encourage PhD applications through Doctoral Application Workshop
- Implement PhD ‘pipeline’ opportunities with local doctoral programs
- Investigate establishment of annual “Visiting Scholar” program
- Refresh program seminar meeting room equipment and furniture

Year 2017-18
- Implement semester curriculum
- Hold annual spring student conference
- Encourage NCA submissions and attendance through funding initiatives
• Finesse collaboration with Multimedia Graduate Program and other social-science graduate programs to based on previous year discussion
• Maintain annual student research journal through creation of an editorial practicum, tied to annual conference
• Maintain greater integration of grad students into department media outlets through practicums
• Investigate international grad student exchange program opportunities
• Encourage PhD applications through Doctoral Application Workshop
• Maintain and expand PhD ‘pipeline’ opportunities with local doctoral programs
• Establish annual “Visiting Scholar” program

Year 2018-19
• Adjust semester curriculum as needed
• Revise program handbook as needed
• Hold annual spring student conference
• Maintain annual student research journal through creation of an editorial practicum, tied to annual conference
• Encourage NCA submissions and attendance through funding initiatives
• Maintain greater integration of grad students into department media outlets through practicums
• Establish international grad student exchange program opportunities
• Encourage PhD applications through Doctoral Application Workshop
• Maintain and expand PhD ‘pipeline’ opportunities with local doctoral programs
• Maintain annual “Visiting Scholar” program
• Refresh program seminar meeting room equipment and furniture

Year 2019-2020: Assess and continue above initiatives and prepare upcoming 5-year review

3.1.2. Impact on transfer Model curriculum.
The department has already begun adjustments for compliance with the STARS initiative and will continue to revise as needed when the new curriculum is eventually approved and semester conversion occurs.

3.2. Students
3.2.1 Envision Trends
3.2.1.1 Majors: Given current enrollment trends, and surveys of employers listing communication as a top (usually the top) desired attribute in new hires, we believe the Communication major will be a destination major for CSUEB.

3.2.1.2 Total Enrollments: With a growth rate of 5-7% we envision up to 470 majors by fall of 2015 and well over 500 by 2020.
3.2.1.3 **Student Characteristics:** National and local data suggest diversity will continue and grow. We welcome and celebrate those trends. We also recognize that CSUEB has a large percentage of first-generation college students and believe that trend will continue. We believe our outreach of cooperative programs with local high schools and the community will enhance our presence and all of these trends.

3.2.1.4 **Student Career Opportunities:** Entry level opportunities for media production and strategic communication will remain strong as companies recognize the urgency of keeping up with trends in digital media, including social media. Surveys show that employers in both communication and other fields are looking for people who can effectively engage public speaking, interpersonal communication, and presentations—all areas taught in Communication and Media Studies. We believe our students will continue to have success in getting admitted to graduate programs—our own or others—should they desire to do so. And we envision our graduate program incorporating media production and media studies in ways that enhance the career opportunities of our graduate students who do not plan on continuing to a Ph. D.

3.2.1.5 **Program-level Student Learning Outcomes.** Given delays in implementing our new curriculum, it appears the current five-year plan (now in its 3rd year of assessment) will continue to completion. A new plan will be developed for the new curriculum and semester conversion. This may require a rethinking of our SLOs, along with remapping for our next five-year plan.

3.2.1.6 **Outreach Plans.** We will continue cooperative programs with high schools and community clients in strategic communication and multimedia journalism. Study abroad initiatives will create more opportunities for international cooperation. If the forensics and debate program is restarted, it will provide unique opportunities for visibility and cooperation with high school and community college programs.

3.2.1.7 **Advising and Retention Strategies.** The department is continuing to strategize ways to enhance the advisement experience despite workload issues. We believe these efforts and our new curriculum will also increase retention as students see our department keeping up with the changes in the discipline.

3.2.1.8 **Class Scheduling.** As noted above, we hope for new faculty and facilities to make class scheduling easier and more useful to our students.

3.2.1.9 **New or changes in Programs.** Our revised curriculum proposal is detailed above, and we hope to revise our MA to incorporate more media involvement. We also hope for approval to go ahead with the online degree in media studies.

3.2.1.10 **Resources to Support Student Learning.** Necessary resources are detailed in 2.5 above. Most important are continued updates in new technologies and a fix for the dismal studio situation.
3.3. Faculty
3.3.1 Envision changes for Next 5 years. We hope to achieve on-time promotion for the two faculty currently at the Associate level, and the 4 current Assistant Professors.

