



ANNUAL PROGRAM REPORT

College	CLASS
Department	Communication
Program	Bachelor's
Reporting for Academic Year	2019-2020
Last 5-Year Review	2015
Next 5-Year Review	TBD
Department Chair	Dr. Mary Cardaras
Date Submitted	October 14, 2019

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

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

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

The last five-year strategic plan was completed and submitted in academic year 2014-2015. It was problematic and for a number of reasons, was rejected by the Dean's office and a request was made to re-submit it. Due to a variety of circumstances, including the retirements of a long-time chair and a long-time faculty member, the election of a new chair, semester conversion and a transformed curriculum, a new, re-submitted strategic plan did not progress. We successfully transitioned to semesters with a transformed curriculum. We have one new TT faculty member, who began the tenure clock in August/Fall 2019 bringing our TT numbers currently to 8. We would like to be approved for and conduct a new TT search in the coming academic year.

1. All faculty see the value in a study abroad program and there has been unanimity in "embedding" it as a permanent fixture in our curriculum for summers and a short program somewhere during intersessions, in January. The chair will propose a faculty led program to Athens, Greece for summer 2020. The School of Art and Media will propose a program to Bali in 2021. And a faculty member will be proposing an intercession program to Mexico City. We hope ALL can be approved.
2. The Department of Communication wants to create a continuing visiting scholar program wherein the institution of the visiting scholar would completely fund the faculty who would conduct research at East Bay, provide guest lectures, present their research, and teach one course per semester as a paid lecturer, this portion of which would be union-compliant. Dr. Grant Kien is now doing research on a candidate from a university in China, who has been approved to be fully funded to study here.
3. The Communication faculty has created a proposal for a new Media Freedom Center under which we would host a bi-annual Media Freedom Summit at East Bay, and Project Censored, a legendary, long time entity, which was housed at Sonoma State University for 40 years, the founder of which has long since retired. (The new director and board members are faculty and lecturers at East Bay.) We have submitted paperwork and are waiting for approval.

4. The Communication Multimedia Journalism faculty has proposed a new bachelor's degree in Media for Social Impact (working title). It will be nearly budget neutral and utilizes existing courses that have previously been approved for semesters. This is currently under review by the Dean and Associate Deans.
5. The Pioneer newspaper, a fundamental part of our Multimedia Journalism concentration, will create a new funding model where the paper and its companion online edition will generate its own revenue through advertising and donations. We are a community and campus newspaper. The community is dependent on the hard copy edition where we are increasing circulation and we will promote the online edition among students on campus where we are decreasing the number of traditional, hard copy newspapers.
6. The library is going to be torn down. In the basement of that building are two studios, a classroom lab, and our cage, which houses all our equipment, and offices. These facilities are fundamental to our program. In the coming year, we need to discuss moving those facilities or replicating them elsewhere on campus. The continued health and growth of Communication is dependent upon them.
7. Meiklejohn's Communication classrooms are a disgrace, although there have been some improvements. They are ill equipped and what equipment we do have, is unreliable. They are not conducive to teaching and/or learning. The faculty is determined to work with facilities and the Dean's office to find ways to remedy this situation over time. We need a proper screening classroom akin to AE 1203, which is technically responsive, has pristine audio and video capability so that we can show and critique work germane to our curriculum.
8. This year we are hosting our first academic conference with the Union of Democratic Communication and Projected Censored. We hope that CSUEB will serve as the bi-annual west coast home for this annual national conference.
9. Communication also hopes to host an experimental, first-ever Critical Media Literacy Conference for west coast universities (only) at our Oakland campus. This is in the discussion phase.

