COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

College CLASS
Department Communication
Program Unit Communication
Reporting for Academic Year 2015-2016
Department Chair Dr. Mary Cardaras
Date Submitted June 1, 2016

1. SELF-STUDY

A. Five-year Review Planning Goals

The Five Year Program Review (Winter 2015) and subsequent External Review Report (April 15, 2016) completed for the Department of Communication were written under the leadership of the previous chair of the department, who retired. The Five Year Program Review was not approved by the Dean. As a new department chair, who assumed the mantel after turbulent times, which included, retirements, a death or two and a stressful push and pull over the way forward. Stability needed to be restored to the department and so did confidence in new leadership. We are a work in progress, but the atmosphere is palpably better and this new chair experienced the rhythm of life as chair over the course of a full academic year. The chair acknowledged the receipt of the Five Year Program Review and Outside Reviewers Report and carefully studied both over the past year. This year we have survived the weight of semester conversion and the department intends to tackle the report again and re-submit it for the Dean's approval in the coming year. We do know this as a department: The department intends to have both breadth and depth in faculty and in curriculum. It will have an even stronger identity in communication theory and research. The department will keep current and remain nimble as it addresses emerging trends and technology. We are keeping a focus on internships and students finding them early and doing them often (every six months) in preparation for a competitive job market and fierce competition in the area. We are making great progress in this area. We will emerge from semester conversion with a strengthened master's program and a bachelor's programs with concentrations in Communication and Media Studies, Strategic Communication and Multimedia Journalism with a focus on social justice and impact. We hope to hire three additional TT faculty in the next five years. (We were awarded one search for the 2017-2018 academic year.) We hope to take a fresh look at facilities. Like other campuses our needs a designated media center and a realistic strategy to refresh computers and equipment for media production. We expect to increase student enrollment while holding costs down and we aspire to be an active participant in the School of Art and Media. We have re-instated debate at CSU East Bay. We are already competing and have won awards. We hosted a debate scrimmage this month. The debate squad had only three people three months ago. Now over 20 students attend meetings. Journalism is

stronger than ever on campus. The newspaper staff is growing and so is circulation, as our paper has become an East Bay fixture. We have a zero to few return rate in the community and our students are reading and interacting with our online edition more than ever. We are in the process of establishing an enduring partnership with San Quentin prison that has well regarded newspaper and editorial staff. We will propose a joint investigative series about incarceration from both inside and outside the prison walls. We will also attempt to launch College Newsnet International, (CNI) an online news network, the content of which will be generated by college journalism students from around the world and managed by student staff here on campus. Our London study abroad program, which ran twice, has gained quite a following. We will discuss proposing that it become a permanent part of the curriculum (Documentary Film Studies and production), which will set the department apart. We will also discuss the viability of another, but one-of-a-kind bachelor's degree in Journalism for Social Justice or Journalism for Social Impact, which would be a destination program, bring notoriety to the university and advance our mission for increasing internship opportunities for students. We hope a campus discussion about a university Institute for Social Justice comes to fruition so that we can participate on many levels. The above goals will be reflected in varying degree in a re-submitted Five Year Program Review proposal.

B. Five-year Review Planning Goals Progress

Without an approved Five Year Plan, we cannot adequately innumerate progress. We have accomplished one new TT faculty search. We have gotten our master's and bachelor's program accepted for semester conversion. We have added new internship venues.

Faculty Accomplishments

Dr. Kate Bell:
Exporting Africa: Celebrity and the Racial Aura of Travelling Enchantment (planning to submit to Journal of International and Intercultural Communication)
"It Doesn't Get Better….You Get Stronger:" Homonormativity, Disidentification and Everyday Celebrity in Web 2.0. (Planning to submit to Celebrity Studies or Journal of Communication Inquiry)
Mounting and teaching a new GE course called Queer Cultures: Knowledge and Literacy, which Dr. Bell co-taught with Gr Keer in Winter 2016. The course was approved as an Area D General Education requirement and this was the first offering. Feedback suggested that students are hungry for knowledge in this subject area, and we hope to offer it again next year. The course takes an intersectional approach to gender and sexuality identity formation, and looks at both mainstream and alternative representations.