3.3.2 List and Justify Anticipated new TT Applications. We have proposed hiring five faculty positions we believe will be necessary to accommodate our current and projected enrollment. In order, they include Strategic Communication, Digital Multimedia, Critical- Cultural, Digital Media Studies (Rhetoric focus), and a Communication Generalist.

See Appendix A: Justifications submitted to the CLASS office for 5 positions winter 2015.

3.3.3 Climate Issues
3.3.3.1 Leadership-Faculty Communication. Due to Dr. Young’s retirement, we will be selecting a new Department Chair this year. Assigned time ramifications will reduce our FTEF, and the department will have to engage that issue.

3.3.3.2 Workload. Workload issues are detailed in Section 2 of this document. Of most concern are uncompensated or undercompensated faculty responsibilities in media production and assessment. Advisement loads are another issue complicating our overall situation. Together, these workload issues impact faculty who have responsibilities to engage research and professional development for tenure and promotion, as well as personal and professional fulfillment.

3.3.3.3 RPT Challenges. Workload, as discussed above, is a major impediment to successful completion of requirements for tenure and promotion. The decision for a department chair may also complicate reviews. With Dr. Young’s retirement, our faculty will consist of 2 Associate Professors with tenure, 1 Assistant Professor with tenure, and 4 Assistant Professors on Tenure-track. Depending on the decision, many of our faculty may be reviewed at the chair level from outside the department.

3.3.3.4 Advising Plans. As detailed above, the department will continue to discuss ways to increase efficiency of advising. Student climate issues are also in that detail.

3.4 Other Resources. None that are not detailed in the report from Section 2.5.

IV. Outside Reviewer(s) Report

EXTERNAL REVIEW REPORT
California State University, East Bay –
Department of Communication April 15 – 16, 2015

External Reviewer: Dr. Michele Foss-
Introduction:

The following report summarizes my observations and suggestions resulting from the program review conducted in April 2015. The report includes remarks based on information I obtained during my campus visit (which consisted of a facilities tour and various meetings with the college deans, the department chair, tenured and tenure-track faculty, staff, graduate students, and undergraduate students) as well as during an extensive document review and evaluation of departmental web sites.

This report has one underlying and overwhelming theme, which will be evident in all areas of the report discussed below: the faculty, staff, and administration of the Department of Communication are to be commended for doing so much with so little (in terms of resources and support) or so few (in terms of personnel). The 2011 External Review report paints a picture of the faculty and staff as dedicated and hard working; I am happy to report now that their dedication and work ethic continue, even in the face of unusual challenges outside of anyone’s control. They deserve applause for maintaining such a quality program under the current conditions, but the applause should not be seen as indication that the current conditions are acceptable. If you’ll forgive an analogy, the Department is like a naturally gifted long distance runner. You tell the runner to run, and she/he will amaze you with how far and fast she/he can go. But... if you give her/him great running shoes, and keep her/him hydrated properly, and then create a relay team to run with her/him, you increase the distance and the all-around performance exponentially. As they are, the Department is a collection of naturally gifted individuals who are doing their very best to run a good, clean race, but they are getting tired and they need support and a bigger team. What they are doing is good; what they could do with more would be wonderful.

The Academic Program Review is a continuous process, so each review report does not need to cover every potential topic in the department. Instead, this report will focus on a few key issues and will offer both commendations and recommendations for each issue. The External Reviewers who conducted the Department’s 2011 review adopted the guidelines for accreditation review created by the National Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) as a way to provide context and structure for the review. I decided to adopt these same guidelines to give this 2015 review a similar structure, which could be helpful in determining areas of growth and success, as well as identifying areas that continue to be in need of attention.
The standards are as follows:

1. Mission, governance, and administration
2. Curriculum and instruction
3. Diversity and inclusiveness
4. Full- and part-time faculty
5. Scholarship, research, and creative/professional activity
6. Student services
7. Resources, facilities, and equipment
8. Professional and public service
9. Assessment of learning outcomes

Detailed findings:

1. Mission, governance, and administration

The Department has policies and practices that work toward making it an effective and fairly administered working and learning environment. Their mission statements for the undergraduate program (“Graduates will be able to make a positive, professional, and important contribution in the field of communication...by becoming inclusive, ethical, and effective leaders and participants in global and local communities”) and the graduate program (“Students who complete the Master of Arts degree in Communication will gain understanding and expertise in media studies, organizational, and interpersonal communication. By enabling them to critically analyze and improve spoken and written messages, the program prepares students to play valuable roles in business, industry, government, and education; to pursue doctoral study; and to communicate effectively in day-to-day life”) are clearly articulated and nicely aligned with the University’s mission. The 2011 review said that the Department might want to consider revising or recalibrating the mission statements in light of the new curricular model. The Department agreed with the suggestion, but the undergraduate mission remains unchanged. The lack of difference in the mission statement could indicate that the Department found the mission statement to be as representative and accurate under the new curriculum as it was under the old one.