## **B. Progress Toward Five-Year Review Planning Goals**

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

1. We will propose the trip to Athens, Greece in November 2019 and hope to be in discussions with the Dean's office and the Center for International Education on this initiative as well as the Bali initiative. For Bali in 2021, a common course for students from 4 disciplines has been submitted to the curriculum committee. Also, a faculty member will propose a two-week intercession program in Mexico City.
2. A proposal is written and winding through the proper approval process. We have a first candidate.
3. The proposal has been drafted and is waiting for approval.
4. The proposal has been drafted and waits for the Dean's approval to move to the Chancellor's office for further consideration.
5. This project is ongoing. We count on advertising dollars for this effort. We are waiting for approval from the Dean's office to sell ads for CBD medical products. We have gotten numerous inquiries and these sales will put the newspaper on better financial footing and path.
6. No discussions have taken place about the future of our lab and studio spaces.
7. Ongoing. The chair, on behalf of the faculty, has been discussing this issue with facilities and with IT.
8. The conference happens on the main campus and in Oakland Oct. 31-Nov. 3.
9. We are preparing to set a date for this experimental miniconference.

### C. Program Changes and Needs

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

**Overview:**

**Curriculum:**

**Students:**

**Faculty: Currently, 8 TT faculty.**

**Staff: Currently, four.**

**Resources:** *(facilities, space, equipment, etc.)* N/A

**Assessment:**

**Other:** *(e.g., major program modifications)*

## II. SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

**CAPR ILO Communication Fall 2019**

### I. SUMMARY OF ILO ASSESSMENT

#### A. Institutional Learning Outcomes (ILO)

We assessed the ILO 1: Written Communication.

#### B. Program Learning Outcome(S) Assessed:

1. Explain and apply communication theories. (ILO 2 Communication)  
Demonstrate understanding and application of communication theories.

#### C. Summary of Assessment Process

**Instrument(s):**

<b>CSUEB ILO Written Communication Rubric Approved by Academic Senate, May, 2017</b>				
Description: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Statement of purpose, thesis or controlling idea(s)</b>	Clearly states a central idea, appropriate to the assignment.	Adequately states a central idea, generally appropriate to the assignment.	Inconsistently or superficially states a central idea, minimally appropriate to the assignment.	Lacks statement of a central idea, or states central idea inappropriate to the assignment.
<b>Audience awareness</b>	Demonstrates clear understanding of audience, appropriate to the assignment.	Demonstrates adequate understanding of audience, generally appropriate to the assignment.	Demonstrates inconsistent or superficial understanding of audience, minimally appropriate to the assignment.	Lacks an understanding of audience.
<b>Organization, cohesion, and clarity</b>	Clearly structured around the central idea. Uses a range of transitions to connect ideas, and is easy to follow.	Adequately structured around the central idea. Uses some transitions to connect ideas, and is generally easy to follow.	Has minimal structure around the central idea. Uses few transitions to connect ideas, and is somewhat difficult to follow.	Lacks structure around the central idea. Lacks transitions that connect ideas, and is difficult to follow.
<b>Presentation of supporting ideas</b>	Presents evidence and ideas that clearly support and develop the central idea.	Presents evidence and ideas that generally support and develop the central idea.	Presents evidence and ideas that minimally support and develop the central idea.	Does not present evidence or ideas that support or develop the central idea.
<b>Language usage, sentence structure</b>	Uses sophisticated and varied sentence structures. Demonstrates appropriate language choices.	Uses some variation in sentence structure. Generally demonstrates appropriate language choices.	Uses little variation in sentence structure. Minimally demonstrates appropriate language choices.	Lacks variation in sentence structure. Does not demonstrate appropriate language choices.
<b>Mechanics: grammar, punctuation, and spelling</b>	Shows correct use of grammar, spelling, and punctuation.	Shows mostly correct use of grammar, spelling, and punctuation. May have occasional errors that do not interfere with meaning.	Contains grammar, spelling, and punctuation errors that are distracting or occasionally interfere with meaning.	Contains grammar, spelling, and punctuation errors that are highly distracting or often interfere with meaning.

