ANNUAL PROGRAM REPORT

College	CLASS
Department	Communication
Program	Bachelor's
Reporting for Academic Year	2018-2019
Last 5-Year Review	2015
Next 5-Year Review	TBD
Department Chair	Dr. Mary Cardaras
Date Submitted	October 15, 2018

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 have successfully transitioned to semesters with a transformed curriculum. We have one new TT faculty member. We are underway, conducting a search for another tenure track faculty to begin in academic year 2019-2020 and the faculty have discussed new goals moving forward. They include:

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.
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.
3. The Communication faculty is creating a proposal for a new Center of Media Freedom 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, the founder of which has since retired. (The new director and board members are faculty and lecturers at East Bay.)
4. The Communication Multimedia Journalism faculty will be proposing a new bachelor's degree in Media for Social Impact (working title) and is working with Kyle Burch to attract Associate Degree students from Bay area community colleges in seven disciplines to transfer to East Bay for this new degree program. It will be budget neutral and utilizes existing courses that have previously been approved for semesters.

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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, our cage, which houses all our equipment, and offices. These facilities are fundamental to our program. 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. 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 finds ways remedy this situation over time.

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 hope to be in discussions with the Dean's office and the Center for International Education on this initiative.
2. A proposal is currently being written.
3. The proposal is being drafted.
4. The proposal is being drafted for the Dean's review.
5. This project is underway. We will be working with Rafael Hernandez as this takes shape and materializes.
6. The chair is making some inquiries so that we can begin discussions on this soon to be problem.
7. Ongoing. The chair, on behalf of the faculty, has been discussing this issue with facilities and with IT.

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, 7 TT faculty. One TT search is underway for 2019-2020.
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)*

A. PROGRAM LEARNING OUTCOMES (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

Undergraduate PLOs:

1. *Explain and apply communication theories. (ILO 2 Communication, ILO 3 Diversity).*

2. *Articulate and apply communication research methods. (ILO 1 Thinking and Reasoning, ILO 3 Diversity).*

3. *Critique and implement media creation and analysis. (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).*

4. *Articulate diverse communication perspectives toward communities and peoples. (ILO 3 Diversity and ILO 4 Collaboration).*

5. *Explain and demonstrate sustainability and social justice concepts in communication. (ILO 3 Diversity, ILO 5 Sustainability).*

Graduate PLOs:

1. *Engage critical/creative thinking toward a convergent praxis of theory and applications relevant to the communication discipline/field. (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).*

2. *Conduct original research adding to the discovery of knowledge in the communication discipline/field; (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).*

3. *Demonstrate results of original research in the communication discipline/field through presentation in written, oral, or mediated formats; (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).*

4. *Develop critical and cultural perspectives in promoting social justice. . (ILO 3 Diversity, ILO 4 Collaboration, ILO 5 Sustainability).*

B. PROGRAM LEARNING OUTCOME(S) ASSESSED

List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.). As part of our semester conversion process, we created new PLO's in 2017 and completed our assessment of our prior PLO's in the 2016-2017 academic year. Our goal was to make our new PLO's more accessible

and understandable for our undergraduate and graduate students. We are launching our assessment of our new PLO 1 for the first time with the start of semesters for 2018-2019.

The prior plo's assessed in 2016-2017 focused on:

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.

C. SUMMARY OF ASSESSMENT PROCESS

Instrument(s): In analyzing our assessment data, We have adapted the ILO Rubric for Written Communication **CSUEB ILO Written Communication Rubric Approved by Academic Senate, May, 2017.** This rubric is the most flexible for our major and we are refining it to assess the other PLOs this year. 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.

Sampling Procedure: We sample three courses as a norm for each semester that reflect the objectives of the PLO most closely, and obtain the rubrics for assessment for course assignments, quizzes, tests, and final projects from the instructors who teach the courses for our sample.

Sample Characteristics: The sample will include the the rubrics for assessment for course assignments that include essays, response papers, thesis papers, research projects, quizzes, tests, and final projects, video documentaries, films, news reports, social media including new media such as virtual reality projects, advertising and public relations campaigns that are part of our communication discipline.

Data Collection: *(include when, who, and how collected)* Our assessment lead and coordinator meets with the faculty whose courses will be assessed for the year from instructors to tenure track faculty members throughout the year usually in the mid and near completion points of the semester to obtain data.

Data Analysis: In analyzing our assessment data, we have created a rubric that focuses on three phases of learning: Mastery, Acquiring Mastery, Developing. Based on the rubrics and grades assigned, we analyze how students are categorized within these three phases and then assess at what level students have achieved Mastery, Acquisition of Mastery and Developing for each PLO.

D. SUMMARY OF ASSESSMENT RESULTS

Main findings:

Recommendations for Program Improvement: Based on our prior 2016-2017 Assessment report, improving the clarity of writing especially in explaining and applying communication theories for our new PLO 1 will remain a priority. *(changes in course content, course*

sequence, student advising)

Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

We recommend that our department archive sample rubrics for faculty to adapt, assess, share and discuss as part of regular faculty meetings. Creating a committee involving faculty whose courses will be assessed within the department creates a useful team. New rubrics, including refining our current rubric for this year's PLO assessment process, are continuing to be developed for our first year of semesters 2018-2019 in consultation with faculty.

Other Reflections: We recommend, if possible, reinstituting a writing a course in learning to write across media platforms.

E. ASSESSMENT PLANS FOR NEXT YEAR

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

This academic year (2018-2019) we will assess two undergraduate PLOs in alignment with two ILOs and this constitutes an updated revision to our program assessment plan submitted for 2018-2023:

- ***PLO 1:*** *Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others. (ILO 2 Communication).*
- ***PLO 4:*** *Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities. (ILO 3 Diversity).*

For next year (2019-2020) we will assess two PLOs in alignment with two ILOs and this constitutes an updated revision to our program assessment plan submitted for 2018-2023:

- ***PLO 2:*** *Articulate and apply communication research methods. (ILO 1 Thinking and Reasoning, ILO 3 Diversity).*
- ***PLO 3:*** *Critique and implement media creation and analysis. (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).*

This year we will assess our graduate PLO 1 in alignment with two ILOs and this constitutes an updated revision to our program assessment plan submitted for 2018-2023:

- ***PLO 1:*** *Engage critical/creative thinking toward a convergent praxis of theory and applications relevant to the communication discipline/field. (ILO 1 Communication, ILO 3 Diversity).*

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. 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.

B. <mark>**Request for Resources**</mark> *(suggested length of 1 page)*

   1. Request for Tenure-Track Hires

      We have a TT search underway now for the 2019-2020 academic year. In five years, wholly dependent on enrollment, we would anticipate requests for no more than two TT 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. We 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.