In terms of departmental governance, the department operates as a committee of the whole. Dr. Gale Young, the current Department Chair, demonstrates deep respect for the faculty and staff, and they show an equal amount of respect for her. It is my understanding that the election of the new Chair was complicated at best, and that the new Chair (whomever that person might be) will begin her/his term as Chair in the midst of heavy emotional residue. In the interest of moving forward in an uncertain time (and facing the additional stress of an approaching transition to semesters), I would encourage the faculty to support the new Chair as they supported Dr. Young.
In terms of administration, there appears to be a sense that the college deans do not fully understand or appreciate the complexity of the Communication department. Some in the Department feel as though Communication has been assigned an undeserved “problem child” label, and their bad reputation could be partially to blame for the perceived lack of support. This perception (whether it matches reality or not) is creating a work environment in need of attention. For example, the graduate program is only able to offer one or two graduate seminars per term. The Department would like to offer more graduate classes (and the students are begging for them). The Department understands that they may only offer as many graduate seminars as they are able to fill. In order to fill the classes, the Department must find a way to increase the number of students. At the same time, they perceive their efforts to grow the program as being blocked or discouraged by the Dean, who expressed the opinion that the issues with the graduate program resulted from unmanaged or improperly managed growth in numbers. Thus, the Department lives (in this example and several others) between the rock of needing to grow to match the Dean’s requests and the hard place of being told by the Dean that growth is more of a problem than a solution. The morale of the Department has been negatively impacted. Both sides should work toward improving understanding and respect.

**COMMENDATION/S:** The Department produced a self-study document that shows deep and meaningful contemplation and substantial time and energy poured into the effort. The result is a Department that is clear about its own strengths and weaknesses, and committed to becoming a destination department for the university and in the region.

**RECOMMENDATION/S:** My recommendations in this area are admittedly loose (support the new Chair and work toward increasing understanding and respect between the Department and the College); my hope is that the lack of precision will allow the Department to establish their own definitions of “support” and “respect” and to choose their own path to those goals.

### 2. Curriculum and instruction

In response to the last external review, the Department revised the undergraduate curriculum, reducing the number of options and streamlining the program. The Department stands ready to launch a new curriculum that features three options: Strategic Communication, Communication/Media Studies, and Multimedia Journalism. The content of the 3-option curriculum supports both the student learning outcomes and the Department’s mission. However, there is some concern that the delivery of the curriculum may not be as elegant as the design of the curriculum; the faculty are already stretched thin, and some worry that moving into a three-option format will stretch them to a point of breaking. An additional fear is that curriculum changes will be based on staffing instead of innovation. Faculty interested in proposing new courses or developing new ways to deliver the current or planned curriculum appear to feel trapped in crisis mode, which hampers creativity. A final area of concern is that the efforts to keep the Department efficient
and contemporary could be moving it away from its “Communication” (theory-based) identity.

In the Department’s self-study document, they report an enrollment growth of 27% in the past five years (undergraduate and graduate students). It is clear that they do not have enough faculty to effectively manage this growth. The Department should be rewarded for this well-documented increased interest in the major, not punished for it. There is no justification that makes any sense for denying the Department at least four of the five hiring positions it requests, if receiving all five positions is deemed impossible. The four absolutely necessary positions (Strategic Communication, Digital Multimedia, Critical Cultural, and Digital Media Studies with a focus in Rhetoric) will restore a sense of equilibrium, allowing the Department to catch its breath. The fifth hire (a Communication generalist) would put the Department at an advantageous position.