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

**Sampling Procedure:** We sampled essays from Communication 601, Communication Theories, from Fall 2018. We looked at the Final paper assignment, 18-20 pages to write a comparative essay that proposes a solution to a communication problem. The goal was to choose a theoretical approach that will accomplish the graduate student's personal goals as a scholar. The graduate student choose from a range of communication theories taught and discussed during the seminar.

**Data Collection:** Prof. Grant Kien, who taught this communication graduate course, created the assignment and graded their papers according to the assignment rubric. The assessment coordinator, Prof.

Lonny Brooks reviewed their paper through a blind process without knowledge of their final grades and reassessed their work against the ILO Written assessment rubric. There was a small pool of students taking Comm 601 and three papers were available and used to create this sample, in Fall 2018, so our sampling size is quite small.

**Data Analysis:** The totals in each category for the Final paper assignment are summarized in the table below.

Academic Year	# of Students	Met Expectations		Exceeded Expectations	
		#	%	#	%
2018-2019	3	3	100	1	33

	Essay 1	Essay 2	Essay 3	
<b>Statement of purpose, thesis or controlling idea(s)</b>	4	3	3	
<b>Audience Awareness</b>				
<b>Organization and cohesion</b>	4	3	2	
<b>Presentation of supporting ideas and appropriate use of literature references</b>	4	3	3	
<b>Language usage, sentence structure</b>	4	3	3	
<b>Mechanics: grammar, punctuation, and spelling</b>	4	3	3	

**Main Findings:** For each essay reviewed, nearly every score was 3 or above. All of our students have learned how to use correct academic language by the end of their first semester in the graduate program. One student struggled with organizational cohesion in not identifying all of the theories they would discuss initially. All met or exceeded expectations with respect to creating a strong thesis, audience awareness, presentation of supporting ideas, language and usage and mechanics. While these standards were met, language use and mechanics can always be continually refined and improved to level 4 mastery.

**Recommendations for Program Improvement:** The department needs to work on ensuring that strong graduate level writing skills continue to develop within the coursework of the program to increase student mastery by the end of the Masters program. High expectations need to be set and communicated to the

graduate students and graduate advisors should be made aware of how best to coach each student in writing mastery in preparation for one of the three optional pathways to their final Masters Defense work and to determine which pathway is appropriate for them: 1) either in the comprehensive exam, or 2) special project or 3) thesis.

**Next Step(s) for Closing the Loop:** The department will be discussing how best to integrate assessment expectations at the introductory, developing or mastery level for readability, validity and fluency in student work. Professors will be encouraged to share the assessment rubrics with their students. Our assessment activity next year will include assessing more than just one graduate seminar to increase the data we use to do our assessment.

**Other Reflections:** The work described above will take much work and intentional focus on assessment. We have guidelines ready and have made this a priority agenda item for our next faculty meeting on October 15.

#### **E. Assessment Plans for Next Year**

In 2019-20 we will determine at our next Faculty meeting Oct. 29 which PLO we will assess next for the graduate program.

### **III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

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

#### **A. Discussion of Trends & Reflections**

##### **Notable Trends:**

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

##### **Reflections on Trends and Program Statistics:**

*Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.*

In a five-year analysis of FTE's, our enrollment has very slightly increased from approximately 435 students to 451 students in our Communication Bachelor's program. In a six-year data head count

analysis from 2012-2017, Communication has fluctuated between 391 to 463 students in 2017 and in the Master's Degree, the population was at a meager 25 in 2017 from 28. Today, October 2019, we show 499 bachelor's students and 19 master's students. We intend to better market our programs, especially at the Bachelor's level to the community colleges. We are hoping that a proposed new degree program, if approved, specifically targeting the community college population in seven disciplines, will attract more students to our program. We actively market the master's program, but have much competition in the greater bay area.

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

### 1. Request for Tenure-Track Hires

In the next five years, wholly dependent on enrollment, we would anticipate to request 2 or 3 new TT searches/hires.

### 2. Request for Other Resources

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