Dr. Lonny Avi Brooks:
STEAM Futures Project sponsored by Institute For STEM Education
We began a year long initiative at Cal State East Bay called STEAM Futures for high school students that will culminate in an 8 day long workshop this July 5-22 combining futures forecasting and gaming for the students. We will be running the workshop out of one of our Circle Labs, a new University neighborhood based computer lab, near one of our participating high schools, Anna Yates in Emeryville. We will take a few students and conduct a virtual tour as well on a two-hour field trip to IFTF to see the gallery of futures artifacts.
Our idea is that students can explore the gallery and then talk with IFTF researchers about what it's like to be a futurist/forecaster, why thinking about the future is valuable, how using games

and multimedia can help engage people in the future, etc.

The FLC on Sustainability

The FLC on Sustainability is working on bringing the Sustainable City Year Program (SCYP) to CSUEB and working with the City of Hayward departments to have our students collaborate on city projects. Many of them involve communication and public awareness efforts among many others. Hayward is working on encouraging a bicycling culture, for example, and is aiming for a decarbonized Hayward by 2050. President Morishita has dedicated resources to supporting this program and on May 11, 2016 city officials and staff was on campus in the Biella room to partner up with interested faculty to use city projects as platforms for students to work on specific projects tied to courses that could integrate a city project as a class project to create partnerships.

Dr. Brooks is working and collaborating on the Decarbonizing Hayward by 2050 initiative and we just submitted a PEIL grant for the SCYP program in general. This program would be useful for any of the department's new concentration courses. We have had a series of successful meetings with participating campuses in the program and with the City of Hayward. Dr. Brooks' course in Organizational Communication, for example, partnered with the city planning and design department of Hayward in Spring 2013 to work on the Hayward 2040 initiative and gather student input and visions for Hayward's future in key elements of public policy and planning.

PEER-REVIEWED PUBLICATIONS

Brooks, Lonny, Che Meneses, Barbara Keyser. (September, 2015). "From Territorial to Temporal Ambitions: Games as a Lens For Critical Cultural Work and Literacy" Social Media + Society (SM+S).

Brooks, Lonny J Avi. "Playing a Minority Forecaster in Search of Afrofuturism: Where am I in this future Stewart Brand?" Contributing Chapter to Afrofuturism 2.0: The Rise of AstroBlackness co-edited by Reynaldo Anderson and Charles Jones Lexington Books, an imprint of Rowman and Littlefield. . (forthcoming and in press, Fall, December 2015). (See Rowman and Littlefield catalog accompaniment and Author publication consent).

Co-editor on Special issue of the communication journal ETC. Brooks, Lonny J Avi and Aram Sinnreich, Introduction to "From Cybertypes to Futuretypes". Special issue for ETC: A General Review of Semantics. (See Note from Chief Editor of ETC, Ed Tywoniak, Associate Professor, St. Mary's College; Forthcoming and in-press, December 2015).

Brooks, Lonny J Avi. "Afro-Futuretyping Generation Starships and New Earths 05015 C.E.", Special issue for ETC: A General Review of Semantics. (Forthcoming and in-press December 2015).

Brooks, Lonny J Avi. Response to "Everybody and Nobody: Visions of Individualism and Collectivity in the Age of AI". [Peer Commentary on "Everybody and Nobody: Visions of Individualism and Collectivity in the Age of AI" by Aram Sinnreich]. Special issue for ETC: A General Review of Semantics. (Forthcoming, in-press 2015).

Brooks, Lonny J Avi. Response to "The Aliens Are Us: The limitations that the nature of fiction imposes on science fiction about aliens". [Peer Commentary on "The Aliens Are Us: The limitations that the nature of fiction imposes on science fiction about aliens" by Gideon Litchfield]. Special issue for ETC: A General Review of Semantics. (Forthcoming, in-press, December 2015).

Dr. Yung-I Liu:
Dr. Liu is working on the following research manuscript with the funding from the Faculty Support Grant Award, California State University, East Bay (2015–2016):
Online and Offline Communication Geography of Political Knowledge and Participation in Presidential Campaigns

Dr. Grant Kien:
· University Faculty Senator
· Faculty Senate Representative Member of the CSUEB Alumni Association Executive Board
· CLASS Curriculum Committee member
· Russian Translation of "Global Technography" full-length book was released in Russia
· Departmental RTP Committee member
· Departmental Part Time employee reviewer
· Supervised two MA Theses to completion (three still in progress, expected to be finished in the Spring quarter)
· Invited member of an "Ethnography" panel held on campus (Feb., 2016)
· Paper presentation at the Pop Culture Association annual convention in Seattle, WA (March, 2016)
· Invited Plenary Speaker at the "Development Vectors of Modern Russia" conference at The Moscow School of Social and Economic Sciences (April, 2016)
· Attendee at the EG conference, Carmel by the Bay, CA (April, 2016)
· Fall 2017 Sabbatical approved and granted to complete a full-length book project
· Invited guest editor of a volume for the "Emotions and Technology" book series (in progress, Sharon Tettegah, editor, Sense Publications)
· Chosen for a feature story about my research in Cal State East Bay Magazine (forthcoming)
• Fullbright Fellowship Disciplinary Application Reviewer