In addition to the crucial solution of adding new hires to the roster, the Department must have sustained release time awarded in several areas in order to deliver the engaging, important, and contemporary curriculum it has developed. For example, the comparison between the Composition Director in English and the Communication Lab Director (presented in the Department’s self-study) is shocking. The Communication Lab Director is responsible for more teaching, more evaluating, more managing, more supervising, more training, and more general coordinating than the Composition Director…and the Composition Director receives assigned time while the Communication Lab Director does not. Again, there is no rationale for this difference that represents good logic. The comparison reveals an error in compensation, and the error should be resolved quickly. Similar flaws in compensation exist for the academic activity coordinators; the individuals who coordinate the Advertising Agency, the newsroom for the paper, and the broadcast activities (three different people) must receive assigned time. These individuals should be full-time faculty who are encouraged and allowed the time and space to integrate their research into their teaching and the supervisory aspects of the position. It is stunning that these individuals have been able to create such a high quality product without institutional support, but as has been previously mentioned, the current model is not sustainable. They have come this far, but should not (and likely cannot) continue in the same fashion. The problem is not in the curriculum; the curriculum, quite plainly, works. But it cannot continue to work without additional support (especially in the form of assigned time) and human resources (new hires).

New hires could also help the Department (and, by association, the College) in its ability to offer additional classes in General Education. The self-study mentions that the GE office had in the past expressed interest in adding Communication classes in critical thinking, cultural groups and women, and upper division social sciences to the GE schedule. The Department, needing to focus more on Communication majors, declined the new GE opportunities. More faculty would mean that the GE conversation could resume.
Having more faculty would also improve the Department’s ability to better participate in the trending exchange on the importance of undergraduate internships. As the national conversation on internships places them in higher and greater positions of importance, the Department should be ready to respond. Undergraduate students are interested in exploring their internship options, and they are grateful for the faculty who have suggested and advocated internships for them, but they would benefit from a more formalized internship program, which would ideally feature an interested member of the faculty (perhaps the hire in Strategic Communication) who received assigned time to coordinate the internship program.

The graduate program presents its own unique set of concerns in curriculum and instruction. A lack institutional support for publicity and recruitment leads to difficulty in creating the numbers needed to fill the graduate seminars. The Tenured and Tenure Track faculty are forced to do triage in the undergraduate areas, which pulls them away from the incredibly fulfilling work of teaching graduate student seminars. The Graduate Coordinator (Dr. Grant Kien) deserves credit for keeping the program alive, but the students are aware that they have signed on to a program in crisis. The students report that the course offerings do not match what is promised in the catalog. They take courses when available rather than in any kind of planned sequence. The Department might want to consider evaluating the graduate curriculum. Also, while the graduate students are deeply appreciative of the teaching opportunities offered as part of the graduate program, this aspect of the program is in danger of becoming more of a workforce solution (graduate TAs are cheap labor) than an educational experience for the graduate student. For example, the self-study mentioned that the syllabus for COMM 1000 (often taught by TAs) has been standardized, which means that SLOs and assessment rubrics are mapped to the GELOs for the course. This move is great for assessment, but it might not have any other benefits, and it might actually present a few pedagogical drawbacks. If graduate students are not required to take COMM 6250 (the graduate seminar in teaching communication) before entering the classroom as a TA, then they miss the opportunity to learn how to develop a syllabus (an important skill). The Department should have further discussions on this aspect of the graduate curriculum.

The current two-option undergraduate curriculum seems to be a clear improvement from the nine-option curriculum of the past. The students appreciate what they are learning, they are aware of the issues that led to the decision to move to the three-option curriculum, and they are excited about moving in that direction. One concern with the current curriculum that does not appear to have been resolved in the new 2015 – 2020 plan for the curriculum has to do with communicating the “big picture” to the students. They have clarity about what to do, but they seem to need more discussion (whether in advising sessions or materials or through some other format) on why they have to do what they have to do to move successfully through the program. For example, two students described a situation in which they both took class A before class B, and then got into class B and wondered why they were not required to take class B before class A. The Department might want to consider
adding more structure (new checkpoints or prerequisites in the existing road maps) to the three-option curriculum.

The final area of consideration lies in our academic final frontier: the Internet. Online instruction is not going away, and the Department will need to reconcile its online offerings in order to survive. Online instruction is relevant in this review in two areas: a) the online B.A. degree completion program in media studies (currently “locked in CSU limbo”), and b) online and hybrid courses offered as part of the regular BA program. In the self-study, the Department expressed a fear that “further delay in implementation risks waning enthusiasm” for the program, and this fear might have been realized, as none of the stakeholders consulted for this review mentioned the program in positive or negative terms. As far as the current online and hybrid courses are concerned, there is an impression among students that online classes are seen as “easy A” locations, and not incredibly stimulating. Hybrid classes are seen as more challenging, but still not as thought provoking as traditional face-to-face instructional models. The Department should consider how to move forward into the increasingly electronic instructional future in the best ways possible.

COMMENDATION/S:

A. Congratulations on keeping the graduate program alive in times of deep Departmental crisis.

B. The Graduate teaching program has produced and continues to produce talented individuals who are honored to represent CSU East Bay.

C. Even though some in the Department fear that they are losing what makes them a Department of Communication, the curriculum does represent a strong balance between theory and practice, even in the instructional areas that traditionally place more emphasis on skills. Some faculty described the curriculum as an ocean liner, but wanting it to feel more like a jet ski; the three-option model allows the department to operate as three jet skis moving in the same direction.

RECOMMENDATION/S:

A. Flowcharts/Roadmaps to completion of the B.A. degree exist, but they need more detail (perhaps in the form of checkpoints or prerequisites) and they could benefit from more contextualization, in both the undergraduate and graduate programs.

B. The students are unclear about how they will be impacted by the change from two to three options. Develop a plan for how to communicate the change to the student population.

C. Explore free methods of publicity and recruitment for the graduate program. How can you better use your graduate alumni to this end?

D. The Department could consider building partnerships with graduate programs in other departments, like the Multimedia program in Art. Such a relationship co
uld benefit both sides and the College as a whole.
E.

In effort to improve enrollment in graduate seminars, the Department could consider cross-listing certain graduate classes for certain advanced undergraduates.

F.

The Department should consider developing a formal graduate orientation, during which new students could meet the faculty and continuing students, learn about teaching and other opportunities, and so on.

G.

The Department could consider including a line about interest in coordinating a formal internship program in the job description of one of the new faculty positions. This move would, of course, make the most sense if the Department decides that a formal internship program would be beneficial.

H.

The Department should consider using evaluation services, such as Quality Matters, to review its online and hybrid courses, focusing on best practices for online instruction.

3. Diversity and inclusiveness

The Department’s self study reveals that the courses in place and the departmental SLOs show the Department’s commitment to matters of diversity and multicultural competence. The new three-option undergraduate curriculum will strengthen this commitment even more.

In terms of the graduate program, the self-study says that the graduate core is “taught from a critical/cultural perspective, with emphasis on the role of difference and social justice,” and the graduate students appear to embrace and appreciate this sense of departmental and programmatic identity. The Department describes this part of the program as “developing” in this area, but it seems to be more than developing. The spirit of the program direction is clear and present.

The individuals hired since the last External Review have increased the gender diversity in the Department. The Department remains dedicated to the goal of having a faculty that represents the wonderful mixture, across all manifestations of diversity, of the student population. The Department recognizes the instructional benefits of true multiculturalism. The College and University should applaud and match the Department’s stance, and provide all possible support to help the Department reach its goals in this area.

In general, the Department appears to be an inclusive environment. The participants in the campus visit conversations avoided the presentation of the dirty laundry to me, their guest, but I did not ever sense that said laundry was being hidden from my observation. Some faculty admitted to tensions over ongoing topics, but any profession filled with passionate and intelligent individuals will have to deal with some tension. This tension might have created some moments of discomfort, but the environment remains welcoming and positive. One professor said, “We are high quality people, and we want to make high quality contributions.” The faculty and staff are indeed high quality people, working very hard in less than favorable and incredibly stressful conditions, to offer a quality experience.
COMMENDATION/S: The Department shows a strong and unwavering commitment to matters of global and domestic diversity, as evidenced by their curricula, their hiring plans and history, and their means to support both faculty and students from all backgrounds and perspectives.

RECOMMENDATION/S: According to the self-study, the Department conducted a campus climate survey in Winter 2015; this survey was meant to assess student response to issues including diversity and inclusion. The Department should carefully consider the results of this survey. The Department might also want to develop a survey for staff and faculty addressing the same topics.

4. Full-time and part-time faculty

Plain and simple: the Department is understaffed and overworked. The faculty are two individuals fewer than they were in 2008, but serving a student population that is much larger. Fewer faculty teaching more students is a flawed equation.

The small number of faculty results in an unmanageable workload problem. The CSU follows a teacher/scholar model. Instructors are expected to be teachers who do research, not scholars who teach, but both aspects of the profession are recognized as important. Our scholarship is meant to enrich our teaching. We participate in scholarship and scholarly communities as a way to stay current in our discipline and to remind ourselves that most of us pledged to be lifelong learners. We are supposed to be teachers first, but we are asked and expected to balance our teaching with our scholarship. Without that balance, we are not effective at teaching OR research. Many of the faculty in the Department are finding themselves unable to achieve balance, even when achieving tenure depends on that balance.