Dr. Mary Cardaras:
Chair, Department of Communication (current)
Published, 2013: Fear, Power and Politics: The Recipe for War in Iraq After 9/11; Lexington Books.
Published, 2016: Documentary Film: An Insider's Perspective; Cognella Books.
In production: This Just In, a feature length documentary film. "Truth, justice and American way just got a new home page. Two superstar veteran reporters take on the media establishment."
In post-production: Sunday Dinner, a documentary short about family and a Chinese dinner as American as apple pie.
Candidate for an ITVS grant: Table, a proposed web series about immigrants, family and gathering around the table for long held traditions that have been brought to America. Note: Sunday Dinner would be the first episode of this series.
Book proposal submitted: Pandora's Box and 'the Pottery Barn Rule': The Iraq War, Failed Policies and How They Shape the World Today.
Book proposal written: Faith Lost: America in An Era of Systemic Fraud.
Accepted: Cuba study abroad program, summer 2017.
Serving on numerous thesis committees and as chair on several.
Proposals in discussion:
New Bachelor's Degree in Journalism for Social Impact
University Media Center
University Institute for Social Justice

Dr. William Lawson:
Orchestrated a very successful study abroad experience in London in summer 2016.
Dr. Lawson will be taking his second group back in summer 2017.

C. Program Changes and Needs

The Department of Communication continues to grow. To answer that growth, we hope to add an additional two TT faculty in the next five years. Meiklejohn hall is old and tired. The classrooms do not reflect a modern, technologically advanced university facility and it is unsafe should an earthquake befall us. Our curriculum requires that we have classrooms conducive to listening to and watching various forms of media, including documentaries and films. Our classrooms, studios and labs need updating, paint, flooring and some kind of renovation so that they are safe, clean and reflect an industry that is constantly changing and growing. The department could use a room similar to AE 1203.

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

A. Program 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.

B. Program Student Learning Outcome(s) Assessed

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.

C. Summary of Assessment Process

In 2015-2016, the Department of Communication entered Year 4 of its 5-year assessment program for the undergraduate curriculum. The Student Learning Outcome assessed this year was #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.

According to the Department's current curriculum map, courses used to assess the SLO are: COMM 3107 (Introduction to Organizational Communication [Mastery, Acquiring Mastery, Developing]), 121 students/course; COMM 2550 (Queer Cultures: Knowledge and Literacy [Mastery, Acquiring Mastery, Developing]), 34 students/course; COMM 3560 Persuasion Theory and Practice [Mastery, Acquiring Mastery, Developing], 36 students/course. COMM 3107 is one of the core course requirements for the major; COMM 2550 is a new and general education elective and COMM 3560 is a required course for one of our two concentrations: the Professional Public and Organizational (PPO) Concentration. Results are summarized below. Dr. Lonny J Avi Brooks, departmental assessment coordinator, is now continuing the assessment work initiated by Dr. Terry West, who served as a member of the CLASS Faculty Assessment Coordinator Team (FACT). Undergraduate and Graduate 5 Year Assessment plans, Curriculum

Maps, Alignment with University Institutional Learning Outcomes, and year end reports are posted on the CLASS website at http://www20.csueastbay.edu/class/assessment/index.html . The rubric for SLO#4 is attached with this report.

1. The assessment coordinator and participating faculty created our first uniform rubric for one of our SLOs: SLO#4.
2. The department understands that assessment rubrics must be created for the current five-year plan until semester conversion occurs, and that the process must be departmental.
3. The department will engage further discussion as in fall 2016 about the assessment process and its implementation.