Junior faculty are, understandably, concerned with new publication requirements for tenure, and a perceived lack of explanation of these requirements. There is also a palpable tension about the upcoming conversion to the semester system, and how that conversion will affect everything, but especially the teaching/scholarship relationship. The senior faculty are also struggling with finding balance, which makes them less available to assist the junior faculty much in their progression through the RTP process. The junior or faculty do not seem to feel that they work in an open-door kind of environment; everyone keeps their heads down, wanting to avoid getting hit with something else.

I was unable to meet with any part-time faculty, so my information about them was collected in conversation with the department chair and other faculty and staff. As with many departments of Communication (and in other disciplines as well) across the CSU, there is a growing problem of the part-time/full-time ratio. We are all still dealing with the impact of the economic crisis that started in 2008 and completely upended many of our operating policies and procedures. For example, many departments, including my own, had policies restricting part-time faculty from teaching upper division courses. After 2008, we were forced to abandon that rule. The Department of Communication at CSU East Bay also had to adapt in order to survive; according to the self-study, there are still eight lecturers scheduled to teach
upper division courses. There are also lecturers in supervisory positions that should, from a pedagogical stance, be held by full-time, tenured or tenure-track faculty. The lecturers are a respected and appreciated part of the instructional team in the Department, but they should not be seen as a long-term solution to the need for more faculty. For many reasons, several of which have already been outlined above, the Department is in desperate need of additional full-time, tenure-track faculty.

**COMMENDATION/S:** Even in times of crisis, the Department has managed to hold the line in certain matters. For example, even as policy changed to allow lecturers to teach upper division courses, those lecturers were still required to hold a Ph.D. in order to teach those classes. The Department’s steadfast response to unusual circumstances is a credit to their vision and integrity.

**RECOMMENDATION/S:**

A. The Department should consider creating a formal peer mentoring program for new hires and/or all junior faculty. A senior professor could be paired with a new hire or a junior professor as a source of information and support. Of course, creating such a program would take the time and resources that the Department already does not enjoy. A less formal but still established program could serve as a pilot until additional resources can be identified and secured.

B. Following the Dean’s suggestions, the Department should develop a set of guidelines about the ARTP process in Communication. These guidelines could speak to matters including the importance of conference activity, the differences between certain conferences, the differences between certain journals, the difference between certain types of book publications, and more. Even if the College or the University Faculty Senate did not recognize these guidelines, they would help the Department’s junior faculty reduce their anxiety.

5. Scholarship, research, creative and professional activity

The Department’s self-study shows an incredibly active record of scholarship, research, and creative and professional activity. This record is even more impressive when one considers the extreme circumstances under which most of this work was completed. The 2011 External Review suggested that the Department should deploy the Department PR courses to help promote and disseminate the accomplishments of students, staff, faculty and administration. In their response to that review, the Department agreed with the reviewers’ suggestion and reported a limited implementation of the idea (limited by a perceived lack of faculty time needed to bring the idea to fruition).

**COMMENDATION/S:** The Department is remarkably humble. The faculty are doing work that has been recognized on a national and international level, and they are
keeping it to themselves. At the very least, the students deserve to know more about the amazing individuals who are charged with their instruction.

RECOMMENDATION/S: The Department should revisit the idea presented by the 2011 reviewers. If the idea is integrated into a PR course’s curriculum, then it should not take any additional time outside of the general preparation time an instructor would typically devote to developing her/his course plan. The Department should also consider the use of websites and social media to “toot its own horn,” so to speak. The Department deserves to be proud of its research and creative activity.

6. Student services

According to exactly everyone with whom I spoke, the Department simply would not survive without the talented and dedicated individuals on its staff. They do “whatever needs to be done to help the department run smoothly,” often without recognition.

There exist some lingering frustrations, most of which have to do with communication across all levels of departmental operation. Staff members want to be included in the loop for matters that concern them, especially for matters that require staff involvement and planning. The staff describe current Department Chair, Dr. Gale Young, as very understanding and as an advocate for fair compensation and recognition, but they (understandably) wish more could be done.

In their self-study, specifically the section from the 2012-2013 Annual Report, the Department said, “Plans for alumni contacts through newsletters and on-campus activities are under discussion with University Advancement, with time the essential resource need.” In that year, there was money donated resulting in scholarships, and a mentoring program pairing students and recent graduates with alumni was in the “forming stages”. The Dean is a strong proponent of alumni involvement, as it benefits not only the Department, but also the College and the University. The Department should try to find additional ways to get Communication alumni more involved on campus.

I have chosen to discuss the Debate program under the Student Services section, but it would be just as appropriate under the section devoted to Curriculum and Instruction. It is tragic that the Debate program was gutted unceremoniously, as Debate is an enriching and priceless intellectual activity that can bring prestige and positive attention to a campus. Also, as was noted in the self-study, a Debate program makes the Department attractive to students wanting to transfer from local community colleges (most of which have vibrant Debate programs). Sadly, a Debate team cannot function without release time and travel funding for its coordinator/coach. The link between faculty travel and curricular needs is a strong and obvious one. The Department could also investigate ways to get the Graduate students involved, which would benefit the students who hope to find teaching positions in community colleges after earning their M.A. degree.
COMMENDATION/S: The 2011 External Reviewers report mentioned an annual awards ceremony that recognizes student achievements and accomplishments. The Department’s staff deserve to be recognized in this way as well.

RECOMMENDATION/S: The Department could (with necessary assigned time and faculty travel funding) consider turning the Debate program into a course that could be cross-listed for graduate students (serving as and learning to be coaches) and undergraduates (as the participants). Such a transition creates an obvious curricular link and removes any possible lingering stigma of Debate as similar to a club or organization.

7. Resources, facilities, and equipment

The Department’s facilities are in trouble. They are scattered across campus like dice on a craps table in Vegas, and they all appear to be in significant need of attention if not overhaul. According to the Department’s self-study (and consistent with what I observed), the studios, classroom labs, and offices are in a basement facility that leaks and floods when it rains. These rooms bear the scars from their past encounters with Mother Nature. The self-study mentions that the facilities are often infested with mice. Luckily, I did not observe this particular condition, but was not hard for me to believe the Department’s report. Such a situation might seem quaint or charming or somehow more authentic, but it is ugly at best, counter-productive in the middle range, and outright costly and dangerous at worst.

The Department has developed a remodel plan that would drastically improve conditions and would help Communication become a destination major on campus. However, the Dean explained that the remodel is part of a larger retrofitting project funded by a bond that is at least a year away from being official. The remodel is an ideal solution, and temporary solutions are too temporary to be considered solutions. The facilities issue is a nut that refuses to be cracked.

It is not clear to me how much control the Department has over its website, but by the looks of it, my guess is that they have little to no control at all. The website design is not user friendly or visually attractive in the slightest. Individuals with visual impairment would likely have difficulty navigating the site. The Department deserves a better (with better defined as stronger, clearer, more attractive, and more accessible) online calling card.

COMMENDATION/S: The Department is to be celebrated for providing quality instruction in facilities that in many cases are working against the instruction.

RECOMMENDATION/S:

A. I encourage the Department to continue to press the facilities issue. While it is true that the entire campus needs retrofitting and remodeling, the entire campus does not have instructional needs that are directly tied to their facilities.
B.

I encourage the Department (particularly the faculty with specialties in areas of visual communication) to champion the cause of improving the look of the Department (if not the entire University) website.

8. Professional and public service

As the 2011 review team did before me, I would like to reiterate my suggestion that the Department utilize its internal resources to find a way to show the campus and the regional community what fine work its students, faculty, and staff are doing.

9. Assessment of learning outcomes

According to the standards outlined by ACEJMC in the assessment of a Department’s learning outcomes, the program should first demonstrate that they have defined the goals for learning that students must achieve. To this end, Dr. Terry West coordinated department efforts to develop a 5-year SLO assessment plan. For the M.A., Dr. West led the efforts to replace the general statement from the old catalog with new graduate SLOs, a time-intensive process. The program should also have a written assessment plan that uses multiple direct and indirect measures to assess student learning. The department meets this standard, but the measures seem rather direct. The campus climate survey meets the indirect approach, but results from this survey were not available prior to my visit. Third, the program should collect and report data and then apply the data to improve curriculum and instruction. The data have been collected and reported and are being applied, but collection continues with improved methods. ACEJMC also suggests that a program should maintain contact with its alumni to assess their experiences, and that it should include professionals in its assessment process. I found no evidence that the Department has collected assessment data from alumni or communication professionals, but the suggestion is a great idea for how to move forward in the ongoing assessment plan.