D. Summary of Assessment Results

Undergraduate SLO #4 Assessment Data: Data were collected in FA 2015 and WI 2016 for COMM 3701 (n=121), COMM 2550 (n=34) and COMM 3560 (n=36). The Assessment Coordinator developed a rubric in consultation with faculty for SLO 4; assessment data consist of major assignments in the respective courses that the instructors believe most clearly assess the SLO. Rubric data for student achievement are as follows:

Course	Assignment	Mastery	Acquiring Mastery	Developing Mastery
3107	Organizational Scenario Project	27.8%	55.6%	16.6%
2550	Tumbler Post	32%	17%	50%
3560	Written assignments and persuasive speech project	38.89%	36.11%	25.00%

Interpreting the Data and "Closing the Loop":
*If current assessment rubrics are accepted for the SLO, COMM students in the samples are where we would expect them to be at this level for entering the major for COMM 3107 and COMM 2550 and for entering the PPO concentration for COMM 3560. The majority of students are in the Mastery to Acquiring Mastery categories from 49% to 83%.
*COMM 2550 students who had 50% in the Developing Mastery category represent an indicator of student written expression and confirm beginning to continuing student majors' need to improve their clarity of written expression. The Department will discuss and plan for increasing student written ability.
*Sample size is one other likely explanation for why more students are achieving at 75-83% levels in Mastery to Acquiring Mastery levels.
*Different written and project assignments are used for the three classes, providing some discrepancy despite the SLO#4 Rubric created.
*Not all majors take COMM 2550 and COMM 3560 while all majors take COMM 3107.

3. STATISTICAL DATA

California State University, East Bay
APR Summary Data
Fall 2011 - 2015

Communication					
	Fall Quarter				
	2011	**2012**	**2013**	**2014**	**2015**
A. Students Headcount					
1. Undergraduate	366	391	405	423	498
2. Postbaccalaureate	1	1	1	1	0
3. Graduate	26	28	33	32	35
4. Total Number of Majors	393	420	439	456	533
	College Years				
B. Degrees Awarded	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
1. Undergraduate	90	103	87	91	106
2. Graduate	7	9	12	9	11
3. Total	97	112	99	100	117
	Fall Quarter				
	2011	**2012**	**2013**	**2014**	**2015**
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	3	5	6	7	7
2. Part-Time	2	2	2	1	0
3a. Total Tenure Track	5	7	8	8	7
3b. % Tenure Track	33.3%	46.7%	38.1%	38.1%	31.8%
Lecturer Headcount					
4. Full-Time	0	0	0	0	1
5. Part-Time	10	8	13	13	14
6a. Total Non-Tenure Track	10	8	13	13	15
6b. % Non-Tenure Track	66.7%	53.3%	61.9%	61.9%	68.2%
7. Grand Total All Faculty	15	15	21	21	22
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	3.3	5.3	6.0	5.7	6.5
9. Lecturer FTEF	6.4	6.9	8.4	8.1	9.2
10. Total Instructional FTEF	9.7	12.2	14.4	13.8	15.7
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	101.9	190.3	207.5	210.3	184.3
11b. % of FTES Taught by Tenure/Track	34.6%	51.1%	47.5%	51.9%	44.0%
12a. FTES Taught by Lecturer	192.8	181.9	229.3	195.2	234.9
12b. % of FTES Taught by Lecturer	65.4%	48.9%	52.5%	48.1%	56.0%
13. Total FTES taught	294.7	372.2	436.9	405.5	419.2
14. Total SCU taught	4421.0	5583.0	6553.0	6082.0	6288.0
D. Student Faculty Ratios					
1. Tenured/Track	31.1	36.1	34.6	37.1	28.5
2. Lecturer	30.1	26.4	27.2	24.2	25.5
3. SFR By Level (All Faculty)	30.4	30.6	30.3	29.5	26.7

4. Lower Division	31.8	30.7	33.0	28.3	29.1
5. Upper Division	32.6	32.0	28.3	35.2	29.9
6. Graduate	13.8	19.0	22.2	11.8	7.0
E. Section Size					
1. Number of Sections Offered	55.0	61.0	61.0	69.0	74.0
2. Average Section Size	30.8	32.5	34.1	28.9	28.0
3. Average Section Size for LD	31.6	30.7	32.9	27.8	29.3
4. Average Section Size for UD	33.7	35.6	40.9	32.7	29.3
5. Average Section Size for GD	11.0	28.0	15.8	12.3	11.3
6. LD Section taught by Tenured/Track	1	2	2	4	1
7. UD Section taught by Tenured/Track	13	20	19	23	15
8. GD Section taught by Tenured/Track	12	11	9	10	14
9. LD Section taught by Lecturer	19	25	27	26	23
10. UD Section taught by Lecturer	10	3	8	8	14
11. GD Section taught by Lecturer	0	0	0	0	0

Source and definitions available at: http://www.csueastbay.edu/ira/apr/summary/definitions.pdf