The Department’s assessment plan is robust, strategic, and realistic (in that it recognizes how much work and time and energy assessment takes). As the Department is first to recognize, the most significant issue now facing the Department is that it has to rely on lecturers (who cannot be required to attend meetings or train in assessment) to provide the data needed to reach important conclusions.

COMMENDATION/S: My experiences with assessment in my home department have taught me that being the Assessment Coordinator is a thankless, repellant task for many. No one throws the Assessment Coordinator a party or a parade. The results of Assessment, however, are so important that the person charged with collecting the data and producing the results deserves a party for even being willing to accept the job. Dr. West, at the very least, deserves the Department’s gratitude.

RECOMMENDATION/S: As per ACEJMC suggestions, the Department should consider collecting assessment data from alumni and communication professionals.
Final thoughts:

In general, the Department appears to be in good health. There are some specific concerns that the Department will continue to face, some of which are totally out of their control, but they also have several areas in which they are growing in the right direction and in the right way. The Department wants to become a destination major on campus, and I see no reason why (with institutional support, of course) they should be unable to reach that goal in the next few years. The students I interviewed love their faculty and staff, and they all believe they made the right choice in declaring the Communication major (which is a huge compliment, perhaps the best compliment, to the Department and an encouragement to continue to do the good work that has brought you this far). I wish the faculty well, and thank them for this opportunity.

Respectfully submitted,

Michele S. Foss-Snowden, Ph.D.

V. Program Response to Outside Reviewer’s Report

The Five Year Program Review (Winter 2015) and subsequent External Review Report (April 15-16, 2015) completed for the Department of Communication were written under the leadership of a previous chairman of the department, who was retiring. Over the course of time that these reports were underway and for a number of reasons, which preceded my coming to the university, the department was struggling under the weight of a difficult, turbulent history. The department was transformed a number of times. There were retirements, a death or two, changes in leadership and a persistent push and pull regarding the best way forward for the curriculum, faculty and students. In sum, there was little stability, or at least the faculty did not think so. There was also very low morale and, as a result, a festering contention among colleagues, which, I believe, was somewhat reflected in these rather ambitious and overreaching reports. Our only “constant” was and continues to an outstanding admin, who has been a calming presence in troubled waters.

To coin a phrase, it is morning in the Department of Communication. I am a new chairman of the department and am relatively new to the university as well. In this new position I bring with me optimism, a positive attitude, a different style of management and, at the very least, a fresh way forward in Communication as I work closely with my colleagues. In this regard, we have wiped the slate clean and have begun a new era as we now look to the future. My colleagues have been lightened by this change in leadership and I can say confidently that we are united and working well together.

As the (new) chair, I acknowledge the receipt of both reports and have studied them both carefully. These require much more (thoughtful) reflection and that is currently underway as we are evaluating the curriculum and transforming it—both for the Communication bachelors and masters degrees as we move with the rest of the university toward a semester system in 2018.
We do know this: The department will have both depth and breadth in faculty and curriculum. It will have a stronger identify in communication theory and research. It will also keep current by being nimble as it speaks to emerging trends and progress in communication and media. We hope to offer a minor in communication and three concentrations in the following areas:

A) Communication and Media Studies

B) Strategic Communication

C) Multimedia Journalism (with a focus on Social Justice/Impact)

Very broadly, these changes will hopefully bring the following:

1. Several new TTF in the next five years, reflective of a more comprehensive communication curriculum.

2. Stronger more concentrated and better flowing Communication degrees in terms of curriculum, both undergraduate and graduate.

3. Degrees steeped in theory and in practice.

4. Degrees, which are more reflective of a dynamic, changing global environment.

5. A fresh look at facilities and what will be required in a new and improved communication landscape.

6. A thoughtful, streamlined, realistic strategy to refresh computers and equipment over time while keeping costs down.

7. Continued growth in student enrollment (undergraduate and graduate) while keeping costs down.

8. Potential curricular partnerships within the School of Art and Media.

In sum, the department knows where it wants to go. We have to determine with our college and administration how, in the next five years, to get there.
California State University East Bay

DEPARTMENT OF COMMUNICATION

FIVE-YEAR PROGRAM REVIEW 2010 - 2015

DEPARTMENT FACULTY

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Kate Bell
Lonny Brooks
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William Lawson
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Winter 2015